EXAMINATION OF TEACHER CANDIDATES' LEARNING RESPONSIBILITY

Abstract: This study aims to examine teacher candidates' learning responsibility through goal-setting activities carried out on a weekly basis. The research employed case study method, one of the qualitative research methods. The study group consisted of 36 fourth-year teacher candidates studying at a state university in the spring semester of the 2018-2019 academic year. The data were colected through diaries prepared by the researcher and kept by the participants for 12 weeks. The data were analyzed using the descriptive analysis technique and quantified with frequency distributions and percentage values. The study concludes that setting goals increases teacher candidates' learning responsibility and that Public Personnel Selection Exam (PPSE) and academic achievement concern cause teacher candidates to focus more on cognitive goals rather than other types of goals.

Keywords: Learning responsibilities, setting goals, teacher candidates.

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INTRODUCTION

One of the main goals of contemporary education is to bring up academically successful individuals. Academic success is closely related to students' intrinsic factors. Learning responsibility, among the intrinsic factors, has a significant role in students' academic performance (Tran & Vu 2016). Learning responsibility refers to students' taking responsibility for determining their own educational and research strategies and achieving their academic goals (Jayawardana et. al. 2001). A student who assumes responsibility for his/her own learning knows well him/herself and can guide his/her own learning and development (Harrison 2000). Therefore, it is very important that students take responsibility for self-managing their learning processes, determining learning goals, evaluating their own learning levels and setting learning strategies for themselves (Lunenberg & Volman 1999). Today, the literature emphasizes the need for students to take active responsibility in their own learning process (Euge`ne 2006). It is emphasized that, as in all educational stages, including education at the university, students should be responsible for their own learning processes and that the lecturer should have a limited responsibility (UNESCO 2000). Yıldırım et. al. (2009) stated that students should determine their own learning goals according to their own learning styles and take responsibility in the learning process. Taking these as a starting point, the present study aimed to investigate teacher candidates' learning responsibility through goal-setting activities carried out on a weekly basis.

Teachers are expected to have certain qualifications to achieve responsibilities such as managing and developing the educational setting (Eken & Gündoğdu 2017). Thus, it is crucial to examine teacher candidates' responsibilities, as they are teacher-to-be. When literature was reviewed, it was seen that several studies have been done on learning responsibilities. Devlin (2002) investigated the first year university students' perceptions of taking responsibility for their own learning. Allan (2006) analyzed the relationship between students' understanding of the concept of learning responsibility and their attitudes and behaviors. Gömleksiz, Kılınç and Cüro (2011) examined the effects of instructional activities in students' workbooks on developing learning responsibility of the students by descriptive study. Çam and Ünal Oruç (2014) investigated teacher perspectives on learning responsibility through case study. Cook-Sather and Luz (2015) questioned how students should be encouraged and supported to take responsibility for their own learning. Yakar and Saracaloğlu (2017) tried to improve the learning responsibilities of 6th grade students through the learning tasks performed within the scope of the science lesson in the context of the potential development area through action research design. In addition, Yakar and Saracaloğlu (2017) developed Scale of Responsibility towards Learning, and Erişti (2017) developed Learning Responsibility Scale, too. Hakkari (2020) tried to determine the learning responsibility levels of vocational school students with a descriptive survey model. Unlike the studies above, in this study, teacher candidates' learning responsibilities were examined based on the diaries they kept. In addition, the fact that the study lasted totally 12 weeks with the data collected each week is another factor that makes that study different from the other studies on learning responsibility.

METHOD

The research employed case study method, one of the qualitative research methods. Case studies are studies that aim to study, describe and reveal current situations in real life (Creswell, 2013). Case study is about studying on a case intensely. This case differs from an individual to a community at a village, from an event to a specific curriculum (Glesne, 2013). In the present study, "the case of teacher candidates to fulfill their learning responsibilities" was discussed as the case of the study. There are several types of case studies that are used to provide in-depth information about the truth and to provide practical benefits in practice (Akar Vural & Cenkseven 2005). As the case of the present research was a case in a single classroom (Yin, 2009), the research was designed through a holistic single-case study method.

SAMPLE

The study group was determined using the convenience sampling technique since performing a random assignment was not possible (Yıldırım & Şimşek, 2004). The researcher studied with 36 final-term teacher candidates in a classroom at a state university where the researcher lectured the course of "Effective Learning and Studying Techniques" in the spring semester of the 2018-2019 academic year. Participants were students in the Department of Social Science Teaching at that university. As participants were at their last term, their primary goals were to attain high score at Public Personnel Selection Exam (PPSE) in order to be appointed as a teacher in Turkey. Public Personnel Selection Exam (PPSE) is a prerequisite for starting to work as a civil servant such as a teacher. Participants were generally children of middle or low income families. Their primary goals were to start working as a teacher as soon as possible and to get a regular income. Hence, they would be able to both earn their living and help their families. Thus, most of the participants attend preparatory courses for PPSE. Also, some students worked part time in order to meet their educational needs. On the other hand, teacher candidates were in the last 4 months of their undergraduate education. It was observed that this situation upset them as they would move away from their friends, loved ones and familiar environment and that they had the desire to spend time with their friends and loved ones as much as possible. It was obvious that the study group were responsible for too many things, especially for their own leaning. Thus, they should organize their routine to achieve their tasks. In order to be able to perform the tasks, they should determine their goals and check the degree to which they could achieve their goals.

