The Effects of COVID-19 Process on Time Management of Foreign Language Teacher Candidates

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Abstract

In this study which was conducted to determine the effects of the COVID-19 process on time management of foreign language teacher candidates, qualitative design was used. The study group was formed by criterion sampling, which is one of the purposeful sampling methods. The criteria determined were for the participants to work, to have pedagogical formation training online, and to have previously had face-to-face training. Accordingly, 35 foreign language teacher candidates participated in the study. A semi-structured interview form consisting of five questions was used to collect the data. Content analysis technique was used in the analysis of the data and themes were reached from the codes. From the data obtained, it was concluded that the plans made about education in the COVID-19 process could not be followed due to the inability to perceive time, the process negatively affected time management as it created psychological pressure and wasted time, this changed the perception of time by making the time to pass quickly, that there were motivation problems arising from the focus and lack of explanations about the lessons and family factors and that time traps related to excessive computer use, watching movies-series, and excessive communication were encountered. At the same time, it was determined that the COVID-19 process has positive effects on preventing wasting time due to the traffic problem, creating a chance for individuals to spend more time for themselves and providing a more flexible studying environment. Regarding the negative effects of the COVID-19 process on time management, it is recommended that teacher candidates, who assume a great responsibility especially in the field of education, receive training on stress coping, distance education and time management in order to avoid or be affected less by the negative effects such as pandemics without field limitation.

Keywords: Teacher Candidates, Time Management, COVID-19, Motivation, Time Traps, Time Perception.

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Introduction

Many thinkers have tried to emphasize the importance of time management with their words; "If you love life, don't waste time, for time is what life is made up of. Benjamin Franklin'', "Happiness depends on success, success depends on valuing time. Seneca". In order to comprehend that importance, many definitions are encountered when the explanations of the concept of time management in the literature are examined. For example; Aeon and Aguinis (2017) define time management as a form of decision-making that individuals use to structure, preserve and adapt their time to changing conditions. Claessens et al. (2007) express this concept as a combination of goal setting, planning, monitoring and time valuing activities. Koch and Kleinmann (2002) on the other hand, define it as self-controlled attempt of the individual to subjectively use time efficiently to achieve results. Efil (2003) expressed time management as using a certain period in the most efficient way and keeping time under control. When all these definitions are examined, it can be said that time management is a concept that is planned, implemented, controlled and valued in line with the goals of individuals, and the important thing here is to distinguish priority and importance. Even it is important to pay our expired bill during the day, taking care of our sick child can be our priority. Therefore, people who know their priorities in an effective time management and can make and apply the necessary planning can use their time effectively and efficiently.

The concept of time has two aspects for the individual, namely objective and subjective, while objective time can be measured with the help of some natural events or tools; subjective time is the time we feel depending on the situation we are in (Dağlı, 2000). However, considering that time management is more of a personal process, it is known that individuals need to plan their time effectively, implement it and evaluate its results. For this reason, it's important to determine the time traps an individual fall. Time traps can be caused by the person, environment and technology. It is also stated by Ören (2016) that especially technological devices and micro-electronic devices consume a lot of time due to both virtual games and social media. In a study conducted by Ökdem (2019), it was determined that the participants mostly fell into time traps related to the excessive use of TV series, internet, phone and social media.

Considering that planning is the most important factor in order not to fall into time traps, the importance of planning in time management is too much to ignore as in every field. In order to the use time efficiently and productively, it is necessary to put the things to be done in the order of importance and priority, to eliminate the distractions, to use the right tools and equipment, to evaluate the process and the result and to reflect them on future plans. The fact that time has particularly invisible, not to be saved, rapidly passing and irreversible features add a different value to this concept. For this reason, it is very important to manage and spend time well. The main idea here is the

need to develop time management skills in order to increase academic achievement, job performance and overall satisfaction with life (Richiţeanu-Năstase, Stăiculescu, & Lăcătuş, 2018).

