



# Education Quarterly Reviews

**Çetin, Fatma, and Kaya, Mehmet. (2021), Future Time Perception and Examination of Depression Terms of Hope. In: *Education Quarterly Reviews*, Vol.4, No.2, 371-383.**

ISSN 2621-5799

DOI: 10.31014/aior.1993.04.02.287

The online version of this article can be found at:  
<https://www.asianinstituteofresearch.org/>

Published by:  
The Asian Institute of Research

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# Future Time Perception and Examination of Depression

## Terms of Hope

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### Abstract

The aim of this study is to examine the depression levels of university students according to their perception of future time and hope. The research is a relational screening study and it was conducted with the participation of 1st and 4th year undergraduate students studying in various departments of different universities (n = 368). The data of the study were collected using the Future Time Perception Scale (FTPS), the Trait Hope Scale (THS) and the Beck Depression Inventory (BDI). In the analysis of the data according to the research questions; independent sample t test, correlation analysis and multiple regression analysis were used. The data of the research were analyzed with the SPSS 24.0 package program. As a result of the research, weakly significant relationships were found between future time perception scores and hope scores, while moderate and high negative significant relationships were found between hope and depression scores. According to another result of the study, when the perceptions of future time and hope levels of 1st and 4th grade students were examined to predict depression, it was concluded that while future time perception was not a predictor of depression, hope scores predicted depression. According to the results of the research, when the future time perception, hope and depression levels were compared, it was found that the future time perception and commitment scores of the 1st grade students were higher than the 4th grade students.

**Keywords:** Future Time Perception, Trait Hope, Depression, University Students and Goal

### 1. Introduction

Different views have been put forward on the concept of time in different periods. While the questions about how time moves in space find answers as "linear," "circular" and "spiral," it is also classified as "physical time," "biological time," "psychological time" by some researchers. has been the subject (Avcı, 2008). However, within the scope of this research, rather than the general classifications of time, the perception of future time will be

emphasized in the context of psychological time that varies from individual to individual and is evaluated relatively. The perception of future time, which has been the subject of educational psychology for many years, is related to the effect of individuals' near or distant future expectations and goals on their current behavior (Husman & Shell, 2008; Seginer & Lens, 2015, p.287-304).

Lens (1986) defines the perception of future time as the effect of the goals that the individual wants to achieve in the near or distant future on his current behavior. Husman and Lens (1999) state that goals are future-oriented. He states that when the goals will be realized, the importance and the actions taken to achieve the goal at the moment are related to the individual's perception of the future. Future time perception has been identified in five dimensions by Husman and Shell (1996). These dimensions are: commitment, value, breadth, speed and instrumentality (Avcı & Erden, 2009).

Commitment, one of the sub-dimensions of future time perception, refers to a cognitive dimension and is the ability to establish a link between future goals and current actions (Husman & Shell, 2008). Value, one of the sub-dimensions of the future time perception, is the importance individuals attach to the goals they want to achieve in the future (Gjesme, 1975; Husman & Shell, 2008). One of the sub-dimensions of future time perception, breadth is related to how far individuals advance their goals over time, and as stated by Daltery and Langer (1984), the broader the time perception, the more important long-term goals become (as cited in Husman & Shell, 2008). As Gjesme (1983) stated, one of the sub-dimensions of future time perception, speed refers to temporal integration and the feeling perceived by the individual as time passes (as cited in Husman & Shell, 2008). Instrumentality, which is one of the sub-dimensions of the future time perception, is related to the contribution of the outputs of the actions to reach the future goals and is the focus of the individual on the current tasks for the goals he / she wants to achieve (De Volder & Lens, 1982; Lens & Tzuki, 2005). Effort of each individual who makes an effort in the present time to reach future goals is different (Avcı, 2008). This effort may be related to individuals' motivations, future expectations, the importance of the goal and the hope of the individual for the future. To hope is to anticipate that what is hoped for will come true.

