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Cite as: AIP Conference Proceedings **1868**, 050020 (2017); <https://doi.org/10.1063/1.4995147>
Published Online: 04 August 2017

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Indonesian Pre-Service Teachers Learning Motivations and Goal Achievements: A Qualitative Study

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Abstract. The purpose of the present study was to investigate Indonesian pre-service teachers' motivation and achievement goal who studied abroad. The participants of the study were two Indonesian students who enrolled at Secondary Science and Mathematics Education Department on one public university in Ankara, Turkey. Semi structured interview and classroom observation were conducted to understand participants' motivation, achievement goal and the ways to develop it. Findings of the study indicated that by considering Self-Determination Theory participants demonstrated various types of motivation, to wit: amotivation, intrinsic and extrinsic motivation to study. In addition, in compliance with the 3 x 2 achievement goal model, they held multiple types of achievement goals. Different types of motivations and achievement goals led them to exhibit different means in developing their motivations and achievement goals. Implications of the study are discussed.

INTRODUCTION

“Goals determine what you're going to be” is a popular quotation [7] which refers to significant role of how people set their goal in identifying what they will be in the future. It is also prevalent for students who are learning in any education level. Moreover, for those who enroll at college level, generally setting appropriate goals might lead them to possess passion to attain high achievement in any courses and subsequent bright future. Likewise, pre-service teachers who will be teachers, their setting goal might influence their teaching performance and in turn affects their students' achievement [14]. Therefore, determine goal is very crucial for everyone, notably pre-service teachers. Educational researchers were at odds concerning the appropriate achievement goals pre-service teachers had to set, several of whom argued that setting mastery goal was better than performance goal [20], whereas the rest pointed that combination both mastery and performance was very significant for students learning and academic achievement [16].

Students' motivational goals have applied an important way to the determination of students' goals, thus setting goal had strong relation to development of motivation [14]. Since it has been investigated, students' motivation sustainably had significant impact on their learning and academic achievement. Several studies reported that intrinsic motivation had more advantages for students in improving their competence and performance in comparison to extrinsic motivation [13; 20]. However, in fact generally speaking, undergraduate education majors were likely to consider extrinsic motivation, such as grade, score, and praise, rather than intrinsic motivation [18].

The rationale behind this present study is that there is scarcity in literatures relative to how international pre-service teachers determine their motivation and achievement goal and the ways to develop their motivation during their study. In fact, substantial amount of previous studies tend to describe pre-service teachers' achievement goal and motivation in which they are native students in certain college [e.g. 14; 16]. Admittedly, there might be discrepancy between becoming international students in other country and becoming students in own country because of differences in terms of culture, language, education system, and environment. These differences lead

international students to make great effort in adaptation process so that they could compete with native students. Therefore, they are likely to possess higher level of challenge to be successful students than what native students have.

A study of description of international pre-service teachers' motivation and achievement goal is significant for several reasons. The first reason, understanding of how international students determine their motivation and achievement goal could guide lecturers in that university to provide special thorough treatment or teaching method so that the students could facilitate themselves to develop their ability and academic achievement. The second reason, by recognizing their motivation and achievement goals, pre-service teachers could obtain information of ways to develop their ability so that they will be prevented from possibility of drop out or ill-being across courses. The third, result of this study could contribute to enrich body of knowledge of how international students set their goals and lead to develop research studies involving them by means of other research methods such as experiments and survey.

Then, all of this lead us to the problem being explored in the present study: How do Indonesian pre-service teachers in Turkey set their motivation and achievement goal and develop it to improve their academic achievement. By means of conceptual framework of self-determination theory proposed by Deci and Ryan [3] and the 3 x 2 achievement goal orientations theory developed by Elliot, Murayama, and Pekrun [6], we strive to address the following research questions:

1. What make Indonesian pre-service teachers motivated to take secondary science and mathematics education in Turkey?
2. What are their learning goal orientations when they are being foreign students in the department of secondary science and mathematics education?
3. How do they develop their motivation and goal achievement in order to improve their academic achievement?

