



**PRE-SERVICE EFL TEACHERS' GOAL  
ORIENTATION AND APPROACHES TO  
TEACHING**

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**Pre-service EFL TEACHERS' GOAL ORIENTATION AND APPROACHES  
TO TEACHING**



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## **DECLARATION**

I hereby declare and verify with my honor the result of my work that all information has fully cited and referenced for all materials even if the results are not originated to this study, written by me as M.A. thesis Pre-service EFLTEACHERS' GOAL ORIENTATION AND APPROACHES TO TEACHING, in according to expound with rules and ethical policy

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the statement mentioned earlier.

**Name Surname: Yahya Hassan Farah**

**Signature :**

## **FOREWORD**

First of all, I would like to describe how literature explores pre-service EFL Teachers' goal orientations and approaches to teaching. Pre-service EFL teachers' goal orientation plays an essential in education, wherein they overcome the obstacle of facing when they become teachers, for example, how do they select literary text suitable for their students and what method will use when they attempt to explain and how their emotions.

Furthermore, I would like to thank my supervisor, Ozkan Kirmizi, who helped me with my thesis from beginning to end. Also, I cannot forget to thank the other professors who proffer their knowledge about my carriers of Master's degrees at the University of Karabuk.

Besides, I have never forgotten my precious aunt, who helps me till the deceased of my mother and financing me through all my education process. Otherwise, my colleagues were giving me a hand about where I can find the article's authenticity and which sites are suitable for searching either articles or books.

Finally, I have thanked all people who influenced the writing of my thesis.

## ABSTRACT

This study aims to show the relationship between pre-service EFL teachers' goal orientation and approaches to teaching. This study is correlational, revealing possible inter-relationship among variables.

The sample of the research chose through random sampling. The total number of participants is 109, enrolled at Karabük University English language department. The number of female participants is 80 and male participants 29. Two questionnaires were used as a data collection tool. The first questionnaire is Teaching Goal Orientation Questionnaire (TGOQ), which has four sub-dimensions: performance-avoidance goal orientations, learning goal orientation, work avoidance goal orientation, and performance-approach goal orientation (See Appendix A). TGOQ has 36 items and it is a Likert-type questionnaire. The answers vary from strongly disagree (1), disagree (2), undecided (3), agree (4), to strongly agree (5). The second questionnaire is the Teaching Approaches Questionnaire (TAQ), developed by Trigwell, Prosser, and Ginns (2005). TAQ has 22 items approaches to teaching inventory (see Appendix B).

According to the results, there is a positive correlation between pre-service teachers' goal orientations and approaches to teaching. This study showed that pre-service teachers' goal orientation exhibits a significant difference among participants' grades and also approaches to teaching prove significant variety among participants' grades.

Finally, pre-service teachers' goal orientations and approaches to teaching show significant differences in terms of participants' genders. The female participants in English Language and literature departments showed higher academic achievements than male participants in English Language and literature departments. In addition, according to the results, pre-service teachers' goal orientation and approaches to teaching conveyed reliable results for teachers' goal orientation and approaches to teaching.

**Keywords:** goal orientation, approaches to teaching, pre-service EFL teachers

## ÖZ

Bu çalışma, hizmet öncesi EFL hedef yönelimi ile öğretime yaklaşımlar arasındaki ilişkiyi göstermeyi amaçlamaktadır. Bu çalışma korelasyoneldir ve değişkenler arasındaki olası ilişkileri ortaya çıkarmaktadır.

Araştırmanın örneği rastgele örnekleme yoluyla seçildi. Karabük Üniversitesi İngilizce bölümü'ne kayıtlı toplam katılımcı sayısı 109'dur. Kadın katılımcı sayısı 80, erkek katılımcı sayısı 29'dur. Veri toplamak için iki sormaca kullanılmıştır, Hedef Yönelim Anketi ve Öğretim Yaklaşımları Anketi. Araştırmanın örneği rastgele örnekleme yoluyla seçildi. Karabük Üniversitesi İngilizce bölümü'ne kayıtlı toplam katılımcı sayısı 109'dur. Kadın katılımcı sayısı 80, erkek katılımcı sayısı 29'dur. Veri toplamak için iki sormaca kullanılmıştır, Hedef Yönelim Anketi ve Öğretim Yaklaşımları Anketi. İlk anket Öğretme Hedefi Yönelimi Anketi'dir (TGOQ), dört alt boyutu vardır: öğrenme hedef yönelimi, performans-yaklaşma hedef yönelimi, performans-kaçınma hedef yönelimleri ve işten kaçınma hedef yönelimi (Bkz. Ek A). TGOQ'da 36 madde vardır ve Likert tipi bir ankettir. Cevaplar kesinlikle katılmama (1), katılmama (2), kararsız (3), kabul etme (4), şiddetle kabul etme (5) arasında değişir. İkinci anket, Trigwell, Prosser ve Ginns (2005) tarafından geliştirilen Öğretim Yaklaşımları Anketi'dir (TAQ). TAQ'da envanteri öğretmek için 22 madde yaklaşımı vardır (bkz. Ek B).

Sonuçlara göre, hizmet öncesi öğretmenlerin hedef yönelimleri ile öğretime yaklaşımları arasında pozitif bir korelasyon vardır. Bu çalışma, hizmet öncesi öğretmenlerin hedef yöneliminin katılımcıların notları arasında önemli bir fark gösterdiğini ve ayrıca öğretime yönelik yaklaşımların katılımcıların notları arasında önemli bir çeşitlilik gösterdiğini göstermiştir.

Son olarak, hizmet öncesi öğretmenlerin öğretime yönelik hedef yönelimleri ve yaklaşımları, katılımcıların cinsiyetleri açısından önemli farklılıklar göstermektedir. ELT bölümlerindeki kadın katılımcılar, EFL bölümlerindeki erkek katılımcılara göre daha yüksek akademik başarılar gösterdi. Ayrıca sonuçlara göre hizmet öncesi öğretmenlerin hedefe yönelimi ve öğretime yaklaşımları öğretmenlerin hedefe yönelimi ve öğretime yaklaşımları açısından güvenilir sonuçlar aktarmıştır.

**Anahtar Kelimeler : hedefe yönelim, öğretime yaklaşımlar, hizmet öncesi EFL öğretmenleri**



## ARCHIVE RECORD INFORMATION

|                                 |                                                                       |
|---------------------------------|-----------------------------------------------------------------------|
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| <b>Author of the Thesis</b>     | Yahya Hassan Farah                                                    |
| <b>Supervisor of the Thesis</b> | Özkan kırmızı                                                         |
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## ARŞİV KAYIT BİLGİLERİ (in Turkish)

|                           |                                                                           |
|---------------------------|---------------------------------------------------------------------------|
| <b>Tezin Adı</b>          | Hizmet öncesi EFL öğretmenlerinin hedef yönelimi ve öğretime yaklaşımları |
| <b>Tezin Yazarı</b>       | Yahya Hassan Farah                                                        |
| <b>Tezin Danışmanı</b>    | Özkan kırmızı                                                             |
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## **ABBREVIATIONS**

**GOT:** Goal Orientation Theory

**LGO:** Learning Goal Orientation

**EFL:** English Foreign Language

**TGOQ:** Teaching Goal Orientation Questionnaire

**TAQ:** Teaching Approaches Questionnaire



## **SUBJECT OF THE RESEARCH**

### **PRE-SERVICE EFL TEACHER'S GOAL ORIENTATIONS AND APPROACH TO TEACHING**

#### **Purpose and importance of the research**

Teachers are the most important agents in the world. Therefore, aspects of their career and career preparation stage must be studied thoroughly so that a more refined picture can be provided and better steps can be taken for betterment. As such, the present study set out to clarify pre-service EFL teachers' goal orientation and focus on teaching.

Pre-service EFL teachers have believed in the right perspective about teaching and Pre-service EFL teachers have frequently perceived their students to reach high development for their learning. This point is highlighted by Ames (1981) as follows "According to the literature, achievement goal orientation is an important predictor of student behavior in educational settings; therefore, researchers must concentrate on the classroom environment and teacher-related variables that influence the development of mastery goal orientation." (Ames & Ames, 1981)). If pre-service teachers have high motivation for teaching, they will increase students' goal orientation, but if pre-service teachers have less motivation for teaching, they will diminish students' goal orientations.

Butler (2007) assumed that "achievement goal theory" is acceptable to explain teachers' motivation, and a body of research in the field of teacher motivation was argued by achievement goal theory. Dresel et al. (2013) postulated that teachers' performance approach and avoidance goal orientations relate respectively to demonstrate superior teaching competencies or to avoid demonstrating inferior teaching competencies. Furthermore, Throndsen and Turmo (2013) hypothesize that goal orientation went well with teachers' goal orientations for success. In other words, students' performance and learning goal orientations and teachers who are mastery and performance goal-oriented play an important role in the teaching-learning process. Besides, Borko & Putnam, (1996) stated that teacher trainees or pre-service teachers are in a condition where it is the first time to give a lecture for their lives. Therefore, pre-service teachers mostly lack adequate teaching routines, and that teacher trainees have not a lot of information on teaching strategies.

Above all, goal orientation is specified for educational proposals. The goal is easy to classify an individual's aim how much he/she has a vision about their jobs, like teaching. In addition, the present thesis consists of six parts and thirty-three subtitling components. The title and subtitle of the first parts are introductions, a background of the study, the research question of the study, and significance of the study, whereas the second and third parts of the study are literature review, a goal orientation theory, dichotomous approaches, trichotomous approaches, intrinsic and extrinsic motivation. The third parts consist of goal orientation type (performance-avoidance goal orientations, learning goal orientation, work avoidance goal orientation, and performance-approach goal orientation). The fourth and fifth parts are methodology and the results. Finally, the last parts are discussions.

The reason why I wrote this thesis is to identify whether teachers' goal orientation and approaches to teaching have a significant variation in terms of participants' grades and participants' genders. the results of present the study found EFL pre-service teacher's performance-avoidance goal orientations, learning goal orientation, work avoidance goal orientation, and performance-approach goal orientation apply an approach to teaching. Dresel et al. (2013) postulated that the performance approach and avoidance goal orientations of teachers are related to the goal of demonstrating superior teaching competencies or avoiding demonstrating inferior teaching competencies, respectively. Westbury et al, (2005) stated that pre-service teachers generally encounter two expectations. The first expectation is academic performance because pre-service teachers have experienced the courses and thesis writing they had at the university. The second expectation is classroom performance because they had more experience teaching in practicum schools. According to Tschannen-Moran et al., 1998 suggested that throughout practicum schools, Pre-service teachers can gain successful experience teaching children, and the more they practice teaching, the more their teaching competence develops. Furthermore, student teachers will increasingly have knowledge of the contextual factors that influenced instructors' job (Pelletier et al., 2002). Adler (2000) stated that teacher learning (pre-service EFL teachers) "is usefully understood as a process of increasing participation in the practice of teaching, and through this participation, a process of becoming knowledgeable in and about teaching" (Adler, 2000, p. 37).

## METHOD OF THE RESEARCH

Correlational in nature, the present study aims to determine pre-service teachers' goal orientations and what their approaches to teaching are. As was indicated by Büyüköztürk (et al., 2014), correlation research is the aim of the study that figure out "the relationship among two or more than two variables and finding clues about causative conclusions". First and foremost, by collecting the data via survey from a representative sample of the population, the outcome will be generalizable.

In addition, "The goal of nonexperimental quantitative research is to provide a comprehensive description of a specific situation. It describes the magnitude and direction of relationships between variables." (Christensen et al., 2014 p44). After that, a positive hypothesis, or negative relation could be contingent.

According to Christensen et al. (2011), a positive relationship occurs when the values of two variables move in the same direction (Christensen et al., 2011: 409). McMillan & Schumacher (2006) stated that "When the value of one variable rises, the value of other variables rises as well; conversely when the value of one variable falls, the value of other variables falls." (McMillan & Schumacher, 2006: p.170).

In the present study, two questionnaires were used. The first question is Teaching Goal Orientation Questionnaire (TGOQ), which has four sub-dimensions: learning goal orientation, performance-approach goal orientation, performance-avoidance goal orientations, and work avoidance goal orientation (See Appendix A). TGOQ has 36 items and it is a Likert-type questionnaire. The answers vary from strongly disagree (1), disagree (2), undecided (3), agree (4), to strongly agree (5). The second questionnaire is the Teaching Approaches Questionnaire (TAQ), developed by Trigwell, Prosser, and Ginns (2005). TAQ has 22 items approaches to teaching inventory (see Appendix B).

The participants of the present thesis are 109 pre-service EFL teachers enrolled at a Turkish state university. (1st=2, 2nd n=33, 3rd n=37, and 4th n=37). The number of male participants is 29 and female participants 80. A random sampling method was used in selecting the participants.

## RESEARCH PROBLEM

Several researchers (see Ames 1992, Dweck 1988, Elliot 2005, Meece 2006) have debated for Teachers' goal orientation. According to goal orientation research, goal orientation is cognitive, affective, and motivational significance. Butler (2007) states that the theory of goal achievement provides a promising abstract framework because the school is the arena of achievement for students and teachers. Butler (2004) explains goal orientation, and she suggests that goal orientation same as speaking motivation. On the other hand, some researchers assume that goal orientation is divided into two parts, such as an approach and avoidance dimension (Elliot & Harackiewicz, 1996; Elliot & Church, 1997; Dweck & Leggett, 1988). Learning or mastery goal orientation (an approach orientation), behavior is prompted by a favorable or desirable occurrence, whereas ego or performance goal orientation (an avoidance orientation), behavior is prompted by an unfavorable or undesirable occurrence or possibility.

The present study aims to determine how and when pre-service EFL teachers apply the goal orientation and teaching approach. In addition, the present study also undertakes the analysis of goal orientations in relation to teaching approaches. It is well known that pre-service teachers' beliefs about approaches to teaching assume great importance as they determine their future practices approaches to teach. Hence, the study of goal orientations with teaching approaches is expected to come up with significant results. "The performance approach and avoidance goal orientations of teachers refer to the goal of demonstrating superior teaching competencies or avoiding demonstrating inferior teaching competencies, respectively." (Dresel et al., 2013, p572).

## **LIMITATIONS OF THE STUDY**

The present study is primarily concerned with pre-service EFL teachers' goal orientation for teaching, and it has its limitations. In the first place, the sample was based on EFL teachers' goal orientations and their approaches to teaching.

The research is limited by voluntary participated pre-service EFL students who registered in the English department of Karabük University. Afterward, there are 495 EFL pre-service teachers' goal orientations for all graders in English Language Department during the 2020-2021 education system. However, there are 109 participants in the study (first, second, third, and fourth-grade) consisted of 80 females and 29 males.

To wrap up, the results of this study are limited to the participants of quantitative data.

# **1. CHAPTER ONE: INTRODUCTION**

## **1.1. Background of Study**

Teachers' beliefs and goal orientations have relevant implications in the education system. Teachers are one of the essential components of the field of the Education system. During the education process, teachers' beliefs and attitudes affect their teaching behaviors (Bandura, 1997). Butler (2007) postulated that "achievement goal theory" is additionally applicable to describe teachers' motivation besides achievement goal theory argued myriad research in teacher motivation. A large body of research now exists that advocates goal orientation of teachers (Butler, 2007; Butler & Shibaz, 2008; Dickhäuser et al., 2007; Dickhäuser, & Kröner, 2008, Fasching et al., 2011; Malmberg, 2008; Nitsche et al., 2011; Papaioannou & Christodoulidis, 2007; Retelsdorf et al., 2010; Tönjes).

Teachers with learning goal orientation concern the aim of expanding their professional competencies "The performance approach and avoidance goal orientations of teachers refer to the goal of demonstrating superior teaching competencies or avoiding demonstrating inferior teaching competencies, respectively." (Dresel et al., 2013,p 572). According to Nicholls & Miller (1984) state that task orientation on how much taught or undergone this task. That is why individuals with a task orientation planned, and maintain what he or she knows. Tanaka et al. (2002) found that help-seeking can appear as a relevant strategy for self-regulated learning, so help-seeking should conjointly play a .vital role within the development of competency in trainees and in-service teachers.

Studies on pre-service teachers Butler & Shibaz (2008) have shown that the career of their choice is a clue by different goals. The learning goal orientation of teachers is positively related to adaptive attitudes toward assistance and additional skill development in in-depth learning behavior. In distinction, teachers' performance and work avoidance goal orientations are positively related to maladaptive characters and stress experiences (Butler, 2007).

