

The current research dealt with the concepts (emotions associated with achievement, positive delusions, and metacognitive beliefs), which are relatively recent concepts in educational psychology. homework, monthly, quarterly, and final exams, and that these emotions greatly affect the level of performance. Either (positive delusions) are unrealistic attitudes adopted by the individual about himself and others close to him. And the possibility of adjusting or controlling the facts and course of life experiences, while (metacognitive beliefs) is the knowledge of our thinking system, in addition to the factors and assessments that affect the way or pattern of our thinking.

In light of this, the researcher sought to identify the relationship between emotions related to achievement and their relationship to positive illusions and metacognitive beliefs among postgraduate students through the objectives and identification of:

The current research aims to find out:

1. The degree of emotions associated with achievement among graduate students.
2. The degree of positive delusions among postgraduate students.
3. Degree of metacognitive beliefs among postgraduate students.
4. The statistically significant correlation between each of the emotions related to achievement, positive illusions, and metacognitive beliefs among graduate students.
5. Differences in the correlation between emotions related to achievement and positive delusions are known according to the variables of gender and specialization (male\_female) (scientific\_humanities)

6. Differences are known in the correlation between emotions related to achievement and metacognitive beliefs according to the variables of gender and specialization (males - females) (scientific - humanities).
7. The degree to which positive illusions, metacognitive beliefs, gender, and specialization contribute to the emotions associated with achievement among graduate students.

To achieve the objectives of the current research, the researcher followed the descriptive approach of correlational studies. The sample size for the current research was chosen using the stratified random method with a proportional distribution, as the sample size for the current research reached (400) male and female graduate students.

The researcher adopted tools to measure the research variables, as he built a measure of emotions related to achievement according to the theory of Pekrun (2005), adopted a positive illusions measure and its translation (Taylor & Brown (1994), and adopted a measure of metacognitive beliefs and its translation by Wells (2004), and after verifying the validity The three scale items were applied to the target sample by extracting the psychometric properties of the three scales and analyzing their items statistically.

In order to analyze the data for the current research, the researcher used a set of statistical methods, including (the t-test for one sample, the t-test for two independent samples, the Pearson correlation coefficient, the multiple correlation coefficient, and the Cronbach's alpha coefficient) and processed it statistically using the SPSS statistical package.(

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The following results were reached:

1. Graduate students enjoy the emotions related to achievement.
2. Graduate students enjoy positive illusions.
3. Postgraduate students enjoy metacognitive beliefs.
4. There is a positive, positive correlation with a high degree between the emotions related to achievement, positive illusions, and metacognitive beliefs.
5. There is no difference in the correlation between the research variables (emotions related to achievement, positive illusions, and metacognitive beliefs) depending on the variables of gender (males, females) and academic specialization (scientific, humanities).
6. The contribution of positive illusions and metacognitive beliefs in increasing the emotions related to achievement among graduate students.

The results led to some recommendations and proposals, including

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**Emotions related to achievement and their  
relationship to positive illusions and  
metacognitive beliefs among postgraduate  
students**

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