Research Article

PERR
PSYCHO-EDUCATIONAL RESEARCH REVIEWS

Psycho-Educational Research Reviews
11(2), 2022, 184-195
www.perrjournal.com

Future Time Orientations and the Hopelessness Levels of Preservice Music Teachers

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Keywords

Future time
Future time orientation
Hopelessness
Preservice Music Teachers
Music Education

Article Info:
Received : 03-02-2022
Accepted : 05-06-2022
Published : 04-08-2022

DOI: 10.52963/PERR_Biruni_V11.N2.12

Abstract

Since individuals' time perception plays a role in their future plans, goals, and motivation, it has a substantial impact on influencing one's behaviour. Therefore, it is important to determine the levels of future time orientations, as well as the levels of hopelessness' in the students towards increasing the levels of reaching the educational goals. The purpose of the present study is to investigate the preservice music teacher's future time orientations in terms of their genders, grades, and universities attended. As a part of the study, the students' levels of hopelessness were also analyzed. This included investigating the hopelessness levels of the participants with regards to their universities. The relationship between preservice music teachers' future time orientations and their levels of hopelessness were also analyzed. A total of 210 music education students participated in this descriptive study. Future Time Orientation Scale which was developed by Gjesme (1979) and Hopelessness Scale which was developed by Beck et al. (1974) were used as data collection tools. According to the results of the study, it was found that preservice music teachers have a mild level of hopelessness which means the participants are not particularly pessimistic. There were significant differences between the preservice music teachers' future time orientations and their genders, grades and universities. Likewise, there was a significant difference between the participants' levels of hopelessness and their universities. Also, correlations have been found between the participants' future time orientations and their levels of hopelessness. The results were discussed in the light of the literature.

To cite this article: Topaloğlu, E. E. (2022). Future time orientations and the hopelessness levels of preservice music teachers. *Psycho-Educational Research Reviews, 11*(2), 184-195. doi: 10.52963/PERR_Biruni_V11.N2.12

INTRODUCTION

Time cannot be turned back or experienced in advance, thus individuals perceive their present circumstances through their memories, their prior experiences, and their foresight. In fact, Zimbardo & Boyd (1999) have claimed that both the past and the future play a crucial role in shaping an individuals' present behaviours and personal decision-making process. According to Gjesme (1983), individual's future actions vary from person to person. Some individuals tend to be motivated by long-term goals, while other individuals are motivated by very short-term goals. The difference in individuals' decisions towards taking action based on the past or perceived future events is closely related to their time orientation.

According to Gjesme (1983) there are differences between general future time orientation and future time orientation on specific situations. One's future time orientation is independent from his/her future time orientation on specific situations. Therefore, he suggests that FTO measurements should be related to nonspecific situations in order to avoid certain valences. Although Gjesme (1979) suggests that FTO is a one-dimensioned concept, there are four factors which are "involvement", "anticipation", "occupation", and "speed" in his Future Time Orientation Scale. Involvement relates how much an individual is thinking and concerned about the future. Anticipation factor relates to the individual's expectations on future. Occupation is related to how much time an individual is occupied thinking about the future. Speed is related to the velocity of the upcoming events.

Since individuals' time perception plays a role in their future plans, goals, and motivation, it has a substantial impact on influencing one's behaviour. In the literature, there are a number of different definitions and viewpoints regarding the terms, future time orientation, future time perspective, and future attitude. While the use of terminology is interchangeable in the field, some psychologists mention the distinction between these terms, emphasizing that they have to be distinguished (İmamoğlu & Güler-Edwards, 2007). In this study future time orientation is used as the present expectations and beliefs related to future objectives (Husman & Lens, 1999).