Butler (2007) also suggested teachers' instructional practices, considering teachers' goal orientations, and they stressed in the classroom any goals for their students. Although the association has examined the inter-relation between teachers' goal orientations and their teaching practices, only two studies published (Butler & Shibaz, 2008). Butler (2007) gives school as an achievement arena, and that approach is not just profitable for students but also for teachers. Achievement goal orientations are the right theory for studying teacher motivations.

Many teachers have undergone for teaching the English language because they practiced how to teach in private schools and they have ambition for retaining to be a teacher and increase between learning and students' future workplace. Achievement goal theory in the educational context explains assigning teachers goal orientation characteristics; therefore, teachers who later decide their careers to be teachers might be more insecure and incompetent (Kunter et al., 2011). That kind of teacher might cause more frequent to high levels of performance-avoidance. They attempt to hide uncertainty about how they instruct (they mostly come late at school or spending their time giving exercise for their students because they passively teach), whereas teachers who acknowledged the previous teaching career show their effort to the others.

Besides, Butler (2007) got similar results as Dickhauser et al. (2007), showing that if the in-service instructor and teacher trainees (pre-service teachers) with high learning goal orientation could understand help-seeking as additional profitable for learning and skilled development. On the other hand, if pre-service teachers with higher performance-avoidance goal orientation consider help-seeking either threatening self-esteem or decreasing pre-service teachers' self-confidence. Students with the learning or performance goal orientation have either positive or negative experiences learning atmosphere that awaken the teachers' mind. Learning atmosphere pointed out that

students with goal orientations may be formed through and affected by teachers' teaching situations. The schoolroom atmosphere may be a setting that encourages students learning and conjointly associates atmosphere motivation for teaching. Goal orientations went well with teachers' goal orientations for achievement at the same time. Students' performance and learning goal orientations (mastery and performance goal orientations) of academics play a vital part within the teaching-learning method (Thronsdon and Turmo, 2013). Teacher experience is an extensively studied variable in the field issue of education literature. researchers of pedagogical behavior influenced a variable for teaching experience (Britt, 1997; Borko & Livingston, 1989 and goals (Butler, 2007; Karahan, 2018; Mansfield & Beltman, 2014; Retelsdorf et al., 2010). They divided their feelings into four primary characteristics: time management, discipline, parental involvement, and preparation (Britt, 1997). Experience teacher classifies their time management into three categories. First category experience teacher corrects the assignment given by their student the last lesson. In the second category, experience teachers ask questions for their students to refresh students' minds. Experience teachers strive to recognize if their students understood the last lesson before skipping a new chapter. In the last category, experience teachers start asking brief questions for their students (keywords of the new chapter). For discipline, experience teachers stay on their subjects. Experience teachers interrelated strongly with their student's parents to inform good or bad feedback for their students.

In conclusion, the more teachers have experienced, the more experienced teaching they have, while the less experienced instructing are novice teachers. In the following part, I will discuss the aim of the study and research question.

## **1.2. The Research questions**

The present research aims are to answer the following questions:

1. Is there a statistically significant relationship between pre-service EFL teachers' goal orientation and approaches to teaching?
2. Do pre-service EFL teachers' goal orientation and approaches to teaching show statistically significant differences in terms of grade?
3. Do pre-service EFL teachers' goal orientation and approaches to teaching show statistically significant differences in terms of gender?

After that, the next section will be discussed the significance of the study and the limitation of the study.

## **1.3. Significance of the study**

It is expected the present study will fill an important gap in educational literature. In particular, this study focuses on teachers' goal orientations as to their future careers concerning their beliefs about approaches to teach. For instance, some teachers motivate before becoming public teachers after being employed in that discipline. They are disinterested in this job and lose their motivation (Dinham & Scott, 2000; Winke, 2007). Sinclair (2008) stated that "Individuals and societies bear personal and financial costs associated with teacher education.... This money and time are not being applied to their full potential [because we were unable to achieve it]." (Sinclair, 2008, p 85).

Another aim of the study is to focus on goal orientation theory. Discovering teachers' goal orientations will help us comprehensively understood their goals as teachers who wishful the results to break the barriers out of their goals. Researchers may rarely seek English language teachers' goal orientation for the department of EFL.

In addition, this present study will document pre-service EFL teachers' goal orientation and explore the correlation between goal orientations and their approach to teaching. In order to understand further, it is optimal to study developed countries that have seemed EFL teachers' goal orientations and approach to teaching. Richardson (2014) suggested that currently developing countries attempted local surveys or performing qualitative studies that took a few participants on teachers' motivations (e.g., Erkaya, 2012; Hettiarachchi, 2013; Kızıltepe, 2008). It is essential to explore studies to perceive teachers' motivations in developing countries like Turkey.



## **2. CHAPTER TWO: Literature Review**

This part is divided into four-point: a literature review of goal orientation for EFL teachers, dichotomous approaches, trichotomous approaches, and, finally, intrinsic motivation. These sections explain the researchers who have pioneered goal orientations and their argument about goal orientations theory. These approaches make it easier to recognize individuals' goals about their careers, like education, Sport, and so on.

### **2.1. Goal orientation theory**

Before starting the goal orientation theory, it is essential to define the term “goals.” Hence, the online dictionary of Oxford University Press defines “goal” as “something you hope to achieve.” In contrast, in the literature relatedness to “goal orientation theory,” Goal orientation theory (GOT) is defined by Pintrich (2000) as the cognitive representation of what individuals are attempting to accomplish and their motivations for completing the task.

Anderson (1982, 1983) divided cognitive theories of skill acquisition into three sections about such as Knowledge compilation, Declarative knowledge, and Procedural knowledge. Anderson (1982, 1983) explained skill acquisition and stated as follows:

During the declarative phase of skill acquisition, the information processing demands of the task are very high, as the individual gains an understanding of the task. As skill acquisition proceeds in tasks involving consistent components demands on the individual's attentional effort slowly decline as the individual develops more efficient production systems. During the Procedural knowledge phase of skill acquisition, demands on the attentional effort are minimal, and performance tends to be fast and relatively error-free (John R. Anderson, 1982, p 370)

Pintrich (2000) divided goals into three perspectives goals as target goal, general goals, and achievement goals. First goals allude to “individual' goals for the particular problem.” (p92) Second, general goals embody what pushed a person to be motivated.

Finally, achievement goals have been formed to shed light on achievement for motivation and behavior. General orientation is the role model of goal orientation “related confidence about ability, purpose, competencies, success, errors, and effort, standards” (Pintrich 2000, p94).

Dweck & Leggett (1988) have developed as a theory and evaluation goal orientation for teaching, and Elliot & Dweck, (1988). Butler (2007) sought the relations with help-seeking and other variables like (gender, years of teaching experience, and type of school) and goal orientation for teaching. The study’s outcome proved that achievement goal theory reliably suits the teaching context.

Butler (2007) divided four factors responding to her new own report of teachers goal orientations for teaching that referenced previously clarified goals for learning and reflected to (a) mastery goal orientation that learns and develop skilled competency, (b) ability approach orientation that shows the superiority of teaching, (c) ability-avoidance goal orientation that avoids showing the inferiority of teaching ability and (d) work-avoidance goal orientation that effort of doing through the day (Butler 2007).

Retelsdorf, et al. (2010) have presented two more studies about Butler’s teacher goal orientation model. Their assessment of goal orientations for teaching and its distinction, such as teaching practices, fascinate teaching discipline, and burnout. The results of the studies pointed out that goals orientation examining Israeli teachers (2005) leads to an approximately fitting German sample. According to Butter and Shibaz (2007), there is a possibility of a relationship between goal orientations for teaching and the instructional practices for students’ perceptions and help-seeking and cheating.

Butter (2012) suggested a fifth goal orientation for teaching: how goal orientation has related to the teachers. He states that “teachers’ strivings to achieve close and caring relationships with students” (Butler & Shibaz, 2014, p 44). In their following suggestion of the fifth goal orientation, Butler and Shibaz (2014) asked how will use teachers mastery? And how both goals and teachers’ instructional approaches have interrelation with one another. Other researchers outlined achievement goals because of the purpose of task engagement (Maehr, 1989). Goal orientation is one of the motivation factors described as the preference for what learner’s aim in an academic situation (Elliot

& McGregor, 2001). In addition, James (1890) defined achievement motivation as energization and affected the direction of competence-base (James, 1890, pp. 309-311). Besides, Chan (2008) describes goal orientation as “patterns of beliefs about goals related to achievement in school” (p. 38).

Researchers for the last twenty years, the Central Constructional of achievement goals have been studying motivation and achieving goals, and some achievement goal analysis has been manipulating the goals. It has examined what proportion their impact on outcomes pertinent to achievement (Elliot et al., 2005). Despite that, The large bulk of achievement has been inter-relational, measure preceding aims and analyzing the antecedents and consequences of those aims in synchronous, perspective, and sometimes longitudinal models. Correlational research has yielded important information about individuals’ strivings like most ordinary students, employees, and athletes (see Anderman, & Anderman, 2006; Elliot, 2005; Beaubien, Meece, Payne & Youngcourt, 2007; Ryan, Ryan, Arbuthnot, & Samuels, 2007).

Achievement goal orientation theory has become the most influenced approach of goal theory; for Butler and Shibaz (2014), goal orientations of teachers have consisted into five kinds: (1) mastery, (2) ability approach, (3) ability avoidance, (4) work avoidance, and (5) relational (Butler & Shibaz, 2014). Each researcher disputes the terms used goal orientation because various researchers were arguing differently, for each proffer a somewhat unique perspective of goal orientations (Pintrich, 2000).

According to Elliot and McGregor (2001), goal orientation comprises performance goal orientation and learning goal orientation factors and the sub-factors of avoidance orientation and approach orientation. Instructors with a learning goal orientation have volunteered eagerly to find out for themselves, acquire and learn new skills, maintain a positive attitude toward learning, and employ efficient learning methods. For the alternative part, instructors with a performance-approach goal orientation inconsistently compare themselves with others within the entire method of their learning and decide to praise themselves as a successful one. Teachers with performance-avoidance goal orientation specialize in what everyone else thinks about their achievements. Teachers with learning goal orientation perform the effort of

learning interests and attitudes towards learning shrinks whether they find any obstacles to learning (Ryan, Pintrich, and Midgley, 2001).

## **2.2. Dichotomous approaches**

Goal orientations have a multiple-goal approach in the literature and apply in educational settings. In addition, goal orientation was the dissimilarity of the dichotomous approach. Within, Elliott and Thrash (2002) suggested that “Scholars have debated the differentiation between approach and avoidance for decades, beginning with the ethical hedonism advocated by Democritus (460–370 B.C.) and Aristippus (430–360 B.C.).” (p. 804)

In the contemporary context, the researcher stated that goals initially developed under various names such as learning, mastery, task orientation, and the second one as performance or ego-oriented. Foremost, the dyadic approaches started as early as McClelland. McClelland (1953) stated that “There are two types of achievement motivation. One concentrated on avoiding failure and the other more positive goal of achieving success.” (p.195) Achievement motivation base on ashamed or failure while pursuing a goal achievement.

The research in goal orientations produced different goal branches. Dichotomous approaches focus on in the early literature on goal orientation for adaptation of students in academic settings. Button et al. (1996) and VandeWalle (1997) have suggested two separate models of goal orientation. The first conceptualization of goal orientation is 'a stable disposition' (i.e., trait characteristic). 'A sustainable disposition' defined goal orientation as a motivational trait with relatively stable behavioral patterns. As a trait, It is also proposed that goal orientation be assessed, not modified. Second, the conceptualization of goal orientation could be two or three-multidimensional construct (VandeWalle, 1997) dimensions, as shown in Table 1

**Table 1 Different Goal Orientation Models**

| Conceptualization                                       | Dimensions                                                                                                                        | Measurement                                     |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Two-Dimension Model<br>(Button, Mathieu, & Zajac, 1996) | Learning Goal Orientation (LGO <sub>b</sub> )<br>Performance Goal Orientation (PGO <sub>b</sub> )                                 | 8 item scale<br>8-item scale                    |
| Three- Dimension Model<br>(VandeWalle, 1997)            | Learning Goal Orientation (LGO <sub>v</sub> )<br>Performance Prove (PPGO <sub>v</sub> )<br>Performance Avoid (PAGO <sub>v</sub> ) | 5- item scale<br>4- item scale<br>4- item scale |

Learning goal orientation (LGO<sub>b</sub>) and performance goal orientation (PGO<sub>b</sub>) were identified by Button et al. (1996) as comparatively stable personal characteristics. A performance goal orientation emphasizes susceptibility to dysfunctional or helpless responses, whereas a learning goal orientation emphasizes "competency" responses. (p. 26). Button et al. (1996) classified two dichotomous performance goal orientations as 'performance prove' and 'performance avoid dimensions'. Button et al. (1996) denoted that "Performance prove goal orientation (PPGO<sub>v</sub>) defines as "the desire to demonstrate one's competence while avoiding negative judgments about it, while performance avoids goal orientation (PAGO<sub>v</sub>) defines as the desire to avoid proving one's competence and avoiding negative judgments about it" (p. 1000).

Nicholls (1984) proffer two goals: task-involved and ego-involved goals. Maehr and Midgley bifurcate the goals: task-focused goals and ability-focused goals. Nowadays, study «mastery" and "performance" goal orientations have been influenced by researchers. Indeed, mastery goals connect with exciting learning, boost competence, comprehending, and getting new knowledge. The mastery orientation is referred to as self-determine that the individual experiences achievement standards whereas, performance goals focus on superiority with others, capacity, and afraid of showing his/her competence (Nicholls, 1984).

For extending a goal orientation, literature shows that the goals have an interrelation with positive progress and results, whereas performance goals are interlaced with negative progress and results.

### **2.3. Trichotomous Approaches**

Research on goal orientation succeeded in an additional dimension in the late 1990s. The researcher enlarged from dichotomous models' goals to the trichotomous models (see Elliot, 1999, 2005; Elliot & McGregor, 2003). They divided the performance into performance-approach and performance-avoidance, like Atkinson's model (1957) achievement motivation.

Elliot (2005), Elliot & McGregor (2003) are one group of researchers that suggested performance goals are maladaptive patterns, whereas the other researchers refer to an adaptive pattern (Elliot, 1999a). Indeed, Middleton & Midgley, (1997) have invented performance goals classification into "approach and avoidance factors." In contrast, the other researchers state these orientations should like the distinction from each other (Middleton & Midgley, 1997). Elliot (1999) and Skaalvik (1997) suggest performance goals differently as ego-orientation. Those authors' approaches are the *self-enhancing* ego orientations for performance-approach. Skaalvik (1997) defines *self-enhancing* ego orientation as showing superior capabilities.

Throughout history, Ames (1992) is one of the leaders who invented the dichotomous approach. He stated that the dichotomous approach consists of two types of goal orientation as learning & performance. Otherwise, trichotomous approaches like learning, performance, and performance-avoidance, but according to four Pintrich approaches as learning, learning avoidance, performance-avoidance (Kaplan & Maehr, 2007). For part of Harackiewicz, Baron, and Trash (2002) named goal orientation as a "selective pattern" that uses the combination of goal orientation (learning, learning avoidance, performance, performance-avoidance, work avoidance) in a suitable time and place. The table below showed more details about the perspectives of goal orientation.

