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Student Perceptions of Moral Values in a Digital Environment

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Abstract

One of the purposes of education is to instill various values in individuals. Among the aspects of value education is the teaching of moral values. These moral values are now also sought in the digital environment as the usage of digital technology and time spent in digital spaces increase in this era. With this in mind, the aim of the research is to analyze students' levels of perception of moral values in digital environments and the impact of various factors (such as gender, class level, school location, duration of internet usage, and parents' educational status) on these perceptions. The study employs a survey model and involves a sample of 926 students from 4th, 5th, 6th, and 7th grades in schools in Kırşehir and its districts. Data for the research were gathered face-to-face using the "Scale of Middle School Students' Perceptions Towards Moral Values in the Digital Environment." In analyzing the data, descriptive statistics such as mean (M), standard deviation (SD), frequency (f), and percentage (%) were utilized, alongside ANOVA and independent t-tests. The study concluded that students generally have a high level of perception related to moral values in digital contexts. In addition to this, a significant difference was observed favoring female students in terms of their perception levels of moral values in digital environments when viewed through the lens of gender variability. However, no significant differences were found when these perception levels were examined concerning class level, school location, duration of internet usage, or the educational status of parents.

Keywords: Value, value education, moral values in the digital environment, digital environment.

Introduction

One of the elements that constitute and hold a society together is values. The concept of "value" is defined by the Turkish Language Association as "the entirety of material and spiritual elements encompassing the social, cultural, economic, and scientific values possessed by a nation" (Turkish Language Association [TLA], 2023). In the 2005 Social Studies Curriculum, the concept of value is described as common thoughts, goals, fundamental moral principles, or beliefs that are accepted as correct and necessary by the majority of members to ensure the existence, unity, operation, and continuity of a social group or society (Ministry of National Education [MoNE], 2005). In another definition, Schwartz (1992) states that values are principles that guide individuals or groups in a way and that their levels of importance vary. Similarly, emphasizing the characteristic of value to direct human behavior, Ulusoy and Dilmaç (2015) assert that values are beliefs encompassing fundamental features that distinguish humans from other living beings.

One of the objectives of the education system is to impart values deemed right and good by society to individuals. In the process of instilling values into individuals, factors such as family, friends, and media are as influential as schools (Kan, 2010, p. 139). On the other hand, an individual's personality traits can be recognized through the values they hold. This is because values play a role in forming individuals' personality structures and are seen as an element of personality (Özensel, 2003). Similarly, according to Aydın (2010), one of the significant goals of value education provided to students alongside their lessons is to form a consistent and healthy personality. The second objective is to prepare students for life and to instill in them the behaviors, attitudes, and knowledge necessary to become good people and responsible citizens (Aydın, 2010). One of the courses aiming to make an individual a good person and a responsible citizen is social studies. In other words, this course carries the goal of nurturing good and responsible citizens (Erden, n.d., p. 8). Additionally, this subject aims to produce effective citizens. Here, an "effective citizen" refers to an individual who has embraced the culture of the society they exist within and is endeavoring to enhance that culture (Safran, 2014, p. 14).

Upon reviewing the curriculum of social studies, it is evident that the education system is not solely focused on producing academically successful individuals, but emphasizes its primary mission to nurture individuals who have internalized fundamental values. In this context, the term "core values" is included in the program. These ten core values are identified as "justice, friendship, honesty, self-discipline, patience, respect, love, responsibility, patriotism, and benevolence" (MoNE, 2023). Indeed, teachers indicate that social studies is the subject where they most often address value education (Balci & Yelken, 2011). One of the approaches in value education is moral education. The goal of moral education is to understand moral values and to act in accordance with these values (Kirschenbaum, 1995). Moral values are principles learned by people that serve to distinguish good from bad and right from wrong, and they are unique to each society. Honesty, responsibility, and similar values are some of these moral principles (Akbaş, 2008). It can be stated that moral values are important for society. In the absence of these, the unity within a society may deteriorate, potentially leading to the dissolution of that society. Moreover, in a place without morality, the value system and its existence could also be jeopardized (Baltacı, 2018).

In the current era, children and adolescents are able to carry out most of their activities with the help of advancing technology, leading them to be described as digital natives (Bilgiç, Duman, & Seferoğlu, 2011). Concurrently, the evolution of technology has transformed the environments where moral values exist. The moral values present in real life have been extended into digital spaces. However, there is no specific definition encountered in the literature regarding moral values in the digital context. Nonetheless, moral values in the real world should not be perceived differently from those in the digital realm. This is because values such as honesty and responsibility, which are valid in the real world, are also applicable in the digital sphere (Prensky, 2001). In addition to this, moral values assist individuals in differentiating good from bad and right from wrong in digital environments, guiding their behaviors (Kovancı, Korkmaz, & Uğur Erdoğan, 2021, p. 302). There is also a relationship between responsibility and morality. This is because morality underpins an individual's actions and reminds them of their responsibility concerning what they do and do not do (Özen, 2014, p. 2). While technological advancements make life easier, they can also lead to certain negatives in ethical and moral values (Meer, 1999). Especially considering the time students spend in digital environments and their age levels, the likelihood of encountering some drawbacks in ethical and moral values in these spaces is high. As Bilginç, Duman, and Seferoğlu (2011) point out, students are now able to do their homework, attend classes, shop, and even conduct their friendships and travels in virtual environments. Despite assertions in the literature that moral values do not differ between digital and real-world contexts (Prensky, 2001), individuals can act more freely in the digital space, and their perception of moral values can vary (Kovancı, Korkmaz, & Uğur Erdoğan, 2021, p. 302).

On the other hand, the literature reveals studies focused on value education provided to students (Aktaş & Bozdoğan, 2016; Baysal, 2013; Dilmaç, 2007; Herdem, 2016; Kan, 2010). However, there are only a limited number of studies directly related to moral values in the digital environment. Among these, a study conducted by Kovancı (2021) relationally addressed middle school students' perceptions of digital and universal moral values, while a scale was developed by Kovancı, Korkmaz, and Uğur Erdoğan (2021) to determine students' perceptions of moral values in the digital environment. Conversely, studies in the literature suggest a positive impact of the digital environment on value education (Kutlucan, Çakır, & Ünal, 2018; Yazar Kaptan, 2019); there are also studies indicating that the digital environment adversely affects students' perceptions of shame and privacy (Alp & Levent, 2020).

