ARABIC MOTIVATION AND SUPPORT SCALE (GRADE 3 +)

BRIEFING NOTE AND ADMINISTRATION GUIDES

QUEEN RANIA FOUNDATION — مؤسسة الملكة رانيا

Education Endowment Foundation

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I.   Overview

The **Arabic Reading Motivation and Support Scale** is a culturally grounded tool designed to measure primary students' motivation to read and the support they receive from their environment, including schools and families. Developed by the Queen Rania Foundation (QRF) in partnership with Jordan's Ministry of Education (MoE), and under funding from the Education Endowment Foundation and BHP Foundation, and QRF.

The scale addresses a critical gap in Arabic-language educational assessment: the lack of validated instruments that capture *why* students read—not just how well they read.

This tool focuses on key non-cognitive dimensions of reading engagement, such as enjoyment, intrinsic motivation, confidence, and emotional encouragement. It is aligned with Jordan's National Literacy Strategy and adaptable for program evaluations and educational research across Arabic-speaking settings.

Target Audience:

- **Primary users:** Education policymakers, program evaluators, researchers

- **Target population:** Jordanian students in Grades 3 to 5

- **End users:** Teachers, facilitators, school leaders, and implementers of literacy interventions

I.I Why The Tool Was Developed

While efforts to improve foundational literacy in Jordan have expanded, there remains a clear gap in tools that assess *why* students read and the conditions that support their engagement—especially in Arabic-speaking contexts. Most existing assessments focus on cognitive outcomes, overlooking important factors such as motivation, confidence, and support from home and school.

This tool was developed to fill that gap. Drawing on international research and designed through a culturally grounded process, it provides a **scientifically robust and practically usable** way to capture the emotional and contextual factors that shape reading habits—critical for long-term reading engagement.

I.II What The Tool Measures

- **16 items- One score**: The Reading Motivation and Support Scale is a composite indicator designed to capture students' overall motivation to read and the support they receive from their environment. It brings together 16 individual items—each reflecting a specific aspect of reading behavior or support—and aggregates them into a single, interpretable score. A high score indicates a strong presence of motivational and contextual support for reading.

- **Areas covered**: Reading enjoyment, intrinsic motivation, confidence in reading skills, and support from family and school. Additional questions can be included in the questionnaire to address other research or evaluation objectives, depending on the intended use.

I. III Development and Testing

The Arabic Reading Motivation and Support Scale was adapted from established international instruments—most notably the PIRLS Student Context Questionnaire—and refined for the Jordanian context through a participatory, evidence-based approach.

The development process involved:

- **Literature review**: To identify global best practices in measuring reading motivation and reading habits more generally.

- **Item adaptation and cultural alignment**: Items were linguistically and contextually tailored for Arabic-speaking students, with expert input from Arabic language educators.

- **Pilot testing**:

  - **Initial development phase**: Conducted with 1,100 students from Grades 3 to 5 across 30 schools in Karak and Madaba.

  - **National pilot phase**: Implemented with 435 students from 28 randomly selected public schools across Jordan's three regions (Central, North, and South).

- **Psychometric analysis**: The tool was evaluated for clarity, age appropriateness, and item performance using standard statistical techniques, including reliability, factor analysis and clustering analysis.

I. IV Key Findings From The Pilot

The scale has demonstrated strong psychometric properties, indicating its suitability for both research and programmatic use in Arabic-speaking educational settings.

- **Internal consistency**: strong reliability of the 16-item scale in measuring a unified construct—reading motivation and support. (Cronbach's Alpha = 0.897)
- **Construct validation through factor analysis**: **Factor Analysis (FA)** confirmed that the items cluster around a single dominant factor, supporting the use of a composite score representing students' overall reading motivation and support. This validates that the tool measures a coherent underlying concept rather than unrelated individual traits.
- **Behavioral alignment**: Students with higher scale scores were more likely to report positive reading behaviors (e.g., reading for pleasure, reading at home, and currently reading a book), reinforcing the tool's internal validity.