Future time orientation is associated with the concepts as motivational, attitudinal, and affective factors. These associations emphasize how much a person imagines the future, the level of his/her optimism, and his/her beliefs about changing the future (Mac Giollabhui et al., 2018). There is a large range of studies, focusing on future orientation relationships, with a variety of variables, such as self-regulation (Bembenutty & Karabenick, 2004), academic achievement (Gutiérrez-Braojos, 2015), motivation (Nuttin, 1964), achievement motivation (Gjesme, 1981), socio-economic and socio-cultural status (Agarwal et al., 1983; Lee et al., 2017; Trommsdorff, 1983), behaviors that threaten health (Alvos et al., 1993), romantic relationships (Gürcan, 2015; Kalkan & Koç, 2010; Sakallı Uğurlu, 2003), individual differences (İmamoğlu & Edwards, 2007), and hopelessness (Breier-Williford & Bramlett, 1995).

Future time orientation is a concept that is both used and investigated by various domains, and has become a highly engaging theme for educational psychology (Eren, 2012; Eren & Tezel, 2010; Husman & Lens, 1999; Kauffman & Husman, 2004; Nuttin, 1964; Peetsma et al., 2005; Walker & Tracey, 2012). As education is considered one of the most important investments in human life, the field of educational psychology plays a major role in examining the plans, thoughts, goals, and future time orientations of the students themselves. One of the principle aims of education is to prepare individuals through an informed, systematic and sequential process of learning that will enable them to develop both their desire and ability to shape theirs, and their community's environment through the profundity and proficiency received through their personal investment in education. Therefore, understanding the impact of future time orientation is a crucial factor in examining how students interact with the standards of education and the ultimate outcomes.

A number of research studies have highlighted the positive influence of future goals on academic learning (Miller et al., 1996; Wigfield & Eccles, 1992). Likewise, Simons et al. (2004) have also accented the motivational importance of future goals for present school learning, persistence, and academic achievement.

Future time perspective theorists suggest that students' future plans for their education and career direction are guided by their long-term goals, as well as their short-term goals. And, these long-term plans also influence their learning processes (Kauffman & Husman, 2004; Peetsma et al., 2005). Since hopelessness is characterized by the absence of positive future expectations (O'Connor & Cassidy, 2007), it is also closely related with future time orientation. Both hope, and hopelessness reflect a person's estimation of the probability of their ability to achieve certain goals (Melges & Bowlby, 1969).

Setting goals for the future is a determinant factor in every facet of life. The consequences of decisions and plans that adolescent student make, will have a great effect on their future lives, adolescents tend to be less hopeless, as they tend to be more future-oriented. The reason for the lower level of hopelessness in adolescents can be derived from development of their cognitive capacity to orient towards the future (Mac Giollabhui et al.2018)

Current studies suggest that there is a close linear relationship with the students' motivations, proximal & distal goals, learning processes, and their future time orientations. However, it is important to determine the levels of future time orientations, as well as the levels of hopelessness' in the students towards increasing the levels of reaching the educational goals.

AIM AND RATIONALE OF THE STUDY

The aim of this study is to investigate the future time orientations of preservice music teachers in terms of four different variables (university, grade, gender, and level of hopelessness). In other words, the goal of the present study is to inquire whether there are differences between preservice music teachers' future time orientations and their universities, grades, and genders and whether there is a relation between participants' future time orientations and their levels of hopelessness.

These variables are substantial because of the five following reasons. First of all, teacher training itself aims to regulate and improve the teacher candidates' motivations, beliefs, and occupational plans that are parallel to the aims of this education (Eren & Tezel, 2010). In this sense, it is important to examine the future time orientations of preservice teachers according to the universities that they had preferred in order to reach their own educational goals. There are a few studies in the literature that studied the relations between preservice teachers' future time orientations/perspectives (Eren, 2012; Eren &Tezel, 2010) however, no studies were found on preservice music teachers' future time orientations. The present study focuses on preservice music teachers who are getting ready for giving education on the music domain which has individual, social, cultural, economic, and educational functions (Uçan, 2005). Preservice music teachers are engaged in a series of performance-based courses that require long-term regular practice (instrument, voice, choir, chamber music etc.). All of these courses necessitate a serious practice and planning. Shell & Husman (2001) emphasized the role of future time perspective beliefs play a role in motivating achievement and practice. In this sense, it is thought that investigating the preservice music teachers' future time orientations in terms of different variables is important.