DATA COLLECTION AND ANALYSIS

In case study method, data are collected to describe the basic structure and value of individuals' experiences (Merriam, 2013). At the research, data was collected by document analysis technique in which researcher examines documents related to the topic of study (Yıldırım & Şimşek, 2004). As document, diaries prepared by the researcher were distributed to the participants. The diaries had a total of 12 lines, one for each week. Each line contained the following three questions for the participants to respond to:

1. What are the goals I want to achieve until next week?

2. Why was I unable to achieve the goals?

3. How could I have achieved the goals?

At the end of each lesson, participants were asked to write down in the diaries the goals they wanted to achieve by next week. Then, the diaries were collected. The following week, the diaries were re-distributed to the participants, who were asked to write in the relevant section whether they had been able to achieve the goals they had set and if they had not been able to, the reasons for not being able to achieve them. They were also asked to explain how they could have achieved the goals in the next column.

This process continued for 12 weeks. The data collected from the diaries were analyzed by descriptive analysis. The main purpose of descriptive analysis is to summarize and interpret the data obtained by various data collection techniques according to predetermined themes (Yıldırım & Şimşek, 2004). The analyzed data were also described by giving their frequency distributions (f) and percentage values (%) (Balcı, 2015).

FINDINGS

The findings obtained from the diaries as a result of descriptive analysis are given according to weeks. After obtaining all the findings, a general interpretation of the activities was made. As can be inferred from Table 1, 30 participants (27.77%) set a goal of making progress for PPSE (Public Personnel Selection Exam), 17 participants (15.74%) preparing for the internship, 13 participants (12.03%) reading a certain number of pages, 12 participants (11.11%) revising the learned topics, and 11 participants (10.18%) doing the assignments. 28.57% of these goals had been achieved.

Table 1. Findings related to goals for week one

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for Public Personnel Selection Examination (PPSE)	30	27.77	Other academic responsibilities (assignments, internship, etc.)	33	33.67	By staying motivated	32	31.37
Preparing for the internship	17	15.74	Achieved	28	28.57	By following a study schedule	14	13.72
Reding a certain number of pages	13	12.03	Social life	8	8.16	By studying effectively	13	12.74
Revising the learned topics	12	11.11	Lack of motivation	6	6.12	By creating a more effective study schedule	12	11.76
Doing the assignments	11	10.18	Poor time management	6	6.12	By effective time management	7	6.86
Catching up on studies	8	7.4	Physical causes (fatigue, illness, etc.)	5	5.1	By feeling physically well	5	4.9
Spending time with friends	6	5.55	Distraction	3	3.06	By less involvement in social events	4	3.92
Conducting scientific research	3	2.77	Lack of a suitable study environment	2	2.04	By stopping going into too much detail	3	2.94
Helping my parents	2	1.85	Part-time job	2	2.04	By spending less time on the Internet	3	2.94
Learning something new each day	2	1.85	Trivial stuff	2	2.04	By studying on a daily basis	3	2.94
Watching a documentary	1	.92	Online games	2	2.04	By spending less time on playing online games	2	1.96
Doing sports	1	.92				By spending less time on watching TV	2	1.96
						By creating a suitable study environment	2	1.96
Total	108	100		98	100		102	100

On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (33.67%), social life (8.16%), lack of motivation, (6.12%), poor time management (6.12%), and physical causes (fatigue, illness, etc.) (5.1%). The suggestions for achieving these goals were stated as staying motivated (31.37%), following a study schedule (13.72%), studying effectively (12.74%), creating a more effective study schedule (11.76%), effective time management (6.86%), and feeling physically well (4.9%).

Quotations from participants for the first week were given below: Participant 12: *"To read 20 pages a day, revise the learned topics, complete the subject of 'The First Turkic States' in the history lesson, study the definition and history of geography, watch videos on topics, take notes."* Participant 25: *"I will finish four geography and 3 history topics. I will read 50 pages a day. I will complete a paragraph test every day. I will wake up at 7 o'clock every morning and do sports. I will do my weekly internship and school lessons."*

