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## Investigation of the Relationship Between Pre-Service Teachers' Moral Disengagement Levels and Academic Motivation

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## **Abstract**

Moral disengagement, which means that an individual does not feel remorse of conscience when he/she behaves outside of moral standards, has attracted research interest in recent years. The present study aims to reveal the direction and strength of the relationship between pre-service teachers' moral disengagement levels and their academic motivation. In addition, the research also reveals whether moral disengagement scores differ significantly in terms of various variables. The research, which was designed with relational survey method, was carried out on a total of 417 pre-service teachers studying in different departments of the Faculty of Education. "Moral Disengagement Scale" and "Academic Motivation Scale" were used to collect the data. Spearman rhu correlation test, Mann Withneyy U and Kruskall Wallis analyses were used in the analysis of the data. In addition, Dunnett T3 test was used to analyse which group was in favour of the significant difference between the groups. As a result of the study, no significant relationship was found between academic motivation and moral disengagement total scores. When the results of the research are evaluated in general, it can be concluded that moral disengagement is negatively related to positive behaviours and positively related to negative behaviours. In other words, as positive behaviours increase, moral disengagement decreases, and as negative behaviours increase, moral disengagement increases. For this reason, intervention programmes for positive behaviour should be developed.

**Keywords:** Moral disengagement, academic motivation, pre-service teachers

## **Introduction**

Morality and motivation have been extensively studied in various social science fields due to their impact on individual behaviour. Conforming to moral rules accepted by society shapes an individual's behaviour, while motivation is a crucial factor in influencing repetition of behaviours approved by society amongst individuals.

Morality is explained with an emphasis on human behaviour and includes efforts to characterise human behaviour and to reveal the background of these behaviours (Ekşi & Katılmış, 2016, p. 2). Morality is a measure used to indicate certain people, characteristics, thoughts, judgements or actions that can be called right-wrong, good-bad, and the evaluation of behaviours accordingly. In this sense, the word morality is the opposite of the term immoral or unethical. In the popular and concrete sense, morality is defined as the personal or social basic measures that show the rightness or wrongness of the behaviour of the members of society and that are formed by history, and the rules of behaviour that are not under the protection of laws and politics (Öncül, 2000, p. 14). The meanings attributed to 'good' and 'bad', which express the evaluation of morality and are the basic concepts of morality, may differ according to the morality to which these concepts belong (Bakır & Türkez, 2018, p. 6). Individuals' own moral standards may not be the same as those of their relatives, neighbours or citizens in all aspects. These differences may increase even more when compared with other communities or nations (Ekşi & Katılmış, 2016, p. 3). It is generally accepted in psychology that human beings' first learning about which action or thought is good or bad starts from the moments when they interact with their social environment. In other words, in the early stages of human development, actions are shaped according to external constraints or directives, while moral standards are formed during the socialisation process and these standards act as a guide and guide behaviours (Yavuz-Birben & Bacanlı, 2017, p. 2). However, a person may also experience moments when he/she will exhibit behaviour outside of his/her moral standards.

When considering the various psychological tools utilized to neutralise ethical controls, it becomes clear that communities cannot solely rely on individuals to provide protection against human cruelty, regardless of how accurate their ethical standards may be (Bandura, 2002, p. 116). External monitoring for compliance with ethical rules further complicates the achievement of desired outcomes. It is necessary for individuals to adopt ethical rules. It cannot be expected that individuals will behave in accordance with moral norms that they do not genuinely accept (Kıncal, 2015, p. 31). According to Bandura, a pioneer of social cognitive theory, self-regulation is the thing that enables a person to behave in accordance with their moral standards. In the process of self-regulation, individuals observe their own behaviour and situations, make judgments according to their moral standards and perceived conditions, and regulate their actions based on the conclusions they have drawn. Engaging in incorrect behaviour can result in self-condemnation, causing self-regulated individuals to avoid violating their own moral standards. The concept of conscience, which Freud conceptualised as the superego, may correspond to Bandura's notion of self-condemnation. Cognitive mechanisms established to prevent the experience of guilt or sadness when behaving outside of internalised moral standards can help to alleviate feelings of remorse. Various researchers have translated the concepts of "moral disengagement, moral disengagement, moral distancing, moral retreat" into Turkish (Gencer, 2020; Köfünçeli, 2022; Okutan, 2016; Özalp & Yirci, 2019; Yavuz-Birben & Bacanlı, 2017; Yıldırım & Demirel, 2020). When using these mentioned cognitive mechanisms, individuals either externalize or internalize blame. The mechanisms of externalization used by individuals are as follows: Distortion of results (belief that the results will have little impact on others); diffusion of responsibility (belief that everyone does something small); advantageous comparison (belief that what was done is small compared to other violations); displacement of responsibility (belief that someone else did not fulfill their responsibility). Moral justification (belief that information was insufficient or that other things were more important), euphemistic labeling (belief in temporary actions). Attribution errors and blaming (the belief that the other party lacks humane characteristics or deserves to be blamed) are mechanisms that individuals use to burden themselves and others (Moore, 2015). Bandura (1999; 2002; 2011) has conceptualized mechanisms as follows: Harmful conduct in moral reasoning is made acceptable both personally and socially by presenting it as serving a significant or ethical purpose. Epistemic labelling is the use of language to transform harmful behaviour into an acceptable expression. For example, the occurrence of a reactor accident in nuclear power plants during energetic fragmentation could be explained as a normal deviation.