Given this information, this research is crucial in revealing whether students perceive moral values in the digital environment as they do in their real lives, thereby filling a gap in the field. Stemming from this importance, the objective of the study is to determine the levels of perception of moral values in the digital environment among 4th, 5th, 6th, and 7th-grade students. In line with this objective, answers to the following questions have been sought:

- What is the level of students' perception of moral values in the digital environment?
- Do the levels of students' perception of moral values in the digital environment vary according to gender, class level, the location of the school, the duration of internet usage, and the educational level of parents?

Method

In this study, quantitative research methods were utilized, specifically the survey method. With this method, research aims to describe a situation that occurred in the past or is currently prevailing. In such studies, the event, object, or individual in question is attempted to be defined as it is (Karasar, 2013, p. 79). It is possible to make generalizations in survey research (Cohen, Manion, & Morrison, 2007). In this context, since the study aims to depict the levels of students' perceptions of moral values in the digital environment as they are, the survey model was employed. In the first part of the study, attempts were made to determine the levels of students' moral value perceptions in the digital environment, and in the second part, these levels were examined in terms of various variables.

Population and Sample

The population of the study consists of students studying in the 4th, 5th, 6th, and 7th grades during the 2022-2023 academic year at official primary and secondary schools in the center and districts of Kırşehir. A total of 929 students included in the sample were determined randomly. Information regarding the characteristics of the students included in the sample is presented below in Table 1.

Table 1. Information about the students

Variables		f	%
Gender	Female	467	50.3
	Male	462	49.7
Grade Level	4th Grade	58	6.2
	5th Grade	259	27.9
	6th Grade	336	36.2
	7th Grade	276	29.7
Location of School	District Center	491	52.9
	City Center	438	47.1
Duration of Internet Usage	0 minutes	43	4.6
	15-30 minutes	283	30.5
	31-60 minutes	339	36.5
	61-90 minutes	193	20.8
	91 minutes and above	71	7.6
Mother's Education Level	Primary School	170	18.3
	Middle School	219	23.6
	High School	338	36.4
	University	156	16.8
Father's Education Level	Post Graduate	46	5.0
	Primary School	94	10.1
	Middle School	168	18.1
	High School	336	36.2
	University	260	28.0
	Post Graduate	71	7.6
Total		929	100

As seen in Table 1, female students comprise 50.3% (n=467) of the sample, while male students make up 49.7% (n=462). Of the students, 6.2% (n=58) are in the 4th grade, 27.9% (n=259) are in the 5th grade, 36.2% (n=336) are in the 6th grade, and 29.7% (n=276) are in the 7th grade. The schools that the students attend are located in district centers for 52.9% (n=491) of cases, and in the city center for 47.1% (n=438) of cases. Regarding internet usage, 4.6% (n=43) of students do not use the internet at all, 30.5% (n=283) spend 15-30 minutes, 36.5% (n=339) spend 31-60 minutes, 20.8% (n=193) spend 61-90 minutes, and 7.6% (n=71) spend 91 minutes or more online. Looking at the mothers' education levels within the sample group, 18.3% (n=170) have primary school education, 23.6% (n=219) have middle school education, 36.4% (n=338) have high school education, 16.8% (n=156) have a university degree, and 5.0% (n=46) have graduate-level education. In terms of the fathers' education levels, 10.1% (n=94) have primary school education, 18.1% (n=168) have middle school education, 36.2% (n=336) have high school education, 28.0% (n=260) have a university degree, and 7.6% (n=71) have graduate-level education.

Data Collection Tools

Personal Information Form (PIF)

This form addresses the socio-demographic information of the students (gender, grade level, location of schools, duration of internet usage, and parents' educational levels) and includes various classification questions to access this information.

Middle School Students' Perception of Moral Values in Digital Environments Scale

This scale was developed by Korkmaz, Kovancı, and Uğur-Erdoğan (2021). It consists of 17 items under three sub-dimensions. The first sub-dimension, "Fairness-Responsibility," comprises nine items; the second, "Compassion-Honesty," includes four items; and the third, "Privacy-Courtesy," also contains four items. The total Cronbach's Alpha value for the scale sub-dimensions has been calculated as 0.86. The identified factors explain 46.11% of the total variance. The scale is graded on a 5-point Likert scale, with the items arranged from "strongly disagree" (1) to "strongly agree" (5).

Data Analysis

For the analysis of the data collected from students within the scope of the research, the SPSS 25.00 package program was utilized. An alpha level of 0.05 was considered for the significance in the interpretation of the research data. The study employed frequency (f), percentage (%), mean (M), and standard deviation (SD) values. Before the data analysis, the homogeneity of the data was checked. It was investigated whether the data followed a normal distribution. Subsequently, the findings related to normal distribution were presented in Table 2.

Table 2. *Findings related to normal distribution*

		Skewness	Kurtosis
Overall	Statistic	-.431	.080
	Standard Error	1.121	.160
Fairness-Responsibility	Statistic	-.953	.080
	Standard Error	1.369	.160
Compassion-Honesty	Statistic	.740	.080
	Standard Error	-.067	.160
Privacy-Courtesy	Statistic	-.133	.080
	Standard Error	.139	.160

It has been observed that the skewness (-.431) and kurtosis (.080) values of the Middle School Students' Perception of Moral Values in Digital Environments Scale are between -1 and +1. Based on these findings, it can be stated that the data are normally distributed (George & Mallery, 2010; Tabachnick & Fidell, 2012).

Consequently, parametric hypothesis tests were employed during the analysis process of the research data. In this context, an independent t-test was used to investigate whether there was a difference in students' perceptions of moral values in digital environments based on gender and the location of the school. ANOVA was utilized to examine variations according to grade level, duration of internet usage, and parents' educational levels. The Tukey test was employed to determine the source of significant differences (Büyüköztürk, Çokluk, & Köklü, 2016, p. 187).

Ethical Permits of Research

In conducting this study, all rules specified within the "Higher Education Institutions Scientific Research and Publication Ethics Directive" have been adhered to. None of the actions mentioned under the title "Acts Against Scientific Research and Publication Ethics" in the second section of the directive have been committed.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Kırşehir Ahi Evran University Social and Human Sciences Scientific Research and Publication Ethics Board

Date of the ethical review decision = 02.03.2023

Ethical assessment document issue number= 2023/02/02

Findings

In this section of the research, findings obtained from the research questions are presented under two headings.

Students' Perceptions of Moral Values in Digital Environments

The findings related to the students' levels of moral value perception in digital environments are provided in Table 3.