Table 2. Findings related to goals for week two

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making a progress for PPSE	27	24.77	Other academic responsibilities (assignments, internship, etc.)	27	24.1	By staying motivated	24	23.76
Preparing for the internship	22	20.18	Achieved	21	18.75	By studying effectively	18	17.82
Revising the learned topics	13	11.92	Lack of motivation	19	16.96	By effective time management	13	12.87
Doing the assignments	13	11.92	Poor time management	16	14.28	By following a study schedule	12	11.88
Reading a certain number of pages	11	10.09	Social life	10	8.92	By creating a more effective study schedule	9	8.91
Catching up on studies	11	10.09	Distraction	9	8.03	By spending less time on the Internet	5	4.95
Spending time with friends	7	6.42	Physical causes (fatigue, illness, etc.)	3	2.67	By stopping going into too much detail	5	4.95
Conducting scientific research	5	4.58	Trivial stuff	2	1.78	By spending less time watching TV	4	3.96
			Too many goals	2	1.78	By feeling physically well	4	3.96
			Part-time job	2	1.78	By less involvement in social events	3	2.97
			Adverse weather conditions	1	.89	By studying on a daily basis	2	1.98
						Other	2	1.98
Total	109	100		112	100		101	100

As can be inferred from Table 3, 23 participants (22.11%) set a goal of making progress for PPSE, 17 participants (16.34%) revising the learned topics, 16 participants (15.38%) preparing for the internship, 16 participants (15.38%) doing catch up on studies, 12 participants (11.53%) doing the assignments, and 9 participants (8.65%) reading a certain number of pages. 23.58% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (21.69%),

distraction (16.03%), poor time management (13.2%), and lack of motivation (12.26%). The suggestions for being able to achieve these goals were stated as staying motivated (18.91%), effective time management (16.21%), studying effectively (15.31%), spending less time watching TV (10.81%), and following a study schedule (8.1%). Quotations from participants for the third week were given below: Participant 14: *"No matter what I do, I cannot motivate myself to study, which is upsetting me. If I had studied effectively, I could have achieved (the goals)."* Participant 30: *"The additional resource for citizenship lesson was not available at the stationer, I could not reach it."*

Table 3. Findings related to goals for week three

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	23	22.11	Achieved	25	23.58	By staying motivated	21	18.91
Revising the learned topics	17	16.34	Other academic responsibilities (assignments, internship, etc.)	23	21.69	By effective time management	18	16.21
Catching up on studies	16	15.38	Distraction	17	16.03	By studying effectively	17	15.31
Preparing for the internship	16	15.38	Poor time management	14	13.2	By spending less time watching TV	12	10.81
Doing the assignments	12	11.53	Lack of motivation	13	12.26	By following a study schedule	9	8.1
Reading a certain number of pages	9	8.65	Social life	5	4.71	By stopping going into too much detail	7	6.3
Spending time with friends	6	5.76	Physical causes (fatigue, illness, etc.)	4	3.77	By creating a more effective study schedule	7	6.3
Conducting scientific research	2	1.92	Missing the class	2	1.88	By spending less time on the Internet	6	5.4
Helping my parents	2	1.92	Part-time job	2	1.88	By studying on a daily basis	5	4.5
Learning something new each day	1	.96	Lack of source	1	.94	By feeling physically well	3	2.7
						By less involvement in social events	3	2.7
						By studying collaboratively	2	1.8
						By spending less time playing online games	1	.9
Total	104	100		106	100		111	100

As can be inferred from Table 4, 28 participants (29.47%) set a goal of making progress for PPSE, 23 participants (24.21%) preparing for the internship, 13 participants (13.68%) doing catch up on studies, and 11 participants (11.57%) reading a certain number of pages. 31% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (23%), lack of motivation (14%), distraction (9%), and social life (6%). The suggestions for being able to achieve these goals were stated as staying motivated (25.21%), studying effectively (16%), creating a more effective study schedule (11.3%), and effective time management (11.3%). Quotations from participants for the forth week were given below: Participant 23: *"To read books for at least half an hour a day, to revise the topic of ancient history, to study the first part of political geography, to study classroom management in educational sciences, to solve tests related to the topics."* Participant 34: *"To study final lessons, to solve 400 questions, to read articles."*

Table 4. Findings related to goals for week four

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	28	29.47	Achieved	31	31	By staying motivated	29	25.21
Preparing for the internship	23	24.21	Other academic responsibilities (assignments, internship, etc.)	23	23	By studying effectively	16	13.91
Catching up on studies	13	13.68	Lack of motivation	14	14	By effective time management	13	11.3
Reading a certain number of pages	11	11.57	Distraction	9	9	By creating a more effective study schedule	13	11.3
Doing the assignments	6	6.31	Social life	6	6	By stopping going into too much detail	8	6.95
Revising the learned topics	5	5.26	Physical causes (fatigue, illness, etc.)	4	4	By spending less time watching TV	5	4.34
Conducting scientific research	4	4.21	Trivial stuff	4	4	By following a study schedule	5	4.34
Spending time with friends	3	3.15	Too many goals	4	4	By studying on a daily basis	3	2.6
Helping my parents	1	1.05	Poor time management	3	3	By less involvement in social events	3	2.6
Learning something new each day	1	1.05	Family issues	2	2	By resolving personal problems	2	1.73
						By spending less time on the Internet	2	1.73
						By feeling physically well	2	1.73
Total	95	100		100	100		115	100