Advantageous comparison is the use of contrasts to make harmful behaviour acceptable. For example, the American explanation that the destruction in Vietnam was done in order to free them from communist slavery. In another mechanism, displacement of responsibility, individuals attribute their actions to the orders of the authorities. Since they are not the real perpetrators of the actions, they escape the self-condemning reaction. For example, as in Milgram's obedience experiment. Bandura interpreted the distribution of responsibility in the sense that people's behaviour may be more ruthless in a crowd. This statement can be visually exemplified by Jean-Leon Gerome's *Pollice Verso*. Another is the distortion or disregard of consequences. People restrain self-condemnation when they do not see the suffering they cause. In Milgram's obedience experiment, it is known that the people in the subject group increased the electric power more easily because they did not see the people being electrocuted. Although it does not have an exact Turkish equivalent, dehumanisation means that referring to the people to be harmed not as human beings but with derogatory expressions prevents self-condemnation.

The last mechanism is the nature of blame. Bandura explained this mechanism as people see themselves as perfect victims who are forcibly provoked into harmful behaviours. Thanks to these mechanisms, the person does not feel any guilt when he/she behaves outside his/her moral standards and thinks that he/she protects his/her moral standards.

According to Bandura (1999), moral action is not only based on moral behaviour. Moral knowledge and judgement are also necessary. In this context, it can be said that Bandura looks at moral development like other cognitive approaches. In other words, moral development proceeds in the same direction with mental development. It can be said that one of the objective indicators of mental development is academic achievement measurements. However, according to social cognitive theorists, the realisation of academic success also depends on self-regulation skills. The self-regulation skill that people employ in academic achievement and self-regulation that enables them to behave in accordance with moral standards are the same skill area. In this context, in the present study, it is hypothesised that there may be a connection between the internal or external cognitive mechanisms that people employ when they do not comply with their moral standards and the external or internal motivation sources that encourage their academic success.

The concept of motivation means "to direct", "to mobilise", "to encourage", "to motivate" and "to have a desire to do something". Motivation is the most important driving force that transforms the individual's wishes and desires, interests, curiosity and needs into action and leads to persistent results in action (Dellal & Günak, 2009, pp. 22-23). Motive is a power that has three basic characteristics: mobilising, sustaining the movement and directing in a positive direction (Vatansever-Bayraktar, 2015, p. 1083). In fact, it can be said that academic motivation has an effect on academic life ranging from students' choices about their duties at school to the success they will achieve, and it is an important force that directs students towards academic goals (Demir-Güdül, 2015, p. 16). It is necessary to motivate the individual to participate in the learning process by taking an active role. Academic motivation is the basis of the difference in learning desire observed among students. Academic motivation is a driving force that initiates, maintains and completes academic tasks (Yurt, 2022, p. 96). Motivation is one of the most important phenomena that directs the individual towards a specific goal (Demir-Güdül, 2015, p. 16), directs the relationships of individuals and focuses directly on the source of behaviour. It tries to reveal how and in what way behaviours can be directed or how the intensity of a directed behaviour can be increased (Selen, 2016, p. 38). Individuals understand the social rules with the relationships they establish around them over time, accordingly, the behaviours of the individual with intrinsic motivation decrease and they have to exhibit behaviours in accordance with these rules (Aslan & Doğan, 2020, p. 292).