Besides planning, which is directly related to effective time management, some situations that we cannot control and that arise also affect the efficient use of time. Especially with the COVID-19 epidemic that emerged in 2020 in the world and in Turkey, huge losses occurred, and our freedom was captured under the control of the pandemic. This captivity affected the field of education as well as every other field, and as a result, the transition to distance education became obligatory. With this transition, perceptions regarding the concept of time have changed and time management principles such as personal planning, planning priority goals, reviewing the goals clearly, determining what the time is spent on, taking necessary precautions by comparing what happened and what is supposed to be happen have come into prominence (Özdemir, 2006). In this context, enabling individuals to develop ideas about time-consuming activities, how to prioritize tasks, how to make daily planning and how to deal with unexpected situations have become important elements (Claessens et al. 2007). However, when the studies on the subject are examined, no qualitative study was found that examines the effects of the pandemic process on the time management of teacher candidates who are the educators of future generations. Therefore, it can be expressed that the results obtained from this study will contribute to the field of teacher education on time management during the pandemic process. Also, it is thought that the research is important in terms of the precautions to be taken in similar processes in the future by determining the existing situation.

The main purpose of the study is to determine the effects of the COVID-19 process on the time management of foreign language teacher candidates. Within the framework of this main purpose, the following questions were sought:

1. What are your thoughts about the plans you made during your stay at home during the COVID-19 process?

2. How do you think the COVID-19 process affects your time management?

3. How do you think the COVID-19 process affects your perception of time?

4. What kind of problems did you have about motivation during the COVID-19 process?

5. Which time trap(s) do you think you fall into during the COVID-19 process?

Method

Research Model

Qualitative research design was used in the study. Qualitative studies are holistic and contextual research focusing on definition, analysis, and interpretative perspective (Rossman & Rallis, 2011). In these studies, methods such as observation and interview are used; perceptions and events

are presented in a realistic and holistic manner in the natural environment. (Yıldırım & Şimşek, 2008). In this study, interviews with teacher candidates were conducted accordingly. For this aim, teacher candidates that have taken online courses are interviewed to determine the effects of COVID-19 on time management.

Study Group

The study group was formed by criterion sampling, one of the purposeful sampling methods. The basic mentality in criteria sampling is to study situations that meet a predetermined set of criteria and that the criterion or criteria mentioned here to be formed by the researcher (Yıldırım and Şimşek, 2008: 112). In this study, the criteria determined were for the participants to work, to have pedagogical formation training online, and to have previously had face-to-face training. While determining these criteria, attention was paid to factors for them to be factors as affecting time management, time perception and motivation. Based on these criteria, the working group consists of 35 foreign language teacher candidates who received pedagogical formation training in a state university in the fall semester of the 2019-2020 academic years. 30 (85.71%) of the teacher candidates participating in the study are female while 5 (14.29%) of them are male. When the age distributions were examined, it was determined that 57.2% of the participants were 20-29 years old, 31.4% were 30-39 years old, and 11.4% were 40 years old and over.

Data Collection Tool

Semi-structured interview form was used to collect data. Theoretical and applied studies have been looked into before preparing the form. And then the form was created, 5 people who received pedagogical formation in the field of foreign languages were interviewed about how the COVID-19 process affected their time management and the questions were formed as a result of the interview. There were seven questions in the first draft form created. The seven-question form was applied again to a different group of 5 people, and at the end of the application, it was determined that the answers given to two questions were also given for the other questions, so the number of questions was reduced to five. Then the form checked by the professionals of language, educational administration supervision and planning, measurement-evaluation returned without any corrections. The five-question form consists of two parts. In the first part, the identity information of the participants regarding gender and age was asked. In the second part, five open-ended questions were asked to the candidates to determine how the COVID-19 process affects their plans, time management, time perception, motivation and whether they fell into time traps.

Data Collection Process

Interviews were conducted online on a voluntary basis. The data were collected 3 days a week, taking into consideration the pre-service teachers' curriculum. The data were collected 3 days in a week, taking into consideration the pre-service teachers' curriculum. 5 teacher candidates were

interviewed every day. All data were collected in 21 days by the researcher. Each online interview lasted approximately 20 minutes.

Data Analysis, Validity and Reliability

Content analysis was performed to the data obtained from the semi-structured interview form. Content analysis is defined as a systematic, repeatable technique for converting words in many texts to less number of texts (Stemler, 2001). The aim is to reach the concepts and relationships that will enable the collected data to be explained, and in line with this purpose, first the data is encoded, the themes are accessed from the coding, and by organizing the codes and the themes the findings are defined and interpreted (Yıldırım & Şimşek, 2008). While analyzing the content in this study, in the recorded interviews, each teacher was given numbers as T1, T2, and T3 in the order of the interview, and the audio recordings were written by the researcher in the Word processor program. After the transfer of all data to writing was completed, the data were read again and matching control with the voice recordings was made. Then, according to the terms gathered from the data acquired coding was done. All the codes created were then gathered and by examining the commonalities the themes were decided. Finally, the data obtained were interpreted.