**Table 2 Perspective on Achievement Goal Theory (Wentzel & Wigfield, 2009: 83)**

| <b>Goal Theorist</b> | <b>Representative Publication</b>           | <b>Origins of Goals</b> | <b>Theoretical Model</b>                                                                            | <b>Role of Performance Goals</b>                                                                                                                                                       | <b>Unique Contributions</b>                                                 |
|----------------------|---------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Ames                 | Ames & Archer, 1988; Ames, 1992             | circumstance            | There are two objectives: mastery (approach) and performance (approach)                             | Insofar as performance goal classroom structures emphasize social comparison processes, and they are maladaptive                                                                       | Research on classroom goal structures                                       |
| Dweck                | Dweck & Leggett, 1988; Elliot & Dweck, 1988 | Person                  | Two Goal: Learning (approach), performance (implicit combination of approach & avoidance)           | <p>Performance goals are maladaptive to the extent that they are based on entity views of intelligence ; performance goals are also maladaptive with low perceptions of competence</p> | Theories of intelligence as antecedents of goals                            |
| Elliot               | Elliot, 1999, 2005; Elliot & McGregor, 2003 | Majority people         | Three & Four Goal: Mastery-approach, Mastery-avoidance, Performance approach, Performance avoidance | Adaptive if based on surpassing others and emerging from within (in contrast to enforced                                                                                               | Reintroduction of approach/avoidance of distinction; Achievement motives as |

|              |                                                                                             |                           |                                                                                      |                                                                                                                                                                                               |                                                                                                   |
|--------------|---------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
|              |                                                                                             |                           |                                                                                      | from outside)                                                                                                                                                                                 | goals' antecedents                                                                                |
| Harackiewicz | Harackiewicz, Barron, & Elliot, 1998; Harackiewicz et al, 2002; Barron & Harackiewicz, 2001 | Majority people           | Two Goal: Mastery-approach; Performance-approach                                     | If you're looking to outperform others, you'll be adaptive in some situations. Performance goals are maladaptive in the sense that they are more likely to amplify negative self-perceptions. | Distinguishing between purpose and target goals; Adoption of multiple goals; Interest development |
| Maehr        | Maehr & Braskamp, 1986; Maehr & Midgley, 1991, 1996                                         | Individual x circumstance | There are two objectives: task/mastery (approach) and ability/performance (approach) |                                                                                                                                                                                               | Motivation: The Role of Self-Processing and Sociocultural Factors                                 |

| Goal Theorist | Representative Publication                                | Origins of Goals          | Theoretical Model                                                                       | Role of Performance Goals                                                                     | Unique Contributions                                            |
|---------------|-----------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Midgley       | Midgley, Middleton, & Kaplan, 2001; Maehr & Midgley, 1996 | Typically, Situation      | Mastery (approach), Performance-approach, and Performance-avoidance are the three goals | Maladaptive because the value of advocating performance goals outweighs any positive effects. | Classroom applications with a focus on motivational equity      |
| Nicholls      | Nicholls, 1984; 1990                                      | Individual x circumstance | Two objectives: task-involved (approach) and ego-involved (approach)                    | Maladaptive since performance goals are more likely to lead to ability attributions           | Development of ability notions; emphasis on motivational equity |
| Pintrich      | Pintrich, 2000                                            | Individual                | Mastery-approach, Mastery-avoidance, Performance-approach,                              | If you're looking to surpass others, you'll be adaptable in some situations.                  | Interaction between motivation and cognition (SRL);             |

|                                          |                                                      |
|------------------------------------------|------------------------------------------------------|
| Performance-avoidance are the four goals | Reintroduction of the approach-avoidance distinction |
|------------------------------------------|------------------------------------------------------|

**Table 3 Perspective on Achievement Goal Theory (Wentzel & Wigfield, 2009: 83)**

## **2.4. Intrinsic and extrinsic motivation**

This part would talk about intrinsic and extrinsic motivation. The reason for adding intrinsic and extrinsic motivation to this thesis is The intrinsic and extrinsic motivation play a crucial point showing if pre-service teachers are intrinsically or extrinsically motivated for teaching. Elliot and Harackiewicz (1996) suggested behavior as an active reaction to force. It means when individuals' intrinsic motivation is set in response internally and the extrinsic motivation forces by external. They explained that "Intrinsic motivation occurs when an individual performs a task out of intrinsic reasons, whereas extrinsic motivation occurs when an individual achieves a separate external outcome." (Elliot & Harackiewicz, 1996, p. 461). Pre-service teachers with intrinsic motivation perform the task with enjoyment because he or she intrinsically motivated, but pre-service with extrinsic motivation perform the task with external rewards.

Self-determination theory shows the quality of pre-service teacher motivational experiences in social environments (Ryan & Deci, 2000). Self-determination theory (SDT) could be a theory of motivation that sheds on the crucial underpinning reasons for behavior, together with purposive behavior (Deci & Ryan, 2000; Sheldon, 2004). The theory classifies two types of reasons for goal pursuit. The first type of reason is autonomous reasons, while the second one is controlled reasons.

Autonomous reasons include following goals because they are enjoying or prove as crucial (intrinsic motivation). The second reason is controlled reasons included following goals because they enable to reinforce ego or avoid feeling ashamed.

According to Ryan and Deci (2000), self-determination theory is an individual's motivation approach, and also temperament uses ancient empirical ways. Individuals with a metasytem emphasize the value of humans and cultivate an inner resource for personal growth and changing behavior. (Ryan & Deci, 2000). Self-determination theory has various categories such as autonomous motivation, controlled motivation, intrinsic and extrinsic motivations; after that, this thesis will discuss the approach of intrinsic and extrinsic motivation intensely.

The researcher broadly studies the two types of motivation as intrinsic and extrinsic motivation, and the variety between them has highlighted both development and educational practices. Three decades of research have demonstrated that the quality of experience and performance can identify the reasons why people are intrinsically and extrinsically motivated. According to Ryan and Deci's view about intrinsic and extrinsic motivation, they suggested that intrinsic motivation causes "doing something intrinsically interesting or pleasurable." Extrinsic motivation is "doing something because it guides to distinct results" (Ryan & Deci, 2000, p 54).

For instance, if a person has intrinsically motivated to have a target to learn a language, he or she might learn as possible as they can. In contrast, if a person has extrinsically motivated to have an aim to learn a language, they might learn too tricky or having a humdrum about learning. It classified the result of their knowledge through their motivations.

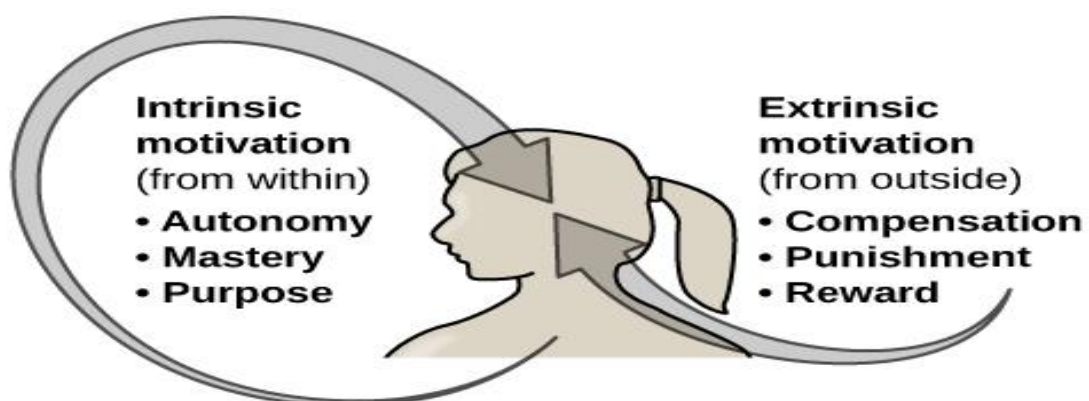


**Figure 1** Intrinsic motivation comes from inside the individual, whereas extrinsic motivation originates outside of the individual.

In the figure above, intrinsic motivation and extrinsic motivation have sub-defined as intrinsic motivation started from inside the person, emphasizing autonomy, master, and purpose. Sinclair (2008) states that teacher-level factors can think through intrinsic motivation involving intellectual stimulation, self-evaluation, working with children, personal growth, and altruism (Dinham & Scott, 2000; Sinclair, 2008). in comparison, extrinsic motivation depends on from outside such as compensation, punishment, and rewards.

The difference between the two broad classes of motivations shows how you are eager to do the task (like intrinsic motivation and extrinsic motivation). For instance, if a person is intrinsically motivated, he may act like no looking for rewards, just doing the activity itself (Ryan & Deci, 2000). in contrast, extrinsic motivation depends on the performance's action because it guides external rewards such as taking a salary for the profession (Deci 1971). For example, Deci (1971) stated that money is frequently using a service "buying," which dominates human kinds satisfaction. Money is one of the external rewards proposes to the subject "should not make this task without compensation," suggesting that they are not highly motivated to do the activity. That could lead to the subjects engaging in the process of cognitive reassessment activity, shifting from one that is intrinsically motivated to one that is motivated by the prospect of money." [p. 107].

When externals controlled a person's behavior as rewards mean it will diminish an individual's intrinsic motivations, but when he gets an interpersonal reward, it has never occupied an individual's behavior, and a person's volition will strengthen their intrinsic motivation. It means that they guide their sense of competence, self-determination, and self-satisfaction, as they believe Ryan and Deci (2000).

Deci and Ryan (2000) suggest that the social environment can either enable or prevent intrinsic motivation by nurturing or impeding people's innate psychological desires. There are strong links between intrinsic motivation and enjoyment of the requirements for autonomy and skill that have been shown. Some work suggests that

satisfaction of the need for relatedness, at least in a distal sense, may also be vital for intrinsic motivation. People will be intrinsically motivated not only by activities that are intrinsically interesting to them. But also by activities that appeal to newness, contest, or aesthetic value. The principles of CET do not apply to activities that do not maintain such appeal because they will not be undergone as beginners or intrinsically motivated. To comprehend the motivation for those activities, we must dive deep into the nature and dynamics of extrinsic motivation. (Ryan and Deci 2000).

On the opposite, extrinsic motivation support an instrumental between activities and results means that people are extrinsically motivated guides by tangible or verbal rewards. Later research has found that “extrinsic motivation” neither affects “intrinsic motivation,” and sometimes it may increase it. For example, some teachers give their students more homework and check the assignment the following days they have a lesson. On the other side, some teachers assign homework to their students, but they do not care about checking if they do their homework or not, so both teachers get the same instrumental rewards such as the same salary.

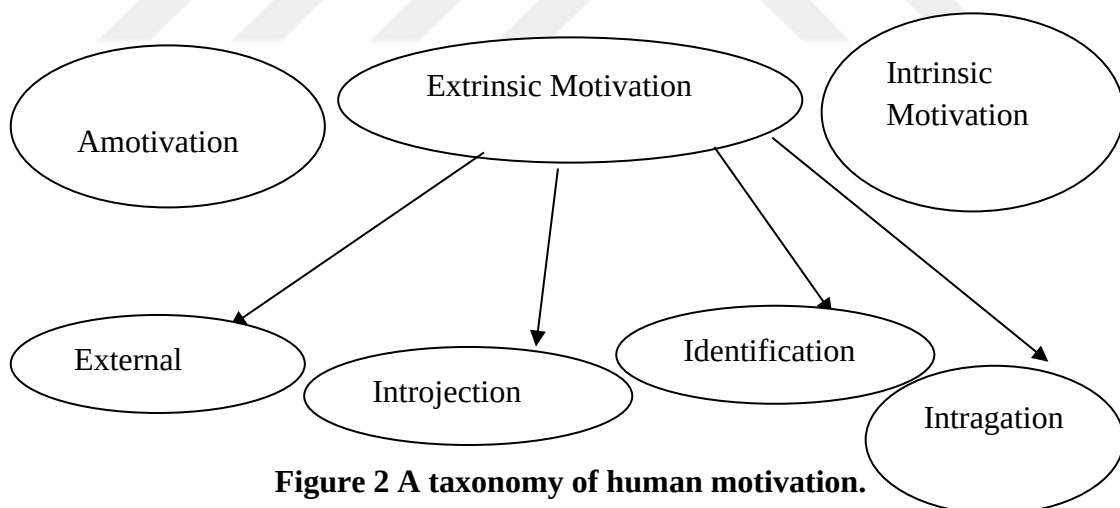


**Figure 2 A taxonomy of human motivation.**

The above figure illustrates more details about extrinsic motivation characteristics. It comprises “*amotivation*”, external regulation, introjection, identification, integration, and intrinsic motivation. At the right of upon figures is the first type of extrinsic motivation, named ‘*amotivation*’. “*AMotivation*” refers to people not paying attention to their behavior, such as not paying attention to an activity (Ryan, 1995), feeling incapable of performing it (Deci, 1975)

External means when a person’s behavior is controlled by external entities, like money and separable rewards. According to skinner (1953), operant theory supports external regular means externalization motivates that behavior.

Introjection regulation is the second type of extrinsic motivation. This approach analyzes a type of internal regulation that is little a bit controlling yet because when people act, they feel pressured to avoid guilt or do bad things during anxiety. *Ego involvement* is one of the classic reforms of introjection (Nicholls, 1984; Ryan, 1982), in which to increase or to keep self-esteem and feeling worth is a person should perform an act (Nicholls, 1984; Ryan, 1982).

Identification is a regulation for extrinsic motivation. Here, the person has a personally important and even valuable regulation; for example, some Mathematic teachers review the lesson willing to teach lecture tomorrow because they have wished their students to be understood better and facilitate the teachers to continue their program easily.

Extrinsic motivation is integration regulation. Identification regulations have been wholly assimilated the self when integration happens then that is occurred by self-determination and unity of one’s other values and needed to be brought new regulation.

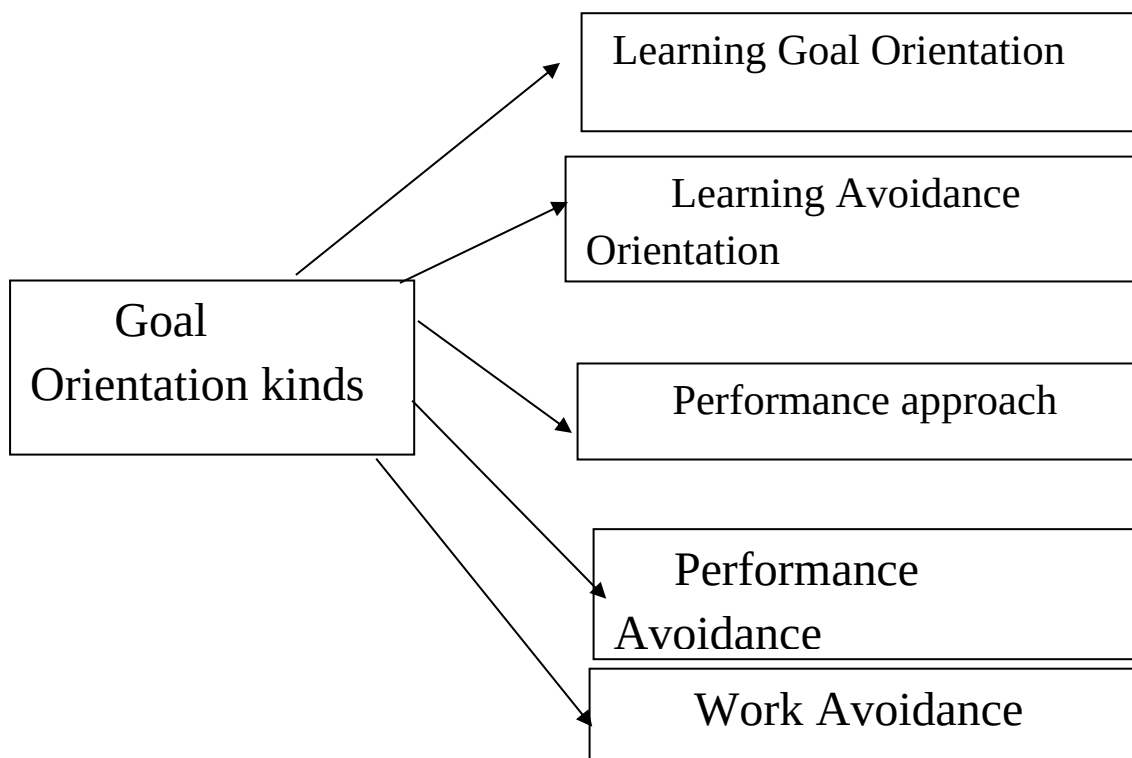
The last part of figure 2 above is intrinsic motivation. Intrinsic motivation is when the person enjoys the activity itself. Sinclair (2008) got that intrinsic factors worked for pre-service teachers by supporting self-evaluation. For instance, extrinsically motivated teachers are absolutely like their teaching discipline; hence, they have not quit the job.

### 3. Chapter three: Goal orientation models

#### 3.1. Goal orientation type

Researchers in education have studied several variables that affect academic performance. Vandewalle (1997) defined goal orientation as an achievement situation that showed individuals' ability. According to recent research, goal orientation has a significant impact on the employment framework and training. (e.g., Fisher & Ford; Cron, & Slocum, 1999; VandeWalle & Cummings, 1997). The researchers sought the determinants that bring individuals to set higher goals (e.g., Diefendorf 2004; Gully 1997 and Phillips). In particular, motivation constructs integrate with the efforts of individual difference variables. Baron and Harackiewicz (2001) hypothesize that many goal orientations are inside the person but depend on which one has used.