Hope, which is one of the concepts of positive psychology, is a psychological structure that ensures human survival and strengthens well-being (Tarhan, 2012). Snyder (2002) suggests that while evaluating hope as a cognitive structure, it is one of the components of a structure that is based on success, which is the yield of determination and planning towards achieving the goal. Hope consists of two components, alternative routes and agency, and these components are interrelated (Tarhan, 2012).

Snyder (2002) states that hope is composed of goals, alternative paths thought, and acting thinking. In the theory of hope, 'purpose' is a cognitive structure and it is easier to support it with awareness if the value of a goal is high. Hope helps individuals to set goals and achieve those goals. Those with a high level of hope do not just concentrate their energies on one goal, they can easily switch from one goal to another. Individuals who can act in this context will have positive feelings for the future (Halama, 2010). The idea of alternative ways is to create options to achieve the desired goals. It also means that these created options are not fixed and unique. In other words, it is creating solutions when encountering obstacles while striving for goals. Acting thought includes thoughts about the past, present, and future. Acting thought is the power felt by the individual in order to achieve the goal. This power means being ready for the obstacles to be encountered while mobilizing the individual (Koç, 2008). However, failure to set goals and achieve these goals may confront the individual with depression (Feldman & Snyder, 2005). When the individual is not ready for these obstacles, they may face desperation, powerlessness or despair.

Individuals' despair for the future is closely related to depression. Individuals develop cognitive and behavioral attitudes while achieving their future goals. In other words, the deficiency or deterioration in the beliefs about himself, his environment and his future can be expressed as depression (Dilbaz & Seber, 1993). Depression is a complex syndrome with deep sadness, slowness in cognitive, emotional, and physiological functions along with a mood accompanied by sadness and anxiety at times, stagnation as well as being weak, worthless and pessimistic (Öztürk & Uşahin, 2014, p.342). Depression defined in the mood spectrum within normal and psychopathological limits may occur with the effect of psychosocial, biological and genetic factors (Yücel, 2020).

Depression can be expressed as schemas of the individual's negative perception of himself, the world and the future, which continues with cognitive bias and distortions, which Beck calls the cognitive triad (Göller, 2010). Beck (1987) states that in the cognitive triad pattern, individuals focus on their own inadequacies and weaknesses, interpret their experiences towards the world negatively, in other words, they make selective abstraction and focus on anxiety, pessimism and failure for the future (Corey, 2005, p.317). In Beck's theory, he thinks that negative components are at the center, and that there are non-functional, rigid and extreme beliefs. However, the person often experiences these impaired functions outside the realm of awareness (Butcher, Mineka & Hooley, 2013, p.448). The basic characteristic of depression is the belief that the individual will experience his negative affect again in the future and that his pessimistic situation will not change (Dilbaz & Seher, 1993; Gençtan, 2006).

Among the relevant studies in the literature, Husman, Hilpert, and Brem (2016) examined the impact of classroom environments on career connections, emphasizing the contextual effects of future time perception, instrumentality and knowledge-building strategies. Lens and Tzuki (2005) examined conceptually the role of motivation and future time perception in education and career development in the context of future time perspective theory. The future time perception and motivation have been studied by Vazquez and Rapetti (2006) with variables of gender, locus of control, social class, and school. An overview of the development of motivation and perception of the future is provided by Simons, Vansteenkiste, Lens, and Lacante (2004). The effect of hope on assessment, coping and dysphoria by Chang and De Simone (2001) In the study by Cutcliffe and Herth (2002), the origin, background and definitions of hope in nursing The relationship between hope and academic outcomes by Marques, Gallagher, Lopez (2017). It has been revealed by a meta-analysis study. In his research Tarhan (2012) examined the prediction of hope from self-efficacy, perceived social support and personality traits in terms of demographic variables. Usta (2013) examined the relationship between hope and psychological well-being according to the variables of family income, perceived parental attitudes, gender, and perceived academic success. The relationship between the locus of control and parental attitudes of university students and the effects of individuals on feelings of depression and anxiety were investigated by Çaylar (2010). In his study, Çöpür (2020) examined the relationship between depression and leisure time with variables of gender, age, class, wealth level, success in lessons, income level, leisure time competence and leisure time evaluation variables.

