

The Relative Contribution for Achievement Goals Orientation, Cognitive Flexibility and EFL Learning Autonomy in Predicting the Performance of Fayoum University Post –Graduate Students on TOEFL Test .

Abstract :

The current study aimed at exploring the effect of the interaction of the variables of gender(male/ female) and the type of the faculty(practical/ theoretical) on the total score of achievement goal orientation , cognitive flexibility and autonomy of learning English as a foreign language among post graduated students at the faculty of education, Fayoum University. In addition, the study aimed at identifying the differences between students of high and low performance on the TOEFL Test in achievement goals orientation scale and its factors , cognitive flexibility scale and its factors and autonomy of learning English as a foreign language scale and its factors. Besides, It aimed at knowing the relative contribution of achievement goals orientation , cognitive flexibility and autonomy of learning English as a foreign language in predicting the performance on the TOEFL Test of the participants.

The researcher prepared and administered achievement goals orientation scale , cognitive flexibility scale and autonomy scale . The participants consisted of (١٣٢) post graduated students at the faculty of education, Fayoum University. The researcher employed many statistical techniques such as Exploratory Factor Analysis, Confirmatory Factor Analysis, The "T" test, Two– Way Anova and Regression Analysis .

The study results indicated that there are statistically significant differences between means of scores of males and females in achievement goal orientation scale , cognitive flexibility scale and autonomy scale in favor of females . In addition , there are no statistically significant differences between means of scores of students of practical and theoretical faculties in achievement goals orientation scale , cognitive flexibility scale and autonomy scale and their factors.

However , there is a statistically significant effect of the interaction of the variables of gender and the type of the faculty on the total score of achievement goals orientation , cognitive flexibility and autonomy of learning English as a foreign language. Moreover, there are statistically significant differences between means of scores of students of high and low performance of the TOEFL Test in achievement goal orientation scale , cognitive flexibility scale and autonomy scale and their factors in favor of students of high performance on the TOEFL Test. The research also found that each of cognitive flexibility and autonomy attributed in predicting the performance on the TOEFL of the participants.

Key Words :- Achievement Goals Orientation , Cognitive Flexibility, Autonomy of Learning English as a Foreign Language, TOEFL Test, Relative Contribution.