Goal orientation types are learning goal orientation, learning avoidance orientation, performance approach, performance avoidances, and work avoidance.



### **Figure 3 Goal Orientation Types**

(Dweck & Leggett, 1988:256; Ames, 1992: 262; (Harackiewicz et al., 2002: 640); (Sloan, 2007: 4); Wentzel & Wingfield

#### **3.2. Learning goal orientation**

Learning goal orientation is the first goal orientation type that appeared above figure 3 ranging of goal orientation approaches and there are several terms to designate goal orientations, ranging from mastery like mastery or task involvement, as many theorists or researchers used to research goal orientation theory.

Butler (2007) has forecasted that mastery goal for would-be teaching members of perception of help-seeking as learning promotive for adaptive strategy and professional development. Besides, Butler (2007) predicted, “Mastery orientation would be significantly correlated with reported help-seeking rates, with the impact being underpinned by the interaction between mastery orientation and the benefits of help-seeking for learning.” (p 241). Learning goal orientation and help-seeking are associated positively with one another.

The adoption of mastery goal or learning goal orientation is assumed to engender the mastery goal by enhanced task enjoyment and persistence in the face of failure. Elliot and Harackiewicz are mentioned as “Mastery goals are expected to have a consistent impact across levels of perceived proficiency (They point the way to the mastery motivation pattern.)” (Elliot and Harackiewicz, 1988, p37). Teachers who are mastery-oriented have consistently reported high levels of positive work attitudes and interest in teaching. Even teachers with mastery orientation use adaptive for duplicating strategies as contribution work threats (Nitsche, Dickhäuser, Fasching, & Dresel, 2013; Papaioannou & Christodoulidis, 2007; Parker, Martin, Colmar, & Liem, 2012; Retelsdorf et al., 2010; Skaalvik & Skaalvik, 2013).

This persistence principally is the consequence of intrinsic motivation highlighting learning goal orientation (Heyman & Dweck, 1992). When individuals face with a

difficult situation for something like learning or teaching context, they do not suddenly cease the task. Still, they attempt to find or to solve a solution for their effort, engaged in an extensive way to solve self-instruction and self-monitoring” and “they also guided or monitored their degree of effort or awareness.”.” (Elliot and Harackiewicz, 1988, p461). These explanations give a clue of learning goal-oriented the own regulation of individual towards learning and competence development.

In addition, Ames and Archer (1988) expand the context of learning goal orientation by claiming the task involvement as essence given to enhance newly gained competence development. The other definition of goal orientation in the literature is as follows. Goal orientation theory states individuals focus on goals, integration, and enjoyment of their aims (Pintrich, 2000: 96) and goal orientations are the “reasons of students for approaching an academic task” (Hsieh et al., 2007:456).

Wolters et al. (1996) hypothesized about learning goal orientation as “We have connected a learning goal orientation to strongly positive beliefs such as more adaptive evaluative patterns and higher levels of self-efficacy and perceived competence.” (p211) Meece and Anderman (2006) suggest that learning goal orientation (LGO), like standards, hardship, and the predominant assignment, forecasts achievement construed through self-improvement. The essential characteristics of homework, tasks, or goals have profoundly affected learning goal-oriented individuals’ success.

The antecedents of learning goal-oriented individuals appear that overcoming exertion on onerous duty means enhancing individual sufficiency (Seokhwa Yun et al., 2007). individuals with learning goal orientation incorporate higher effort and goals (Phillips and Gully 1997.; Vandewalle 1997). According to Johnson et al. (2000), learning goal orientation integrates with motivation and overcome complex tasks. For example, if the individuals possess a high learning goal orientation and think of believing their abilities are malleable, the individuals who use learning goal orientation found an approaching task to develop their skills and abilities (Phillips & Gully, 1997). As Kanfer (1990) also proposed, “Individuals who believe competence is fixed (consistent with a

greater goal orientation) are more likely to have low self-efficacy than those who believe competence is adaptable (consistent with a high learning goal orientation)” (p.221)

According to Nicolls (1984), task orientation refers to how much the task has been taught or undergone means that people with the concept of task-oriented maintaining self-reference. Whenever a person gets used to learning goal orientation, they will find a special outcome goal. Suppose the individuals want to recognize their ability. In that case, they keep forward experiences as Nicholls (1984) stated that “Capacity can be regarded as positive or negative based on an individual's previous performance or knowledge. In this context, gains in mastery denote proficiency.” (p.328) pre-service teachers ability can be proven if they are teachers with learning goal orientation or performance goal orientation according to the previous experience of subject matter as teaching.

To sum up, learning goal orientation is a regulator of development for obtaining a new skill and competence. Kaplan and Maehr proposed “Mastery goal orientation can be defined as personal growth and development goal which guides achievement. -related behavior as well as task-engagement” (Kaplan & Maehr, 2007: 142). Individuals with learning goal orientation can be referred to as personal development purposive, and achievement goal orientation flourishes individuals' guides.

### **3.3. Learning avoidance goal orientation**

The researcher appointed teachers' goal orientation differently as task goal orientation (learning goal orientation) or ego goal orientation (performance goal orientation). King & McInerney (2014) define the notion of learning avoidance goal orientation as if the individuals hopefully refrain from losing out their competencies, abilities, and misunderstanding. However, Linnenbrink & Pintrich, (2000) define the terms of learning avoidance goal orientation as “concentrating on preventing misapprehensions, not learning, not mastering tasks, or applying standards of not being incorrect, not doing

it wrongly to the task” (Linnenbrink & Pintrich, 2000, p195). Pre- teachers’ with learning avoidance goal orientation always seek strategies better than before.

Learning avoidance goal orientation appropriates among older individuals while contrasting young ones. For instance, when adults determine the discipline of English language instructors, they looked for a private school to be malleable about teaching. After gaining target success in the education setting, if the individuals are not ready to attain a task or assignment, they may impede themselves for the reason of failure, the wane of developing their competence, and losing already proficiency.

Moreover, researchers explored the pros and cons of learning avoidance goal orientation. For example, Elliot & McGregor (2001) state in following:

In the concept of mastery avoidance goal, the ability is defined in terms of the absolute requirements of one's task or achievement model, Ineptitude is the target of regulatory awareness. Teachers with mastery avoidance goals construct to attempt to avoid misunderstandings or do not learn the course materials. People try to avoid making mistakes in business transactions. Attempting not to miss free throws in basketball games, avoiding unfinished crossword puzzles, not forgetting what they have learned, and not losing physical or intellectual capacity (Elliot and McGregor, 2001:502)

These prototype exemplars exemplify successful people who strive to avoid making mistakes or to not allow themselves to make errors. (Flett et al., 1998). For instance, athletes, business people, and older persons concentrate on not performing the incorrect mistake again, not losing their proficiency. Each of these kinds of regulations finds a mastery-avoidance goal.

### **3.4. Performance approaches**

Researchers named different performance approaches as ego involvement, ability goals, and performance goals. Performance goals are when individuals search to get favorable judgments of their competencies or not avert negative feedback. Elliot and Dweck mentioned, "Performance goals that focus individuals on their ability's adequacy will make them more susceptible to the helpless response in the face of difficulties, establishing low ability attributions, serious impact, and maladaptive behaviors. (Elliott & Dweck, 1988, p 12.) means failure is a kind of low skill which affected negatively individuals.

Elliot and Dweck (1988) suggested that Individuals, who pursue performance goals are concerned about the worth of their capability and ask themselves, "Is my capacity sufficient?" Consequent events, such as failure results, may be interpreted as providing relevant information to this inquiry, leading some individuals (especially those who may already suspect their skill) to low ability attributions and their sequelae." (Elliott & Dweck, 1988, p 12.) means that individuals who have low skills may have already persuaded their mind that they do not ability to attain their goals.

Butler and Shibaz (2008) suggested that Teachers were motivated by performance goals and consented that they had had a wonderful day when they did not face any more difficult challenges than other teachers. If the students asked questions that were unrelated to the lecture, they would be unable to respond. The headmaster praised them for the outstanding jobs they have done than other teachers, and also help-seeking is a sign of negative feedback about their teaching career.

Individuals with performance goal orientation compare between community members' competence and social norms of references. Besides Dweck and Leggett (1988), Elliot and Church (1997) in performance goals, people are satisfied to get positive characters about ability. At the same consistency, Anderson and Midgley (1997) noticed that "When students are centered on performance goals, they engage in academic

study to demonstrate or assert their proficiency. Students avoid the appearance of the incapability in comparison to others..” (p.269)

In this document, Nicholls (1984) deliberate that to test the capability of the one has to contrast the performance and adeptness of others using “External or self-evaluative perspective.” Then the performance-approach goal is a kind of vanity because “individuals look for ways to show their competence in the severalized perception.” (p.346) Also, as Nicholls (1984) stated, individual performance goals attempting to require individuals’ ability and competence must look at “what they can master and whether this implies their end.” (p. 328)

The researcher debate about the characteristics of the learners’ performance approach: regards Linnenbrink and Pintrich (2000) highlighted individuals’ performance goal-oriented are Concentrate on being better, superior to others, being intelligent, and being best at the task in comparison to others. Students with performance use normative standards such as getting the best or highest grades, being the top or best performer in class, etc..” (p.195)

Individuals of performance goal-oriented uncertainly are threatened, a mistake is a failure, individuals seek excessively judgment, “emphasize present ability.” and use normative standards. (Wentzel & Wigfield, 2009a)

### **3.5. Performance avoidance goal orientation**

Some researchers (Dweck & Elliot 1993, Nicholls, 1984) considered that mastery goals, learning goals, or task involvement concentrated on the progressiveness of competence that designates an approaches orientation. In contrast, a performance or ego involvement focuses on avoidance orientation. Elliot & Church, (1997) suggested adopting performance-avoidance goals means avoiding lower levels. Teachers with performance-avoidance goal orientations aim to avoid becoming incompetent by comparing with the other teachers how they teach.

Performance avoidance goals are conceived as avoidance orientation aspires to self-regulation relate to the negation of potential outcomes as Elliot and Harackiewicz (1996) mentioned: “This type of regulation elicits self-protective procedures that interact with or preclude optimal task engagement. For example, threat interpretation, awareness to failure-relevant information, anxiety-based preoccupation with self-presentational rather than task concerns) and result in a helpless set of motivational reactions..” In classic formulations, according to Lewin, McClelland, and Atkinson, avoidance is added as “an orthogonal motivational tendency” (Elliot & Harackiewicz, 1996, p461).

Within this framework, the conventional performance goals are divided into independent components of approach and avoidance, including three-goal orientations. Three goal orientations are posited mastery goals focused on skill development and work abilities; the performance goal orientation concentrates favorable judgment, and performance-avoidance aims to avoid unfavorable proficiency judgments (Elliot and Harackiewicz, 1996).

When individuals or learners’ used performance-avoidance goal orientation, they have a purpose of withdrawing from negative construal and outlook of their ability, in other hands inability (Matos et al., 2007). Moreover, Elliot and Thrash (1996) stated that “A performance-avoidance goal means attempting not to perform worse than others..” (p. 804) Seifert and O’keefe (2001) posit performance for an avoidant individual that focuses on hindering wielding to do the best “do only what is necessary to get by and avoid difficult tasks.”(p.81)

To conclude, competence has encompassed two fundamental dimensions of goal orientation branched as competence and achievement goal orientation, which is variety “according to how it is defined” and “according to how it is valenced.”

Competence comprises two types as Absolute/Interpersonal and Normative. Elliot and McGregor (2001) suggested that absolute type is when individuals are comprehended and mastered the task. The second type of competence is normative which is outperforming the others.

A fundamental goal orientation of the second dimension is valenced, so it construes either side the positive of success and negative of a failure.

|         |                                      | Absolute/<br>intrapersonal<br>(mastery) | Normative<br>(performance)     |
|---------|--------------------------------------|-----------------------------------------|--------------------------------|
| Valence | Positive<br>(approaching<br>success) | Mastery-<br>approach goal               | Performance-<br>approach goal  |
|         | Negative<br>(avoiding<br>failure)    | Mastery-<br>avoidance goal              | Performance-<br>avoidance goal |

**Figure 4** *The two factors of competence are definition and valence. Competence can be defined in the following ways: absolute/intrapersonal and normative are positive and negative; proficiency can be valenced.*

### 3.6. Work avoidance goal orientation

Broadly, researchers have neglected work avoidance goal orientation in the literature, concentrating on mastery and performances (King & McInerney, 2014). King and McInerney (2014) have mentioned as researchers have kept a theoretical differentiation between mastery goal orientation examined excessively and performance goals and work avoidance goals. However, this differentiation has a little evidential basis. We discovered just several studies which thoroughly tested the distinction between work avoidance goal orientation and 2 x 2 achievement goals using robust scientific methodologies such as confirmatory factor analyses. (King & McInerney, 2014)

After that, there are two types of self-theory intelligence as Entity theory and Incremental theory. In this thesis, work avoidance goal orientation is mostly appropriated in the Entity theory of intellectual ability because it has confidently identified a work avoidance goal orientation. Therefore, the entity theory of intelligence protected both the contradiction of teachers and peer support (King & McInerney, 2014). Teachers with work avoidance goals affect indirectly by their students because they do not often come to school and if they come, they are not dynamic.

Researchers have posited that there are many kinds of goals that are notably into directed students' behavior; however, the ramification of goal research has been featured on mastery and performance goals (Maehr & Zusho, 2009). Students live in a multi-goal setting. Therefore, understanding work avoidance goals is critical for moving beyond the nearly exclusive focus on mastery and performance goals to understand all of the motivational dynamics in the school environment. (King & McInerney, 2014).

Elliot (1999) supposed that students with "low-achieving who are not performing both interesting of study or enable in competition with others may not be prevailing for mastery or performance and He suggests for these students work avoidance goals may be more crucial to comprehending their motivation or lack thereof. considering that instructors want to assist these underachieving students to perform better, Understanding the causes and consequences of work avoidance goals may provide a credible base for theoretically-driven development involvement programs for students." (King & McInerney, 2014, p42)

Most studies indicated that work avoidance goals negatively showed outcomes for approach and avoidance of goal orientation theory. As Nicholls, Patashnick, and Noten (1985) discovered that work-avoidance was not interlaced with the satisfaction of learning, ability perceiving, and between academic achievement and high school students. For instance, students who believe school is not the only way to become wealthy and status that is the most supported by work avoidance goal orientation. (King & McInerney, 2014)

In addition, it is undisclosed if the educators can identify students with work avoidance. But if instructors can find these goals, they will not realize the reasons why teachers believe "students avoid work." (Sloan, 2007). Furthermore, Sloan (2007) mentioned that it is an essence to classify work avoidance goal orientations into two parts. First, "Students who have a work-avoidant goal are thought to be motivated; that is, to skip class. Work-avoidant students put in less effort to perform their work but often spent quite a lot of effort to avoid performing it." (Sloan,2007,p79). Students with work avoidance always state a solution to why they did not do the things. For instance, the teachers give assignments for their students, and teachers will check the next lecture.

when teachers ask work avoidance students why they did not do the homework. work avoidance student suddenly finds solutions like I was sick or I forget to do.

## **Chapter 4: Methodology**

### **3.7.4.1. Introduction**

The core purpose of this study is to discover the potential correlation between pre-service teachers' goal orientation and approaches to teaching. It scrutinizes if pre-service teachers' goal orientations and approaches to teaching have an interrelation between school types, teaching knowledge, and EFL teachers' goal orientation. This section gives detailed information about the methodological procedure and the fulfillment used for this study. It is classified into three parts into research design, research setting, and participants.

### **3.8.4.2. Research Design**

Correlational in nature, the present study aims to determine pre-service teacher goal orientations and what their approaches to teaching are. As was shown by Büyüköztürk (et al., 2014), correlation research makes it to figure out “the relationship among two or over two variables and finding clues about causative conclusions”.

In particular, “The goal of nonexperimental quantitative research is to provide a comprehensive description of a specific situation. It describes the magnitude and direction of relationships between variables” (Christensen et al., 2014, p44). Then a positive hypothesis or negative relation could be contingent. Besides, “Correlation researches can be referred to as associational studies, and in these mentioned researches; the relationship among variables is investigated without interfering with them” (Fraenkel & Wallen, 2006: 328).