METHOD

There were several manners conducted by researchers to investigate students' motivation and goal orientations. Kaplan and Maehr [11] described several ways lent itself to explore and determine one's motivation and goal orientations such as survey research procedures, experimental procedures, and qualitative studies. In this study, the researchers conducted qualitative by means of semi-structured interview and observations. According to Fraenkel, Wallen, and Hyun [8], qualitative research emphasizes the process that occur, and researcher investigates to comprehend how the process occurs according to the participants' perspectives. This is compatible with what Creswell [2] describes concerning characteristics of qualitative research, several of which are natural setting, participants' meaning, and theoretical lens.

In this study, purposive sampling method was used to select participants. The participants of this study were two male Indonesian students who enrolled at Secondary Science and Mathematics Education Department in one university in Ankara, Turkey, one of whom was in the third year and the rest was in the second year. They were at the same age. They originally were coming from middle income family in which in their country teacher profession was likely to be selected by most of whom in middle income family. They also graduated from similar high school.

The study involved compiling data through interviews and observation. Therefore, the data consisted of two types: interview data and observation data. The two participants were asked to answer similar questions prepared by the researchers. The interview was recorded and in order for participants to express their feeling and opinion more directly, openly, and freely. Communication was performed in Indonesian language. In the wake of conducting interview, the researchers conducted observation to gain deep information concerning students' activity within classroom and to shed light on their strategies to develop their goal achievement and motivation. The researchers played role as interviewers and before conducting the interview for the sake of protecting the rights of informants, human subject approval and debriefing were taken into consideration. Besides, during interview the researcher carried out member checking by restating participants' responses so that the validity of data could be maintained. Methods triangulation was conducted by means of interviews, observation, and field notes. In addition, confirmation of findings and different perspective were done to fulfil investigator triangulation.

The semi-structured interview questions about goal achievement and motivation used in this study were designed by the researchers. The questions were consulted with two experts in affective variables in educational field. All the questions were open-ended, based on conceptual framework of the study and directed participants to answer it according to their perspective and experiences in daily life. Five questions related to goal orientations, such as

“What is your motivation to study abroad? Are you motivated by others or yourself?” Meanwhile, seven questions related to students’ goal achievement, for example “When completing the task, do you think that you have to be better than your friends? Or do you think that you don’t want to be worse than your friends?” Eventually, participants were asked about how they develop their motivation and achievement goal such as, “How long do you set aside your time for self-study? Do you arrange it regularly?”

The process analysis of participants’ responses was done after conducting interview and classroom observation. The aim of it was to understand participants’ motivation and learning goal orientation and to categorize and correspond it based on the conceptual framework. The participants were labelled as Boy and Tony (pseudonym) in order to facilitate the researchers in identifying their responses during analysis and fulfilling ethical considerations. Conversation in Indonesian language was translated properly into English without modifying its meaning. Determining types of participants’ motivation and goal orientation were carried out by considering framework analysis. Transcripts of conversation were analyzed by employing identification of repeating and salient meaning so as to elaborate a working analytical framework.

FINDINGS AND DISCUSSION

Both Boy and Tony express different responses concerning their motivation to study abroad. Boy is likely a student who is mostly externally motivated by stating parents’ expectation. He studies abroad with the purpose of pleasing external demand or gaining an externally in force reward possibility, thus we categorize it as external regulation [17]. On the contrary, Tony is likely a student who both intrinsically and extrinsically motivated. His first reason is his interest to get better education. The other reasons emerge from the situation and environment which are external factors as he identifies with the personal importance of a studying abroad.

“...to make my parents happy and proud of me and to give contribution to my country.” (Boy)

“...I want to study better and learn deeply. Education fee in our country is more expensive than in Turkey. I want to feel new environment in learning.” (Tony)

It is evidence that students undertake university studies in other country for different reasons. One of them goes abroad along with his expectation of broadening and deepening his knowledge for the bright future and proliferating himself intellectually which is categorized as intrinsic motivation. It is common talks in Indonesia that person who has studied in other country tend to possess higher capability in which they will have higher possibility to be employed with high fee. Therefore, generally students’ motivation to study abroad is to develop their personal intellectual, yet in turn eventually to find a higher paying job. However, most reasons expressed are categorized as extrinsic motivation, such as parents’ expectation, scholarship, and searching for new environment. According to participants’ responses, parents’ role is a significant factor in decision making process to study abroad. It is parallel with what Krishnan and Vrcelj [12] had found relative to international students motivation to study abroad.