In the literature especially in recent years, studies on moral disengagement (Boardley and Kavussanu; Çelik, 2022; Detert et al. 2008; Erbaş and Şahin-Perçin, 2016; Eroğlu et al. 2020; Fitzpatrick and Bussey, 2018; Gencer, 2020; Hacikeleşoğlu, 2021; Kağan and Yazıcıoğlu, 2021; Karataş et al. 2019; Keskin, 2021; Köfünyeli, 2022; Köklü, 2019; Newman et al. 2017; Nur, 2019; Özkan, 2019; Parlacı, 2020; Sayraç-Kavadar, 2021; Turan, 2021; Visconti et al. 2015; Yazıcıoğlu, 2020; Yavuz-Birben, 2019), the issue of academic motivation (Alkan and Arslan, 2019; Arslantaş, 2021; Bilgili and Keklik, 2022; Canbay, 2016; Gürlek, 2021; Kıran, 2019; Kiremitci et al. 2020; Koca and Dadandı, 2019; Özdemir, 2019; Özgenel and Deniz, 2020; Selen, 2022; Taskesen, 2019; Taşkın, 2016; Tezel, 2021; Titrek et al. 2018; Yeşiltaş, 2020) and the studies examining the relationship between the two concepts are not at sufficient

level. In the current study, studies similar to the subject area content of the research problem were examined in depth.

In the literature, it was found that academic motivation studies were generally carried out on university students. In the study of Titrek et al. (2018) on pre-service teachers, it was revealed that academic self-efficacy increased as both internal and external motivation increased. In the same study, students' academic motivation was found to be at a medium level. This result was also supported in different studies (Gürlek, 2021; Taşkın, 2016). In contrast to the aforementioned studies, in studies conducted on different teaching programmes, it was determined that the intrinsic and extrinsic motivation of pre-service teachers was at a high level and the level of amotivation was low (Arslantaş, 2021; Kiremitci et al. 2020; Özdemir, 2019; Taskesen, 2019). Similarly, Kiran (2019) found a positive relationship between university students' career research self-efficacy and internal and external motivation, and a negative relationship between amotivation.

Alkan and Arslan (2019) found a low-level positive relationship between academic self-efficacy and academic motivation of prospective teachers. According to the study conducted by Bilgili and Keklik (2022), academic motivation has a mediating variable role in the relationship between academic self-efficacy and self-regulation. Similarly, Özgenel and Deniz (2020) found a high-level positive relationship between academic self-efficacy and academic motivation scores of prospective teachers. In addition, a moderate positive relationship was found between students' professional attitudes and academic motivation. In terms of professional attitude, pre-service teachers mostly stated that they preferred this profession because 'it was a childhood dream' and 'they liked the teaching profession'. Canbay (2016) examined the relationship between university students' academic motivation and emotional intelligence and concluded that there was a positive moderate relationship. Selen (2022) found a positive significant relationship between academic motivation levels of university students and need satisfaction and life satisfaction. Academic motivation studies, which are considered to be the closest to the study, were carried out by Taşkın (2016) and Yeşiltaş (2020). According to the results of the study conducted by Taşkın (2016), a positive significant relationship was found between value orientations and academic motivation. According to the study, the 'achievement' sub-dimension value orientation increases academic motivation the most, while the 'power' sub-dimension has the least effect. In addition, while the academic motivation of pre-service teachers did not differ according to gender and the type of high school graduated from, it was revealed that it differed according to the grade level (in favour of the 4th grade), department (in favour of the class and social studies departments), and the reason for choosing a university (in favour of quality of life). Yeşiltaş (2020) examined the relationship between 'general procrastination behaviour', which means delaying tasks unnecessarily, and 'academic procrastination behaviour', which means delaying academic responsibilities, and academic motivation. According to the results of the study, a significant positive relationship was found between general procrastination and academic procrastination behaviour and amotivation sub-dimension, and a significant negative relationship was found between intrinsic and extrinsic motivation sub-dimensions.

It has been found that most of the studies on moral disengagement have been conducted in the discipline of psychology. In terms of the target group, studies on adolescents take the lead. Although it is a different sample group, the results of the aforementioned research are also included, both because of the proximity of age and because the results are relevant to the results of the current research.