As can be inferred from Table 5, 30 participants (34.09%) set a goal of making progress for PPSE, 20 participants (22.72%) preparing for the internship, and 10 participants (11.36%) reading a certain number of pages. 25.42% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (22.88%), poor time management (14.4%), lack of motivation (13.55%), and distraction (12.71%). The suggestions for being able to achieve these goals were stated as staying motivated (27.71%), studying effectively (16.86%), creating a more effective study schedule (16.86%), and effective time management (15.66%). Quotations from participants for the fifth week were given below: Participant 2: *"When I get home after classes or internship, I am (usually) tired (and) don't want to do anything; that's why I didn't read (this week)."* Partipant 35: *"Whatever happened, I could be confident and prepared for the drama.*

Table 5. Findings related to goals for week five

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	30	34.09	Achieved	30	25.42	By staying motivated	23	27.71
Preparing for the internship	20	22.72	Other academic responsibilities (assignments, internship, etc.)	27	22.88	By studying effectively	14	16.86
Reading a certain number of pages	10	11.36	Poor time management	17	14.4	By creating a more effective study schedule	14	16.86
Revising the learned topics	7	7.95	Lack of motivation	16	13.55	By effective time management	13	15.66
Catching up on studies	7	7.95	Distraction	15	12.71	By following a study schedule	6	7.22
Doing the assignments	6	6.81	Social life	5	4.23	By stopping going into too much detail	3	3.61
Helping my parents	3	3.4	Physical causes (fatigue, illness, etc.)	3	2.54	By less involvement in social events	2	2.4
Spending time with friends	2	2.27	Trivial stuff	3	2.54	By spending less time watching TV	2	2.4
Getting prepared for undergraduate exams	2	2.27	Part-time job	1	.84	By spending less time on the Internet	2	2.4
Conducting scientific research	1	1.13				By being self-confident	2	2.4
						By feeling physically well	1	1.2
						By studying on a daily basis	1	1.2
Total	88	100		118	100		83	100

Table 6. Findings related to goals for week six

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Getting prepared for undergraduate exams	32	31.06	Achieved	33	39.75	By staying motivated	27	32.92
Revising the learned topics	23	22.33	Other academic responsibilities (assignments, internship, etc.)	17	20.48	By studying effectively	15	18.29
Making progress for PPSE	21	20.38	Distraction	8	9.63	By effective time management	13	15.85
Preparing for the internship	15	14.56	Lack of motivation	7	8.43	By following a study schedule	6	7.31
Doing the assignments	5	4.85	Poor time management	7	8.43	By spending less time watching TV	5	6.09
Reading a certain number of pages	4	3.88	Social life	6	7.22	By studying on a daily basis	5	6.09
Catching up on studies	2	1.94	Trivial stuff	3	3.61	By spending less time on the Internet	4	4.87
Spending time with friends	1	.97	Physical causes (fatigue, illness, etc.)	1	1.2	By creating a more effective study schedule	4	4.87
			Part-time job	1	1.2	By feeling physically well	2	2.43
						By less involvement in social events	1	1.21
Total	103	100		83	100		82	100

As can be inferred from Table 6, 32 participants (31.06) set a goal of getting prepared for undergraduate exams, 23 participants (22.33%) revising the learned topics, 21 participants (20.38%) making progress for PPSE, and 15 participants (%14.56) preparing for the internship. 39.75% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (20.48%), distraction (9.63%), lack of motivation (8.43%), and poor time management (8.43%). The suggestions for being able to achieve these goals were stated as staying motivated (32.92%), studying effectively (18.29%), and effective time management (15.85%).

Quotations from participants for the sixth week were given below: Participant 11: *"I was not motivated to study due to my health problem. For this reason, I could not study."* Participant 35: *"I could repeat and summarize the lecture notes I wrote at home."*

Table 7. Findings related to goals for week seven

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	32	28.31	Achieved	33	37.93	By staying motivated	22	28.94
Preparing for the internship	19	16.81	Other academic responsibilities (assignments, internship, etc.)	18	20.68	By studying effectively	13	17.1
Revising the learned topics	17	15.04	Lack of motivation	9	10.34	By effective time management	12	15.78
Catching up on studies	15	13.27	Distraction	8	9.19	By creating a more effective study schedule	7	9.21
Doing the assignments	13	11.5	Social life	7	8.04	By following a study schedule	7	9.21
Reading a certain number of pages	7	6.19	Trivial stuff	4	4.59	By stopping going into too much detail	3	3.94
Spending time with	4	3.53	Too many goals	4	4.59	By spending less time	3	3.94

friends						watching TV		
Helping my parents	3	2.65	Poor time management	2	2.29	By spending less time on the Internet	3	3.94
Conducting scientific research	3	2.65	Part-time job	1	1.14	By feeling physically well	3	3.94
			Physical causes (fatigue, illness, etc.)	1	1.14	By studying on a daily basis	2	2.63
						By less involvement in social events	1	1.31
Total	113	100		87	100		76	100