Table 3. *Students' levels of moral value perception in digital environments*

	<i>M</i>	<i>SD</i>	Level
Overall	3.76	.358	I agree
Fairness-Responsibility	4.33	.536	I strongly agree
Compassion-Honesty	2.73	.765	I am undecided
Privacy-Courtesy	3.53	.659	I agree

Upon reviewing Table 3, it is observed that the students' perception levels of moral values in the digital environment are generally at the level of agree ($M=3.76$). Examining the scale dimensions; in the fairness-responsibility dimension ($M=4.33$), the response is strongly agree, in the compassion-honesty dimension ($M=2.73$), the response is undecided, and in the privacy-courtesy dimension ($M=3.53$), the level is agree. This finding indicates that students generally agree with the level of moral value perception in the digital environment.

Relational Findings related to Students' Perceptions of Moral Values in the Digital Environment

The relational findings concerning students' perceptions of moral values in the digital environment are presented in Tables 4 through 13.

Findings related to the levels of perception of moral values in the digital environment according to students' genders are provided in Table 4.

Table 4. *T-test results related to perceptions of moral values in the digital environment according to gender*

	Gender	N	M	SD	t	p
Overall	Female	467	3.79	.325	2.077	.038
	Male	462	3.74	.387		
Fairness-Responsibility	Female	467	4.42	.490	5.320	.000
	Male	462	4.23	.565		
Compassion-Honesty	Female	467	2.65	.753	-3.086	.002
	Male	462	2.81	.770		
Privacy-Courtesy	Female	467	3.50	.667	-1.253	.210
	Male	462	3.56	.650		

Upon examining Table 4, it is observed that, overall, the mean scores for female students (M=3.79) are higher than those of their male counterparts (M=3.74). In the fairness-responsibility sub-dimension, female students' mean scores (M=4.42) are higher than those of male students (M=4.23). In contrast, in the compassion-honesty sub-dimension, male students' mean scores (M=2.81) are higher than those of female students (M=2.65); similarly, in the privacy-courtesy sub-dimension, male students' mean scores (M=3.56) exceed those of female students (M=3.50). Analyzing the t-test results, it is evident that the differences in mean scores between the groups are significant overall and in the fairness-responsibility and compassion-honesty sub-dimensions ($p < .05$). While the significant difference in the overall scale and the fairness-responsibility sub-dimension is in favor of female students, it favors male students in the compassion-honesty sub-dimension.

The findings related to students' moral value perception levels in the digital environment based on their grade levels are presented in Table 5.

Table 5. *Mean moral value perceptions and standard deviation values in the digital environment according to grade level*

	Grade Level	N	M	SD
Overall	4th Grade	58	3.72	.395
	5th Grade	259	3.78	.355
	6th Grade	336	3.74	.365
	7th Grade	279	3.78	.343
Fairness-Responsibility	4th Grade	58	4.07	.480
	5th Grade	259	4.43	.486
	6th Grade	336	4.31	.545
	7th Grade	279	4.31	.562
Compassion-Honesty	4th Grade	58	3.02	.877
	5th Grade	259	2.54	.684
	6th Grade	336	2.71	.720
	7th Grade	279	2.87	.820
Privacy-Courtesy	4th Grade	58	3.62	.661
	5th Grade	259	3.58	.664
	6th Grade	336	3.52	.661
	7th Grade	279	3.49	.650

Upon reviewing Table 5, it is observed that the highest mean value overall is among the 5th and 7th graders ($M=3.78$), while the lowest is among the 4th graders ($M=3.72$). Examining the sub-dimensions; in the fairness-responsibility sub-dimension, the highest mean is in the 5th grade, and the lowest is in the 4th grade; in the compassion-honesty sub-dimension, the highest mean is in the 4th grade, while the lowest is in the 5th grade; in the privacy-courtesy sub-dimension, the highest mean is in the 4th grade, and the lowest is among the 7th graders.

ANOVA was utilized to determine whether there was a significant difference between the mean moral value perceptions in the digital environment according to students' grade levels. The results are presented in Table 6.

Table 6. ANOVA results related to moral value perceptions in the digital environment according to grade levels

	Source of Variation	SS	df	MS	F	p	Source of Difference
Overall	Between Groups	.437	3	.146	1.136	.334	
	Within Groups	118.629	925	.128			
	Total	119.066	928				
Fairness-Responsibility	Between Groups	6.715	3	2.238	7.941	.000	5>4,6,7
	Within Groups	260.733	925	.282			6>4
	Total	267.448	928				7>4
Compassion-Honesty	Between Groups	19.852	3	6.617	11.681	.000	4>5,6
	Within Groups	523.992	925	.566			6>5
	Total	543.844	928				7>5,6
Privacy-Courtesy	Between Groups	1.772	3	.591	1.360	.254	
	Within Groups	401.734	925	.434			
	Total	403.506	928				

Upon examining Table 6, it is observed from the ANOVA results that there is no significant difference in the mean scores overall and in the privacy-courtesy sub-dimension among the groups ($F=1.136$; 1.360 , $p>.05$). However, significant differences among the groups' mean scores are evident in the fairness-responsibility and compassion-honesty sub-dimensions ($F=7.941$; 11.681 , $p<.05$).

In the fairness-responsibility sub-dimension, the significant difference among groups favors the 5th graders when compared with the 4th, 6th, and 7th graders; the 6th graders when compared with the 4th graders; and the 7th graders when compared with the 4th graders. In the compassion-honesty sub-dimension, the significant difference among groups favors the 4th graders when compared with the 5th and 6th graders; the 6th graders when compared with the 5th graders; and the 7th graders when compared with the 5th and 6th graders.

Findings related to the levels of moral value perception in the digital environment according to the locations of the schools students attend are presented in Table 7.

Table 7. T-test results for moral value perceptions in the digital environment based on the locations of schools.

	Location of school	N	M	SD	t	p
Overall	District	491	3.75	.346	-1.166	.244
	City	438	3.78	.370		
Fairness-Responsibility	District	491	4.34	.513	1.112	.266
	City	438	4.30	.561		
Compassion-Honesty	District	491	2.65	.708	-3.255	.001
	City	438	2.82	.817		
Privacy-Courtesy	District	491	3.51	.652	-.969	.333
	City	438	3.55	.666		

Upon reviewing Table 7, it is observed that, on average, students attending schools in the city center have a higher mean score (M=3.78) compared to those of students attending schools in district centers (M=3.75). Analyzing the dimensions, in the fairness-responsibility sub-dimension, students in district centers have a slightly higher mean (M=4.34) than those in the city center (M=4.30). In the compassion-honesty (M=2.82) and privacy-courtesy (M=3.59) sub-dimensions, students in the city center have higher means than their counterparts in district centers.

The t-test results indicate a significant difference in the mean scores between the groups in the compassion-honesty sub-dimension (p<.05), with the difference favoring students in the city center.

Findings related to students' moral value perceptions in the digital environment based on the duration of their internet usage are provided in Table 8.