In terms of motivation to take Secondary Science and Mathematics Education Department, Boy is likely a student who is intrinsically motivated since he likes teaching and believes that he has ability in science and mathematics. He is interested in teaching and he gets inherent satisfaction. However, Tony is likely a student who is externally motivated due to his reasons that he wants to get master degree and become lecturer in university. Since he intends to get rewards on his effort, we categorize it as external regulation.

“I am passionate about teaching and working with children. I choose it because I believe that I have more capability in it than another subject. My liking facilitates me to apply it when I teach in one day later. I have successful experience with it when I was in high school.” (Boy)

“Actually, it is not my main preference. However, since in our campus there is a program in which students who registered in the department can finish their study within five years and will have master certificate directly. My plan is to be a lecturer and I like to be in this department.” (Tony)

In this study, selecting teacher education could be explained with two reasons: their interest and external regulation. For students who are interested in teaching, absolutely they put this choice in their first preference. Students who possess intrinsic motivation in their activity tend to think that the performed task is beneficial, interesting, and valuable and they are likely to persist with it and be more willing to try different strategies to achieve their goals [19]. However, coming upon students who are intrinsically motivated to be teacher is more difficult than coming upon students who are extrinsically motivated. Students preference to extrinsic motivation than intrinsic motivation fits with what other researchers have found in which most undergraduate students were likely to deliberate on sources of effective extrinsic motivation, such as by grades, free time, in preference of intrinsic motivation such as by means of preference, self-determination, and challenge [18].

With respect to the favourite courses, Boy likes a course because he likes his lecturer. It means that he is motivated externally. However, according to Ryan and Deci [16], it tends to be categorized as amotivation. In this case, amotivation stems from not attaching value to the course, not having capability to success in the course, and not believing the course will pursue what he wants. Actually, Ryan and Deci [16] proposed the concept of amotivation and motivation by considering discrepant level of autonomy or self-determination. On the contrary, Tony expresses that he likes mathematics, thus he is motivated internally. His interest in mathematics and his success experience in high school lead him to choose calculus as his favourite course.

"My favourite course is organic since my lecturer presents good lecturing. Initially, when I was students in high school I very hated this topic due to lots of rote memorization." (Boy)

"My favourite course is calculus, yet it is difficult. I like mathematics since my experience in high school support me, and basically I prefer to calculate and use my logic rather than to memorize something." (Tony)

With respect to their not preferred course, they also reveal different responses. Boy dislikes calculus as he is weak in mathematics and he had failure experience in the past. He is not motivated to deal with this situation, yet he tries to study so that he is able to pass the course. On the contrary, Tony dislikes English course not because of his past experience, yet because of difficulty level. To deal with situation, he is motivated so that he could master in English.

"I dislike calculus because I lack of capability in mathematics. I didn't like it when I was student in high school. Moreover, this condition is worsened with lecturers' teaching method. Then, my seniors also support indirectly my disliking toward mathematics, since many of them say that calculus is the biggest enemy." (Boy)

"I hate English course, since my difficulty in communicating, understanding, and listening. Actually, when I was students in high school, I learnt English more and could understand it easily. However, currently I get difficulty due to the high level of the use of English in this college." (Tony)

What in common between their statements is that prior successful experience plays significant role in their subject preferences. Most studies also revealed similar finding concerning the role of prior successful experience in selecting subject in higher education [14]. This prior successful experience on certain subject also leads students to make it as their favorite course in the department. Intrinsic motivation could be developed if student has interest in certain subject. Renninger, Hidi, and Kapp [15] revealed that interest would occur when a person had both high values for a subject and high prior knowledge concerning certain subject. In contrast, for students whose prior knowledge or value for subject was low, it was difficult to claim that they were interested in it. External factor also could explain students' preference of favorite course, such as lecturers' performance. However, by considering explanation of self-determination theory, liking certain course because of lecturer's good performance is not categorized as extrinsic motivation. The reason is that by behaving that, student doesn't develop their autonomy and his liking will decrease and disappear if the lecturer doesn't perform well or he moves to other class [17]. However, the students can remain motivated if he shifts his reasons to get rewards or understand the value of the course.