Karataş et al. (2019) examined the relationship between peer bullying and friend attachment styles as predictors of moral disengagement in adolescents and found the highest correlation relationship between moral disengagement and bullying. According to the study, as peer bullying increases, the level of moral disengagement also increases. Parladıcı (2020), who examined the relationship between moral distancing and aggression in adolescents, found a significant positive moderate relationship between both variables. In the same study, a significant relationship was found between daily internet use and moral distancing levels. It was stated that those who use the internet for 4 hours or more per day have higher moral distancing scores than those who use the internet for 1-2 hours or less. Visconti et al. (2015), who conducted a similar study on secondary school students, found a positive relationship between aggressive behaviours and moral disengagement and a negative relationship between social goals and moral disengagement. In another study conducted on an adolescent group (Fitzpatrick and Bussey, 2018), a significant relationship was found between moral disengagement and social bullying. Hacikeleşoğlu (2021) examined the relationship between adolescents' religiosity and social media addiction and moral disengagement. As a result of the research, a positive relationship was found between moral disengagement and social media addiction, and a negative significant relationship was found between religiosity. Accordingly, as religiosity increases, moral disengagement decreases, while moral disengagement increases as social media addiction increases. Nur (2019), who conducted a similar study, found that moral disengagement tends to decrease as belief in the hereafter increases.

There are also studies on the sample group of the current research. Özkan (2019) examined the relationship between narcissism levels, moral disengagement and aggression levels of university students and found a low level but positive significant relationship between narcissism and moral disengagement. Likewise, a moderate positive significant relationship was found between aggression and moral disengagement levels. Considering both results, it can be said that as narcissism and aggression increase, moral disengagement also tends to increase. Detert et al. (2008) revealed the relationship between six individual difference sub-dimensions and moral disengagement in a study conducted on university students. According to the results, they found a negative relationship between moral identity sub-dimensions consisting of empathy and values and moral disengagement, while they found a positive relationship between cynicism and fatalism sub-dimensions and moral disengagement. It was observed that there was no significant relationship in terms of power locus and intrinsic power locus sub-dimensions. Yazıcıoğlu (2020) found a positive relationship between university students' risky behaviours (such as antisocial behaviour, alcohol use, smoking, suicidal tendency, substance use, school dropout) and moral distancing. Among the social support sub-dimensions, it was found that there was a negative relationship between the family sub-dimension and moral distancing. Accordingly, moral distancing tends to decrease as the social support of the family is perceived. According to another study examining the relationship between the attitude of the family and moral distancing (Keskin, 2021), there was a negative relationship between moral distancing and democratic father attitude and a positive relationship with authoritarian father attitude. No significant relationship was found between mother's attitude and moral distancing. Kağan and Yazıcıoğlu (2021), in their study on university students, found that students' moral disengagement attitudes were at a low level and there was no significant difference in terms of academic achievement. The finding that the moral disengagement scores of males are significantly higher than females in the same study is also seen in the results of many studies, even if

they were conducted in different age groups (Çelik, 2022; Eroğlu et al. 2020; Gencer, 2020; Keskin, 2021; Köklü, 2019; Nur, 2019; Özalp & Yirci, 2019; Parlacı, 2020; Turan, 2021).

Köfünelyi (2022), who examined academic dishonesty, academic motivation, and moral disengagement on undergraduate students in his study, stated that students with high moral disengagement scores also had high awareness of academic dishonesty. In other words, students are more likely to feel that they have ethical standards as if they have not cheated. The most significant relationship between academic motivation and unawareness of academic dishonesty was found between unmotivated students. Even if the relationship between students with intrinsic motivation or extrinsic motivation and academic dishonesty is low, the study found a negative relationship with intrinsic motivation and a positive relationship with extrinsic motivation. Although it has the closest content to the current study in terms of the subject it deals with, no result was found in the study regarding the relationship between motivation and moral disengagement. However, whether there is a relationship between academic motivation and moral disengagement, and if there is, in which direction and strength, can raise awareness in predicting unethical behaviours of university students. Based on this idea, the aim of the present study is to reveal the direction and strength of the relationship between pre-service teachers' moral disengagement levels and their academic motivation. In addition, it was tried to determine whether there is a significant difference in moral disengagement scores in terms of different variables (gender, grade level, department studied, reasons for choosing the department, time spent on social media).

## **Method**

### **Model**

The main problem of the research is to reveal the direction and strength of the relationship between teacher candidates' moral disengagement levels and academic motivation. In the research, the relational scanning method, one of the quantitative research models, was preferred in accordance with the nature of the problem. In accordance with the method, correlation technique was used in the research. Correlation coefficient is a number that explains the level or amount and direction of the relationship between variables (Büyüköztürk, 2016, p. 31). In the current study, two measurement tools were presented to the sample group and the direction and strength of the relationship between these two continuous variables was tried to be revealed. The study also measured whether independent variables such as gender, grade level, department studied, reasons for choosing the department studied, and time spent on social media, which are thought to have an impact on moral disengagement scores, created a significant difference.

