VALIDATION OF DIMENSIONS OF MASTERY QUESTIONNAIRE (DMQ18) FOR ARAB ALGERIAN MIDDLE SCHOOL STUDENTS

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Mastery motivation is a key psychological construct that describes children`s intrinsic drive to persist despite challenges. It is a pivotal construct for understanding students` academic success and engagement in the learning process. However, mastery motivation has never been explored in the multilingual context of Algeria. Therefore, this research aims to adapt, translate, and validate the Dimensions of Mastery Questionnaire (DMQ18) for future use within the Algerian middle school context, considering a broader population and geographical area. The DMQ18, an instrument developed to measure children's motivation to master challenging tasks (Morgan et al., 2017). It consists of seven scales and 41 five-level Likert items, each rated from 1 "not at all like me" to 5 "exactly like me". It has four versions, including infant, preschool, and school-age by adult/self-rating versions. The school-age self-rating version was translated into Arabic and adapted to align with the cultural and linguistic landscape of the Algerian context. A cross-sectional design was employed. The questionnaire was administered to seventh-grade middle school students (12 and 13 years old) (n = 150). The students belonged to public middle schools in the three large districts in the city in which the researchers received the research authorization letter, including both urban and rural regions to ensure background diversity. The translation process followed a rigorous approach outlined by the International Test Commission (ITC, 2017). During the forward translation phase, two translators worked independently, and the subsequent reconciliation and harmonization revealed high consistency between the translated versions, with few differences in word choice based on personal preferences. These discrepancies were resolved, and the finalized version was sent for evaluation. After expert feedback, the instrument was adjusted and finalized for use. Data was analyzed using a confirmatory statistical analysis to evaluate the factor structure and establish the dimensionality and psychometric properties of the Arabic version of this instrument, focusing on internal consistency, construct validity, and factor structure. Results revealed that the Arabic version of the DMQ18 exhibits strong reliability and validity, which supports its applicability for assessing mastery motivation in Arabic-speaking populations, particularly Algeria. The findings further emphasize the DMQ18`s capacity to capture key dimensions of mastery motivation, making it a valuable tool for researchers and educators interested in exploring this motivational construct in multilingual educational settings. By validating the DMQ18 in the Algerian context, the study addresses a critical gap in the literature and provides a foundation for future research on mastery motivation in similar contexts, enhancing this tool's relevance and utility across diverse populations.