In order to determine the external reliability of the obtained data, the data were re-examined by a different researcher and they were coded and themed. In calculating the reliability, the consensus formula suggested by Miles and Huberman (1994) was used and the reliability of the research was determined as 0.79 as a result of the calculation. It is considered reliable for the research that the percentage of consensus among evaluators is above 70 in reliability calculations (Şencan, 2005). Therefore, the result obtained was considered reliable for the research. For the consistency of the data, that is, internal reliability, it was tried to prevent data loss by recording a voice and in the findings section, the opinions of the participants were conveyed with direct quotations without comment.

In order to ensure the validity of the results, the data analysis process was explained in detail, direct quotations related to the findings obtained from the interview forms were included, and the interpretations were made based on the quotations (Cengizhan, 2019).

Results

Under the heading of the findings of the study, the data obtained as a result of interviews with 35 teacher candidates were presented as comments and direct quotations

1. Views on the Plans Made During the COVID-19 Process

Thoughts about the plans made regarding the education during the stay at home in the COVID-19 process emerged two themes: following to the plan and not following to the plan. Four codes were created on the theme of following the plans made for education in the COVID-19 process. In these codes, 11 of the teacher candidates stated that they followed all the plans they made about

education, 10 of them stated that they were able to attend the lessons in this plan, 9 of them stated that they were able to do their homework on time, and 2 of them stated that they were able to follow their plans because they did not have traffic problems. Some of the opinions of the teacher candidates who stated that they were able to follow their plans are presented below.

"I attended classes regularly and did homework on time. There was plenty of time for this, but it took a lot of time for all exams to be in the form of homework. Despite everything, I was able to overcome it on time (T1)."

"As a person who uses time well, I was able to attend classes and do homework. I attended online the lessons I had to teach and I gave lessons. I determined a program for myself and was able to complete my very busy schedule by following this program regularly (T12)."

"During my distance education formation process, I did all my homework on the dates within the plan program. I did not have any problem; I did not leave it to the last moment. I attended the lessons on time. Considering the efforts we made in face-to-face education even just to get to the school, I had no difficulty in planning the time (T16)."

"Yes, I stuck to the plan, and since I could run my business at home, the 3 hours that are normally lost every day in Istanbul traffic before the pandemic were all mine. Therefore, I was able to manage time planning better for both work and school (T3)."

Under the theme of not following the plan, 5 codes were created: not being used to online education (4), not attending classes (5), forgetting the course hours (3), problems with internet connection (2) and not perceiving time (6). In these codes, the opinion that the plans were not be able to follow due to the inability to perceive the time is stated the most. Some of the teacher candidates' views on these codes are given below.

"I studied except on days with curfew. I went to the office. Studying was harder than the time when there was no pandemic, I could not get used to online classes for a long time. There was plenty of time, but it was aimless, the unknown and uncertainty have always bothered me (T2)."

"There were situations where I could not get used to the in the distance education process. One doesn't want to attend the class without school desks and without active social friends. So there were times that I couldn't actively attend classes. Previously, you had a school and you would go out and go to school, but when you are at home, there is always something to do and there are disruptions at those moments (T27)."

"I can say the following about attending the class on time and doing the assigned assignments; It is not difficult to attend classes as I am always at home; However, because I cannot

perceive time and I have to do many tasks at home at the same time, sometimes I can be late for class or confuse the days of homework (T21)."

"My plans turned upside down due to the internet problems (T18)."

"Since I lost my perception of time during the pandemic process, I could not achieve stability in my study plans because it was a process that I was affected physiologically and psychologically. But by doing the given assignments, I learned more or less about the subject and I can say that I learned (T28)."

2. Views on Time Management Implications in the COVID-19 Process

Two themes emerged on the positive and negative effects of the COVID-19 process on time management. Three codes were created on the theme of positive effect of the COVID-19 process on time management. According to 13 of the participants the process affected time management positively because they could spare time for themselves, and according to 8 of them it was because of they did not waste time in traffic. On the other hand, 4 participants stated that they did not experience any problems regarding time management. Some of the opinions regarding the specified codes are presented below.