### **Population and Sample**

The population of the research is 1743 students studying at the Faculty of Education of a state university in the 2021-2022 academic year. The sample of the research was determined by the easily accessible sampling method. The reason for choosing the sampling method in question is that, as a result of the epidemic, some courses in the faculty where data collection is planned to be collected during the specified period continue face to face and some courses continue remotely. The sample group consists of teacher candidates who actively participate in face-to-face classes and were reached during the data collection period. Within the scope of the study, 454 students filled out the form. However, in terms of accurate representation of the research data, 37 data sets were excluded from the scope of the research.

Thus, the sample group consisted of 417 teacher candidates who were thought to represent the universe. Demographic information about the sample is seen in table 1.

Table 1. *Gender, department and grade level information regarding the sample*

Variables	N	%
Female	328	78,7
Male	89	21,3
Social studies teacher	112	26,9
Turkish teacher	73	17,5
Primary school teacher	69	16,5
Pre-school teacher	66	15,8
Guidance and psychological counselor	59	14,2
Primary Mathematics teacher	38	9,1
1. Grade	124	29,7
2. Grade	112	26,9
3. Grade	80	19,2
4. Grade	101	24,2
Total	417	%100

### **Data Collection Tools**

Two scales were used in the research. Detailed information about the scales is presented below.

#### ***Moral Disengagement Scale***

The scale developed by Bandura, Barbaranelli, Caprara and Pastorelli, (1996) under the name Mechanisms of Moral Disengagement was adapted into Turkish by different researchers (Gezici-Yalçın et al., 2016; Yavuz-Birben & Bacanlı, 2017). In the current study, the scale adapted to Turkish by Yavuz-Birben and Bacanlı (2017) was preferred. The scale consists of 8 dimensions that reflect the cognitive mechanisms that emerge based on the theory developed by Bandura. External mechanisms: distortion of results, diffusion of responsibility, advantageous comparison, and shifting of responsibility. The mechanisms that are both external and self-oriented are moral justification, euphemistic labeling, dehumanization, and attribution of blame. These mechanisms ensure that the person does not feel sad about an immoral behavior and does not relate to the moral standards he has internalized (Moore, 2015). The three-way Likert type scale was scored as 1- Disagree, 2- Partially Agree, 3- Agree. The highest score that can be obtained from the Moral Disengagement Scale is 160 and the lowest score is 32. A higher score from the scale indicates greater moral disengagement. It was observed that the scale confirmed the eight-factor structure in Turkish adaptation studies, the test-retest reliability was .77, and the Cronbach Alpha internal consistency coefficient was between .82 and .86 (Yavuz-Birben & Bacanlı, 2017, pp. 13-17). In the current study, the reliability coefficient Cronbach's Alpha value was found to be .79.

#### ***Academic Motivation Scale***

The scale, developed by Vallerand, Pelletier, Blais, Brière, Senécal and Vallières in 1992 under the name Academic Motivation Scale, was adapted into Turkish by Can (2015). The scale, which consists of 28 items, consists of 7 dimensions reflecting internal motivation, external motivation and amotivation. Dimensions related to intrinsic motivation to know, intrinsic motivation to achieve, and intrinsic motivation to arouse; external regulation, introjected regulation and identification dimensions related to extrinsic motivation; These are the dimensions of amotivation (Bilgili & Keklik, 2022). The five-point Likert-type scale was scored as 1-Not at All Appropriate, 2-Somewhat Appropriate, 3-



Moderately Appropriate, 4-Very Appropriate, 5-Completely Appropriate. In the evaluation made after reverse coding, the highest score that can be obtained from the scale is 140 and the lowest score is 28. A high score from the scale compared to the total score indicates that academic motivation is high. The scale has a seven-dimensional structure: three sub-dimensions reflecting internal motivation, three sub-dimensions reflecting external motivation and one sub-dimension reflecting amotivation. It was found that the preferred Hancock H coefficient for reliability was .79 (Can, 2015). In the current study, Cronbach's Alpha value was found to be .94.