Christensen et al. (2011) stated that for a positive relationship, the values of two variables move in the same direction (Christensen et al., 2011: 409). McMillan & Schumacher (2006) proposed that “when the value of one variable rises, the value of

other variables rises as well; conversely when the value of one variable falls, the value of other variables falls” (McMillan & Schumacher, 2006: 170). Otherwise, with negatively correlated “The values of the two variables are prone to move in opposite directions.” (Christensen et al., 2011: 409) means that “High values of one variable are related to the low values of the other variables.” so this kind of relationship designs as inverse relationship too (McMillan & Schumacher, 2006: 25, 170).

### **3.9. 4.3. Population and sample**

The present study was conducted in the English Language Department of English language at Karabük University in Turkey and a variety of grades take into considerations. I selected participants who gently consent to take part voluntarily in the research base on the Random Sampling method.

The number of participants in the present study is 109 (1<sup>st</sup>=2, 2<sup>nd</sup> n=33, 3<sup>rd</sup> n=37, and 4<sup>th</sup> n=37). The number of male participants is 29 and female participants is 80. Within the 95% level of confidence, according to Krejcie and Morgan (1970), this sample size is enough for the conduction of quantitative research. Descriptive statistics of pilot and study participants are displayed in Tables 4 and 3.

**Table 4**  
**Descriptive statistics about participants of the pilot study**

| <b>gender</b> | <b>Frequency</b> | <b>Percent</b> | <b>Cumulative Percent</b> |
|---------------|------------------|----------------|---------------------------|
| Female        | 80               | 73.394         | 73.394                    |
| Male          | 29               | 26.606         | 100.000                   |
| Total         | 109              | 100.000        |                           |

**Table 5 Descriptive statistics about the participants of the study**

| <b>Grade</b> | <b>gender</b> | <b>Frequency</b> | <b>Percent</b> | <b>Cumulative<br/>Percent</b> |
|--------------|---------------|------------------|----------------|-------------------------------|
| 1 grade      | Female        | 1                | 50.000         | 50.000                        |
|              | Male          | 1                | 50.000         |                               |
|              | Total         | 2                |                |                               |
| 2 grades     | Female        | 28               | 84.848         | 84.848                        |
|              | Male          | 5                | 15.152         |                               |
|              | Total         | 33               |                |                               |
| 3 grades     | Female        | 26               | 70.270         | 70.270                        |
|              | Male          | 11               | 29.730         |                               |
|              | Total         | 37               |                |                               |
| 4 grades     | Female        | 25               | 67.568         | 67.568                        |
|              | Male          | 12               | 32.432         |                               |
|              | Total         | 37               |                |                               |
| Total        | Female        | 80               | 73.394         |                               |
|              | Male          | 26               | 26.605         |                               |
|              | Total         | 109              |                |                               |

#### **4.4. Data Collection Instruments**

Two questionnaires were used to collect data. As was stated by Christensen et al. (2011), “The questionnaire is a self-report data collection tool that research participants fill out.” (p.56). The first questionnaire is intended to determine teaching 36 items of English Goal Orientation perception of individuals (Nitsche et al., 2011: 580), and the second is (teaching Approaches Questionnaires (TAQ)).

##### **4.4.1 Teaching Goal Orientation Questionnaire**

In the last five years, goal orientation theory for teaching influenced ELT teachers’ goal orientations in Turkey. Teachers’ goal orientation affected in Turkish included two different Scales. The present study dealt with the “Goal Orientation for Teaching Scale” in Turkish. Yıldızlı, Saban, and Baştuğ (2016) developed the adaptation Goal Orientation for Teaching Scale into Turkish and it is the first time Saban and Yıldızlı (2017) validated the Scale into teachers’ primary school assessment for goal orientation of teaching in Turkey.

In the present study, two questionnaires were used. The first question is Teaching Goal Orientation Questionnaire (TGOQ), which has four sub-dimensions: performance-avoidance goal orientations, learning goal orientation, work avoidance goal orientation, and performance-approach goal orientation (See Appendix A). TGOQ has 36 items and it is a Likert-type questionnaire. The answers vary from strongly disagree (1), disagree (2), undecided (3), agree (4), to strongly agree (5). The second questionnaire is the Teaching Approaches Questionnaire (TAQ), developed by Trigwell, Prosser, and Ginns (2005). TAQ has 22 items approaches to teaching inventory (see Appendix B).

Besides, all subscales comprise into three categories as pedagogical, content, and pedagogical-content. Above all, the internal validities of questionnaires were excellent

( $\alpha = 0.9$ ). Descriptive statistics for TGOQ checked in table 1.3.3 Cronbach's Alpha Reliability.

**Table 6 Items and Cronbach's Alpha Reliability Coefficients for TGOQ**

| Sub Scales                             | Item Numbers | Range | Cronbach's<br>$\alpha$ |
|----------------------------------------|--------------|-------|------------------------|
| Learning goal orientation              | 8            | 8-40  | .85                    |
| Performance approach goal orientation  | 12           | 12-60 | .94                    |
| Performance avoidance goal orientation | 12           | 12-60 | .86                    |
| Work avoidance goal orientation        | 3            | 3-15  | .74                    |
| Overall Scale                          | 35           | 175   | .94                    |

### 3.10. 4.5 Teaching Approaches Questionnaire

Teaching Approaches developed by Trigwell, Prosser, and Ginns (2005). ATI has 22 items approaches to teaching inventory (ATI). Trigwell, Prosser, and Ginns (2005) affirm five approaches to explain teaching.

The first method is teacher-centered and focuses on conveying information and facts. The second approach is still teacher-centered refers to students assisting other students and the connections between them. The interaction between teachers and learners is the focus of a third approach. The fourth method is student-centered, intending to assist students in developing academic concepts. The fifth strategy permits students to create new worldviews on their own from previous knowledge. (Trigwell et al., 2005). The approaches to teaching approve as valid and reliable measurements in the variety of studies across differentiation of educational context (Trigwell, 2012) and

to encompass Mainland china with High-factor reliability ( $\alpha > .80$ ). ATI uses a 5-point scale *from only rarely true to almost always true*.

**Table 7 Items and Cronbach's Alpha Reliability Coefficients for ATI**

| Sub Scales      | Item Numbers | Range | Cronbach's<br>$\alpha$ |
|-----------------|--------------|-------|------------------------|
| Knowledge       | 6            | 6-30  | .58                    |
| Student-teacher | 5            | 12-60 | .69                    |
| Student-focus   | 5            | 12-60 | .67                    |
| Overall Scale   | 16           | 150   | .69                    |

#### **3.11. 4.6. Data Collection Procedure**

The data collection procedure comprises two sections. The first section was the pilot study that fulfilled and appearing how to apply reliable data collection tools for the research. The second section of data collection encompasses prototypic data for a research study. A pilot study drove to check highlighting data collection tools into research discipline. "A pilot study is a test run of the experimental period with a small group of participants." (Christensen et al., 2011: 277).

Participants in the pilot study were accepted to respond voluntarily, and a confidential questionnaire gave to the four classrooms in the same week, but on different days for spare times in their schedule. I did not compel them to write their names, the questionnaires out of the school numbers, and genders. Then when they filled the process, the questionnaires were regrouped together as results of the Pilot study are exposed in Chapter 4.

The analysis of the next step of the pilot study and then examining the reliability of data collection tools, questionnaires have pertained to the first, second, third, and fourth-grade participants of the EFL department in Karabuk University in the spring term of 2018-2020 education term such as the similar process in the pilot study.

Participants explained thereof it was scientific and requested to respond confidentially and voluntarily to questionnaires.

### **3.12. 4.7 Data analysis**

I mentioned previously in the research design (4.2), I used methods to design in the present study. Additively, quantitative data were regrouped from participants, and also quantitative data were combined through the goal orientation theory scale and background survey. I conducted data analysis via SPSS 21 program. Before utilization of the tests, each variable of participants' distributions research was calculated.

### **3.13. 4.7.1 inferential parametric statistics**

Port hoc comparisons and t-tests were applied (McMillan & Schumacher, 2006: 287). Aside from this, the statistical analysis was meaningfully tested 0.1 and 0.5 alpha levels. "The alpha level is the point at which the null hypothesis is rejected, and the alternative hypothesis is accepted." (Christensen, et al., 2011: 432).

The determination of Pearson correlation was examined for suitable inter-relation among Pre-service EFL teacher's goal orientation and approaches to teaching that was all numerical and scale format "Correlation coefficient is the typical convention is to calculate an amount that will identify the relationship" (McMillan & Schumacher, 2006: 171) and it is "a numerical index varying from -1.00 to + 1.00 indicating the intensity of a linear relationship between two variables" (Christensen, et al., 2011: 407) and another test were done as Scheffe Homogeneity to decide if the data distributed normally or not in three or more groups. "The extent to which a set of items measures a single constructor trait is referred to as homogeneity." (Christensen, et al., 2011: 147).

After the application of Scheffe homogeneity, One-way ANOVA was applied to see whether variables of the research expressed significant differences between groups. "ANOVA is used to compare two or even more group means for significance level when there is one quantitative dependent variable and one categorical independent or predictor variable." (Christensen et al., 2011: 441). "ANOVA allows the researcher

to test the differences between all groups and make more accurate probability statements than using a series of separate t-tests” (McMillan & Schumacher, 2006: 301). As in this study, “ANOVA must be preceded by post hoc analysis to check which of the means are significantly different.” (Christensen et al., 2011: 442).

In the next step, to show variables’ meaningfulness differenced, the Post Hoc test was used “Post hoc, posterior, follow-up, and multiple comparison tests are used to determine whether the means differ from one another.” (McMillan & Schumacher, 2006: 302).

Above all, a T-test was used to divulge significant variable differences between two sub-groups in the research. “When two means are compared, the T-test generates a number, which is then used to determine the probability of rejecting the null hypothesis and the level of significance.” (McMillan & Schumacher, 2006, 297).

#### **3.14.4.8 Results of the pilot study**

to show whether the questionnaires are credible, Cronbach’s Alpha Reliability Coefficients were checked. “Reliability refers to the consistency of measurement the extent to which the results are similar over different forms of the same instrument or occasions of data collection” (McMillan & Schumacher, 2006: 183) and “it should be strong and positive ( $> .70$ ) to indicate strong consistency” (Christensen et al., 2011: 143).

Afterward, the application of the questionnaires to the first grade in the pilot study, Cronbach’s Alpha Reliability overall and sub-scale of TGOQ and approach to teaching questionnaires showed highly Reliable Cronbach’s Alpha Reliability Coefficients for the questionnaire were displayed in table 8 and 9.

**Table 8 Cronbach's Alpha Reliability Coefficients TGOQ**

| Sub Scales                             | Item Numbers | Mean  | SD    | Cronbach's $\alpha$ |
|----------------------------------------|--------------|-------|-------|---------------------|
| Learning Goal Orientation              | 8            | 4.167 | 0.461 | .808                |
| Performance Approach Goal Orientation  | 12           | 3.456 | 0.172 | .932                |
| Performance Avoidance Goal Orientation | 12           | 3.206 | 0.168 | .849                |
| Work Avoidance Goal Orientation        | 3            | 2.787 | 0.224 | .626                |

As it appears in Table 7, Cronbach's Alpha Reliability Coefficients are for Learning goal orientation  $\alpha_1 = .808$ , Performance approaches goal orientation  $\alpha_2 = .932$ , Performance avoidance goal orientation  $\alpha_3 = .849$ , and Work avoidance goal orientation  $\alpha_4 = .626$ . "Internal consistency reliability refers to the consistency with which items on a test or research instrument measure a single construct" (Christensen, et al., 2011: 144). These results display that questionnaires have internal consistency exerted as data collection tools in research ( $\alpha > .7$ ).

**Table 9 Cronbach's Alpha Reliability Coefficients ATI**

| Sub Scales      | Item Numbers | MEAN  | SD    | Cronbach $\alpha$ |
|-----------------|--------------|-------|-------|-------------------|
| Knowledge       | 6            | 3.700 | 0.222 | .552              |
| Student-teacher | 5            | 3.940 | 0.487 | .655              |
| Student-focus   | 5            | 3.783 | 0.453 | .610              |

As considering Table 8, Cronbach's Alpha Reliability Coefficients are Knowledge  $\alpha_1 = .552$ , Student-teachers  $\alpha_2 = .655$ , student-focus  $\alpha_3 = .610$ . The data expresses the high internal consistency of the mentioned questionnaire and its application of Cronbach's Alpha Reliability Coefficients as well ( $\alpha > .5$ )

## Chapter 5: Results

### 3.15. 5.1. Introduction

This chapter highlights the results and analysis of TGOQ and approach to teaching questionnaires to show the interlaced between Pre-service EFL teacher's goal orientation and approaches to teaching in terms of gender and participant's grades.

Results were engaged features two research questions to divulge inter-correlations among variables.

The first question searched the relationship between pre-service EFL teacher's goal orientation and approaches to teaching not only in their entirety but also sub-dimensional level.

The second one investigated the differentiation of genders pre-service EFL teacher's goal orientations and approaches to teaching.

The inter-relation between variables, Descriptive statistics for pre-service EFL teacher's goal orientation, and approaches to teaching showed in table 9. According to Table 9, the means of overall pre-service EFL teacher's goal orientation and approaches to the teaching.

**Table 10 Descriptive statistics for Pre-service EFL teacher's GO and ATI**

|                                    | Mean  | Std deviation | N   |
|------------------------------------|-------|---------------|-----|
| 1. Learning goal orientation       | 4.491 | .800          |     |
| 2. Performance approach GO         | 3.583 | 1.171         |     |
| 3. Performance avoidance GO        | 3.565 | 1.190         |     |
| 4. Work Avoidance goal orientation | 2.944 | 1.212         |     |
| 5. Total                           | 3.64  | 1.09          | 109 |
| 6. Knowledge                       | 4.084 | .855          |     |
| 7. Student-teacher                 | 4.324 | .807          |     |

|                  |       |           |
|------------------|-------|-----------|
| 8. Student-focus | 4.324 | .936      |
| 9. ATI           | 4.244 | 0.866 109 |

### 3.16. 5.2 Results for Research Question 1

This section is the research correlation between Pre-service EFL teacher's goal orientations and approaches to teaching analyzed.

Q1: is there any meaningful inter-relationship between Pre-service EFL teacher's goal orientations and approaches to teaching?