"I think it affected in positive way. I can do my work comfortably during my stay at home. Especially local transportation is a great waste of time in Istanbul. I am one of those who turn the pandemic process into an advantage. I tried not to lose the concept of time and to use my time well (T1)."

"It had positive effects. Since we stayed at our homes during this period, it was very productive in terms of the time we had to spare for ourselves and the time for our work. We did not have a situation to go to school since we were home and we could spare that lost time for ourselves or our work (T12)."

"Before the pandemic, I thought my working time was longer than necessary. So while working from home, I was able to take care of all my work and take time for myself personally. I think it is positive in this respect (T15)."

"It affected me positively because I made my time planning myself. I got up at the same time every morning, had my breakfast, and then took care of my work and homework. I took a break for lunch. After lunch I continued my work or class. I did my sport in the afternoon. After I had dinner, I took time for myself. I continued this order almost every day (T17)."

"Positive. Since I didn't work, most of my time was spent at home, so at this time I spread out the things I wanted to do in a large amount of time and did them in detail. I was able to spare time for myself. I did not have to plan the time. I was able to do whatever I want at random times (T32)."

Six codes were created regarding the theme of COVID-19 process having a negative effect on time management. These are wasting time (8), feeling psychological pressure (6), losing the meaning of the concept of time (3), home being crowded (2), laziness, boredom (2) and disturbed sleep (2) respectively. Some of the opinions of the teacher candidates regarding these codes are given below.

"Negative. Not being able to leave the house did not create as much time as thought. It caused laziness and boredom. It affected people psychologically and this led to wasting time and being away from productivity (T4)."

"The negativities occurred at the beginning of the pandemic process when we actually never started the things we needed to do because of our thoughts such as "how will it be, what will be, will we be able to do it?". We were psychologically affected, which led to the situation of doing nothing (T12)."

"Living under pressure, being isolated, inability to go out, fear of getting sick, put pressure and anxiety on me (T20)."

"The pandemic process affected my concept of time a lot. During this period when we stayed at home, we were 5 people at home and I did not have the opportunity to spend time alone since there was constant activity during the day. So I was trying to do something after everyone else went to sleep. This made me sleep late and wake up late in the morning. When I woke up late the evening was coming quickly. Since we were spending time together at the family house in the evening, I had to squeeze what I would do during the day or delay to the next day (T23)."

"It negatively affected my time management. Because I think time management can be easier in active life. Many things can be postponed, especially since we stay at home for a long time (T14).

"I felt stress and anxiety from the process; I felt psychological pressure, which at times negatively affected my motivation and attention in lessons. It was also difficult for me to give up social life (T31)."

3. Views on the Effects of COVID-19 Process on Time Perception

Regarding the Covid-19 process changing the perception of time, two themes have emerged: the process changes the perception of time and does not change it. There were 3 codes indicating that the COVID-19 process changed the perception of time, and 2 codes that it did not change the perception of time. 14 of the teacher candidates who stated that the perception of time changed stated

that time passed fast, 10 of them stated that the time slowed down, 3 of them stated that time passed slowly at the beginning of the pandemic and then fast. Some of the opinions of the teacher candidates regarding the theme of changing time perception are presented below.

"Maybe even though I was at home, because I was busy, it passed fast to me. It went like the wind (T1)."

"I had no perception of day left, which day we were in which month, there was a perception that time was passing rapidly (T15)."

"Time passed a little slower at first, because it was an unfamiliar period and a process we didn't know how to manage. Then we set ourselves goals. With big or small things, we motivated ourselves. Time started to flow faster. Not being able to do everything we want started to upset us and we started to find alternative ways. As such, we saw that it was evening (T29)."

"As it was free time, it never passed. I used to have a productive time (T7)."

"At first, the time felt too long. The days did not pass, but at the same time it seemed like I had no time to do anything. Then I managed to get organized. This time, time started to pass so fast (T9). "

4 of the participants who stated that the perception of time did not change, stated that time also passed fast before, and 4 of them stated that time passed neither fast nor slowly. Some of the opinions of the teacher candidates who stated that time perception did not change are presented below.

"The pandemic did not change my perception of time; it just became annoying to be at home all the time. Since I studied intensively at two universities, the days passed quickly to me (T3).

"I didn't feel any difference in how time passed compared to the previous period. It was passing fast before, and it passed fast in this process, too (T24)."

"'To me, it passed neither fast nor slowly. I can say it was in the middle when I evaluate in general. This is a little bit about your work and if you have a child, time passes. If you live alone, I think time passed more difficult (T20)."