Both Boy and Tony do not consider other-approach goal which concentrate on the achievement of other-based capability. They aren't likely having a desire to be the best or better than the others within classroom. The reason is that they aware of their capability and they rest their expectation on the course. Even though they don't have this desire, in fact they don't have intention to be worse than the average. It seems that in this case we need to propose new explanation about other-based goal by modifying the use of the term of "the others" with the term of "the classroom average". Most students in this college compare their scores to the classroom average scores. Other-based goals refer to the use of interpersonal evaluative referent, thus competence is interpreted regarding performing well or unwell comparative to others [6]. Meanwhile, avoidance-based goals focus on lack of success, and regulation called for striving to move away or deny access to this negative possibility. Failure as the central of regulation stimulate and maintain threat, anxiety, and carefulness, as learners continuously call the likelihood of failure to mind.

"I don't want to be better than the others, I must be better than before. Comparing to average score is more important for me than comparing to someone who obtains high score." (Boy)

"I don't want to be seemed as a student better than the others. About exam score, I always compare my score to the average. My score has to be higher than the average score." (Tony)

By considering classroom average score, they don't want to obtain score below the average, thus we categorize it as other-avoidance goals which pinpoint the avoidance of other-based inability. Students who have this achievement goal orientation tend to avoid performing worse than the average of students do.

Their other avoidance goals do not lead them to be stay at comfortable situation when their score is higher than the classroom average scores. They exhibit self-approach goals which attempt to explain the acquirement of self-based capability. Students who have this type of goal orientation will complete the task or exam and their focus is to

be better than what they did in the past. Boy and Tony express that they have intention to get higher score than the average, yet Tony adds his expectation to reach grade AA.

"However, if I get higher score than the average on the first exam, it doesn't allow me to be in comfortable situation, yet I want to better than what I got before." (Boy)

"I always make effort to be better than before, if I get score above average in the first exam, then I will try to get higher than that score in order for increasing my chance to get AA" (Tony)

Investigation of participants' opinion relative to the importance of GPA or high score, they express different views. Boy is likely to treat high GPA or high score as implication of being proficiency in a course. Therefore, he considers to more emphasizing on mastering course than attaining high scores or GPA, yet he doesn't disregard high scores or GPA. By considering origin model of goal orientation [5], we conclude that Boy notices mastery goals. On the contrary, Tony totally takes high scores or GPA as main target. In addition, he expresses contradictive statement with that of Boy in which he thinks that there is no guarantee for person who masters at certain topics to attain high score or GPA. He exemplifies this argument by reflecting his experiences. Therefore, Tony tends to set performance goal as his goal orientation.

"I care but I didn't push myself to get 100 or 4 for GPA, the important thing is that I can learn to deepen my understanding." (Boy)

"Absolutely, I care about my GPA, since I think in this college GPA or high score is everything. Actually, I want to master certain topics, but currently situation pushes me to get high score." (Tony)

With respect to motivation of participants when completing coursework, both Boy and Tony give parallel response in which they categorize the course according to high stake or favourite course. Boy and Tony express that for course works which strongly affect cumulative strong, it would lead them to avoid of completing it poorly. However, Boy adds that his fear is likely to increase when he completes coursework from course that he dislikes. Besides, Tony expresses that his fear of failure decrease when completing coursework such as practice or regular assignment. Hence, according the 3 x 2 goal achievement model, we categorize their behaviour as task avoidance goal.

"I always think that if the coursework is high stake or heavily determine to cumulative score, I will avoid of making mistakes, in particular for course which I dislike." (Boy)

"If the coursework significantly affects the cumulative score, I will complete it seriously, since I don't want to get low score. But, if it is an assignment, I will complete it until I understand the concept. If I answer it incorrectly, I will revise it until I get correct answer." (Tony)

They also show their task-approach goal when they are working with daily assignment. Setting different goal in different situations is likely necessary for them in order to reach their best achievement. It would not be surprising for students who are studying in college that passing the course is the important goal. Task avoidance goals accentuate on the avoidance of task-based inability in which student fear for performing the task poorly. Meanwhile task-approach goals address the acquisition of task-based capability in which students complete the task correctly [6]. Even though they set other avoidance goal as they consider the classroom average score, in fact they also show self-approach goal in case of attaining higher score than the classroom average score in the previous exam. It means that participants complete the task or deal with the exam in order to be better than what they did in the past. Self-approach goals attempt to explain the acquirement of self-based capability [6].