Table 8. Mean scores and standard deviation values of moral value perceptions in the digital environment according to the duration of internet usage

	Duration of Internet Usage	N	\bar{X}	SS
Overall	¹ 0 minutes	43	3.77	.392
	² 15-30 minutes	283	3.80	.346
	³ 31-60 minutes	339	3.74	.348
	⁴ 61-90 minutes	193	3.78	.336
	⁵ 91 minutes and above	71	3.68	.463
Fairness-Responsibility	¹ 0 minutes	43	4.34	.617
	² 15-30 minutes	283	4.47	.475
	³ 31-60 minutes	339	4.33	.516
	⁴ 61-90 minutes	193	4.26	.496
	⁵ 91 minutes and above	71	3.89	.655
Compassion-Honesty	¹ 0 minutes	43	2.58	.747
	² 15-30 minutes	283	2.49	.663
	³ 31-60 minutes	339	2.70	.738
	⁴ 61-90 minutes	193	2.97	.761
	⁵ 91 minutes and above	71	3.27	.847
Privacy-Courtesy	¹ 0 minutes	43	3.67	.686
	² 15-30 minutes	283	3.60	.682
	³ 31-60 minutes	339	3.46	.637
	⁴ 61-90 minutes	193	3.50	.615
	⁵ 91 minutes and above	71	3.60	.732

Upon reviewing Table 8, it is noted that the highest overall mean value (M=3.80) is found among students who spend 15-30 minutes on the internet, while the lowest mean (M=3.68) is observed in students who spend 91 minutes or more online. Examining the dimensions; in the fairness-responsibility dimension, the highest mean (M=4.47) is identified among students who spend 15-30 minutes on the internet, with the lowest mean (M=3.89) belonging to those online for 91 minutes or more. In the compassion-honesty sub-dimension, the highest mean (M=3.27) is found among students spending 91 minutes or more online, while the lowest mean (M=2.49) is seen in students online for 15-30 minutes. In the privacy-courtesy dimension, the highest mean (M=3.67) is among students who do not use the internet, with the lowest (M=3.46) found in students spending 31-60 minutes online.

To determine whether there is a significant difference in the mean values of students' moral perception levels in the digital environment based on their internet usage duration, an ANOVA was utilized. The results are presented in Table 9.

Table 9. ANOVA results for moral value perceptions in the digital environment according to the duration of internet usage

	Source of Variation	SS	df	MS	F	p	Source of Difference
Overall	Between Groups	1,103	4	,276	2,159	,072	
	Within Groups	117,963	924	,128			
	Total	119,066	928				
Fairness-Responsibility	Between Groups	20,116	4	5,029		,000	1>5
	Within Groups	247,331	924	,268	18,788		2>3,4,5
	Total	267,448	928				3>5
Compassion-Honesty	Between Groups	50,190	4	12,548	23,486	,000	4>5
	Within Groups	493,654	924	,534			3>2
	Total	543,844	928				4>1,2,3
Privacy-Courtesy	Between Groups	4,537	4	1,134	2,627	,033	5>1,2,3,4
	Within Groups	398,968	924	,432			1>3
	Total	403,506	928				2>3

Upon analyzing Table 9, it is evident from the ANOVA results that there is no significant differentiation in the between groups on the scale ($F=2.159$; $p>.05$). However, significant variations in between groups are observed within the fairness-responsibility, compassion-honesty, and privacy-courtesy sub-dimensions ($F=18.788$; 23.486 ; 2.627 $p<.05$).

In the fairness-responsibility sub-dimension, the significant differences between groups are in favor of students who do not use the internet when compared with those online for 91 minutes or more. Differences also favor students online for 15-30 minutes compared with those online for 31-60, 61-90, or more than 91 minutes. Furthermore, students online for 31-60 minutes are favored when compared with those online for over 91 minutes, as are those online for 61-90 minutes in comparison with students online for more than 91 minutes.

In the compassion-honesty sub-dimension, the significant differences favor students online for 31-60 minutes when compared with those online for 15-30 minutes; those online for 61-90 minutes in comparison with students who do not use the internet or those online for 15-30, and 31-60 minutes; and those online for more than 91 minutes when compared with non-users and those using the internet for 15-30, 31-60, and 61-90 minutes.

In the privacy-courtesy sub-dimension, significant differences favor students who do not use the internet compared with those online for 31-60 minutes, and students online for 15-30 minutes as opposed to those online for 31-60 minutes.

Findings related to the levels of moral value perception in the digital environment according to the mothers' educational levels of the students are presented in Table 10.

Table 10. Mean values of moral value perceptions in the digital environment and standard deviation values according to mothers' educational levels

	Mother's Education Level	N	M	SD
Overall	Primary School	170	3.74	.379
	Middle School	219	3.73	.357
	High School	338	3.76	.335
	University	156	3.84	.381
	Post Graduate	46	3.80	.358
Fairness-Responsibility	Primary School	170	4.27	.531
	Middle School	219	4.29	.525
	High School	338	4.31	.554
	University	156	4.43	.499
	Post Graduate	46	4.41	.570
Compassion-Honesty	Primary School	170	2.69	.733
	Middle School	219	2.67	.767
	High School	338	2.77	.783
	University	156	2.75	.712
	Post Graduate	46	2.77	.908
Privacy-Courtesy	Primary School	170	3.58	.633
	Middle School	219	3.54	.623
	High School	338	3.48	.650
	University	156	3.59	.722
	Post Graduate	46	3.45	.755

Upon reviewing Table 10, it is observed that, overall, the highest mean (M=3.84) is found among students whose mothers have a university degree, while the lowest mean (M=3.73) is noted among students whose mothers have a middle school education. Examining the sub-dimensions; within the fairness-responsibility dimension, the highest average (M=4.43) is among students with university-educated mothers, and the lowest (M=4.27) is among those whose mothers have an elementary school education. In the compassion-honesty sub-dimension, the highest mean (M=2.77) belongs to students whose mothers have high school or postgraduate education, while the lowest mean (M=2.67) is seen in students whose mothers have a middle school education. For the privacy-courtesy dimension, the highest average (M=3.59) is identified among students whose mothers have a university degree, whereas the lowest (M=3.45) is among those with mothers holding a postgraduate degree.

To determine whether there was a significant difference in the moral value perception averages in the digital environment according to the mothers' educational levels, an ANOVA was utilized. The results are presented in Table 11.