4. Views on the Effects of COVID-19 Process on Motivation

Two themes emerged in the Covid-19 process: experiencing and not experiencing the motivation problem. 8 codes about experiencing motivation problem in the COVID-19 process, and 3 codes about not experiencing motivation problems emerged. Among the teacher candidates participating in the study, those who have motivation problems explained their reasons as follows; for

7 of them it was inability to focus, for 7 of them it was about family factors, for 6 of them it was lack of the necessary explanations about the courses, for five of them it was unsuitability of the studying environment, for 2 of them it was the limitation of freedom, for 2 of them it was being overwhelmed by details, for 2 of them it was unwillingness due to losing purpose and for 2 of them it was lack of planning. Some opinions regarding the reasons stated are presented below.

"Inability to focus, not wanting to do it even though there is time, to be lost the purpose (T2)."

"Since the lessons are given online, time problems, connection problems, problems reaching the teacher when you don't understand, or distraction caused by other responsibilities at home are experienced from time to time (T21)."

"I had to pay attention to so many things. I was having trouble focusing because of the food bought for the house, family members going out and coming back, and their health constantly occupied my mind. And I was thinking that this was a deep trouble. The constant presence of people in the house created an element of noise. I took the situation under control by wearing headphones. Since I did not have a studying environment, I was studying in the hall and it was everyone's common space. I think I could not focus enough in some lessons in distance education. When the subject wasn't interesting for me, I was easily distracted (T22)."

"'I went through a lot. Study environment, lack of necessary explanations in the course (T11)."

"I had some problems due to the class hours, and also had question due to the uncertainty of the process. There was no explanation about the courses. I had questions like "Will the exams be online or homework, whether the second term will continue like this... (T23)."

Stating that they did not have motivation problems during the COVID-19 process, 5 of the teacher candidates stated that they did not encounter any problems, 5 of them stated that they were able to create a more comfortable studying environment, and 2 of them stated that they did not have any problems because they could use time better in this process. Some of the opinions of the teacher candidates who stated that problems weren't experienced are given below.

"I didn't experience any. In the distance education, the teachers gave the lesson very well. Everything went well, except for technical disconnections. Since I am already a planned and organized person on, I have always done my homework, weekly repetitions, and note editing on time. I bought my new notebooks and textbooks. I continued learning with my book, notebook and computer, taking my notes as in face-to-face education (T16)."

"I haven't had any motivation problems. I live in Ankara and I would come to Istanbul by plane or train every week and return to classes. My children would also be without me for 3 days in Ankara. The distance education process has been good for me. I already have a goal and I'm locked on that goal. The only thing that would reduce my motivation would be a health problem, I did not experience that. I wish nobody did and I would have come and gone ... (T27)."

"Although this process caused demoralization and anxiety, I certainly did not hinder the work to be done. On the contrary, I used time very well and turned it into an opportunity. There was no lack of motivation at all (T12)."

"Online education motivated me more. Since I had the time I spent on the road at home, it became a more comfortable studying environment for me (T19)."

5. Views on the Time Traps Fallen During the COVID-19 Process

In the Covid-19 Process, 2 themes emerged: falling into time traps and not falling. 9 codes about falling into time traps in the COVID-19 process, and 1 code about not falling into time traps emerged. While for 8 participants who stated that they could not manage their time effectively the reason was computer use for long hours, for 8 of them it was movies or TV series, for 7 of them it was excessive communication, for 6 of them it was excessive social media use, for 5 of them it was unnecessary work, for 5 of them it was excessive mobile phone use, for 4 of them it was unsuitable studying environment, for 3 of them it was excessive hygiene and for 3 of them it was spending long time on online shopping sites. Some opinions regarding the reasons stated for falling into time traps are given below.

"The unsuitable study environment is one of the main reasons why I cannot make use of my time. While studying in the living room, when the news was on, I was inevitably disconnecting from the lesson and focusing on the TV. During this period, I spent a lot of time on social media. As I used computers and phones a lot, I had eye-dryness and I had to rest for a while. When I realized that my homework would not be completed and that I could not finish the book I was reading for 1 month, I suspended my social media accounts and spent very productive time for 2 weeks. I completed my homework, finished my book and started a new book (T23)."

"Excessive computer use is a prominent factor for me. In the past, when I came home from work, I used to spare a lot of time for myself because I did not take my computer with me, but in this process we became dependent on computers for both work and lessons. I think it is a disturbing situation (T24)."