Various achievement goals set by participants are based on numerous factors such as their ability, course regulation, lecturer, course, and society. These numerous influencing factors in achievement goal setting correspond to what Ames [1] and Guthrie, Wigfield, and VonSecker [9] found, yet they added other factor such as family. This study demonstrates that classroom average score or classroom regulation plays a significant role particularly in improving learning goals. Classroom regulation is likely to be encourager for several students to make them stay in work and high competition, thus they are able to maximize and develop their capability under pressure. Besides, shifting from certain achievement goal to other achievement goal is important for them to maintain their motivation so that they remain at striving to reach the intended goal in case of the initial goal could not be defended or not comfortable to the situation or environment. For students who are in a university whose evaluation system emphasizes the average score as standard for passing a course, thus it is prevalent for them. They always think of the average score, and make great effort to get higher score than it.

They also have in common feedback relative to the question of whether being international students influence their motivation within classroom. They argue that being foreign student do not influence their motivation as medium of instruction is English and they think that each student has equal chance to become successful. Yet, in classrooms Tony seems reluctant to express his opinions due to lack of confidence.

“But when my lecturer speaks Turkish language and since I don’t know Turkish language, sometimes I face difficulty in understanding what is explained. But I can handle it by asking other friends to translate it.” (Boy)

“I don’t think so, since our lecturers use English. Therefore, being intl. students cannot be reason for my success or failure. But, being foreigner, for me, impedes me to involve actively in discussion as I am not confident.” (Tony)

There is no agreement statement to support that being international students influences their motivation or goal achievement to learn. Along with native or other international students, they believe that elaboration is an important factor to achieve success in university. The finding is prevalent for certain condition in which medium instruction is English or other common language that every student has equal ability. The encountered difficulties are easily overcome by asking help or aids from native students. However, Tony is in need of encouragement and self-confidence in order for him to actively engage in classroom discussion. Generally speaking, this finding shows that international students are somewhat similar to native students in their motivations and expectancy. This result fits with what Krishnan and Vrcelj [12] found in their study in which they came up with the result that there were many similarities between local students and international students in terms of expectation and motivation.

Participants in the study indicate that they might hold distinct goals in certain academic achievement situation. In our daily life, we also have multiple intentions and goals when performing a task or activity. Dodge, Asher, and Parkhurst [4] argued that social life could be described as a goal coordination task or subject. Therefore, the two participants confirm that learning life also is a goal coordination task or subject. As a result, students’ goal orientations in learning environment could not be eliminated, for instance, to a dualistic evaluation of whether a participant embraces other-avoidance goal and self-approach goal. This study also identifies that participants might embrace various goal orientations. Thus, participants’ motivation should be analyzed as a way of managing various goals, which may contradict to or combine each other. Students’ achievement goal orientations in classroom context might consist of more complicated goals than what has been introduced in the literature review.

In developing their motivations and goal achievements, participants are asked about their self-study. In this study, self-study is study performed by participant after course hour whose aim is to strengthen, deepen, revise or apply existing understanding by reading the material, discerning lecturers’ notes, as well as solving available questions. Theoretically, both students who intrinsically and extrinsically motivated capitalize on self-study to improve their understanding, yet they differ in terms of learning time, material, and their enjoyment. Students whose goal achievement is different also use self-study to reach their intended goals. The researchers try to understand participants’ ways of self-study such as learning schedule for certain course or exam preparation, their enjoyment during self-study, and the kinds of material they study about and their behavior in classroom

“There is no fix schedule for me to study, but if there will be exam I will study.” (Boy)

“I study material from text book and then note that lecturer gave and then I try to answer several questions. Since I plan it, therefore I enjoy self-studying. I am forced to self-study when I will face exam.” (Tony)

According to the above excerpts, Boy doesn’t make any great efforts to self-study after course. It seems that he wants to study without coercion and he will study if he feels good mood. During self-study, he only considers to dealing with questions instead of understanding the concepts. On the contrary, every day Tony spends one to two hours for self-study after course in weekdays. He strives to make sure that he is able to deal with three sources: concept from textbook, lecturer notes, and available questions. If we compare between them, Tony tends to be more motivated to design actively his self-study than what Boy does. Our assumption is that Boy uses his time effectively when he is in classroom since he actively engages in classroom discussions by proposing questions to his lecturer. Therefore, after lesson hour he doesn’t have any problems relative to understanding of the topics. This behavior isn’t owned by his friend, Tony. Findings of the study show that student who engages actively in classroom tend to set aside their time less than student who don’t engage actively in classroom.