The aim of this study is to examine the depression levels of 1st and 4th grade university students according to their future time perception and hope. In this study, it is the opinion that there may be personal, social and academic differences between the students who are new to university and who will graduate, which is effective in the selection of only 1st and 4th year students. Accordingly, it is observed that individuals starting university are in the stage of adapting to a new environment and new beginnings, while the senior students of the university are mostly in the stage of achieving the goals they should make for post-graduation. For this, they may be faced with options such as working in the private sector, preparing for various exams to enter public institutions, making an academic career or starting their own business. In this case, the increase in options for senior students may require them to answer the questions on which goal they should focus on. Accordingly, individuals who determine their choices in earlier grades and move forward in line with their goals may be more motivationally determined, while the individual may have difficulty in making realistic / healthy choices in the decisions left to the last moment. Therefore, for senior students who cannot decide what to do about their future, this situation can lead to negative emotions such as future anxiety, depression, and indifference. In line with these views, the study was conducted with these two groups as it was expected that the future time perceptions, hope and depression levels of the 1st and 4th grade university students might be different.

#### *The problem statement of the research*

What is the relationship between the depression levels of the 1st and 4th grade university students according to their future time perception and hope scores?

#### *Sub problems*

1. What is the relationship between the future time perception, hope and depression levels of the 1st and 4th year

university students?

2. Are the future time perceptions and hope levels of the 1st and 4th year university students predictors of their depression levels?

3. Is there a significant difference between the future time perception, hope and depression levels of the 1st and 4th year university students according to their grade level?

## 2. Method

### 2.1 Research Method

The research model is a general survey study that aims to deal with the relationships between two or more variables in quantitative research design. The purpose of screening research is to "make a description by taking a photo of the current situation" related to the research subject. It is possible to classify screening studies in different ways (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2013, pp. 177-178). One of them, the general survey model, can be expressed as the scanning arrangements made on the whole population or a group, sample or sample to be taken from the population in order to reach a general judgment about the population in a population consisting of many elements (Karasar, 2012, p. 81).

### 2.2 The Population and Sample of The Research

The population of the research consists of students enrolled in the programs of Sakarya University, Afyon Kocatepe University and Akdeniz University in the fall semester of 2020-2021. The sample of the study consists of students from different departments of Education, Science and Literature, Economics and Administrative Sciences, Informatics, Medicine, Health Sciences, Theology and Engineering Faculties of these universities. Appropriate sampling method was used for the research sample. The sample of the study was created by selecting university students who consented to participate in the study from the population (n = 368). There are a number of reasons that affect the selection of the study group as university students. The first of these reasons is that university students, who seriously need to create a future plan, wonder about the relationship between future time perceptions, hope and depression levels in order to create this plan. Second, the future perceptions of university students, which will be an outcome of education considered as a system, constitute the population that will make significant contributions to the social and economic functions of education. Third, it is determined that studies conducted with this group in future time perception studies in the literature are limited.

### 2.3 Data Collection Tools

Future Time Perception Scale (FTPS): Developed by Husman and Shell (1996), the scale was adapted to Turkish by Avcı and Erden (2009). The scale has 26 items and was developed in a Likert type with five options and has four sub-dimensions. The scores to be obtained are between 1-5 and it shows that as the scores obtained from the subscales increase, the degree of the individual to have the feature related to that dimension increases. The Cronbach alpha coefficients obtained in the reliability study of the scale were .78 for the FTPS, .82 for the commitment subscale, .72 for the value subscale, .72 for the speed subscale, and .74 for the width subscale. Factor loads in Cronbach's alpha coefficients were found to be .82, value .66, speed .67, and width .76. Test-retest reliability was found as .72, value .80, speed .71, and width .45 (Avcı & Erden, 2009). In this study, the Cronbach's alpha coefficients were found to be .82 for the FTPS, .77 for the commitment sub-dimension, .65 for the value sub-dimension, .76 for the speed sub-dimension, and .61 for the width sub-dimension.