Table 11. ANOVA results related to moral value perceptions in the digital environment based on mothers' educational levels

	Source of Variation	SS	df	MS	F	p
Overall	Between Groups	1.190	4	.298	2.333	.054
	Within Groups	117.875	924	.128		
	Total	119.066	928			
Fairness-Responsibility	Between Groups	2.725	4	.681	2.378	.050
	Within Groups	264.723	924	.286		
	Total	267.448	928			
Compassion-Honesty	Between Groups	1.958	4	.489	.835	.503
	Within Groups	541.886	924	.586		
	Total	543.844	928			
Privacy-Courtesy	Between Groups	1.993	4	.498	1.147	.333
	Within Groups	401.512	924	.435		
	Total	403.506	928			

Upon examining Table 11, it is observed from the ANOVA results that there are no significant differences between groups in the overall scale and across all dimensions ($F=2.333; 2.378; .835; 1.147$ $p>.05$). Based on these findings, it can be stated that there is no variation in students' perceptions of moral values in digital environments according to their mothers' educational levels.

Insights into the levels of moral value perception in digital environments based on the fathers' educational levels are presented in Table 12.

Table 12. Mean moral value perceptions and standard deviation values in digital environments according to fathers' educational levels

	Father Education Level	N	M	SD
Overall	¹ Primary School	94	3.70	.392
	² Middle School	168	3.72	.397
	³ High School	336	3.77	.353
	⁴ University	260	3.78	.333
	⁵ Post Graduate	71	3.81	.312
Fairness- Responsibility	¹ Primary School	94	4.23	.547
	² Middle School	168	4.19	.550
	³ High School	336	4.37	.531
	⁴ University	260	4.37	.525
	⁵ Post Graduate	71	4.38	.536
Compassion- Honesty	¹ Primary School	94	2.70	.761
	² Middle School	168	2.77	.814
	³ High School	336	2.69	.726
	⁴ University	260	2.75	.769
	⁵ Post Graduate	71	2.77	.829
Privacy-Courtesy	¹ Primary School	94	3.50	.677
	² Middle School	168	3.62	.657
	³ High School	336	3.51	.639
	⁴ University	260	3.50	.676
	⁵ Post Graduate	71	3.58	.663

Upon reviewing Table 12, it is evident that the highest mean value overall ($M=3.81$) is found among students whose fathers have postgraduate degrees, while the lowest mean value ($M=3.70$) is among those whose fathers have only an elementary school education. Examining the sub-dimensions; in the fairness-responsibility sub-dimension, the highest mean ($M=4.38$) is noted among students with fathers holding postgraduate degrees, and the lowest mean ($M=4.19$) is those whose fathers have a middle school education. In the compassion-honesty sub-dimension, the highest mean ($M=2.77$) is observed among students whose fathers have middle school and postgraduate educations, whereas the lowest mean ($M=2.69$) is among those whose fathers have high school diplomas. Meanwhile, in the privacy-courtesy sub-dimension, the highest mean ($M=3.62$) is for students whose fathers have a middle school education, and the lowest ($M=3.50$) is identified among those whose fathers have either an elementary education or university degree.

To determine whether there are significant differences in the average perceptions of moral values in digital environments among students based on their fathers' educational levels, ANOVA was employed. The results are presented in Table 13.

Table 13. ANOVA results relating to perceptions of moral values in digital environments according to fathers' educational levels

	Source of Variation	SS	df	MS	F	p	Source of Variation
Overall	Between Groups	.999	4	.250	1.954	.099	
	Within Groups	118.067	924	.128			
	Total	119.066	928				
Fairness-Responsibility	Between Groups	5.182	4	1.296	4.564	.001	3>1,2
	Within Groups	262.266	924	.284			4>1,2
	Total	267.448	928				5>2
Compassion-Honesty	Between Groups	1.035	4	.259	.441	.779	
	Within Groups	542.809	924	.587			
	Total	543.844	928				
Privacy-Courtesy	Between Groups	2.090	4	.523	1.203	.308	
	Within Groups	401.416	924	.434			
	Total	403.506	928				

Upon reviewing Table 13, the ANOVA results indicate that there are no significant differences in the mean values between groups at the overall scale level and within the compassion-honesty and privacy-courtesy sub-dimensions ($F=1.954; .441; 1.203$ $p>.05$). However, differences do emerge between groups within the fairness-responsibility sub-dimension ($F=4.564$ $p<.05$).

In the fairness-responsibility dimension, significant differences between groups are noted. Students whose fathers have high school diplomas fare better compared to those whose fathers have either elementary or middle school educations. Similarly, students with fathers who hold university degrees are favored over those whose fathers have elementary or middle school educations. Furthermore, students whose fathers have postgraduate degrees have an advantage over those whose fathers have a middle school education. These differences highlight the varying impacts of the fathers' educational levels on the perceptions within the fairness-responsibility dimension.

Discussion and Conclusion

The purpose of this study is to examine the levels of moral value perception in the digital environment among students in the 4th, 5th, 6th, and 7th grades. Based on this objective, this section presents the findings obtained from the research and discusses these results in the context of related literature in the field.

According to the general results of the research, it has been determined that the students' perception of moral values in the digital environment is at a high level. It was concluded that the students' perception levels are very high in the fairness-responsibility sub-dimension, moderate in the compassion-honesty sub-dimension, and high in the privacy-courtesy dimension. Particularly, the fairness-responsibility sub-dimension of the scale includes statements related to students' responsibilities both for themselves and towards others in the digital environment. Viewed from this perspective, the very high level of students' perceptions related to the fairness-responsibility dimension can be considered a positive situation in terms of possessing moral values in the digital environment. Similar to this result of the research, Kovancı (2021) reached the conclusion in a study with middle school students that their level of moral value perception in the digital environment is high. Supporting the current research findings, Kovancı (2021) also identified that students' levels of moral value perception in the privacy-courtesy sub-dimension are high. There are studies in the literature that reveal the positive aspects of using digital environments in value education (Kutlucan, Çakır, & Ünal,

2018; Yarar Kaptan, 2015). However, there are also studies in the literature indicating that the digital environment negatively affects moral values and alters them (Alp & Levent, 2020).

It has been found that the students' perceptions of moral values in a digital environment significantly differ in favor of female students, both overall and in the fairness-responsibility sub-dimension. The significant difference observed in the compassion-honesty sub-dimension, however, is in favor of male students. The results of Kovancı's (2021) research coincide with these findings. Indeed, Kovancı (2021) identified that the significant difference, both in the overall scale and in the fairness-responsibility sub-dimension, was in favor of female students. While the current study finds the significant difference in the compassion-honesty sub-dimension to be in favor of male students, Kovancı's (2021) research concluded it was in favor of female students. A study conducted by Altunay and Yalçınay (2011) reached a similar conclusion, with female teacher candidates valuing moral standards more than their male counterparts. Conversely, Dilmaç's (2007) research found that gender was not a determining factor in moral values, while Sarı's (2005) study concluded the opposite of the current findings, with higher perceptions among males.