Secondly, one of the independent variables of the present study is the universities which the participants receive education from. In the literature, a number of studies show that the priority in students' university preferences is the prestige of universities, campus, opportunities and sociability (Akar 2012; Çatı et al., 2016). It can be said that similar reasons are recognized in the preference of music teaching programs. In the literature, there are studies revealing the students or students' teachers who guide them in deciding on university preference focus on three universities (Dokuz Eylül

University, Gazi University, Marmara University) for their prestige (Güleç, 2007; İssi, 2008; Topoğlu ve Erden Topoğlu, 2018). In the light of this information, in the present study, the study group consisted of these three universities which preservice music teachers prefer the most.

Thirdly, the factors and the levels of future perspective are substantial as well as whether the future perspective is positive or negative. In the qualitative research that was carried out by Tarhan& Bacanlı (2016) participants defined the term hope as the positive emotions and thoughts towards the future, setting goals, making effort, believing and desiring, the positive emotions and thoughts on oneself. The results of the same study have shown that the individuals who have low levels of hope, tend to give up after making an effort for a while, run into a brick wall due to setting unrealistic goals or they cannot have the result they have expected due to the reason of focusing on one goal. In another study has shown that there is a negative medium relationship between future time orientation and depression and hopelessness (Breier-Williford & Bramlett, 1995). On the other hand, there are a few studies discussing the preservice music teachers' levels of hope and hopelessness (Ercan & Orhan, 2019). In this respect, it is important to investigate the preservice music teachers' future time orientations and their levels of hopelessness.

Fourth of all, gender is another independent variable in the present study. There are studies in the literature that investigated whether there is a difference between future time orientation and gender and they have different results (Gjesme's, 1979; İmamoğlu & Güler-Edwards, 2007). In this sense, the present study's result will have contributions to the literature.

Lastly as the individuals get older the length of future time orientation extends (Trommsdorff, 1983). In addition to this young people have goals for their education, having a job, and having a family (Güler Edwards, 2008). When it is considered that individuals get closer to having a job and having a family as their grades increase, it is thought that there are differences in future time orientation and grade variables. In addition, there are no studies found in the literature that investigated the difference between future time orientation and grade variables.

In the light of this information, it is important to investigate the preservice music teachers' future time orientations in terms of their universities, genders, grades, and their levels of hopelessness.

METHOD

RESEARCH DESIGN

For the purposes of the study, quantitative research design and relational survey model were used in this study. Relational surveys are studies that investigates the existence and degree of the relationship between more than one variable (Gürbüz & Şahin, 2017; Karasar, 2012). There are two kinds of relational research, correlation and comparison (Karasar, 2012). In the present study, both of them were used.

POPULATION AND SAMPLE

In this study target population, which the researcher can express an opinion about the universe by making use of the observations made on the sample set, was preferred rather than universe which is difficult to generalize (Balcı, 2015; Gürbüz & Şahin, 2017; Karasar, 2012). The best way to determine and limit the universe is to develop criteria appropriate to the aims of the study (Karasar, 2012). Therefore, the target population of the present study is the students of the three music departments (Dokuz Eylül, Gazi, Marmara) which are mostly preferred by the preservice music teachers (Güleç, 2007; İssi, 2008; Topoğlu ve Erden Topoğlu, 2018). Accessible population must be defined before the sample size is decided (Büyüköztürk et al., 2013). A number of formulas are used when determining the sample size (Bartlett, Kotrlik & Higgins, 2001). There are websites that enable researchers to calculate the sample sizes online (Kılıç, 2012). The sample size is calculated via "Raosoft Sample Size

Calculator" in the present study. 208 is determined for the sample size of the study with a confidence level of 95% and a margin error of 5% since 450 is the population of the study. A total of 210 music education students participated in this study. The data was collected in the spring semester of 2018-2019 academic year. 132 female (62.9%) and 78 male (37.1%) students attended the study voluntarily. The ages of the participants range between 17 and 32 (M=21.02, SD= 1.73). The participants were undergraduates who studied at Gazi University (21.9%), Marmara University (34.3%), and Dokuz Eylül University (43.8%). These universities are located in the largest three cities of Turkey. Furthermore, the music education departments of these universities are both the most established and the most preferred ones in Turkey. All four grades (1^{st}=27.6%, 2^{nd}=23.8%, 3^{rd}=23.8%, 4^{th}=24.8%) of undergraduate students of all universities attended the study.