Trait Hope Scale (THS): The scale developed by Snyder, Harris, Anderson, Holleran, Irving, Sigmon, Yoshinobu, Gibb, Langelle and Harney (1991) was adapted to Turkish by Tarhan and Bacanlı (2015). It was developed in Likert type with 12 items and eight options and has two sub-dimensions. The scores obtained range between 8 (lowest) and 64 (highest) The internal consistency coefficient of the scale was .84, the test-retest reliability coefficient was .81 for the Agent Thinking dimension, .78 for the Alternative Ways Thinking dimension, and .86 for the scale's total score (Tarhan & Bacanlı, 2015). In this study, the Cronbach alpha value was found as .92 in the Alternative Ways sub-dimension of the Continuing Hope Scale and .81 in the acting thoughts sub-dimension.

Beck Depression Inventory (BDI): Developed by Beck, Ward, Mendelson, Mock, and Erbaugh (1961), the scale was adapted to Turkish by Hisli (1989). Each item determines a behavioral pattern specific to depression and includes 21 self-evaluation sentences with four options (0-3), and the scores to be obtained from the scale range from 0 to 63. The validity of the scale was tried to be determined by the co-validity method and the MMPI-D Scale was used as a criterion and the Pearson moments correlation coefficient between the two scales was .50 the reliability of the Beck Depression Inventory was examined by item analysis and the split-half technique, and the Cronbach's alpha was .80 and the split-half reliability was found .74 (Hisli, 1989). In this study, Cronbach alpha value was found .91.

#### 2.4 Data Analysis

In this section, firstly, how the demographic distribution of the students was examined (Table 1). In order to explain the linear relationship between the two continuous variables in accordance with the research questions (Büyüköztürk, Çokluk and Köklü, 2013, p.91), Pearson product-moment correlation coefficient analysis was used for multiple regression analysis due to the linear relationship between variables (Büyüköztürk, Çokluk & Köklü, 2013, p. 122) and to compare the mean values of two different participant groups (Pallant, 2017, p.265), independent sample t test analysis was performed. SPSS 24.0 package program was used to analyze the data in the research.

### 3. Results

The distribution of the students participating in the study according to their demographic information is presented in Table 1.

Table 1: Distribution of Students According to Demographic Information

		N	%
Gender	Female	229	62,2
	Male	139	37,8
Age	Age 18-19	171	46,5
	Age 20-21	41	11,1
	Age 22-23	129	35,1
	24 and over	27	7,3
Class	1st Grade	175	47,6
	4th Grade	193	52,4
	Faculty of Education	132	35,9
	Faculty of Arts and Science	85	23,1
Faculty	Faculty of Theology	21	5,7
	Faculty of Communication	25	6,8
	Faculty of Economics and Administrative Sciences	40	10,9
	Faculty of Engineering	51	13,9
	Health Sciences	14	3,8
Department	Education	132	35,9
	Science	68	18,5
	Social	168	45,7
University	Afyon Kocatepe University	115	31,3
	Sakarya University	126	34,2
	Akdeniz University	127	34,5

Income Rate	Low	28	7,6
	Medium	335	91,0
	High	5	1,4
	Total	368	100,0

When the distribution of students according to gender variable is examined, it is seen that 62.2% of them are female and 37.8% are male. 46.5% of the students are in the age group of 18-19, 11.1% in the age group of 20-21, 35.1% in the age group of 22-23, 7.3% in the age group of 24 and over. 47.6% of the students are at the 1st grade, 52.4% of them are at the 4th grade. 35.9% of the students study at the faculty of education, 23.1% at the faculty of science and literature, and 41% at the faculties of theology, communication, economics and administrative sciences, engineering and health sciences. 35.9% of the students study in education, 18.5% in science, 45.7% in social sciences departments. 31.3% of the students study at Afyon Kocatepe, 34.2% at Sakarya and 34.5% at Akdeniz University. 7.6% of students have low income, 91% have medium income and 1.4% have a high income level. Generally, the income level of the students is medium.