Then to define the inter-relationship between Pre-service EFL teacher's goal orientation, Pearson correlation analysis used, and results submitted in Table 10

**Table 11 Pearson Correlation Coefficients for Teachers' Goal Orientation and ATI**

|                                                      | n   | Pearson's r | p      |
|------------------------------------------------------|-----|-------------|--------|
| LGO same as Pedagogical3 - Performance Approach GO   | 108 | 0.167       | 0.085  |
| Learning Goal orientation - Performance Avoidance GO | 107 | 0.080       | 0.414  |
| Learning Goal orientation - Work Avoidance GO        | 107 | -0.168      | 0.083  |
| Learning Goal orientation - knowledge                | 106 | 0.198*      | 0.021  |
| Learning Goal orientation - Performance Approach GO  | 108 | 0.167*      | 0.042  |
| Learning Goal orientation - Student-teacher          | 107 | 0.471***    | < .001 |
| Learning Goal orientation - Performance Avoidance GO | 107 | 0.080       | 0.207  |
| Learning Goal orientation - Student-focus2           | 106 | 0.499***    | < .001 |
| Learning Goal orientation - Work Avoidance GO        | 107 | -0.168      | 0.958  |
| knowledge - Performance Approach GO                  | 107 | 0.025       | 0.399  |
| knowledge - Student-teacher                          | 107 | 0.368***    | < .001 |
| knowledge - Performance Avoidance GO                 | 106 | 0.073       | 0.228  |
| knowledge - Student-focus2                           | 106 | 0.180*      | 0.032  |
| knowledge - Work avoidance GO                        | 106 | 0.170*      | 0.040  |
| Performance Approach GO - studentteacher1            | 108 | 0.111       | 0.126  |
| Performance Approach GO - Performance Avoidance GO   | 108 | 0.364***    | < .001 |
| Performance Approach GO - studentfocus2              | 107 | 0.107       | 0.136  |

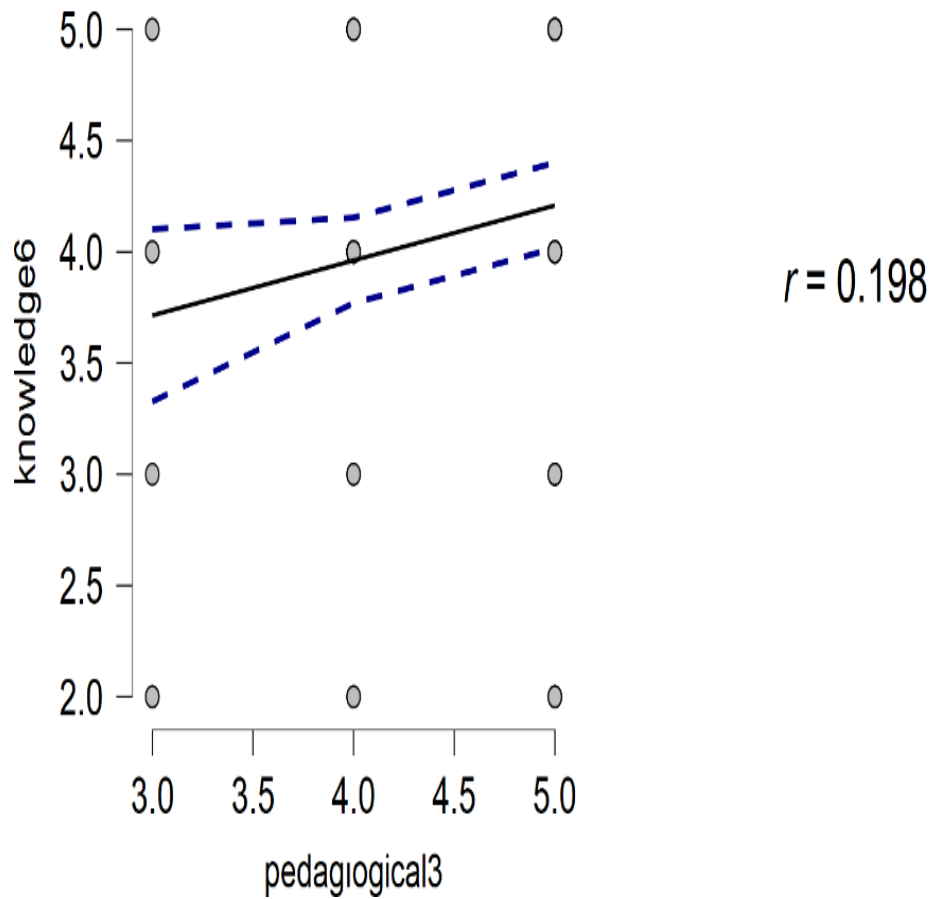
|                         |                            | <b>n</b> | <b>Pearson's r</b> | <b>p</b> |
|-------------------------|----------------------------|----------|--------------------|----------|
| Performance Approach GO | - Work avoidance GO        | 108      | 0.047              | 0.314    |
| studentteacher1         | - Performance Avoidance GO | 107      | 0.124              | 0.102    |
| studentteacher1         | - studentfocus2            | 107      | 0.485***           | < .001   |
| studentteacher1         | - Work avoidance GO        | 107      | -0.075             | 0.779    |
| studentss2              | - studentfocus2            | 106      | 0.072              | 0.231    |
| studentss2              | - Work avoidance GO        | 107      | 0.085              | 0.193    |
| studentfocus2           | - Work avoidance GO        | 106      | -0.187             | 0.973    |

*Note.* All tests one-tailed, for a positive correlation

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ , one-tailed

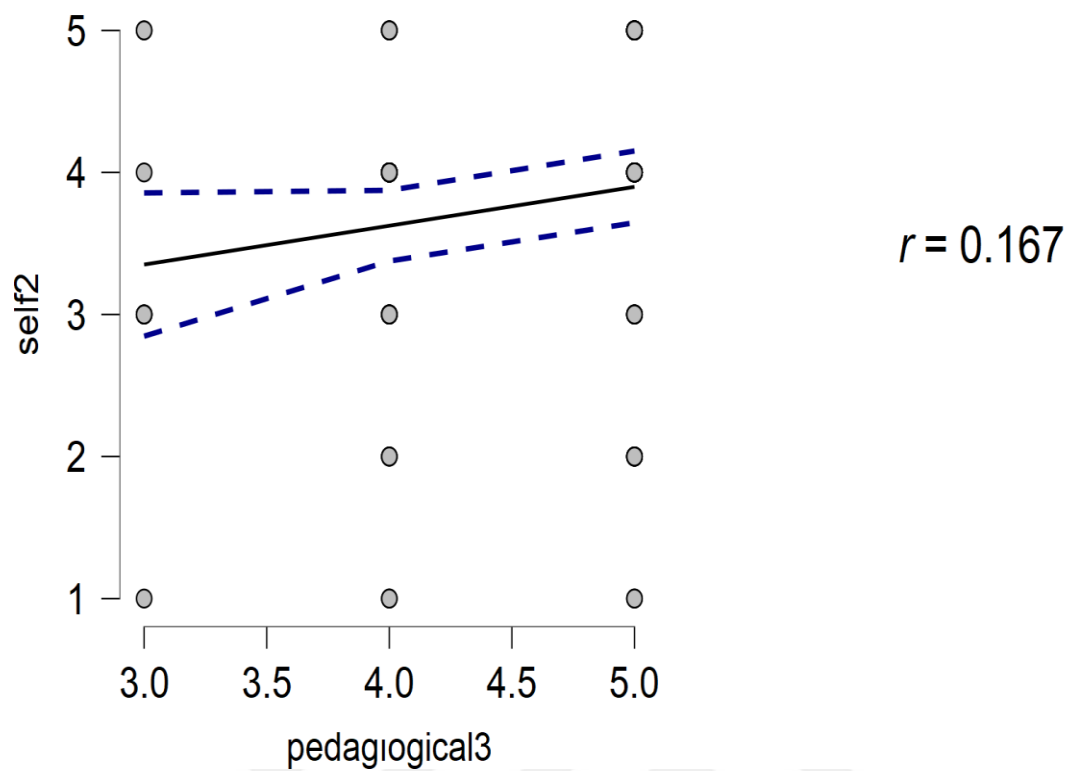
According to table 10, there are positive correlation between Pre-service EFL teacher's goal orientation and approaches to teaching. I found correlation coefficients as learning goal orientation and knowledge ( $r = 0.021$ ,  $p = .042$ ,  $p < .05$ ), LGO and Performance approaches GO ( $r = 0.167$ ,  $p = 0.042$ ,  $p < .05$ ), Learning Goal orientation and Student-teacher ( $r = 0.471$ ,  $p < .001$ ), Learning Goal orientation and Student-focus2 ( $r = 0.499$ ,  $p < .001$ ), knowledge and Student-teacher ( $r = 0.368$ ,  $p < .001$ ), knowledge and student-focus ( $r = 0.180$ ,  $p = 0.032$ ,  $p < .05$ ), knowledge and Work Avoidance GO ( $r = 0.170$ ,  $p = 0.040$ ,  $p < .05$ ), Performance Approach GO and Performance Avoidance GO ( $r = 0.364$ ,  $p < .001$ ), and student-teacher and student-focus ( $r = 0.485$ ,  $p < .001$ ).

**Figure 5 Learning goal orientation vs. knowledge**



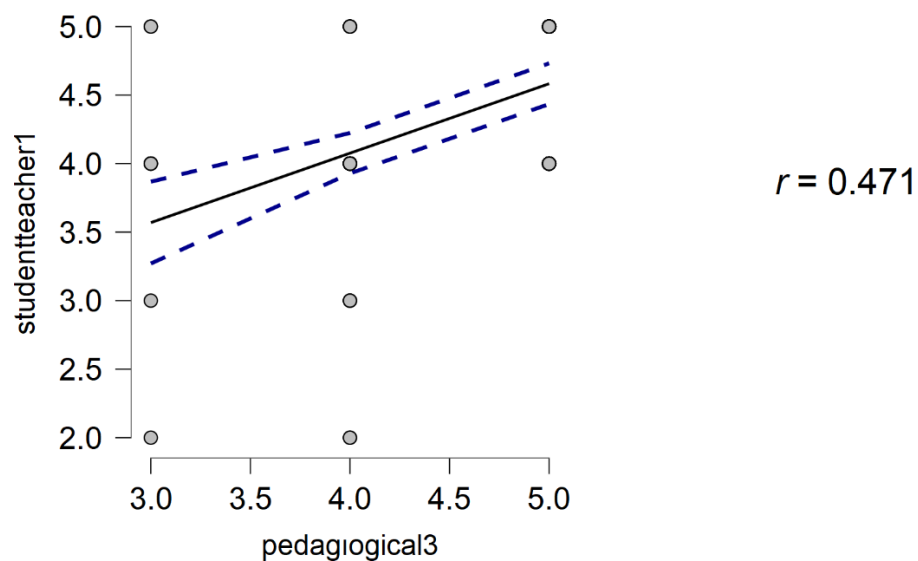
The relationship between learning goal orientation and approaches to teaching knowledge is a moderately strong, positive, linear relationship between learning orientation and approaches to the teaching of knowledge.

**Figure 6 Learning Goal orientation vs. Performance Approach GO**



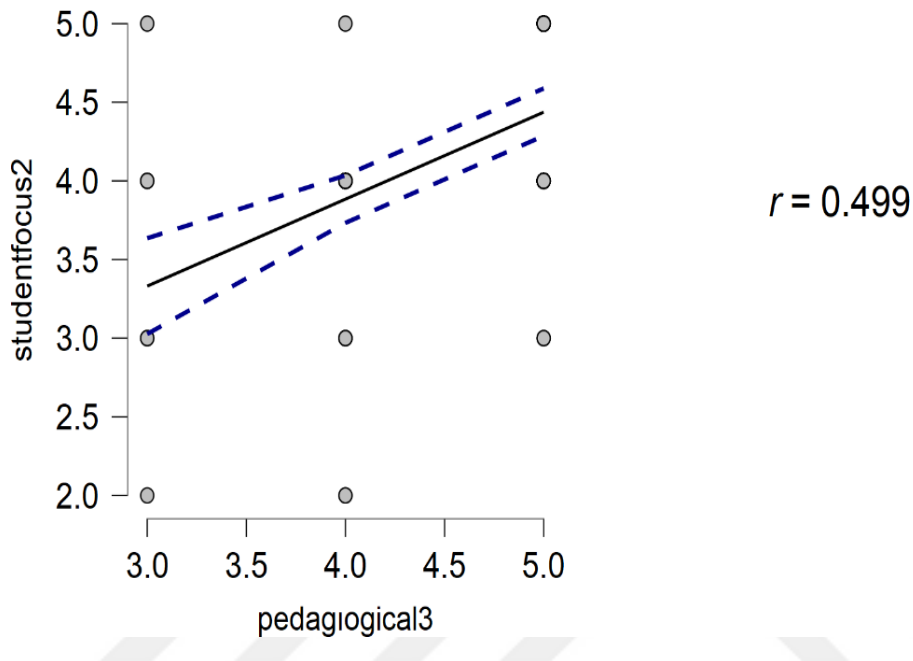
The relation between learning goal orientation and performance-approach goal orientation is a moderately strong, positive, linear relationship between learning goal orientation and performance-approach goal orientation.

**Figure 7 Learning goal orientation vs. student-teacher**



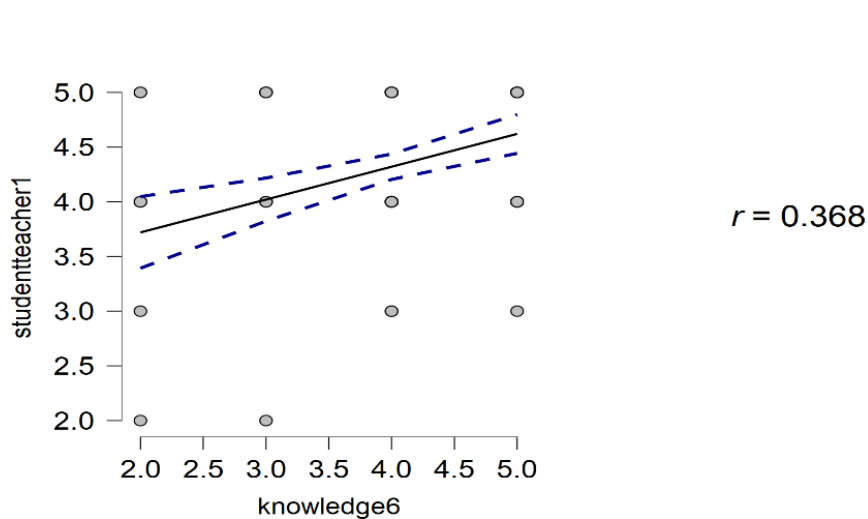
The relationship between learning goal orientation and approaches to the teaching student-teacher is a moderately strong, positive, linear relationship between learning goal orientation and student-teacher.

**Figure 8 Learning goal orientation vs. student-focus**



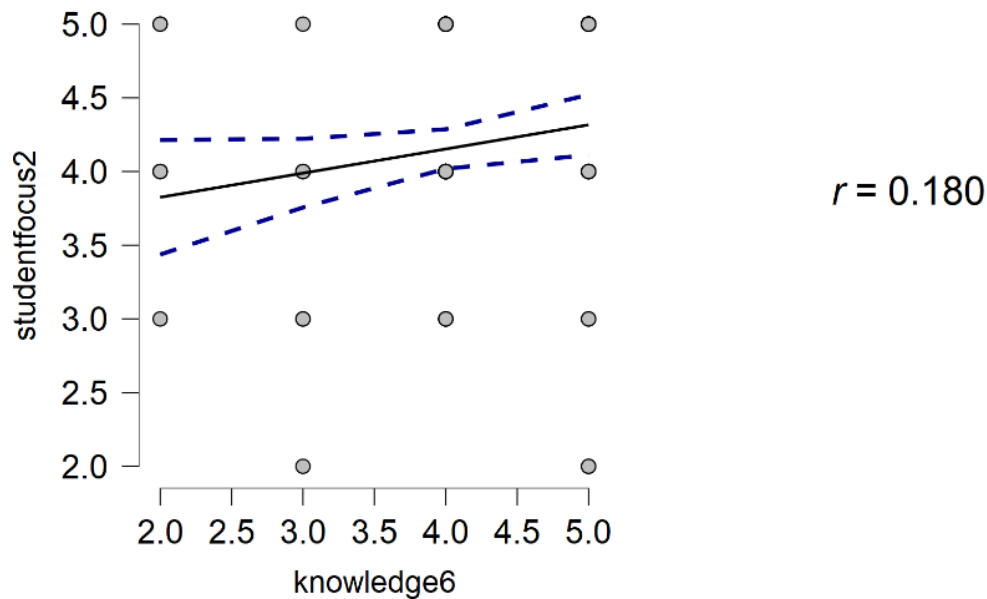
The relationship between learning goal orientation and approaches to the teaching student-focus is a moderately strong, positive, linear relationship between learning goal orientation and student-focus.

**Figure 9 knowledge vs. student teacher**



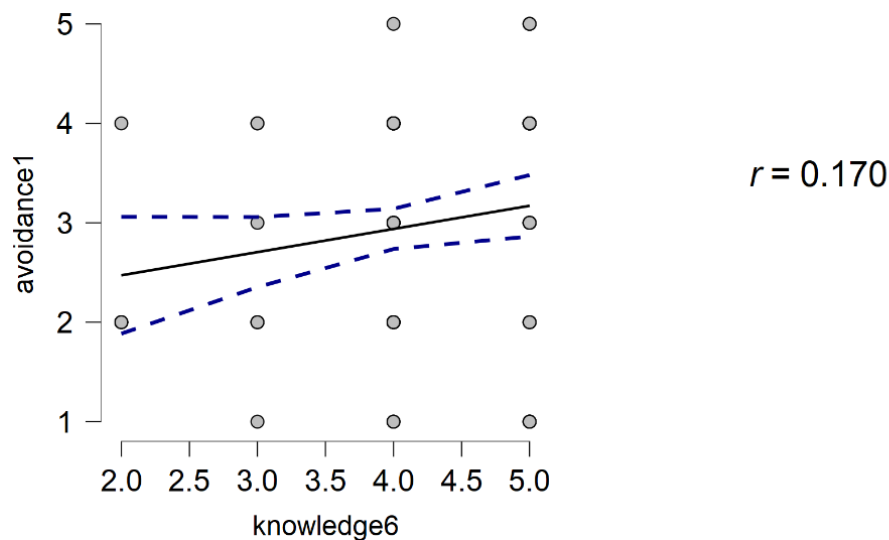
The relationship between approaches to teaching knowledge and approaches to the teaching student-teacher is moderately strong. a positive, linear relationship between knowledge and student-teacher.