In general, students' perceptions of moral values in the digital environment did not vary based on grade level. In other words, the students' grade level did not significantly influence their perceptions of moral values in the digital environment. Alongside this finding, it was concluded that there was a significant difference in students' perceptions of moral values in the digital environment in the fairness-responsibility and compassion-honesty sub-dimensions. In the fairness-responsibility sub-dimension, the between-groups significant difference was in favor of 5th graders compared to 4th, 6th, and 7th graders; in favor of 6th graders compared to 4th graders; and in favor of 7th graders compared to 4th graders. In the compassion-honesty sub-dimension, the between-groups significant difference was in favor of 4th graders compared to 5th and 6th graders; in favor of 6th graders compared to 5th graders; and in favor of 7th graders compared to 5th and 6th graders. These findings of the study align with the results of Kovancı's (2021) research. Indeed, Kovancı (2021) concluded that the grade level did not affect the students' perception levels of moral values in the digital environment. On the other hand, the results of the research conducted by Atunay and Yalçınay (2011) do not coincide with the current study's findings.

Based on the location of the schools students attend, it has been determined that the perception of moral values in the digital environment in the compassion-honesty sub-dimension favors students studying in schools located in the city center. Bouchard (2002) and Hunter and Eder (2010) suggest that students construct their value criteria through their experiences.

In general, it has been found that there is no difference in students' perceptions of moral values in the digital environment based on the amount of time they spend online. Upon examining the sub-dimensions, it has been concluded that there are differences in students' perceptions of moral values in the digital environment in the fairness-responsibility, compassion-honesty, and privacy-courtesy sub-dimensions. This significant difference is in favor of students who spend less time online in the fairness-responsibility and privacy-courtesy sub-dimensions. However, in the compassion-honesty sub-dimension, the significant difference favors students who spend more time online. Kovancı's (2021) research found that as the time spent online increases, so does students' level of moral value perception in the digital environment. A review of the literature reveals studies suggesting that the time spent online is a determining factor affecting moral values (Ekşi & Çifçi, 2017; Özcan & Sengir, 2016). Prensky

(2001) states that in the current era, students are active in online environments and computer games, and that mobile phones are a significant element of their lives.

Regarding the mother's level of education, it has been found that there is no difference in students' perceptions of moral values in the digital environment, both generally and in terms of sub-dimensions. In contrast, based on the father's education level, there has been a significant difference identified in the perceptions of moral values in the digital environment in the fairness-responsibility sub-dimension. This significant difference is in favor of students whose fathers have a higher level of education. From these results, it can be inferred that as the education level of the father increases, students tend to adopt behaviors more that include fairness and responsibility values in the digital environment. This finding suggests fathers' guidance on their children's behavior in digital contexts and their role modeling for their children may be influential.

Recommendations

Based on the research findings, the following suggestions can be enumerated:

For future research, it may be recommended to plan qualitative studies aimed at in-depth examination of the reasons why female students have higher levels of moral value perception in the digital environment compared to male students. It has been determined that the time spent online in the compassion-honesty sub-dimension is an influential variable on students' moral value perceptions in the digital environment. Studies can be conducted on what factors affect students' perceptions of moral values in digital settings. Regarding implementation, different applications can be carried out in digital environments to enhance male students' perceptions of moral values in the digital realm.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 100%

Conflict Statement

There is no material or individual organic connection with the people or institutions involved in the research and there is no conflict of interest in the research.



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Dijital Ortamda Ahlaki Değer Üzerine Öğrenci Algıları

Giriş

Toplumu meydana getiren ve onu bir arada tutan unsurlardan biri de değerlerdir. Dijital ortamdaki ahlaki değerler ilişkin alan yazında bir tanıma rastlanılmamaktadır. Bununla birlikte gerçek ortamdaki ahlaki değerler, dijital ortamdaki değerlerden farklı şekilde algılanmamalıdır. Çünkü doğruluk, sorumluluk gibi gerçek ortam için geçerli olan değerler dijital ortam için de geçerlidir (Prensky, 2001). Teknolojik gelişmeler hayatı kolaylaştırırken, diğer taraftan etik ve ahlaki değerlerde bazı olumsuzluklara neden olabilmektedir (Meer, 1999). Özellikle öğrencilerin dijital ortamlarda geçirdikleri süre ve yaş seviyeleri göz önünde bulundurulduğunda bu ortamda etik ve ahlaki değerlerde bazı olumsuzluklarla karşılaşma olasılıkları fazladır. Çünkü Bilginç, Duman ve Seferoğlu'nun (2011) da belirttiği gibi, öğrenciler artık ödevlerini, derslerini, alışverişlerini hatta arkadaşlıklarını ve gezilerini bile sanal ortamlarda gerçekleştirebilmektedirler. Bu durumun yanı sıra alan yazında ahlaki değerlerin dijital ve gerçek ortamda değişiklik göstermediğinin ifade edilmesine (Prensky, 2001) rağmen bireyler dijital ortamda daha rahat davranabilmekte ve ahlaki değer algıları farklılık gösterebilmektedir (Korkmaz, Kovancı, & Uğur-Erdoğan, 2021, s. 302). Bu bilgilerden hareketle araştırma öğrencilerin dijital ortamdaki ahlaki değerleri, gerçek yaşamlarındaki gibi algılayıp algılamadıklarını ortaya koyması ve alandaki boşluğu doldurması açısından önem taşımaktadır. Bu önemden hareketle araştırmanın amacı 4., 5., 6., ve 7. sınıf öğrencilerinin dijital ortamdaki ahlaki değer algı düzeylerini belirlemektir. Bu amaçtan hareketle aşağıdaki sorulara cevap aranmıştır:

- Öğrencilerin dijital ortamda ahlaki değer algıları ne düzeydedir?
- Öğrencilerin dijital ortamda ahlaki değer algı düzeyleri; cinsiyete, sınıf seviyesine, okulun bulunduğu konuma, internette kalma süresine, anne-baba eğitim düzeyine göre farklılık göstermekte midir?