- **School-level clustering**: An intra-class correlation (ICC) of **42%** indicated that school environment (e.g., teacher encouragement, peer influence, access to books) plays a substantial role in shaping student motivation.
- **Recommended Administration Method:** Individual digital administration is recommended for Grade 3 students to ensure clarity and high-quality data collection. For students in Grade 4 and above, paper-based group administration may be used, provided that a trained facilitator is available to support the process.

  Further testing is advised to compare both methods and determine the most effective and feasible approach across different school settings.

I. V Joint Development with the Ministry of Education and Subject Experts

The scale was developed in close coordination with the following MoE departments:

- Examinations Department
- Research & Development Unit
- Curriculum Department (including the Libraries Team)
- Supervision and Training Directorate

The process included technical workshops, literature reviews, iterative revisions, and support from an academic advisory group of subject experts: Prof. Rob Coe, Dr Fabian Schmidt and Rawan Awwad, Haneen AlAbed and Dr Matteo Rava from QRF's side.

I. VI Use Cases and Applications

This tool represents a pioneering step in integrating attitudinal and behavioral metrics into the evaluation of reading programs. It is now ready for broader application in Jordan, fully aligned with the National Literacy Strategy, and adaptable for use in reading programme evaluations across the Arab region

- **Program Evaluation:** To assess non-cognitive outcomes in QR programs and other initiatives targeting reading.
- **To inform national strategies**: The tool may support broader reading promotion efforts aligned with Jordan's National Literacy Strategy
- **Research:** As a research instrument, as it is flexible enough to be used in different Arabic-speaking education settings

This brief also includes a profile of the scale, the scale items themselves, and the individual and group administration guides, organized into the following sections in this order.

II.   Reading Motivation and Support Scale

Item	Description
What it measures	Students' motivation to read and the environmental support they receive, covering enjoyment, intrinsic motivation, self-confidence, and support from teachers and family.
Target age range	Primary school students – Grades 3 to 5 (ages approx. 8–11). Potentially adaptable for use in higher grades (up to Grade 10).
Number of items	16 items (merged into a single composite indicator)
Scale format	Composite indicator calculated from Likert-type items (frequency and agreement formats)
Administration format	- One-on-one, digital (recommended for Grade 3) - Paper-based, classroom setting (recommended for Grades 4 & 5)[1] with facilitation
Respondent	Student self-report
Language	Arabic (original version), linguistically reviewed for age appropriateness and clarity
Time to complete	It is recommended not to exceed 20 minutes when adding other questions to the scale tool.
Scoring	Mean score across items; higher scores indicate stronger reading motivation and support
Internal consistency	Cronbach's Alpha = **0.897** (based on a national pilot with 435 students)
School-level clustering	An intra-class correlation (ICC) of **42%** indicated that school environment (e.g., teacher encouragement, access to books) plays a substantial role in shaping student motivation.
Development sample	Phase 1: 1,100 students (30 schools, Grades 3–5, Karak & Madaba); Phase 2: 435 students (28 randomly selected public schools across Central, North, and South Jordan)
Validation	Validated against related reading behaviors captured within the **same survey**, including: (1) frequency of reading for pleasure, (2) whether the student is currently reading a book, and (3) enjoyment of reading at home and school
Accessibility	Available in Arabic with a translation provided in this document; including administration guides for individual and classroom facilitation.
Strengths	High reliability; culturally contextualized; co-developed with MoE; validated using internal indicators;suitable for program evaluation and research
Limitations	Further testing needed for administration mode comparability and use in higher grade levels

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[1] The scale was administered digitally and individually with students in grades 3–5 under a facilitator's guidance, and in paper-based group format with grade 5 students.

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III. Full Scale Items (Translated from Arabic)

a. How often do these things happen at my school?	Never	Once or twice a month	Once or twice a week	At least 3 times a week
1. I read quietly on my own in my school				
2. My teacher asks me to read aloud so that other students can hear me.				

b. How often do you engage in the following activities outside of school?	Never	Once or twice a month	Once or twice a week	At least 3 times a week
3. I read because I enjoy reading				
4. I read to increase my knowledge and awareness about the topics I want to learn.				