As can be inferred from Table 7, 32 participants (28.31%) set a goal of making progress for PPSE, 19 participants (16.81%) preparing for the internship, 17 participants (15.04%) revising the learned topics, 15 participants (13.27%) doing catch up on studies, and 13 participants (11.5%) doing the assignments. 37.93% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (20.68%), lack of motivation (10.34%), distraction (9.19%), and social life (8.04%). The suggestions for being able to achieve these goals were stated as staying motivated (28.94%), studying effectively (17.1%), and effective time management (15.78%). Quotations from participants for the seventh week were given below: Participant 7: *"It would have been difficult even if I had wanted to (achieve the goals that I had set). During exam weeks, you cannot do anything but prepare for exams."* Participant 35: *"I could study my lessons regularly, every day after class, without making excuses."*

Table 8. Findings related to goals for week eight

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	29	29.89	Achieved	35	38.46	By staying motivated	22	32.83
Preparing for the internship	21	21.64	Other academic responsibilities (assignments, internship, etc.)	21	23.07	By studying effectively	8	11.94
Revising the learned topics	11	11.34	Lack of motivation	11	12.08	By studying on a daily basis	8	11.94
Reading a certain number of pages	9	9.27	Distraction	9	9.89	By effective time management	7	10.44
Catching up on studies	8	8.24	Poor time management	7	7.69	By creating a more effective study schedule	5	7.46
Doing the assignments	7	7.21	Trivial stuff	2	2.19	By spending less time watching TV	4	5.97
Spending time with friends	5	5.15	Physical causes (fatigue, illness, etc.)	2	2.19	By spending less time on the Internet	4	5.97
Helping my parents	4	4.12	Social life	2	2.19	Other	3	4.47
Learning something new each day	2	2.06	Spending time with friends	1	1.09	By less involvement in social events	2	2.98
Conducting scientific research	1	1.03	Part-time job	1	1.09	By following a study schedule	2	2.98
						By feeling physically well	2	2.98
Total	97	100		91	100		67	100

As can be inferred from Table 8, 29 participants (29.89%) set a goal of making progress for PPSE, 21 participants (21.64%) preparing for the internship, and 11 participants (11.34%) revising the learned topics. 38.46% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as other academic responsibilities (assignments, internship, etc.) (23.07%) and lack of motivation (12.08%). The suggestions for being able to achieve these goals were stated as staying motivated (32.83%), studying on a daily (11.94%), and studying effectively (11.94%).

Quotations from participants for the eighth week were given below:Participant 31: *"To solve the test on the subject of 'Turkish-Islamic scholars', memorize the rivers in Turkey, summarize the* *topic of the population in Turkey, get ready for the internship, finish the paragraph test."* Participant 1: *"I achieved a little bit as it will take a lot of time."*

Table 9. Findings related to goals for week nine

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	29	30.2	Achieved	38	46.91	By staying motivated	17	37.77
Preparing for the internship	23	23.95	Other academic responsibilities (assignments, internship, etc.)	19	23.45	By effective time management	8	17.77
Revising the learned topics	16	16.66	Social life	6	7.4	By studying effectively	5	11.11
Reading a certain number of pages	7	7.29	Distraction	5	6.17	By creating a more effective study schedule	5	11.11
Doing the assignments	6	6.25	Lack of motivation	3	3.7	By spending less time watching TV	3	6.66
Spending time with friends	5	5.2	Poor time management	3	3.7	By spending less time on the Internet	2	4
Catching up on studies	5	5.2	Physical causes (fatigue, illness, etc.)	3	3.7	By feeling physically well	2	4
Conducting scientific research	3	3.12	Trivial stuff	2	2.46	By less involvement in social events	2	4
Helping my parents	1	1.04	Too many goals	1	1.23	By studying on a daily basis	1	2.22
Learning something new each day	1	1.04	Lack of a suitable study environment	1	1.23			
Total	96	100		81	100		45	100

As can be inferred from Table 9, 29 participants (30.2%) set a goal of making progress for PPSE, 23 participants (23.95%) preparing for the internship, and 16 participants (16.66%) revising the learned topics. 46.91% of these goals had been achieved. On the other hand, the reason most frequently stated for not being able to achieve these goals was other academic responsibilities (assignments, internship, etc.) (23.45%). The suggestions for being able to achieve these goals were stated as staying motivated (37.77%) and effective time management (17.77%).