Yöntem

Araştırmada tarama yöntemi kullanılmıştır. Tarama modeli çalışmalar, geçmişte ya da halen var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan bir araştırma yaklaşımıdır. Bu tür araştırmalarda araştırmaya konu olan olay, nesne ya da kişi olduğu gibi tanımlanmaya çalışılır (Karasar, 2013, s. 79). Tarama araştırmalarında genelleme yapmak mümkündür. Örneklemden elde edilen veriler ışığında temsil edilen evrene genelleme yapılır (Cohen, Manion, & Morrison, 2007). Bu bağlamda araştırmada öğrencilerin dijital ortamdaki ahlaki değer algı düzeylerinin olduğu gibi betimlenmesi amaçlandığından tarama modeli kullanılmıştır. Araştırmanın evreni Kırşehir'in merkezinde ve ilçelerinde resmi ilkokul ve ortaokullarda 2022-2023 eğitim öğretim yılında 4. 5. 6. ve 7. sınıf seviyesinde öğrenim gören öğrencilerden oluşmaktadır. Örneklem dahil edilen toplam 929 öğrenci random şekilde belirlenmiştir. Veriler *Kişisel Bilgi Formu (KBF)* ve *Ortaokul Öğrencilerinin Dijital Ortamda Ahlaki Değerlere Dönük Algıları Ölçeği* ile toplanmıştır. Korkmaz, Kovancı ve Uğur-Erdoğan (2021) tarafından geliştirilmiş olan ölçek üç faktörden ve 17 maddeden oluşmaktadır. Araştırma kapsamında öğrencilerden toplanan veriler analizler için SPSS 25.00 paket programına yüklenmiştir. Verilerin analizi yapılmadan önce homojenliğine bakılmış ve normal dağılım gösterip göstermediği incelenmiş ve normal dağılım gösterdiği tespit edilmiştir. Buradan hareketle araştırma verilerinin analiz sürecinde parametrik hipotez testleri kullanılmıştır. Bu kapsamda öğrencilerin dijital ortamdaki ahlaki değer algı düzeylerinin ikili gözenekli değişkenlere göre incelenmesinde bağımsız t-testi, üç ve daha fazla gözenekli değişkenlere göre incelenmesinde ANOVA teknikleri, anlamlı farklılığın kaynağı için Tukey testi kullanılmıştır.

Bulgular

Araştırmadan elde edilen bulgulara göre, öğrencilerin dijital ortamda ahlaki değer algı düzeylerinin genel olarak yüksek düzeyinde olduğu görülmektedir. Cinsiyet değişkenine göre, ölçek genelinde ve hakkaniyet-sorumluluk alt boyutundaki anlamlı farklılığın kadın öğrenciler lehine olduğu görülürken; merhamet-dürüstlük alt boyutunda erkek öğrenciler lehine olduğu görülmektedir. Sınıf seviyesi değişkenine göre, hakkaniyet-sorumluluk ve merhamet-dürüstlük alt boyutlarında ise gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaştığı görülmektedir. Okulun bulunduğu konum değişkenine göre, merhamet-dürüstlük alt boyutundaki anlamlı farklılığın il merkezindeki okullarda öğrenim gören öğrenciler lehine olduğu görülmektedir.

İnternette kalma süresine göre, hakkaniyet-sorumluluk, merhamet-dürüstlük ve mahremiyet- nezaket alt boyutlarında ise gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaştığı görülmektedir. Anne eğitim düzeyi değişkenine göre, ölçek genelinde ve tüm alt boyutlarda gruplar arası ortalamaların istatistiksel olarak anlamlı derecede farklılaşmadığı görülmektedir. Baba eğitim düzeyine göre hakkaniyet-sorumluluk alt boyutunda dijital ortamda ahlaki değer ilişkin öğrenci algılarında anlamlı farklılık olduğu görülmektedir.

Tartışma ve Sonuç

Bu araştırmanın amacı 4. 5. 6. ve 7. sınıf seviyesinde öğrenim gören öğrencilerin dijital ortamda ahlaki değer algı düzeylerini incelemektir. Bu amaçtan hareketle bu bölümde araştırmadan elde edilen sonuçlara yer verilmiş ve araştırma sonuçları alan yazındaki ilgili araştırma sonuçları tartışılmıştır.

Araştırmanın genel sonuçlarına göre öğrencilerin dijital ortamda ahlaki değer algılarının yüksek düzeyde olduğu tespit edilmiştir. Öğrencilerin algı düzeylerinin hakkaniyet-sorumluluk alt boyutunda çok yüksek düzeyde, merhamet-dürüstlük alt boyutunda orta ve mahremiyet-nezaket boyutunda yüksek düzeyde olduğu sonucuna ulaşılmıştır. Ölçeğin özellikle hakkaniyet-sorumluluk alt boyutu dijital ortamda öğrencilerin hem kendi sorumluluklarına hem de karşı tarafa ilişkin sorumluluklarına yönelik ifadeleri içermektedir. Bu açıdan değerlendirildiğinde öğrencilerin hakkaniyet-sorumluluk boyutuna ilişkin algı düzeylerinin çok yüksek olması öğrencilerin dijital ortamda ahlaki değerlere sahip olmaları bakımından olumlu bir durum olarak değerlendirilebilir. Araştırmanın bu sonucuna benzer şekilde Kovancı (2021) ortaokul öğrencileri ile yaptığı çalışmada ortaokul öğrencilerinin dijital ortamda ahlaki değer algı düzeylerinin yüksek olduğu sonucuna ulaşmıştır. Mevcut araştırma sonucunu destekler nitelikte Kovancı (2021) da mahremiyet-nezaket alt boyutunda da öğrencilerin dijital ortamda ahlaki değer algı düzeylerinin yüksek olduğunu tespit etmiştir. Alan yazında değer eğitiminde dijital ortamların kullanımının olumlu yanları olduğunu ortaya koyan çalışmalar bulunmaktadır (Kutlucan, Çakır & Ünal, 2018; Yazar Kaptan, 2015). Fakat dijital ortamın ahlaki değerleri olumsuz yönde etkilediği ve ahlaki değerleri değiştirdiği ortaya koyan çalışmalar da alan yazında yer almaktadır (Alp & Levent, 2020).