**Figure 10 Knowledge vs. student-focus**



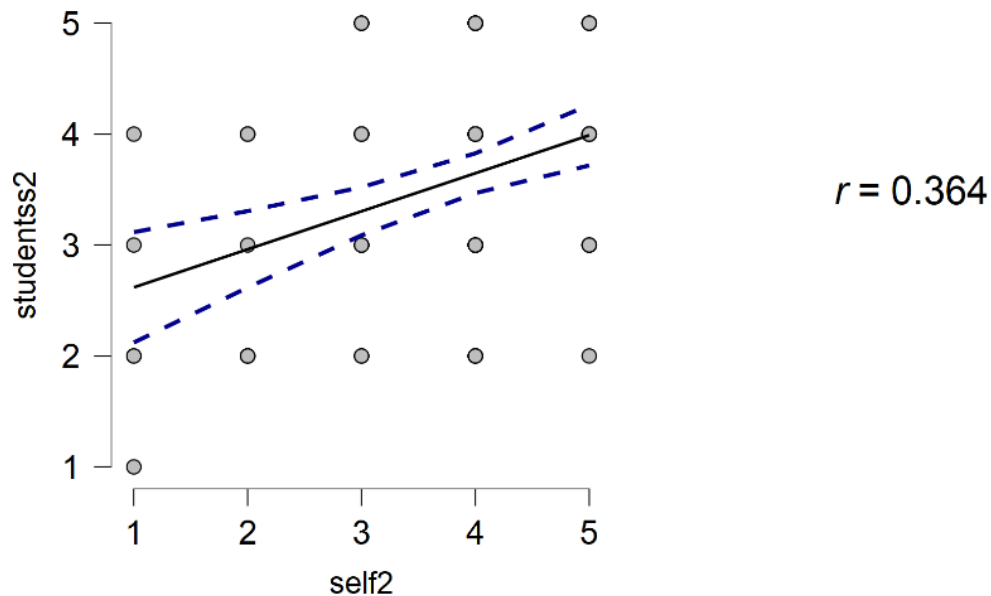
The relationship between approaches to the teaching of knowledge and approaches to the teaching of student-focus is a moderately strong, positive, linear relationship between approaches to the teaching of knowledge and approach to the teaching of student-focus.

**Figure 11 Knowledge vs. Work avoidance**



The relationship between approaches to the teaching of knowledge and work avoidance goal orientation is a moderately strong, positive, linear relationship between approaches to the teaching of knowledge and work avoidance goal orientation.

**Figure 12 Performance Approach GO vs. Performance Avoidance GO**



The relationship between performance-approach goal orientation and performance-avoidance goal orientation is a moderately strong, positive, linear relationship between performance-approach goal orientation and performance-avoidance goal orientation.

### 3.17. 5.3 Results of Research Question 2

Q2: Do pre-service EFL teacher's goal orientation and approaches to teaching demonstrate significance in terms of grade?

As cited before chapter 4, 109 pre-service EFL teachers took part in the present research. Foremost, the aims of divulging the potential differences, Scheffer Homogenous test was examined before utilizing One-way ANOVA. Before utilization's One-way, Scheffer homogenous test was emitted by regarding the grades of participants as results were emitted in Table 11.

**Table 12 Scheffer Homogenous Subsets Results for Learner Grades and Teacher Goal Orientation**

|                                  | Grade         | Sig.  |
|----------------------------------|---------------|-------|
| Learning Goal Orientation        | First Grades  | 0.604 |
|                                  | Second Grades |       |
|                                  | Third Grades  |       |
|                                  | Forth Grades  |       |
| Performance Approaches GO        | First Grades  | 0.065 |
|                                  | Second Grades |       |
|                                  | Third Grades  |       |
|                                  | Forth Grades  |       |
| Performance Avoidance GO         | First Grades  | 0.238 |
|                                  | Second Grades |       |
|                                  | Third Grades  |       |
|                                  | Forth Grades  |       |
| Work Avoidance                   | First Grades  | 0.096 |
|                                  | Second Grades |       |
|                                  | Third Grades  |       |
|                                  | Forth Grades  |       |
| Overall Teacher Goal Orientation |               | 1.003 |
| p > 0.05                         |               |       |

According to Scheffer homogeneity test results, all sub-purposes of teacher goal orientations are significantly distributed. Learning goal orientation ( $p=0.604$ ,  $p > .05$ ), Performance Approach goal orientation ( $p=0.065$ ,  $p > .05$ ), Performance Avoidance goal orientation ( $p= 0.238$ ,  $p > .05$ ), Work avoidance goal orientation ( $p=0.096$ ,  $p > .05$ ). Then One-way ANOVA was checked to perceive the various, and the outcomes were showed in Table 12.

**Table 13 ANOVA results for Participants' Grades and TGO**

|                           |                | Sum of  | Mean   | F     | sig.  |
|---------------------------|----------------|---------|--------|-------|-------|
|                           |                | Square  | Square |       |       |
| Learning goal Orientation | Between groups | 2.058   | 0.686  | 1.743 | 0.163 |
|                           | Within groups  | 40.932  | 0.394  |       |       |
|                           | Total          | 42.99   |        |       |       |
| Performance Approach GO   | Between groups | 9.297   | 3.099  | 3.055 | 0.032 |
|                           | Within groups  | 106.50  | 1.014  |       |       |
|                           | Total          | 115.799 |        |       |       |
| Performance Avoidance GO  | Between groups | 2.060   | 0.687  | 0.711 | 0.548 |
|                           | Within groups  | 100.486 | 0.966  |       |       |
|                           | Total          | 102.546 |        |       |       |
| Work Avoidance GO         | Between groups | 0.562   | 0.187  | 0.164 | 0.921 |
|                           | Within groups  | 119.104 | 1.145  |       |       |
|                           | Total          | 119.666 |        |       |       |

$p < 0.01$ ,  $p < 0.05$

When the results are checked, only performance-approach goal orientation ( $p=0.032$ ,  $p < 0.05$ ) demonstrate significant variation in terms of grades while learning goal orientation ( $p=0.163$ ,  $p > 0.05$ ), Performance avoidance goal orientation ( $p=0.548$ ,  $p > 0.05$ ), and Work avoidance goal orientation ( $p=0.921$ ,  $p > 0.05$ ) do not appear any significant to participants grades to look for which grades Learning goal orientation and Performance approaches goal orientation to come out significant difference utilization of Post Hoc Test as showing in table 14

**Table 14 Post Hoc Test Results for Pre-service EFL teacher's goal orientation in terms of grades**

|                           |                             | Mean Diff. | Sig.     |
|---------------------------|-----------------------------|------------|----------|
| Learning Goal Orientation | First Grades-Second Grades  | -2.063     | <.001*** |
|                           | Second Grades-Third Grades  | 0.014      | 1.000    |
|                           | Third Grades-Fourth Grades  | -0.054     | 0.983    |
| Performance Approaches GO | First Grades-Second Grades  | -1.621     | 0.127    |
|                           | Second Grades-Third Grades  | 0.391      | 0.370    |
|                           | Third Grades- Fourth Grades | 0.189      | 0.851    |
| Performance Avoidance GO  | First Grades-Second Grades  | -0.750     | 0.722    |
|                           | Second Grades-Third Grades  | 0.264      | 0.684    |
|                           | Third Grades-Fourth Grades  | -0.027     | 0.999    |
| Work Avoidance            | First Grades-Second Grades  | 0.152      | 0.997    |
|                           | Second Grades-Third Grades  | -0.096     | 0.982    |
|                           | Third Grades-Fourth Grades  | -0.083     | 0.988    |

p<0.001

As suggested before only learning goal orientation perceived significant variation in the terms of participants' grades. In Table 13, there is a significant variation between the first and second grades ( $p=0.134$ ,  $p<0.05$ ). Descriptive statistics from the aspect of teacher goal orientation in terms of participants' grades were displayed in table 15.

**Table 15 Descriptive Statistics of Teachers' Goal Orientation with regards to Participants' Grades**

|                           |               | N  | Mean  | Std. Deviation |
|---------------------------|---------------|----|-------|----------------|
| Learning Goal orientation | First grades  | 2  | 3.500 | 0.707          |
|                           | Second grades | 33 | 4.500 | 0.672          |
|                           | Third grades  | 37 | 4.486 | 0.651          |
|                           | Fourth grades | 37 | 4.541 | 0.558          |
| Performance approach GO   | First grades  |    | 2.500 | 2.121          |
|                           | Second grades |    | 4.121 | 0.820          |
|                           | Third grades  |    | 3.730 | 0.990          |

|                          |               |       |       |       |
|--------------------------|---------------|-------|-------|-------|
| Performance avoidance GO | Fourth grades | 3.541 | 1.120 |       |
|                          | First grades  | 3.000 | 1.414 |       |
|                          | Second grades | 3.750 | 0.842 |       |
|                          | Third grades  | 3.486 | 0.961 |       |
| Work avoidance GO        | Fourth grades | 3.514 | 1.096 |       |
|                          | First grades  | 3.000 | 1.414 |       |
|                          | Second grades | 2.848 | 0.906 |       |
|                          | Third grades  | 2.944 | 1.218 |       |
|                          | Fourth grades | 3.027 | 1.040 |       |
| Overall Teacher GO       | First grades  | 2     | 3.000 | 1.414 |
|                          | Second grades | 33    | 3.80  | 0.809 |
|                          | Third grades  | 37    | 3.66  | 0.955 |
|                          | Fourth grades | 37    | 3.65  | 0.953 |

As the results in Table 14 not the means of work avoidance goal orientation of the participants, the fourth grades participants of work avoidance goal orientation x (3.027) are appeared highest significant than first grades x (3.000), second grades x (2.848), and the third grades x (3.027), but also learning goal orientation fourth grades x (4.541) participants' means are highest significant than first grades x (3.500), second grades x (4.500), and third grades x (4.456). Otherwise, not Performance approach goal orientation participants' means of second grades x (4.271) are highest significant than the first x (2.500), third x (3.750), and fourth x (3.541) grades, but also Performance avoidance goal orientation participants' means of second grades x (3.750) are highest significant than first x (3.000), third x (3.486), and fourth x (3.514) grades.

To perceive the data homogeneity for approaches to teaching variables that are gotten for the utilization of One-way ANOVA, Scheffer Homogenous test was accomplished and results were given in table 16.

**Table 16 Scheffe Homogenous Subsets Results for Learner Grades and ATI**

|                  | Grade         | Sig.  |
|------------------|---------------|-------|
| Knowledge        | First Grades  | 0.334 |
|                  | Second Grades |       |
|                  | Third Grades  |       |
|                  | Forth Grades  |       |
| Student-teachers | First Grades  | 0.070 |

|                                |               |       |
|--------------------------------|---------------|-------|
|                                | Second Grades |       |
|                                | Third Grades  |       |
|                                | Forth Grades  |       |
| Student-focus                  | First Grades  | 0.905 |
|                                | Second Grades |       |
|                                | Third Grades  |       |
|                                | Forth Grades  |       |
| Overall Approaches to teaching |               | 0.436 |
| p > 0.05                       |               |       |

According to test results, all sub-goals of approaches to teaching (ATI) are standardly distributed. Knowledge ( $p = 0.314$ ,  $p > 0.05$ ), students-teacher ( $p = 0.070$ ,  $p > 0.05$ ), and student-focus ( $p = 0.905$ ,  $p > 0.05$ ) in fact that data distribution is homogenous.

One-way ANOVA is used to perceive the differences as the results were introduced in table 17.

**Table 17 ANOVA results for Participants' Grades and ATI**

|                  |                | Sum of | Mean   | F     | sig.  |
|------------------|----------------|--------|--------|-------|-------|
|                  |                | Square | Square |       |       |
| Knowledge        | Between groups | 3.293  | 1.098  | 1.796 | 0.050 |
|                  | Within groups  | 62.949 | 0.611  |       |       |
|                  | Total          | 66.242 |        |       |       |
| Student-teachers | Between groups | 3.830  | 1.277  | 2.897 | 0.039 |
|                  | Within groups  | 45.828 | 0.441  |       |       |
|                  | Total          | 49.658 |        |       |       |
| Student-focus    | Between groups | 1.534  | 0.511  | 1.037 | 0.379 |
|                  | Within groups  | 50.765 | 0.493  |       |       |
|                  | Total          | 52.299 |        |       |       |

$p < 0.01$   $p < .05$

when the results checked, all sub-scales of ATI only Knowledge ( $p=0.050$ ,  $p < .05$ ) demonstrate a significant difference in terms grades, while student-teacher ( $p=0.039$ ,  $p > .05$ ), and students-focus ( $p= 0.379$ ,  $p > 0.05$ ) do not appear significant variety in the terms of grades ( $p= 0.050$ ,  $p > 0.05$ ).

Result in Table 17, the Post Hoc test used to see a significant difference regarding grades, so ATI of student-teacher shows significant difference seeing at results in table 18.

**Table 18 Post Hoc Test Results for ATI in terms of grades**

|                 |                            | Mean Diff. | Sig.   |
|-----------------|----------------------------|------------|--------|
| Knowledge       | First Grades-Second Grades | -1.091     | 0.228  |
|                 | Second Grades-Third Grades | 0.091      | 0.963  |
|                 | Third Grades-Fourth Grades | -0.222     | 0.624  |
| Student-teacher | First Grades-Second Grades | -1.303     | 0.040* |
|                 | Second Grades-Third Grades | -0.114     | 0.893  |
|                 | Third Grades-Fourth Grades | 0.092      | 0.934  |
| Student-focus   | First Grades-Second Grades | -0.594     | 0.653  |
|                 | Second Grades-Third Grades | -0.184     | 0.703  |
|                 | Third Grades-Fourth Grades | -0.184     | 0.821  |

$r < 0.01$ ,  $r < 0.05$

As suggested before, only approaches to the teaching of student-teacher present significant differences in terms of participants' grades. According to results exhibited in table 17, there are significant differences between first grades and second grades ( $p=0.040$ ,  $p < 0.05$ ), whereas even second grades and third grades ( $p=0.893$ ,  $p > 0.5$ ), third grades and fourth grades of approaches to teaching in student-teacher ( $p=0.934$ ,  $p > 0.5$ ) and fourth grades of knowledge (first grades-second grades ( $p=0.228$ ,  $p > 0.5$ ), second grades-third grades ( $p= 0.963$ ,  $p > 0.5$ ), third grades-fourth grades ( $p= 0.624$ ,  $p > 0.5$ )) and four grades of student-focus (first grades-second grades ( $p= 0.653$ ,  $p > 0.5$ ), second grades-third grades ( $p=0.703$ ,  $p > 0.5$ ), third grades-fourth grades ( $p= 0.821$ ,  $p > 0.5$ )) in approaches to teaching do not demonstrated any significant variety in terms of grades.

Descriptive statistics presented approaches to teaching in terms of participants' grades in table 19.

**Table 19 Descriptive Statistics of ATI with regards to Participants' Grades**

|                 |               | N  | Mean  | Std. Deviation |
|-----------------|---------------|----|-------|----------------|
| Knowledge       | First grades  | 2  | 3.000 | 1.414          |
|                 | Second Grades | 33 | 4.091 | 0.805          |
|                 | Third Grades  | 36 | 4.000 | 0.926          |
|                 | Fourth grades | 36 | 4.222 | 0.540          |
| Student-teacher | First grades  |    | 3.000 | 1.414          |
|                 | Second Grades |    | 4.303 | 0.770          |
|                 | Third Grades  |    | 4.417 | 0.500          |
|                 | Fourth grades |    | 4.324 | 0.669          |
| Student-focus   | First grades  |    | 3.500 | 0.707          |
|                 | Second Grades |    | 4.094 | 0.777          |
|                 | Third Grades  |    | 4.278 | 0.566          |
|                 | Fourth grades |    | 4.135 | 0.751          |
| Total of ATI    | First grades  | 2  | 3.166 | 1.178          |
|                 | Second Grades | 33 | 4.162 | 0.784          |
|                 | Third Grades  | 36 | 4.149 | 0.720          |
|                 | Fourth grades | 36 | 4.227 | 0.653          |

Base on the results showed in table 18, not only the means of knowledge of ATI of the participants, fourth grades participants ATI of Knowledge x (4.222) are significantly the highest than first grades x (3.000), second grades x (4.091), and third grades x (4.000), but also the means of student-teacher of ATI of the participants, fourth grades participants students-focus x (4.324) are significantly the highest than first grades x (3.500), second grades x (4.303), and third grades x (4.135), the means of student-focus of ATI of the participants, third grades participants students-focus x (4.278) are significantly the highest than first grades x (3.500), second grades x (4.094), and fourth grades x (4.135).