Quotations from participants for the ninth week were given below: Participant 17: *"I could not read because I had to spend the time that I had allocated to reading on my internship topic."* Partipant 2: *"I could not study mathematics since my internship was intense."*

<p style="text-align:center">Table 10. Findings related to goals for week ten</p>

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	35	29.41	Achieved	41	52.56	By staying motivated	10	32.25
Preparing for the internship	27	22.68	Other academic responsibilities (assignments, internship, etc.)	16	20.51	By studying effectively	7	
Revising the learned topics	16	13.44	Lack of motivation	6	7.69	By effective time management	6	19.35
Reading a certain number of pages	13	10.92	Distraction	6	7.69	By studying on a daily basis	2	6.45
Catching up on studies	13	10.92	Poor time management	3	3.84	By spending less time watching TV	2	6.45
Spending time with friends	6	5.04	Trivial stuff	3	3.84	By spending less time on the Internet	2	6.45
Doing the assignments	6	5.04	Physical causes (fatigue, illness, etc.)	1	1.28	By creating a more effective study schedule	2	6.45
Conducting scientific research	2	1.68	Social life	1	1.28			
Helping my parents	1	.84	Part-time job	1	1.28			
Total	119	100		78	100		31	100

As can be inferred from Table 10, 35 participants (29.41%) set a goal of making progress for PPSE, 27 participants (22.68%) preparing for the internship, 16 participants (13.44%) revising the learned topics, 13 participants (10.92%) reading a certain number of pages, and 13 participants (10.92%) doing catch up on studies. A majority of these goals (52.56%) had been achieved. On the other hand, the reason most frequently stated for not being able to achieve these goals was other academic responsibilities (assignments,

internship, etc.) (20.51%). The suggestions for being able to achieve these goals were stated as staying motivated (32.25%), studying effectively (22.58%), and effective time management (19.35%). Quotations from participants for the tenth week were given below: Participant 21: *"If I had studied according to a certain study schedule, I could have studied more regularly and found time to read."* Participant 8: *"I couldn't because I decided to take a break from studying and to go out with my friends."*

<p style="text-align:center">Table 11. Findings related to goals for week eleven</p>

Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	37	33.33	Achieved	40	54.79	By staying motivated	18	48.64
Preparing for the internship	25	22.52	Other academic responsibilities (assignments, internship, etc.)	13	17.8	By studying on a daily basis	6	16.21
Revising the learned topics	16	14.41	Lack of motivation	6	8.21	By studying effectively	3	8.1
Reading a certain number of pages	13	11.71	Distraction	5	6.84	By spending less time on the Internet	2	5.4
Spending time with friends	6	5.4	Poor time management	4	5.47	By less involvement in social events	2	5.4
Doing the assignments	6	5.4	Trivial stuff	2	2.73	By studying at the library	1	2.7
Catching up on studies	5	4.5	Technical issues (Internet outage)	1	33.33	By stopping going into too much detail	1	2.7
Helping my parents	2	1.8	Physical causes (fatigue, illness, etc.)	1	33.33	By effective time management	1	2.7
Watching a documentary	1	.9	Social life	1	33.33	By spending less time watching TV	1	2.7
						By creating a more effective study schedule	1	2.7
						By following a study schedule	1	2.7
Total	111	100		73	100		37	100

As can be inferred from Table 11, 37 participants (33.33%) set a goal of making progress for PPSE, 25 participants (22.52%) preparing for the internship, 16 participants (14.41%) revising the learned topics, and 13 participants (11.71%) reading a certain number of pages. A majority of these goals (54.79%) had been achieved. On the other hand, the reason most frequently stated for not being able to achieve these goals was other academic responsibilities (assignments, internship, etc.) (17.8%). The suggestions for

being able to achieve these goals were stated as staying motivated (48.64%) and studying on a daily basis (16.21%).

Quotations from participants for the eleventh week were given below: Participant 20: *"To complete the topic of history for PPSE, revise other sciences in 'Teaching Field Knowledge,' get ready for the internship, and get prepared for the 'Guidance' lesson."* Participant 16: *"By motivating myself to think of the possibility of failing."*

Table 12. Findings related to goals for week twelve

| Goals to be achieved by next week	f	%	Reasons for not being able to achieve them	f	%	Suggestions for achieving them	f	%
Making progress for PPSE	35	30.7	Achieved	45	45.45	By staying motivated	15	45.45
Preparing for the internship	21	18.42	Graduation processes	16	16.16	By creating a more effective study schedule	4	12.12
Getting prepared for undergraduate exams	16	14.03	Other academic responsibilities (assignments, internship, etc.)	15	15.15	By studying effectively	3	9.09
Reading a certain number of pages	14	12.28	Social life	8	8.08	By spending less time on the Internet	3	9.09
Catching up on studies	13	11.4	Lack of motivation	5	5.05	By studying on a daily basis	3	9.09
Revising the learned topics	5	4.38	Distraction	4	4.04	By less involvement in social events	2	6.06
Spending time with friends	3	2.63	Poor time management	3	3.03	By feeling physically well	2	6.06
Helping my parents	2	1.75	Trivial stuff	2	2.02	By following a study schedule	1	3.03
Doing the assignments	2	1.75	Physical causes (fatigue, illness, etc.)	1	1.01			
Conducting scientific research	2	1.75						
Learning something new each day	1	.87						
Total	114	100		99	100		33	100