"During this period, phone and computer use started to be at the maximum level, it started to be an irregular life by confusing day and night hours (T31)."

"Excessive time that I spend on hygiene measures (T2)."

"Tired with unnecessary and excessive cleaning, communication with the environment via video phone, etc. (T33)."

"Never ending Netflix series (T6)."

"I can say I fell into the cell phone trap. There are no TV shows or movies that I have not watched on my mobile. I set myself a daily limit to look at my mobile phone right now (T25)."

"In this process, excessive communication, unnecessary works was one of the points where I mostly fell into time traps. Like watching a movie, TV series, and looking at shopping websites (T28)."

5 of the participants stated that they did not fall into time traps during the COVID-19 process and were able to manage their time effectively. Some of the participant views regarding this code are presented below.

"I never fell into time traps, it is just because our communication was not face-to-face and business meetings could be extended daily morning and evening, it was stolen from my planned time. But when the necessary warnings were made by the meeting participants, these periods were completed on time (T3)."

"As a person who uses time (especially free time) efficiently, instead of unnecessary works, I did my works that were not done and were constantly postponed by creating a suitable environment for myself, I read my books that should be read, I did the homework that should be done, and I called the close people who I had to call. I made it more positive instead of falling into a trap (T12)."

"I did not fall into any trap that would adversely affect my time management during the pandemic process. I managed my time effectively (T17)."

Discussion, Conclusion and Recommendations

In the first finding of the study conducted to determine the effects of the COVID-19 process on the time management of foreign language teacher candidates, four codes emerged regarding the theme of complying with the plans made for education in the COVID-19 process. In these codes, most of the teacher candidates stated that they obeyed all the plans they made regarding education, while they also stated that they were able to attend classes in this plan, do their homework on time and comply with their plans since they did not have traffic problems. Under the theme of not being able to comply with the plan, it was stated that the plans could not be followed due to the inability to perceive the time, not attending the classes, not being able to get used to online education, forgetting the course hours and problems with internet connection, respectively. It was concluded that time perception

disappeared; especially due to the uncertainty of the future process and that this situation caused psychological negative effects and affected the time planning about their education negatively. In a study examining the effect of students' time management skills on academic performance, it was found that time planning skill was effective in achieving performance (Tanrıöğen & Işcan, 2009). Similarly, in another study on students 'time management skills, it was found that the participants' mean of time planning was low and therefore they could not manage their time well (Başak, Uzun, & Arslan, 2008). In another study conducted by Çağlıyan and Göral (2009), it was determined that the participants who had deficiencies in time planning experienced problems about doing academic activities on time. In a study conducted by Gortner Lahmers and Zulauf (2000), it was revealed that students with time planning skills could use their academic time more efficiently. Also in a study conducted by Alharbi (2020), it was concluded that there is an important and positive relationship between time planning, time management and academic performance. Considering that three components, namely goals-setting priorities, listing-planning and field of study, are important in time management (Macan, 1994), it is recommended to plan an orientation process for transition to distance education, to make teacher candidates to adopt the concepts of priority and importance that are effective in time planning in this plan, to keep the records of the time spent, to organize the studying environment and to provide guidance on similar issues. Also, it is important to share the lesson plans, the process and the calendar with the students in advance in order to eliminate the uncertainty, which is the result of the rapid and sudden transition to distance education, especially in the pandemic process.

In the second finding of the study, two themes, positive effect and negative effect, were created from the views on the effects of the COVID-19 process on time management. In the theme of positive effect, the participants stated that they could spare time for themselves in this process and did not waste time in traffic. In the negative effect theme, the participants expressed that the COVID-19 process caused waste of time, psychological pressure, loss of the meaning of the concept of time, laziness, boredom and disruption of sleep patterns and they stated that this process negatively affected time management. In a study examining the effects of the COVID-19 process in distance education, it was concluded that the participants were under stress due to the pandemic, so that it negatively affected their time management (Gupta et al., 2020; Rajab, Gazal, & Alkattan, 2020; Rehman et al., 2020). At the same time, in many studies (Erdoğdu, Koçoğlu, & Sevim, 2020; Görgülü Bee and No Kanat, 2020; Rehman et al., 2020; Romero-Blanco et al., 2020) it was determined that the COVID-19 process disrupted the sleep pattern, causing stress and hopelessness. All these situations, which are also revealed in the results of the research, affect time management negatively. This shows that time management is an important self-control process that shows when and for how long students actively manage the necessary activities to achieve their academic goals (Walters & Brady, 2020). In this

context, it is thought that providing students with self-control skills in advance can eliminate the negative effects of time management.