DATA COLLECTION INSTRUMENTS

Personal Information Form: A personal information form was used to gather the data of participants' genders, grades, and universities.

Future Time Orientation Scale: The scale was developed by Gjesme (1979) to determine how an individual plans and thinks about the future. Gjesme (1979) suggests the future time orientation as a one-dimension tendency that not only informs how an individual both looks and plans for their future but, also suggests that there are four dimensions that interact with this tendency. Involvement is the dimension related to the individual's degree of focus on future events; anticipation is related to the individual's degree of preparation for the future events; occupation refers to the degree of an individual's time they spend planning their future; speed is related to how rapidly the future is approaching an individual. Cronbach Alpha coefficient was stated by Gjesme as .62 for the 14-itemed scale. 8 items of the scale require reverse coding. Higher scores refer to higher levels of future time orientation. The scale was translated into Turkish by Öner (2000) and the Cronbach Alpha coefficient was indicated as .61 for the Turkish version of the scale.

Beck Hopelessness Scale: Beck Hopelessness Scale is a self-reported, 20-itemed scale. It was developed by Beck et al. (1974) and it is aimed at assessing pessimist thoughts about the future, and negative expectations of adults and adolescents. Cronbach alpha coefficient was determined as .93 by Beck et al. (1974). It contains 20 items: 11, being true, and 9 are false. 9 of the items need to be reverse coded. Total scores can range from 0 to 20 and higher total scores signify greater levels of hopelessness. The score range between 0-3 indicates no hopelessness, 4-8 indicates mild, 9-14 indicates moderate, 15-20 indicates severe hopelessness. Cronbach alpha coefficient was found as .86 for the Turkish version of the scale (Seber et al., 1993).

DATA ANALYSIS

To determine whether the tests to be used were to be parametric or non-parametric, skewness and the kurtosis values were investigated for the gender variable and homogeneity of variance was also examined for the difference between participants' future time orientations, their grades, including universities. Also, homogeneity of variance was examined to reveal the difference between the levels of hopelessness of the participants and their universities. Since skewness and kurtosis values for the gender variable are between +1 and -1, a t-test for independent variables was performed. According to Pallant (2007), if the values are between +1 and -1 for the skewness and kurtosis, the distribution is deemed as very good. Due to homogeneity of variance assumption was met, one-way analysis of variance (ANOVA) tests were applied to determine the difference between the participant's future time orientations, including their grades and universities. Bonferroni tests were applied for determining the causes of significance. As a result of variances not being homogeneous, a Kruskal-Wallis test was applied in order to examine the difference between the participants' universities and their levels of hopelessness. In this study, the significance level is accepted as .05. However, to demonstrate the difference between the participants' future time orientations and their grades, the significant level was accepted as .0125. Likewise, to reveal the difference between the participants'

future time orientations and their universities, .0166 was accepted as significance level. Significance/number of groups formula was used for the Bonferroni correction (Miller, 1981). To investigate the relationship between the participants' future time orientations and the level of hopelessness, the Pearson Moments Correlation was used.

FINDINGS/RESULTS

The difference between future time orientations of the participants and their genders was examined by an independent samples t-test. The results of the analysis are presented below.

Table 1. *t-test Results Comparing Genders and the Future Time Orientations of the Participants*

	Gender	*n*	$\bar{X}$	*SD*	*t*	*df*	*p*
Anticipation	Female	132	8.61	2.68	.164	208	.87
	Male	78	8.54	2.76			
Involvement	Female	132	14.72	3.22	2.26	208	.025
	Male	78	13.67	3.31			
Speed	Female	132	9.22	1.82	.172	208	.044
	Male	78	8.67	1.98			
Occupation	Female	132	10.02	2.05	.168	208	.329
	Male	78	9.75	1.70			
FTO Total	Female	132	42.58	6.07	.593	208	.028
	Male	78	40.65	6.16			