Correlation analysis was conducted for the first sub-problem of the study, "What is the relationship between the perception of future time, hope and depression levels of the 1st and 4th grade university students?" The results obtained accordingly are shown in Table 2.

Table 2: Relationships Between Students' Perception of Future Time, Hope and Depression Levels

		Commitment	Value	Speed	Width	FTP	Alternative Ways	Action Thoughts	THS	BDI
Value	r	,14	1							
	p	<b>,00*</b>								
Speed	r	,36	,01	1						
	p	<b>,00*</b>	,78							
Breadth	r	-,04	,25	-,26	1					
	p	,41	<b>,00*</b>	<b>,00*</b>						
FTP	r	,81	,57	,48	,29*	1				
	p	<b>,00*</b>	<b>,00*</b>	<b>,00*</b>	<b>,00*</b>					
Alternative Ways	r	-,07	-,03	-,08	-,05	-,10	1			
	p	,14	,49	,10	,30	<b>,04*</b>				
Action Thoughts	r	-,06	,07	-,11	,03	-,03	,78	1		
	p	,21	,15	<b>,03*</b>	,48	,46	<b>,00*</b>			
THS	r	-,07	,02	-,12	-,00	-,07	,94	,94	1	
	p	,15	,69	<b>,04*</b>	,87	,14	<b>,00*</b>	<b>,00*</b>		
BDI	r	,03	-,07	,08	-,01	,01	-,58	-,65	-,65	1
	p	,48	,13	,09	,72	,78	<b>,00*</b>	<b>,00*</b>	<b>,00*</b>	

\*: The p value is significant at the .05 level.

Correlation levels  $r < .20$  indicate very weak correlation,  $.20-.39$  weak relation,  $.40-.59$  medium level relation, high level relation between  $.60-.79$ , very high level relation between  $.80-1.00$  (Baloğlu, 2015). There is a positive, very weak and significant relationship between the values and commitment levels of the students ( $r: .14$ ;  $p: .00 \leq .05$ ). There is a positive, weak and significant relationship between the students' speed levels and their commitment levels ( $r: .36$ ;  $p: .00 \leq .05$ ). There is a positive, weak and significant relationship between the breadth and value

levels of the students ( $r: .25$ ;  $p: .00 \leq .05$ ). There is a negative, weak and significant relationship between the width levels of the students and their speed levels ( $r: -.26$ ;  $p: .00 \leq .05$ ). There are positive significant relationships between students' perceptions of future time and commitment, value, speed and breadth, which are the lower face of the Future Time Perception Scale. There is a negative, very weak and significant relationship between students' perceptions of alternative ways and future ( $r: -.10$ ;  $p: .04 \leq .05$ ). There is a negative, very weak treatment and significant relationship between the students' acting thoughts and speed ( $r: -.11$ ;  $p: .03 \leq .05$ ). There is a positive high application and significant relationship between the students' acting thoughts and alternative ways ( $r: .78$ ;  $p: .00 \leq .05$ ). There is a very weak and significant relationship between the level of hope based on students and negative direction from speed ( $r: -.12$ ;  $p: .04 \leq .05$ ). There is a very high level of positive and significant relationship between the trait hope level of students and alternative ways ( $r: .94$ ;  $p: .00 \leq .05$ ). There is a very high level of positive and significant relationship between trait hope level and agency thoughts ( $r: .94$ ;  $p: .00 \leq .05$ ). There are negative messages and a significant relationship between students' depression levels and alternative ways ( $r: -.58$ ;  $p: .04 \leq .05$ ). There is a negative high level of high level of practice and a significant relationship between students' depression level and acting thoughts ( $r: -.65$ ;  $p: .04 \leq .05$ ). There is a negative, high-level and significant relationship between students' depression level and trait hope level scores ( $r: -.65$ ;  $p: .04 \leq .05$ ). Multiple regression analysis was conducted for the second sub-problem of the study, "Are the future time perceptions and hope levels of the 1st and 4th grade students predictors of their depression levels?" And the results obtained are presented in Table 3.