Öğrencilerin cinsiyete göre, dijital ortamda ahlaki değer algılarının ölçek genelinde ve hakkaniyet-sorumluluk alt boyutunda anlamlı farklılığın kadın öğrenciler lehine olduğu sonucuna ulaşılmıştır. Merhamet-dürüstlük alt boyutunda görülen anlamlı farklılık ise erkek öğrenciler lehinedir. Kovancı'nın (2021) araştırmasının mevcut araştırmanın bu sonucu ile örtüşen sonuçlara sahip olduğu görülmektedir. Nitekim Kovancı (2021) ölçek genelinde ve hakkaniyet-sorumluluk alt boyutunda görülen anlamlı farklılığın kadın öğrenciler lehine olduğunu tespit etmiştir. Mevcut araştırmada merhamet-dürüstlük alt boyutunda görülen anlamlı farklılığın erkek öğrenciler lehine olduğu görülürken, Kovancı'nın (2021) çalışmasında merhamet-dürüstlük alt boyutunda görülen anlamlı farklılığın kadın öğrenciler lehine olduğu sonucuna ulaşılmıştır. Altunay ve Yalçınay (2011) tarafından yapılan çalışmada da kadın öğretmen adaylarının ahlaki değerlere, erkek öğretmen adaylarına oranla daha fazla değer verdikleri sonucuna ulaşılmıştır. Bununla birlikte Dilmaç'ın (2007) çalışmasında cinsiyetin ahlaki değerler üzerinde etken bir değişken olmadığı sonucuna ulaşılırken, Sarı'nın (2005) çalışmasında ise mevcut araştırma sonucunun aksine erkeklerin algılarının daha yüksek olduğu sonucuna ulaşılmıştır.

Öğrencilerin genel olarak sınıf seviyelerine göre, dijital ortamda ahlaki değer algılarının farklılık göstermediği sonucuna ulaşılmıştır. Başka bir ifade ile öğrencilerin sınıf seviyesinin dijital ortamda ahlaki değer algıları üzerinde etken bir değişken olmadığı görülmüştür. Bu sonucun yanı sıra hakkaniyet-sorumluluk ve merhamet-dürüstlük alt boyutlarında öğrencilerin dijital ortamda ahlaki değer algılarında anlamlı farklılık olduğu sonucuna ulaşılmıştır. Hakkaniyet-sorumluluk alt boyutunda gruplar arası anlamlı farklılığın, 5. sınıflar ile 4., 6., 7., sınıflar arasında 5. sınıflar lehine; 6. sınıflar ile 4. sınıflar arasında 6. sınıflar lehine; 7. sınıflar ile 4. sınıflar arasında 7. sınıflar lehine olduğu tespit edilmiştir. Merhamet-dürüstlük alt boyutunda ise gruplar arası anlamlı farklılığın, 4. sınıflar ile 5., 6.,

sınıflar arasında 4. sınıflar lehine; 6. sınıflar ile 5. sınıflar arasında 6. sınıflar lehine; 7. sınıflar ile 5. ve 6. sınıflar arasında 7. sınıflar lehine olduğu tespit edilmiştir. Araştırmanın bu sonucu Kovancı'nın (2021) araştırma sonuçları ile örtüşmektedir. Nitekim Kovancı (2021) sınıf düzeyinin öğrencilerin dijital ortam ahlaki değer algı düzeylerini etkilemediği sonucuna ulaşmıştır. Öte yandan Atunay ve Yalçınay (2011) tarafından yapılan araştırma sonuçları, mevcut araştırma sonuçları ile örtüşmemektedir.

Öğrencilerin öğrenim gördükleri okulların konumuna göre, dijital ortamdaki ahlaki değer algılarının merhamet-dürüstlük alt boyutunda, il merkezindeki okullarda öğrenim gören öğrenciler lehine olduğu sonucuna ulaşılmıştır. Bouchard (2002), Hunter ve Eder (2010), öğrencilerin kendi değer ölçütlerini kendi yaşantıları yoluyla yapılandırıldığını belirtmektedir.

Öğrencilerin genel olarak internette kalma sürelerine göre, dijital ortamda ahlaki değer algılarının farklılık göstermediği sonucuna ulaşılmıştır. Alt boyutlar açısından incelendiğinde, hakkaniyet-sorumluluk, merhamet-dürüstlük ve mahremiyet-nezaket alt boyutlarında öğrencilerin dijital ortamda ahlaki değer algılarının farklılık gösterdiği sonucuna ulaşılmıştır. Bu anlamlı farklılığın, hakkaniyet-sorumluluk ve mahremiyet-nezaket alt boyutlarında internette daha az kalan öğrenciler lehine olduğu sonucuna ulaşılmıştır. Merhamet-dürüstlük alt boyutunda ise anlamlı farklılığın internette daha fazla kalan öğrenciler lehine olduğu tespit edilmiştir. Kovancı (2021) araştırmasında internette geçirilen süre artıka öğrencilerinin dijital ortam ahlaki değer algı düzeylerinin arttığı sonucuna ulaşmıştır. Alan yazın incelendiğinde internette geçirilen sürenin ahlaki değerler üzerinde etken bir değişken olduğunu ortaya koyan çalışmalar olduğu görülmektedir (Ekşi & Çiftçi, 2017; Özcan & Sengir, 2016). Prensky (2001), içinde bulunulan çağda öğrencinin çevrim içi ortamlarda ve bilgisayar oyunlarında aktif olduklarını ve cep telefonlarının yaşamlarının önemli bir ögesi olduğunu ifade etmektedir.

Öğrencilerin anne eğitim düzeyine göre, dijital ortamda ahlaki değer algılarının genel olarak ve alt boyutlar açısından farklılık göstermediği sonucuna ulaşılmıştır. Baba eğitim düzeyine göre, hakkaniyet-sorumluluk alt boyutunda dijital ortamda ahlaki değer algılarında anlamlı farklılık olduğu tespit edilmiştir. Anlamlı farklılığın ise baba eğitim düzeyi yüksek öğrenciler lehine olduğu görülmüştür. Bu sonuçtan hareketle baba eğitim düzeyi yükseldikçe, dijital ortamda öğrencilerin hakkaniyet ve sorumluluk değerlerini içeren davranışları daha fazla benimsedikleri söylenebilir. Bu sonuç üzerinde babaların çocuklarının dijital ortamdaki davranışlarına yön vermelerinin ve çocuklarına rol model olmalarının etkili olduğu düşünülmektedir.

Öneriler

Araştırma sonuçlarından hareketle şu öneriler sıralanabilir:

İleri araştırmalara yönelik olarak, kadın öğrencilerin, dijital ortam ahlaki değer algı düzeylerinin erkek öğrencilere oranla yüksek olmasının nedenlerinin derinlemesine incelenmesi amacı ile nitel araştırmaların planlanması önerilebilir. Merhamet-dürüstlük alt boyutunda internette geçirilen sürenin, öğrencilerin dijital ortam ahlaki değer algıları üzerinde etken bir değişken olduğu tespit edilmiştir. Öğrencilerin dijital ortamda ahlaki değer algılarını etkileyen faktörlerin neler olduğunu ilişkin çalışmalar yapılabilir. Uygulamaya yönelik olarak ise, erkek öğrencilerin dijital ortam ahlaki değer algılarını artırmaya yönelik dijital ortamlarda farklı uygulamalar gerçekleştirilebilir.