Pertaining to their classroom attendances, they similarly reveal that courses regulations push them to satisfy minimum requirement of attendance. Boy attends all meeting in certain course which is mandatory and if he misses one meeting he will encounter administration problems. Overall, his motivation to attend classroom meetings tends to decrease in line with the approach of exam period. Tony provides similar argument in which he tends to enthusiastically attend classroom meeting if his lecturer is enjoy. However, he also tries to attend other classroom meetings, even though he only attends for just affixing signature and doesn’t do anything within classroom except sleeping.

“It depends on courses’ requirement. Several courses require students to attend class ten times at minimum, thus I attend the class eleventh time.” (Boy)

“It depends on the course and lecturer, if the course is mandatory I will try to attend the class. Then, if the lecturer makes me enjoy, I will attend eagerly the class.” (Tony)

In classroom observation, Boy chooses to sit at the back of classroom in order for lecturer not to see him frequently. However, seating in the back doesn't impede him to involve in classroom discussion. He tries to be active in classroom in several times according to situation when there is no one who gives response from lecturers' questions. Therefore, he expresses his argument for the sake of respecting his lecturer. Also, he asks the lecturer without hesitation about some crucial problems.

"I ask question directly to lecturer within classroom, if I need help. But sometimes, after lesson hour I ask questions in order for lecturer to recognize me, thus he may give me additional point" (Boy)

Meanwhile, Tony prefers to sit in the middle of classroom, and he decides to not to involve actively in classroom activity. He only presents his argument when lecturer asks him. If lecturer doesn't ask him, he will not express his argument even in classroom discussion. He expressed, *"I let lecturer appoints me to speak."* Although he knows that participation within classroom is evaluated by lecturer, he said, *"Since it is only 10%, I don't care about it."* When he doesn't understand about certain concepts, he will ask and discuss it with his friends who are near of him instead of asking lecturer.

Within classroom context, motivation and goal achievements are pivotal factors that guide students' behavior and engagement in classroom activity [10]. In this case, engagement in classroom consists of students' participation in classroom in which students eagerly attend classroom, and students actively are involved in classroom discussion. Students who are intrinsically motivated strive to concentrate on lecturers' explanations and engage in classroom discussion. Their involvement in classroom activity stems from their interest and inherent satisfaction in learning certain topic. On the contrary, students who are extrinsically motivated tend to be involved passively in classroom discussion. The reason lies in the fact that they attend classroom meetings in order for them to fulfil courses' requirement. This finding corresponded to what Jang [10] found in his study that the role of external regulation could assist students in dealing with uninteresting, but important lesson.

CONCLUSION AND IMPLICATIONS

The findings of the study demonstrate that there is high possibility for pre-service teachers to hold various goals in academic achievement situation. They hold various achievement goals in different situations based on numerous factors such as their ability, course regulation, lecturer, course, and society. Course regulation is likely to be a strong encourager for participants to make them stay in work and high competition, thus they might maximize and develop their capability under pressure. Broadly speaking, participants tend to set other-avoidance goal in case of the courses emphasize classroom average scores. In addition, they set their goal as task-avoidance goal in case of completing high stakes course work or taking not preferable course. Also, they show self-approach goal in case of attaining score higher than the classroom average score in the initial exam.

The practical implications of the findings of the present study is that pre-service teachers pursue multiple types of motivations and achievement goals and thus it is crucial to comprehend how various types of motivation and achievement goals collaborate to impact academic achievement and enjoyment. In addition, understanding on how motivation and achievement goal orientation elaborate and transform and how they influence motivational and educational achievements will be beneficial for those who are involved in an effort to promote academic learning achievement.

The strength of the study is that relation among the researchers and the participants are friends. Thus, the participants were able to express their perspectives honestly and openly and the researchers could obtain considerable important information about their motivation and achievement goals. They also enriched their responses by providing personal experiences both in the past and in the present devoid of feeling hesitance. Limitation of the study is that the methodological limitations relative to size and design. This small size study is not addressed to be representative or generalized as it employed participants from one country, one department, and single gender. The findings of the study might not certainly be demonstrative even of other similar international students. It is suggested that future researchers should include various international students and native students both male and female. Method that could be considered is survey method and involves larger sample size.

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