Table 3: Examining Whether Perception of Future Time and Hope Levels Predicted Depression

	Adjusted R <sup>2</sup>	Standart $\beta$	F	t	p
F TPS	-,003	,014	,077	2,718	,78
THS	,430	-,657	277,367	-16,654	.00*
Commitment		,017		,302	,76
Value	,004	-,089	1,360	-1,622	,10
Speed		,089		1,540	,12
Breadth		,028		,499	,61
Alternative Ways		-,177		-2,826	,00*
Action Thoughts	,440	-,519	145,458	-8,296	,00*

\*: The p value is significant at the .05 level. The dependent variable: BDI Score

The effect of future time perceptions and hope levels of 1st and 4th grade students on their depression levels was tested with multiple regression analysis. As a result of the analysis, it was found that future time perception levels did not have a significant effect on depression levels ( $R^2: -.003$ ;  $\beta: .014$ ;  $t: 2.718$ ;  $p > .05$ ). On the other hand, it was determined that students' trait hope levels had a significant effect on their depression levels. When the values in the table were examined, it was found that increasing levels of trait hope had a decreasing effect on depression levels ( $R^2: .430$ ;  $\beta: -.657$ ;  $t: -16.654$ ;  $p \leq .05$ ). It was found that the sub-dimensions of the future time perception scale, commitment, value, speed and breadth, did not have a significant effect on depression levels ( $R^2: .004$ ;  $p > .05$ ). In addition, it has been determined that the sub-dimensions of the Trait Hope Scale, alternative ways and levels of acting thoughts, have a significant effect on depression levels. When the values in the table were examined, it was found that increasing the levels of alternative ways and agency thoughts had a decreasing effect on depression levels ( $R^2: .440$ ;  $p \leq .05$ ).

The third problem of the study, "Is there a significant difference between the future time perception, hope and depression levels of the 1st and 4th grade students according to the grade level?" was analyzed with the independent sample t test. The results obtained accordingly are shown in Table-4.

Table 4: Comparison of Students' Perception of Future Time, Hope and Depression Levels with The t-test According to the Class Variable

Score	Grade	Number of Person	Arithmetic Mean	Standard Deviation	t	sd	p
FTP	1st Grade	175	70,9771	8,24548	2,057	366	,04*
	4th Grade	193	69,2798	7,58456			
CHS	1st Grade	175	45,9429	8,41435	,869	366	,38
	4th Grade	193	45,0933	10,14487			
BDI	1st Grade	175	12,6857	8,37611	-,798	366	,42
	4th Grade	193	13,4715	10,29262			
Commitment	1st Grade	175	28,3029	5,22975	2,849	366	,00*
	4th Grade	193	26,7668	5,10642			
Value	1st Grade	175	20,4686	3,14001	1,473	366	,14
	4th Grade	193	19,9845	3,15482			
Speed	1st Grade	175	7,2171	2,52317	-1,083	366	,27
	4th Grade	193	7,4974	2,43696			
Breadth	1st Grade	175	14,9886	2,23347	-,169	366	,86
	4th Grade	193	15,0311	2,55748			
Alternative Ways	1st Grade	175	23,4000	4,55364	1,234	366	,21
	4th Grade	193	22,7668	5,22539			
Action Thoughts	1st Grade	175	22,5429	4,59599	,415	366	,67
	4th Grade	193	22,3264	5,34363			

\*: The p value is significant at the .05 level.

Comparison of 1st and 4th grade students' future time perception, hope and depression levels with the t-test is given in the table above. According to the table, there was no significant difference between the scores of the Trait Hope Scale, Beck Depression Inventory, value, speed, breadth, alternative ways, and action thoughts according to the class variable ( $p > .05$ ). On the other hand, it was determined that the future time perception and commitment scores of the students in the 1st grade were higher than the students in the 4th grade ( $p \leq .05$ ). Accordingly, students in the first grade have higher future time perception and commitment levels.

