

The relationship between Metacognition, Goal Orientation and Scholastic Achievement of Secondary School Students^{*}

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Abstract

Although met cognition and goal orientation are still considered some of the new structures in the search for students achievements in academic attitudes and the school semester, it is important for all students, as well as for all educators.

The aim of the present research is to find out the relationship between met cognition, students' goal orientation (mastery orientation / performance orientation) and scholastic achievements for these students, and to study met cognition as a feature in the individual in relation to students goal orientation, their scholastic achievements, and to identify the relationship between met cognition and, scholastic achievement. All of this is done to benefit from the results in drawing the attention of those in charge of the educational process in this area. The present study has concluded that there is a statically significant correlation between met cognition and students goal orientation of secondary school students, and a statically significant relationship between met cognition and scholastic achievements of these students. The study ends up with some conclusions and recommendations for research.

* For the paper in Arabic see pages (271-297)

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