In the third finding, where opinions were taken to determine how the COVID-19 process affects the perception of time two themes emerged; changing and not changing of time perception. While most of the teacher candidates who stated that their perception of time changed stated that time passed quickly, there were also teacher candidates who stated that time slowed down and time passed slowly at the beginning of the pandemic and fast afterwards. From these findings, it can be concluded that the COVID-19 process caused a change in the perception of time. Time perception is a very important factor when individuals need to make decisions, to plan and to consider the results associated with their choices (Wittmann & Paulus, 2007). It is known that stressful and threatening stimuli such as pandemics have time-distorting effects; and the sense of the interruption of the flow of time creates distorted perceptions such as accelerating, stopping or slowing down time, confusing the days and hours, and fictionalizing only the near future (Holman & Grisham, 2020). All these effects can negatively affect the individual cognitively, emotionally and physically. Considering that the current situation or the distance education process may continue for a while, there is a possibility that the perception of time will continue to be interrupted in this process. For these reasons, in order to improve the perception of time that is interrupted / changed in the COVID-19 process, it is important that individuals first determine their biorhythm patterns and plan their time. Besides, it is recommended that individuals vary / increase the amount of physical activities, and work in an environment where they can see daylight and have a clock. If these suggestions are not resolved, psychological support should be given to individuals.

In the fourth finding of the study, in which the views on the effects of the COVID-19 process on motivation were taken, two themes emerged, namely, experiencing and not experiencing motivation problems. Participants stated that they had motivation problems due to the limitations of freedom, being overwhelmed in details, inability to focus, losing purpose, lack of planning, family factors, unsuitable studying environment, and lack of the necessary explanations about the lessons. There are many studies that conclude that the motivation of students who cannot leave their home due to the COVID-19 process and receive online education is also negatively affected. For example, in a study conducted by Meeter et al. (2020), it was discovered that students' motivation for online education decreased during the pandemic process. Similarly, the same results were obtained in the studies conducted by Zaccoletti et al. (2020), Tekin (2020), Erbaş (2021), Sepulveda-Escobar and Morrison (2020), Bakioğlu and Çevik (2020). In this context, it can be said that motivation has an effect on academic performance. For this reason, in order to eliminate the factors that reduce motivation, it is recommended to make plans, to put the priority and important works in order, to set goals, to organize the studying environment, and also,to make the necessary explanations about online lessons by the course teachers in advance.

In the fifth and final finding of the research, from the opinions obtained on determining whether time is managed effectively in the COVID-19 process two themes emerged; falling and not falling into time traps. The majority of the participants stated that they could not manage time effectively in this process and that they fell into time traps related to social media, excessive hygiene, online shopping, computers, movies and TV series, unnecessary works, unsuitable studying environment, excessive communication and excessive use of mobile phones. Similar findings were also found in many studies related to these results. Also in the studies conducted by Ökdem (2019), Misafiroğlu, Şeref and Yılmaz (2012), Taş (2010), Kocabaş, and Erdem (2003), it was determined that students often fell into time traps such as movies, TV series, telephone, internet, social media, games. Considering all these results, it can be said that the biggest obstacle in effective and efficient management of time is time traps. Especially in the COVID-19 process that we stayed at home, considering that we live more closely with technology with online trainings, it seems likely to fall into time traps. For this reason, it is important to set priorities, to do things on time without delay, to avoid excessive perfectionism, to control habits and, above all, to control by planning in order not to fall into time traps in this process. For this, first of all, it is recommended to determine the time traps that are fallen into, to write down the daily work done during the week and the time spent on these works, to determine the priority works, to make a new plan by removing the works that would not have negative consequences to be done during the day. Therefore, a more effective and efficient time management can be achieved.

Based on all the results of the research, it can be said that the COVID-19 process and the distance education as a result of it negatively affected the time management of the teacher candidates participating in the research. It is recommended that teacher candidates, who assume a great responsibility in the field of education, without limitation of field, should receive training on stress coping, distance education and time management in order to be able to get away from the stress situations caused by negative effects such as pandemic or to be affected less at least.

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