#### 4. Discussion, Conclusion and Recommendations

##### 4.1 Discussion and Conclusion

The perception of the future is an interesting psychological concept to study, given that the future is unknown and uncertain (Phan, Ngu & McQueen, 2020). Why do some have a long perception of the future while some don't? This situation can be explained by concepts such as motivation, academic performance, philosophical belief and / or trust, individual differences in a particular environment.

The perception of future time, which includes individual differences in the perception of long and short, is primarily defined by its relationship with learning and motivation (Lens, Paixão, Herrera & Grobler, 2012; Nuttin, 1964). Future time perception can be expressed as a theoretical structure that can help educators in learning, motivation and decision-making (Phan, 2014). Considering the related concepts, it is clear that the perception of future time is one of the characteristics that individuals should have. However, if the concepts such as goal, plan and motivation are taken into consideration, it will become more important for qualified university students to have a perception of the future time and a long future. In this context, the relationship between future time

perceptions, hope and depression levels of 1st and 4th grade university students was examined, whether the perception of future time and hope predicted depression was examined and the findings were discussed in the light of the literature.

No significant relationship was found between the future time perception and depression levels of the 1st and 4th grade university students (Table 2). Depression is a common psychiatric disorder (Bahadırılı, Tutuğ, Ceviz & Çalyurt, 2013). Chen and Vazsonyi (2013) state that creating plans for the future and thinking about the future in real terms are protective against depressive symptoms. Tysk (1984) found that depressive mood is related to time judgment and time perception, but some of the studies in this research and literature concluded that depression and time perception are not related (Bech, 1975; Mezey & Cohen, 1961). In a study investigating the hopelessness about the future in suicidal people, it has been found that the logic errors about positive events for the future do not differ according to the near and distant future (MacLeod, Rose & Williams, 1993). A moderate and significant negative relationship between depression levels and alternative ways, a negative high-level and significant relationship between depression levels and agent thoughts, and a high-level and significant negative relationship between Beck Depression Inventory scores and Trait Hope Scale scores (Table 2) have been identified. There are studies in the literature revealing that there is a negative relationship between hope and depression (Chang, 2003). Negative relationships have been found between action thoughts and alternative ways and depression (Arnau, Rosen, Finch, Rhudy & Fortunato, 2007; Chang, 2003). Similarly, in this study, it can be said that the relationship between the scores obtained from the Beck Depression Inventory and the scores of the Trait Hope Scale is negative and significant. When looking at the studies on depression, it can be said that it is examined with different variables. For example, in a study examining the relationship of depression with conscious awareness and self-control, it has been found that conscious awareness is associated with low depression (Kara & Ceyhan, 2017). In another study, a moderate and positive relationship has been determined between the level of depression and substance addiction (San, Erensoy, Ayaç and Berkol, 2020). In this case, depression can be said to be negatively related to positive emotions and positively related to negative emotions.

When the regression analysis results (Table 3) regarding the effect of future time perception and hope levels of 1st and 4th grade students on depression levels were examined, the scores obtained from the Future Time Perception Scale were determined not to have a significant effect on the depression level, whereas the acting thoughts scores were found to have a significant effect on the model. When the difference is examined, it is seen that alternative ways and acting thoughts, sub-dimensions of the Trait Hope Scale, negatively affect depression levels. Accordingly, it can be said that the higher the hope level, the lower the depression levels. In his study with university students, Kaya (2014) dealt with loneliness and future time perception as the predictors of students' level of life satisfaction, and found that future time perception was not a significant predictor of students' life satisfaction. On the other hand, Avcı and Erden (2013) found that the value sub-dimension predicts academic achievement in vocational courses, whereas the sub-dimension of commitment is not a significant predictor. Hope is the source of strength for the future orientation of the individual, an interest in the future and a dynamic structure that makes sense of his life (Cutcliffe & Herth 2002; Sanatani, Schreier & Stitt, 2008). Research results indicate the effect of hope on coping attitudes and psychological symptoms. Accordingly, high levels of hope are positive predictors of healthy coping attitudes and negative emotions such as depression (Bülbüloğlu, 2019). High level of hope has been associated with well-being and psychological resilience (Özer & Tezer, 2010). It was found that those with high hope levels have less self-injurious behavior and negative affect (Akman & Korkut, 1993). Therefore, it should be noticed that as the level of hope decreases, individuals tend to take risky behaviors and dysfunctional coping attitudes will increase (Bülbüloğlu, 2019). As determined as a result of this research, it is seen that alternative ways and acting thoughts, sub-dimensions of the Trait Hope Scale, negatively affect depression levels. Accordingly, it can be said that the higher the hope level, the lower the depression levels. In this context, hope can be said to be an important force for university youth and a supporter of psychological resilience.