According to Table 1, the future time orientations of female ($\bar{X}$=42.58, sd=6.07) participants are significantly higher than the future time orientations of male ($\bar{X}$=40.65, sd=6.16) participants (t_{208}=.593, p=.028). When the dimensions of the future time orientation scale were examined, there are no significant differences between participants' genders and anticipation (t_{208}=.164, p=.87) and occupation (t_{208}=.168, p=.329) dimensions of the scale. Whereas, there are significant difference between participants' genders and involvement (t_{208}=2.26, p=.025) and speed (t_{208}=172, p=.044) dimensions. The difference between the participants' grades and their future time orientations was analyzed by using a one-way analysis of variance test (ANOVA). The results are presented below.

Table 2. *ANOVA Results Comparing Grades and the Future Time Orientations of the Participants*

Variables	*Source of variance*	*Sum of Squares*	*df*	*Mean Square*	*F*	*p*	*Cause of significance*
Anticipation	Between groups	23.71	3	7.90	1.080	.358	
	Within Groups	1506.96	206	7.32			
	Total	1530.68	209				
Involvement	Between groups	20.39	3	6.80	.626	.599	
	Within Groups	2235.99	206	10.85			
	Total	2256.38	209				
Speed	Between groups	2.63	3	.88	.241	.867	
	Within Groups	748.55	206	3.64			
	Total	751.18	209				
Occupation	Between groups	55.05	3	18.35	5.236	.002	1<4
	Within Groups	721.84	206	3.50			
	Total	776.89	209				
FTO Total	Between groups	71.56	3	23.85	.625	.599	
	Within Groups	7858.80	206	38.15			
	Total	7939.37	209				

As seen in Table 2, there are no significant differences between the participants' grades and their future time orientations ($F_{3\text{-}206}$= .625, p= .599), anticipation ($F_{3\text{-}206}$= 1.080, p= .358), involvement ($F_{3\text{-}206}$= .626, p= .599) and speed ($F_{3\text{-}206}$= .241, p= .867) dimensions of the future time orientation scale.

However, there is a significant difference between the participants' grades and their occupation scores ($F_{3\text{-}206}$= 5.236, *p*= .002). A post hoc test was used to reveal the cause of significance, and the results have shown that 4th grade participants have significantly higher occupation scores than 1st grade participants. The difference between the participants' universities and their future time orientations was analyzed by using a one-way analysis of variance test (ANOVA). The results are presented below.

Table 3. *ANOVA Results Comparing Universities and the Future Time Orientations of the Participants*

Variables	*Source of variance*	*Sum of Squares*	*f*	*Mean Square*	*F*	*p*	*Cause of significance*
Anticipation	Between groups	6.58	2	3.29	.447	.640	
	Within Groups	1524.09	207	7.36			
	Total	1530.68	209				
Involvement	Between groups	64.50	2	32.35	3.046	.050	
	Within Groups	2191.88	207	10.59			
	Total	2256.38	209				
Speed	Between groups	2.285	2	1.14	.316	.730	
	Within Groups	748.89	207	3.62			
	Total	751.18	209				
Occupation	Between groups	41.70	2	20.85	5.870	.003	Deu>Gazi
	Within Groups	735.19	207	3.55			
	Total	776.89	209				
FTO Total	Between groups	184.18	2	92.09	2.461	.088	
	Within Groups	7746.19	207	37.42			
	Total	7930.37	209				

As seen in table 3, there are no significant differences between the participants' universities and their future time orientations ($F_{2\text{-}207}$= 2.461, *p*= .088), anticipation ($F_{2\text{-}207}$= .447, *p*= .640), involvement ($F_{2\text{-}207}$= 3.046, *p*= .050) and speed ($F_{2\text{-}207}$= .316, *p*= .730) dimensions of the future time orientation scale. Nevertheless, there is a significant difference between the participants' universities and their occupation scores ($F_{2\text{-}207}$= 5.870, *p*= .003). A post hoc test was used to reveal the cause of significance and the results have shown that participants, receiving education from Dokuz Eylül University have significantly higher occupation scores than participants, who receive their education from Gazi University. The difference between participants' universities and their levels of hopelessness was analyzed by using Kruskal-Wallis test. The results are presented below.