As can be inferred from Table 12, 35 participants (30.7%) set a goal of making progress for PPSE, 21 participants (18.42%) preparing for the internship, 16 participants (14.03%) getting prepared for undergraduate exams, 14 participants (12.28%) reading a certain number of pages, and 13 participants doing catch up on studies. 45.45% of these goals had been achieved. On the other hand, the reasons for not being able to achieve these goals were stated as graduation processes (16.16%) and other academic responsibilities (assignments, internship, etc.) (15.15%). The suggestion most frequently stated for being able to achieve these goals was staying motivated (45.45%). Quotations from participants for the twelfth week were given below:
Participant 25: *"If I hadn't attended the spring festivals, I could have achieved my goals."*

Partipant 18: *"Studying and solving problems in geography, educational sciences, mathematics and field courses."*

When the findings obtained from all the data were examined, it was seen that teacher candidates mostly focused on academic cognitive goals such as "making progress for PPSE" and "preparing for the internship". It is probably said that teacher candidates focus on such goals due to their test and academic achievement concern arising mainly from their desire to be appointed as teachers to public schools. It was observed that during the exam weeks (see Table 6 and Table 12), the goals of preparing for the tests and revising the learned subjects were stated more frequently. The graph about the change of the achievement rates of the goals determined by the teacher candidates on the basis of weeks is given in Figure1.

Figure 1. The graph about the change of the achievement rates of the goals determined by the teacher candidates on the basis of weeks
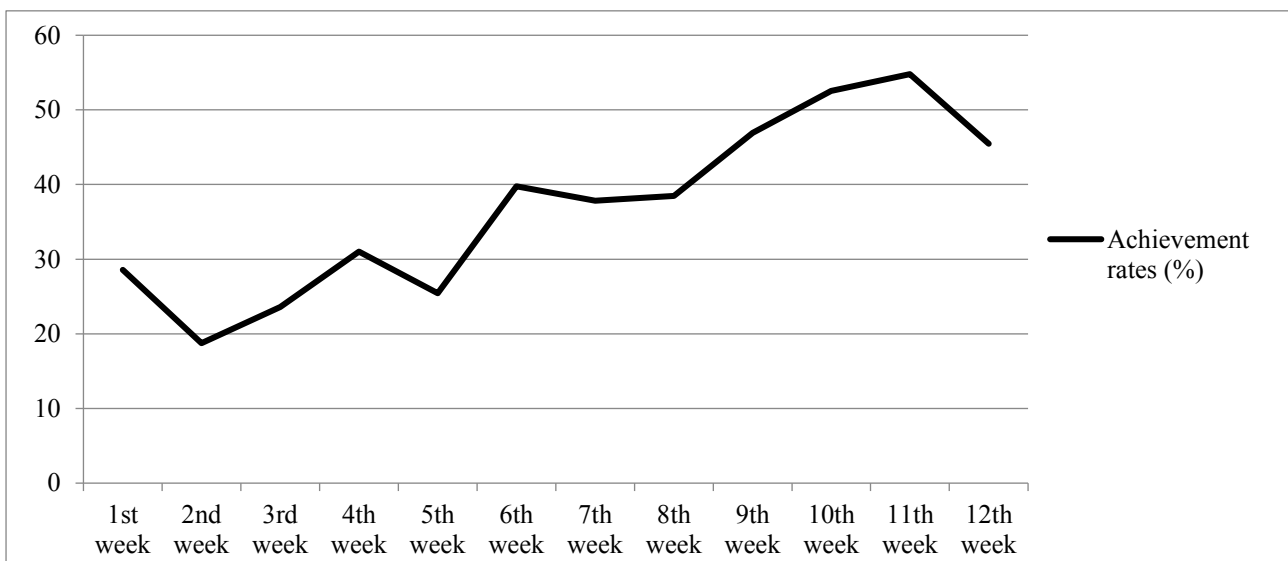
When Figure 1. was examined, it was seen that the achievement rates (in range 18.75-54.79) of the goals increased week by week. The decrease at the 12th week was due to graduation processes such as preparation for graduation ceremony (see Table 12). This can be interpreted as that once the participants set goals for themselves, they started to feel more responsible for their own learning. Moreover, it can be said that with this goal-setting activity, they got to know their learning styles better and were able to set more achievable goals for themselves. The graph about the change of the suggestion frequencies for achieving the goals on the basis of weeks is given in Figure 2.