### 3.18. 5.4 Results of Research Question 3

Do pre-service EFL teachers' goal orientation and approaches to teaching illustrate significant differences in terms of genders? To figure out if pre-service EFL teachers' goal orientation of participants varies significantly regarding genders or not, a T-test was examined and results were showed in Table 19.

**Table 20 T-Test Results, regarding Pre-service EFL teachers' GO in terms of Gender**

|                                        | <b>t</b> | <b>Sig.</b>        | <b>Mean Difference</b> |
|----------------------------------------|----------|--------------------|------------------------|
| Learning goal orientation              | 2.917    | 0.004              | 0.388                  |
| Performance approach goal orientation  | -0.802   | 0.425              | -0.171                 |
| Performance avoidance goal orientation | 2.369    | 0.020 <sup>a</sup> | 0.521                  |
| Work avoidance goal orientation        | -0.115   | 0.909              | -0.027                 |
| Overall Teachers' goal orientation     | 1.092    | 0.339              | 0.177                  |

<sup>a</sup> Levene's test is significant ( $p < .05$ ), suggesting a violation of the equal variance assumption.

On a concern of table 20, Pre-service teacher's goal orientation varies significantly only performance-avoidance goal orientation ( $p=0.020$ ,  $p < .05$ ), whereas performance-approach goal orientation ( $p=0.425$ ,  $p > 0.5$ ), learning goal orientation ( $p=0.004$ ,  $p > 0.5$ ), work avoidance goal orientation not given significant pre-service EFL teachers' goal orientation regarding genders.

Suggesting in table 21, descriptive statistics regards with pre-service EFL teachers' goal orientation in terms of participants with genders were displayed. Taking into consideration to data means of the female are significantly learning goal orientation than males.

**Table 21 Group Descriptive Regarding Gender in terms of TGO**

|                                        | Group  | N  | Mean  | SD    |
|----------------------------------------|--------|----|-------|-------|
| Learning goal orientation              | Female | 79 | 4.595 | 0.589 |
|                                        | Male   | 29 | 4.207 | 0.675 |
| Performance approach goal orientation  | Female | 79 | 3.519 | 0.932 |
|                                        | Male   | 29 | 3.690 | 1.105 |
| Performance avoidance goal orientation | Female | 80 | 3.900 | 0.922 |
|                                        | Male   | 29 | 3.379 | 1.237 |
| Work avoidance goal orientation        | Female | 80 | 2.938 | 0.998 |
|                                        | Male   | 28 | 2.964 | 1.232 |
| Overall Teachers' goal orientation     | Female | 79 | 3.738 | 0.860 |
|                                        | Male   | 29 | 3.560 | 1.062 |

Focus on the results in table 21, descriptive pre-service teachers' goal orientation means of female learning goal orientation, performance-approach goal orientation, performance-avoidance goal orientation, and work avoidance goal orientation are higher than the means of male participants teachers' goal orientations.

For disclosing whether the Approaches To Teaching (ATI) of participants show significant variety regarding genders or not, a T-test was applied and results were presented in table 22.

**Table 22 T-Test Results, regarding Approaches to teaching (ATI) in terms of Gender**

|                 | t     | p                  | Mean Difference |
|-----------------|-------|--------------------|-----------------|
| Knowledge       | 0.098 | 0.922 <sup>a</sup> | 0.017           |
| Student-teacher | 1.737 | 0.085 <sup>a</sup> | 0.254           |

|               | <b>t</b> | <b>p</b> | <b>Mean Difference</b> |
|---------------|----------|----------|------------------------|
| Student-focus | 2.049    | 0.043    | 0.312                  |
| Total ATI     | 1.294    | 0.350    | 0.194                  |

<sup>a</sup> Levene's test is significant ( $p < .05$ ), suggesting a violation of the equal variance assumption

The results presented in Table 21 show that approaches to the teaching of student-focus ( $p = 0.043$ ,  $p < .05$ ) vary significantly in terms of participants' genders, while Approaches to the teaching of knowledge ( $p = 0.922$ ,  $p > 0.05$ ) and students-teacher ( $p = 0.085$ ,  $p > 0.05$ ) do not show any significant in terms of participants' genders. As the results in table 23, Descriptive statistics were checked in terms of genders of ATI.

**Table 23 Group Descriptives Regarding Gender in terms of Approaches to teaching**

|                              | <b>Group</b> | <b>N</b> | <b>Mean</b> | <b>SD</b> |
|------------------------------|--------------|----------|-------------|-----------|
| Knowledge                    | Female       | 79       | 4.089       | 0.683     |
|                              | Male         | 28       | 4.071       | 1.052     |
| Student-teacher              | Female       | 79       | 4.392       | 0.517     |
|                              | Male         | 29       | 4.138       | 0.990     |
| Student-focus2               | Female       | 79       | 4.241       | 0.604     |
|                              | Male         | 28       | 3.929       | 0.900     |
| Total approaches to teaching | Female       | 79       | 4.240       | 0.601     |
|                              | Male         | 28       | 4.046       | 0.980     |

The means of females of approaches to teaching as knowledge x (4.089), student-teacher x (0.517), and student-focus x (0.601) are higher than the means of males of approaches to teaching.

### 3.19. 5.5 Summary Of the Results

Based on the results of all the tests, there is a positive relationship between pre-service teachers' goal orientations and approaches to teaching. More precisely, this correlation can be seen as sub-variables, except for learning goal orientation and performance-approach goal orientation, learning goal orientation and performance-avoidance goal orientation, learning goal orientation and work avoidance goal orientation, knowledge and performance-approach goal orientation. Knowledge and performance-avoidance goal orientation, there is a positive relationship between overall pre-service teachers' goal orientation and approaches to teaching.

In terms of distribution, all sub-scales of pre-service EFL teachers' goal orientations showed significant distribution not only learning goal orientation but also performance-approach goal orientation, performance-avoidance goal orientation, and work avoidance goal orientation.

Then pre-service EFL teachers' goal orientations differ significantly in terms of grades, just learning goal orientation, performance goal orientation, whereas work avoidance goal orientation does not vary significantly in terms of grades.

The means of work avoidance goal orientation, the fourth grades participants' grades of work avoidance goal orientation are showed the highest significance than the others (first grades, second grades, and third grades, and also the means of learning goal orientation, the fourth grades participants' grades are highest significant than the others (first, second, and third grades), whereas the means of performance-approach goal orientation participants, the second participants' grades are highest significant than first grades, third grades, and fourth grades. The means of performance-avoidance goal orientation participants, the second participants' grades are showed the highest significance than first grades, third grades, and fourth grades.

The distribution of approaches to teaching as knowledge, student-teacher, and student-focus are uniformly showed. Then all sub-scales of approaches to teaching do not show any significant variation in terms of grades.

In terms of participants' grades, just approaches to the teaching of student-teacher was given significant variety between first and second grades, while approaches to the teaching of student-teachers second and third grades, and also third and fourth grades, besides approaches to the teaching of four grades of knowledge and approaches to the teaching of four grades of student-focus, did not show any significant difference between four grades in terms of participants' grades.

Overall, the descriptive statistics of approaches to the teaching with regarding the participants' the means of fourth grades of knowledge and the means of fourth grades are significantly the highest than first, second, third grades in terms of participants' genders; the means of second grades of student-teachers are significantly the highest than first, third, and fourth grades in terms of participants' genders.

According to the T-test of pre-service EEFL teachers' goal orientation, learning goal orientation, performance-approach goal orientation, and performance-avoidance goal orientation differ significantly in terms of participants' gender, but work avoidance goal orientation not found any significance in terms of participants' genders.

Group of descriptive of genders in terms teachers' goal orientation, all the means of females as learning goal orientation, performance-approach goal orientation, performance-avoidance goal orientation, and work avoidance goal orientation are highest than the all means of males in terms of genders.

Afterward, according to the T-test of approaches to the teaching of student-focus varies significantly in terms of participants' grades, whereas knowledge and student-teachers do not show significance in terms of participants' grades. To wrap up all subscales the means of ATI of knowledge as Student-teachers and student-focus are highest than the means of males in terms of participants' genders.

## Chapter 6: Discussion

This chapter focuses on the results of the study and also has briefly discussed results performing from quantitative data from relevant literature. Afterward, the implications of all those results give to pre-service EFL teachers' goal orientations and the department of schools. To sum up, the research questions introduce respectfully. The findings of the research questions addressing pre-service EFL teachers' goal orientation for teaching are discussed by referring to the data got from quantitative data and the relevant literature. First, the results of the correlational analysis are discussed and do to the relevant literature again. The second and third questions are discussed if pre-service EFL teachers' goal orientations show significant variation in terms of grades and participants' genders.

### **3.20. 6.1. Is there a significant inter-relationship between Pre-service EFL teachers' goal orientation and approaches to teaching?**

The first research question attempted to identify pre-service EFL teachers' goal orientations and approaches to the teaching of English language teachers working in public schools in Turkey. In this subpart, the results of the quantitative data are discussed.

According to the results, there are high positive correlations between the pre-service EFL teachers' goal orientations and approaches to teaching. Then it can be concluded that if relational goals increase, learning goal orientation and performance approaches increase. It might be assumed that teachers who nurse more about their relations with students are more enthusiastic about learning and desirable as a teacher with higher teaching ability.

Teacher mastery or learning goal orientations and ability-avoidance or performance-avoidance goal orientations were differentially associated with positive and behaviors with results from two studies that examined relations between goals for teaching and teacher help-seeking (Butler, 2007; Dickhauser et al., 2007). Otherwise, work avoidance and performance-approach goal orientations have a positively strong significant correlation in the current study. Saban and Yildizli (2017) also reported similar

correlations amongst the sub-dimensions of teacher goals. Likewise, in many studies (Butler, 2007; Butler & Shibaz, 2014; Retelsdorf et al., 2010), a positive high significant correlation between work avoidance and ability approach or performance-approach goal orientation goals was reported. Teachers who have higher work avoidance reporting higher strivings to be discussed their high abilities in teaching by others. It could be wrapped that despite their desire to work less, they want to be considered with high teaching ability.

### **3.21. 6.2. Do pre-service EFL teachers' goal orientation and approaches to teaching show significant differences in terms of grades?**

The second research highlighted pre-service goal orientation and approaches to teaching to show significant differences in terms of grades. When ordered from the highest mean to the lowest, the teachers have learning goal orientations, performance-approach goal orientations, performance-avoidance goal orientations, and work avoidance goal orientations, respectively. It also reported similar results in the relevant literature. Saban and Yıldızlı (2017) reported that their participants, primary school teachers in Turkey, had the highest mean in mastery or learning goal orientations and relational goals, yet the lowest mean in work avoidance goals.

Their work avoidance goal orientation had the lowest level among the four sub-aspects of goal orientations. Butler (2007) also found similar findings. Learning goal orientations reported by the participants had the highest positive mean. After the learning goal orientation was reported with a high mean score by her participants. For work avoidance orientations, the participants had moderate viewpoints and had the lowest mean score among other goal orientations. The taking part teachers have strong aspired to develop professionally and gain professional skills. English language teachers excessively desire to develop themselves using goals. A reason for this result might be that teachers are attentive to the importance of lifelong learning. Without learning goal orientation, for teachers, it may not be possible to maintain with the changes in the developments in the educational field.

### **3.22. 6.3. Do pre-service EFL teachers' goal orientation and approaches to teaching show significant differences in terms of genders?**

The first conceptualization of goal orientation is 'a stable disposition' (i.e., trait characteristic). 'A stable disposition' deemed goal orientation to be a motivational trait showing relatively stable patterns of behavior. As a trait, it is also proposed that goal orientation be assessed, not manipulated. Second, the conceptualization of goal orientation could be two or three-multidimensional construct (VandeWalle, 1997) dimensions. According to the results, performance-avoidance goal orientation shows a significant difference in terms of genders same as previous results of Christodoulidis (2004); pre-service EFL teachers' goal orientations and approaches to teaching positive correlation are regarded in the third research question and higher academic achievement for females in the last research question results same as previous studies (Dayıoglu & Turut-Asik, 2004), the unexpected difference in favor of male pre-service EFL teachers could be surprising. Yet, content and comprehension level are based on most of the testing and evaluation systems in most ELT departments in Turkey, rather than application, analysis, and synthesis, however, besides content knowledge and comprehension ability.

From the aspect of goal orientation, I found a meaningful difference in terms of gender. The study reflects similar results with grade variables, except work avoidance goal orientation. meaningful difference of goal orientation for gender may result from the recent existence of goal orientation in an education setting. It may account for the lack of teaching techniques and methods in the bachelor curriculum together and other peripheral factors.

Being outnumbered in favor of female pre-service EFL teachers in ELT departments and other social indicators could be the predicting factor of this difference. For further researches, when compared to male participants in ELT departments, the reason for the high academic achievements of female participants in most studies may be studied comprehensively.

### **3.23. 6.4. Implication**

The study expressed that English language teachers are already learning-oriented, so it is necessary to support them to step ahead. For instance, the policymakers could supply more chances for pre-service EFL teachers to enhance themselves. Therefore, pre-service EFL teachers already seek any opportunities for their personal and going through development.

As researchers on goal orientation have gotten that goal orientation is cognitive, affective, and motivational. It is cognitive because pre-service EFL teachers use better strategies for teaching as Tanaka et al., (2002) found that help-seeking can appear as a relevant strategy for self-regulated learning so it may also be important in the progress of competence in teacher trainees and in-service teachers. But, it is also affectional because pre-service EFL teachers interest and enjoys teaching more students who have a distinct view about learning or different attitude. Finally, it is motivational because pre-service EFL teachers motivate for the career of teaching. According to Butler (2007), goal orientation supplies a new brand for the analysis of teachers' motivation. For example, they get up early to accomplish their duty of teaching even if pre-service EFL teachers motivate without salary.

Pre-service EFL teachers also show more appropriate than in-service teachers as Nitche et al. (2011) expressed:

The goal orientation approach is perfectly appropriate for both teacher trainees and in-service teachers though a few different association patterns may be found. For instance, in-service teachers' perceived threat of seeking assistance could be principally forecasted by performance-avoidance goal orientation directed toward colleagues. Otherwise, performance-avoidance goal orientation addressed to fellow teacher trainees and instructors was confirmed to be equally as important. (Nitsche et al., 2011)

### **3.24. 6.5. further research**

This present study is a crucial step to understand pre-service EFL teachers' goal orientation through teaching, it is necessary to work further on this issue. Quantitative studies with a high number of participants are asked. This study emphasizes pre-service EFL teachers' goal orientation and what approaches toward teaching in public schools. There are some results of the current study that are fitted with the findings of previous researchers. These results could be accepted by repeating similar study sample groups to generalize these findings.



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## **CURRICULUM VITAE**

First and foremost, my name's Yahya Hassan Farah and I am from Djibouti. I have learned the French language for whole classes in High school and took a diploma in Economics, but when it is the day of choosing faculties in the career of my future time at the university, I decided to fluctuate from my Bachelor's degree in Economics to English language department. The reason I varied faculty of Economic department to English department is when I was an offspring, I hoped to be English teachers at the High schools or even my vision is further than that.

Fortunately, when I took a bachelor's degree in the English language then I became an English teacher for 3 years in private schools consists of Elementary and High school. After that, I determined and encouraged myself to keep on the master's degree to be a Professor of English language at the University of Djibouti. suddenly, I enrolled at the University of Karabuk to fulfill my purpose to continue my study for a Master's degree.

When I came to the University of Karabuk and attempted to outset my study, the faculty of English language at Karabük University has their rules which is if you are a foreign student, you have to learn 6 months of Turkish language before you start the master degree. I was confused about the rules fortnight, but I decided and said consciously if I learn the Turkish language, it will assist my career of speaking many languages like French, English, and Turkish. Overall, I inscribed Turkish language course called TÖMER. Overall, I graduated with my master's degree at the University of Karabuk on 01 July 2021.