Table 4. *Kruskall-Wallis Test Results Comparing Universities and the Levels of Hopelessness of the Participants*

University	*N*	*Mean Rank*	X^2	*df*	*p*	*Cause of Significance*
GU	47	114.71	12.206	2	.014	GU>DEU
MU	73	117.34				MU>DEU
DEU	87	87.02				

According to the results in Table 4, there is a significant difference between the participants' levels of hopelessness and their universities (x^2 (df=2, n=207) = 12.206; p<.016). Mann-Whitney U tests were applied in order to reveal the cause of significance. According to the results of these tests, preservice music teachers, studying at Gazi University ($\bar{X}$=6.57, sd=4.84) and Marmara University ($\bar{X}$=6.62, sd=4.52) had significantly higher levels of hopelessness than preservice music teachers studying at Dokuz Eylül University ($\bar{X}$=4.39, sd=3.14). The relationship between the preservice music teachers' future time orientations and their levels of hopelessness was analysed by using Pearson Moments Correlation. The results are presented in Table 5.

Table 5. *Pearson Moments Correlation Results Between the Future Time Orientations and the Level of Hopelessness of the Participants*

	Anticipation	*Involvement*	*Speed*	*Occupation*	*FTO Total*	*Hopelessness*
Anticipation	1	.42	.176*	.145*	.551**	-.073
Involvement		1	.249**	.411**	.742**	-.344**
Speed			1	.246**	.579**	-.027
Occupation				1	.657**	-.266**
FTO Total					1	-.301**
Hopelessness						1

According to the results presented in Table 5, there is a negative significant correlation between the participants' future time orientations and their levels of hopelessness (r= - .30, p<.01). It is revealed that the variances' 9% can be explained by the level of hopelessness (r^2=.9). Also, negative significant correlations were found between the participants' involvement scores (r= -.34, p<.01) and occupation scores (r=-.27, p<.01) and their levels of hopelessness. When the effect sizes of these results were investigated, variances' 12% can be explained by the level of hopelessness on involvement dimension (r^2=.12), variances' 7% can be explained by the level hopelessness on occupation dimension (r^2=.7). There are no significant relationships between the participants' anticipation and speed scores and their levels of hopelessness.

DISCUSSION, CONCLUSION AND IMPLICATIONS

There are five remarkable findings in this study. There are significant differences between the preservice music teachers' future time orientations and their genders, grades and universities. Likewise, there is a significant difference between the participants' levels of hopelessness and their universities. Also, correlations have been found between the participants' future time orientations and their levels of hopelessness.

This study was aimed to reveal the future time orientations and the levels of hopelessness of the preservice music teachers. Female preservice music teachers have significantly higher future time orientation scores than males. Also, female participants have significantly higher involvement and speed scores than male participants. As mentioned earlier, involvement refers to the situation of how much an individual is focused on future events, while speed refers to the individual's perception of the velocity regarding the approaching future events. Therefore, female participants appear to be more concentrated on future events than males, and female participants perceive the time more rapidly than males. These results are similar with the results of Gjesme's (1979) study on 6th grade students. Gjesme found that girls have higher scores than boys in terms of future time orientation scores and girls also have higher scores on anticipation and occupation than do boys. In comparison, İmamoğlu & Güler-Edwards (2007) have found no difference between the future time orientations and genders of 295 undergraduate students of Middle East Technical University, a technical school in Turkey. In the literature, the results among gender and future time orientation are varied. The reason for differing results can be found from the different demographics, ages, cultures, and future expectations of the participants themselves. Considering that the participants are being studied in teacher training programs, it is possible for female preservice music teachers to see teaching more suited to their social position. As a matter of fact, some studies show females have higher attitudes toward teaching than males (Çapa & Çil, 2000; Tanrıöğen, 1997; Yazıcı & Kılıç, 2015). The profession of teaching is generally seen as a female occupation by society (Fidan et al., 2006). According to Giddens (2006/2012), women tend to adopt particular professions, as a result of gender discrimination. In the light of this information, male preservice music teachers may see themselves as less suited to the teaching profession in terms of their social role expectations. As such, they are less interested in being a teacher. The difference between male and female preservice music teachers' future time orientations can also differ from the effect of the implicit gender roles on male participants. Therefore, male participants may see themselves as less involved and less oriented towards their future. Further studies should be carried out on gender roles and occupational identities to clarify these results.