Figure 2. The graph about the change of the suggestion frequencies for achieving the goals on the basis of weeks
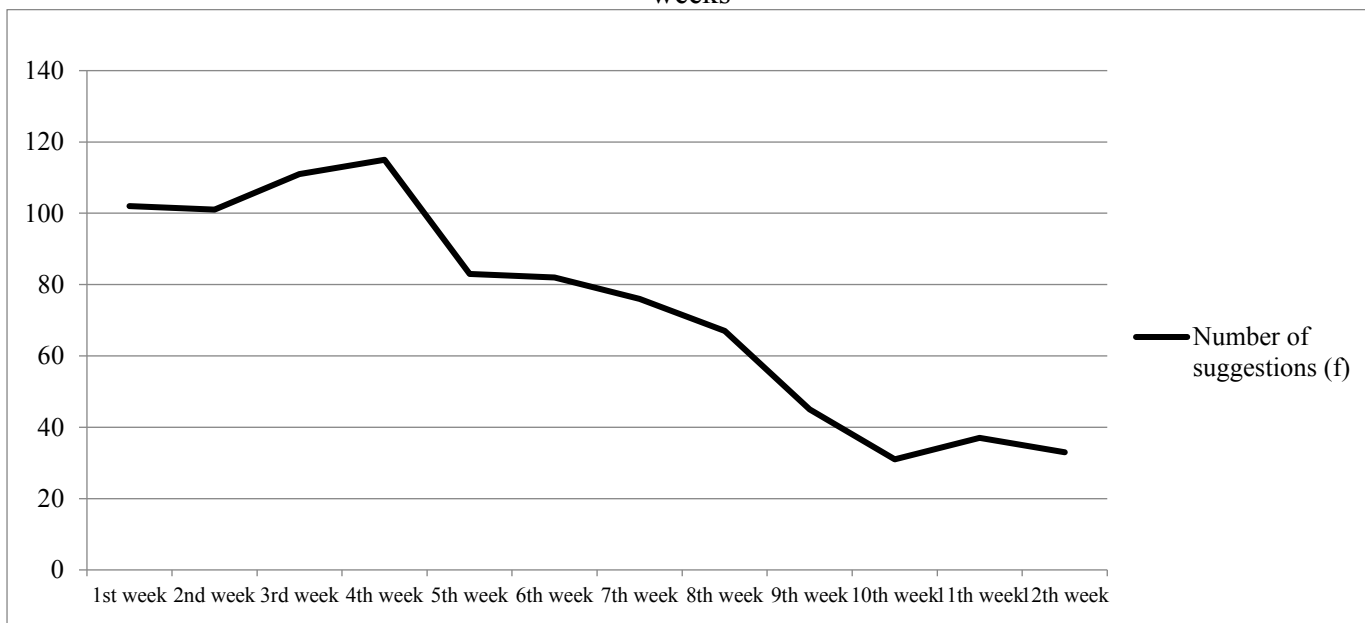
When Figure 2 was examined, it was seen that the number of suggestions (in range 31-115) for achieving the goals on decreased week by week. As the rate of achieved goals increased week by week (see Figure 1), teacher candidates stated fewer reasons for not being able to achieve the goals and fewer suggestions for achieving the goals, espeacially towards the last weeks.

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Based on the findings, two important conclusions were achieved:

1. *Setting goals increases learners' learning responsibility*. It was observed that through goal-setting activities carried out on a weekly basis, the participants were able to achieve more learning goals. The teacher candidates made a progress in line with the goal of "taking responsibility for one's own learning process" (Yıldırım et. al., 2009), which is specified as one of the learning outcomes of the "Effective Learning and Studying Techniques" course. The sense of responsibility is
not an innate feature, and in order to be learned, people must be in environments where they can take responsibility (Aydoğan & Gündoğdu 2015). Gömleksiz et. al. (2011) and Yakar and Saracaloğlu (2019) concluded that activities carried out with the active involvement of students increased students' learning responsibility. On the other hand, in their study, Cook-Sather and Luz (2015) explored the relationship between students' redefining their perceptions of themselves and their learning responsibility.

2. *Test and academic achievement concern cause teacher candidates to focus more on cognitive goals rather than other type of goals*. Since the participants were on the brink of the Public Personnel Selection Examination (PPSE), the majority of their goals were academic cognitive goals such as "making progress for PPSE" and "preparing for the internship". Dalkıran (2012) concluded that students were not able to spare any time for non-academic activities due to the necessity to prepare for the exams. Wittmaier

(1972; as cited in Mertol İlgar, 1996) stated that test anxiety affected students' goals and study habits. The study concluded that through goal-setting activities carried out on a weekly basis, the participants were able to achieve more learning goals. For this reason, the courses relatedto effective studying techniques and creating an effective study schedule can be increased and, as Senemoğlu (2010) stated, in each lesson, activities aimed at developing effective studying techniques and creating effective study schedules can be carried out to enable students to get to know themselves better and to take more responsibility for their own learning. This study was carried out with fourth-year undergraduate students. A similar study can be carried out with undergraduates in various grades to compare their goals and the level of achievement of the goals.

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