When the future time perception, hope and depression levels of the 1st and 4th grade university students were examined according to the grade level variable (Table 4), it was found that there was a significant difference in the total score and commitment sub-dimension of the Future Time Perception Scale ( $p \leq .05$ ). When the arithmetic mean scores regarding the difference were examined, it was seen that the future time perceptions of the first year university students were higher. The positive future expectation levels of university students were examined in a

study, and it was found that first-year university students had the highest level of expectation, as their grade level increased, their positive future expectations decreased, and it was revealed that the lowest positive future expectation was in their senior years (Yıldız, 2018). It has been determined that one of the conditions that affects individuals' perception of future time is age. Accordingly, the difference between the future time perceptions of university students according to their grade levels can be supported by the age variable. Lang and Crstensen (2002) found that increasing age levels of individuals decreases the length of their future time perception and their designs differ. In another study, Bayav (2018) found that the differentiation according to the grade levels of university students is in the value dimension, one of the sub-dimensions of future time perception. In the research conducted by Yıldız (2018), it was determined that the perception of future time differs according to the class level. The perception of the future can shape the individual's focus, can be a source of motivation and perseverance for the individual, and can enable the individual to take action. Thinking deeply for the future is motivational and can lead the individual to plan and make efforts for successive goals (Phan et. al., 2020). As Seginer and Lens (2015) stated, the individual is motivated according to these distant goals set for the future, in other words, individuals with a long time perception can make plans for much longer years than individuals with a short time perception. In this context, individuals should work on their personal scenarios and realize their own life projects in the process of creating a future perspective (Tarhan, 2020, p.201). Hence, it is possible to say that having a perception of future time is a driving force for individuals. When the literature is examined, there are studies that depression does not differ according to grade level. In his research carried out with pre-service teachers, Kara (2019) found that there was no significant difference in the depression levels of pre-service teachers according to grade level. In a study made at a university in Ankara, it was not found that depression caused significant differences according to class level (Evren, Evren, Dalbudak, Topçu & Kutlu, 2019).

Studies indicating that seniors' depression levels are not high have also been found (San et. al., 2020). In the study of Çelik (2019), the depression levels of first year university students are significantly higher. In Demirci, Acar, and Erdoğan's (2018) study with university students, it was observed that students' depression levels differ according to their grade level. In the research of Çöpür (2020) with university students, it was determined that the significant difference stems from the last years. Considering the studies in the literature, it is possible to say that the results of the research on whether depression shows a significant difference according to the grade level or not.

#### 4.2 Recommendations

First of all, educators can benefit from the results of this research for students to prepare their future planning. School psychological counselors for students who lack motivation in vocational guidance and educational guidance may benefit from. It can also be used by career counselors to create future plans for high school students, university students and individuals involved in any exam marathon in the process. According to the results of the study, it may be beneficial for academicians to carry out awareness-raising activities, especially for senior students to gain a perspective on future time perception. Mental health professionals can benefit from the results of this research in the process of instilling hope and restructuring in the treatment of severe psychological conditions such as trauma, grief or separation. If it is necessary to talk about the drawbacks experienced in the research process, it can be expressed as a difficulty to select the sample limited. In future research, researchers may be suggested to create a larger sample that can represent the universe. This research is a relational survey and it has a quantitative pattern. In this context, qualitative research on future time perception can be included in future research. In future research, the relationship between future time perception and success orientations, future time perception and schemas can be examined.

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