According to the findings, the occupation scores of the participants increase gradually as their grades progress such that, fourth graders have significantly higher occupation scores than first graders. This result indicates that, as the participants come closer to graduation, they tend to spend more time thinking about their future. This result can be related to the participants' anticipatory anxiety. In Turkey, there is a large number of teacher candidates who have graduated from teacher training programs, but fail to be assigned to the national education system. In this respect, the reason for the participants' growing concerns for their future, and the increased time they think about the future can emerge from the process of finding a job. According to Zaleski (1996), thinking about the future can cause positive thoughts as well as negative ones. In the literature, some studies reveal that undergraduates are more positive about their future in their freshman year. The results of the study carried out by Yıldız (2018) have shown that 415 undergraduate students from 5 different universities and 6 different majors have positive future prospects in their freshman years, but their future time expectations tend to decrease by degrees until they become senior students. Çetin and Kaya (2021) have carried out a study with 368 undergraduate students from 3 universities and 7 majors. The results of their study have shown that freshman students have significantly higher scores on their future time perspectives than senior students. The future time expectations and job-seeking anxieties of undergraduate students from distinct majors must be investigated through further studies in order to enlighten the causes of these conclusions.

The results of this study have shown that preservice music teachers who received their education from Dokuz Eylül University have higher occupation scores than preservice music teachers of Gazi University. Therefore, it would seem that Dokuz Eylül students spend more time thinking about their future, compared with Gazi University students. Also, results have shown that the Gazi University and Marmara University preservice music teacher graduates have significantly higher scores on levels of hopelessness than preservice music teachers of Dokuz Eylül University. These two results are consistent with the analysis that has revealed the relationship between participants' occupation scores and their levels of hopelessness. According to this finding, there is a significant (weak) negative relationship between occupation and hopelessness. This means that as the time an individual spends thinking about the future increases, the hopelessness level of that individual decreases. Consequently, the individuals who spend less time thinking about their future tend to be more hopeless. This result can be originated from employment opportunities that are getting more difficult day by day. Participants who have high degrees of hopelessness, may avoid thinking about the future because they may come up against a brick wall. It is also remarkable that the preservice music teachers who receive their education in İstanbul and Ankara, the main population centres, have higher levels of hopelessness. Further studies should be carried out for discovering the causes of these relationships.

Besides, small negative significant correlations between the participants' future time orientation total scores, and involvement scores and their hopelessness scores were found. According to these results, as the participants focus on the future events and plan their future, their levels of hopelessness decrease or vice versa. As the individuals are convinced that they will reach their goals and realize their plans in the future, their hopelessness levels decrease accordingly. Similarly, Melges & Bowbly (1969) suggested that hope and hopelessness refer to an individuals' estimate of the probability of his achieving certain goals. When the hopelessness results of participants, according to their universities were examined, in spite of differences between their universities, it was found that preservice music teachers have a mild level of hopelessness which means the participants are not particularly pessimistic. This result is similar to the findings in literature that investigate the levels of hopelessness of preservice teachers (Vatansever Bayraktar & Girgin, 2019; Ersoy et al., 2010; Şahin, 2009). The reason for this finding may occur from the perception of the teaching profession among society. Regardless, teaching is seen as a respectable occupation in Turkey. In fact, it is more likely for a teacher candidate to perform his/her profession as soon as after graduation when compared with

other professions. For further studies, it is suggested to compare the levels of hopelessness and the future time orientations of miscellaneous undergraduates with teacher candidates.

There are a number of limitations to this study. Since it was voluntarily participating research, all of the students in the related departments did not attend the study, which can limit the possibility to generalize. The underlying reasons for significant differences and relationships that were presented could be enlightened by qualitative data. It is further recommended that studies should be made in order to reveal these findings.

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