c. When I think about reading lessons, to what extent do I agree with these statements?	Disagree a lot	Disagree	Agree	Agree a lot
5. My teacher encourages me to read				
6. My teacher encourages me to express my opinion about what I have read				

d. How much do you agree with each of these statements?	Disagree a lot	Disagree	Agree	Agree a lot
7. I enjoy reading a lot				
8. I learn a lot from reading				
9. I like to read books/stories that make me think a lot				
10. I feel very happy when a book helps me imagine and be curious				
11. Someone in my family often encourages me to read books/stories				
12. My reading is good most of the time				
13. Reading is very easy for me				
14. I can read quickly				
15. I can easily identify the main idea from the text I read				
16. My grades in Arabic are considered very good				

IV. Administration Guides

I.   Individual

Introduction

This guide outlines the steps for conducting one-on-one sessions with students to complete the questionnaire, ensuring a comfortable and neutral setting that encourages honest responses and maintains data quality. It can be used by data collectors, teachers, or supervisors.

Setting the Environment

- Conduct the session in a quiet and private space where the student feels comfortable and away from peer influence.
- Start with a warm greeting, introduce yourself, explain the purpose of the questionnaire, and emphasize that responses are confidential.
- Encourage the student to answer honestly and explain that there are no right or wrong answers, and that they may skip any question they do not understand or prefer not to answer.

Explaining the Scales

- For agreement scale questions (Strongly agree, Agree, Disagree, Strongly disagree): use a familiar example to explain the difference.

    Example: 'If I say: I like Sportclass — and you really like it, you would choose: Strongly agree. If you like it a little, choose: Agree. If you don't like it, choose: Disagree. And if you never like it at all, choose: Strongly disagree.'
- Make sure the student understands all the options clearly before starting. Provide another example if needed.

During the Session

- Each interview should take approximately 20 minutes.
- Read each question clearly and let the student respond without interference.
- Do not interpret the items or guide the student toward specific answers.
- Make sure all responses are complete before moving on to the next student.

Ethical Considerations

- Remain neutral and welcoming at all times.
- Do not suggest preferred answers or pressure students.
- Follow the student selection process exactly as instructed.
- Submit completed digital questionnaires immediately to avoid loss of data.

II.   Classroom

Introduction

This guide is intended to support teachers in administering the questionnaire in classroom settings, particularly for Grade 4 and above. It outlines steps to ensure clear, organized implementation in a supportive and neutral environment that encourages student participation and preserves data quality.

Preparing for Administration

- Ensure that all necessary permissions are obtained, especially parental consent.

- Select the class or classes according to the sampling design appropriate for the study, typically from Grade 4 or 5. It is recommended that no more than 25 students be included in a single group to ensure smooth implementation.

- If the class includes more than 25 students, it may be divided into two groups, with the questionnaire administered to each group separately.

- Make sure to prepare a sufficient number of printed copies and writing tools.

- Explain the purpose of the questionnaire to students and emphasize that their responses are confidential and that there are no right or wrong answers.

Administering the Questionnaire in the Classroom

- Distribute the questionnaires and ensure that every student receives a copy.

- Read each item aloud in a clear voice and guide the students through the questions step-by-step.

- Use a calm and encouraging tone to maintain student engagement without pressure.

- Explain the response scales in simple language, using examples from daily life.

  For example (Agreement Scale):
  "If I say: I like gym class — and you really like it, you would say: Strongly agree.
  If you like it a little, you say: Agree.
  If you don't like it, you say: Disagree.
  And if you never like it at all, you say: "Strongly disagree."

- Encourage students to ask questions individually if they need to, by raising their hands. Group discussion is not allowed during administration to prevent influencing others' answers.
- Allow approximately 20 minutes for each group to complete the questionnaire.

Collecting and Reviewing the Questionnaires

- Collect all questionnaires and ensure they are complete.

- If there are incomplete questionnaires, kindly ask the student whether it was intentional or if they need help to finish.
  (Students have the right to skip questions, but if any were left blank by mistake, they should be given the opportunity to complete them.)

- Organize the questionnaires according to student numbers and document them carefully.

Additional Notes

- Maintain a quiet and supportive environment throughout the session.

- Provide assistance to students who may have difficulty reading, without influencing their responses.

- Submit completed digital questionnaires immediately to avoid loss of data.