### **Data Analysis**

In the analysis of data, parametric tests are preferred when the data show a normal distribution, and nonparametric tests are preferred when the data do not show a normal distribution. In order to determine the correct analysis method for analyzing the data, a normality test was first performed. As a result of the Kolmogorov-Smirnov test conducted to determine whether the sample mean in the study differs significantly from the population, it was determined that the data was not normally distributed ( $n=417, p<.05$ ). Based on the results obtained, Spearman rho Correlation test, one of the non-parametric tests, was preferred in the research in order to find an answer to the problem of the research along with the descriptive analysis of the data (percentage, frequency, average). In addition, Mann Withney U and Kruskall Wallis tests, which are non-parametric tests, were conducted to determine whether the moral disengagement score differed significantly according to various variables. In addition, Dunnett T3 test, one of the post hoc tests, was preferred to find out which group the significant difference between the groups was in favor of. The significance value was accepted as  $p<.05$ . While calculating the total score of the scales, the items related to the "amotivation" dimension, one of the sub-dimensions of the Academic Motivation Scale, were reverse coded to obtain the total score.

### **Ethical Permits of Research**

In this study, all rules specified within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions mentioned under the title of "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been carried out.

### **Ethics Committee Permission Information:**

Name of the committee that made the ethical evaluation: Kahramanmaraş Sütçü İmam University Social and Humanities Ethics Committee

Ethical review decision date: 19.04.2022

Ethical evaluation document publication number: E.118723 Decision No. 1

## Findings

### Findings Regarding Participants' Personal Information

Participants' gender, department and grade level information are given under the "method" heading of the current study. In this section, information about the participants such as the reason for choosing the department they study in, how much they spend on social media tools per day, the social media tools they actively follow, and their purposes for following social media tools are included.

#### *Reason for Choosing the Department*

Findings regarding the reasons why teacher candidates choose the department they study in are presented in Figure 1.

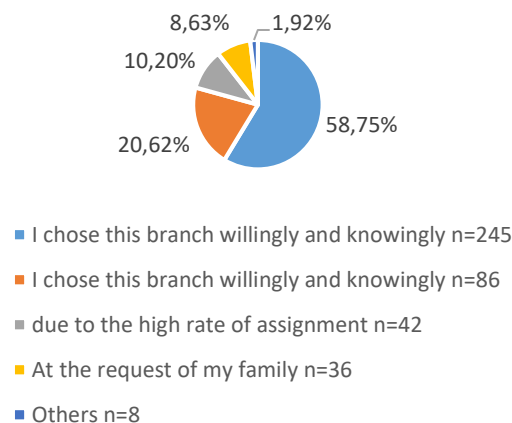


Figure 1. Reasons why teacher candidates choose the department they study in

As can be seen from Figure 1, the majority of the students chose their department willingly and knowingly (n=245; 58.75%). Those who chose the department voluntarily are followed by those who "chose it because their scores are sufficient" with a rate of 20.62% (n=86). As a result of the analysis, it was revealed that the majority of the teacher candidates (n=43) who stated that they preferred the department they studied in because their scores were sufficient, studied in the Department of Social Studies Teaching. Other findings of the research include those who chose the department they studied in because the assignment rate was high (n=42; 10.2%) and those who chose the department upon their family's request (n=36; 8.63%). Classroom teaching students stated that they chose this department due to its appointment rate compared to other departments (n=17; 24.6%).

#### *Daily Time Spent on Social Media Tools*

The graph regarding the daily time spent by teacher candidates on social media tools is presented in Figure 2.

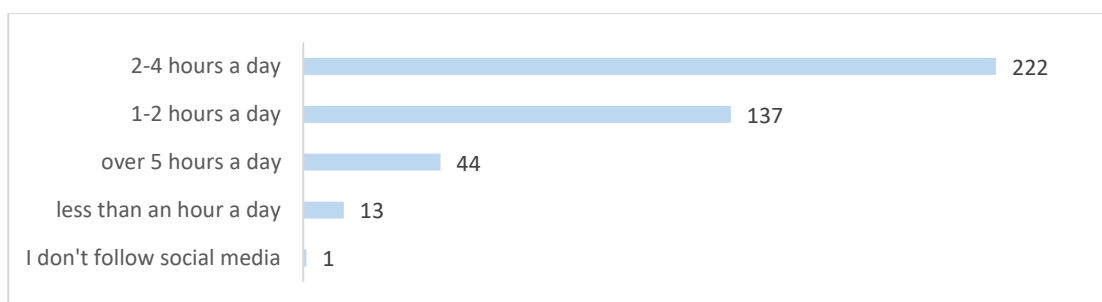
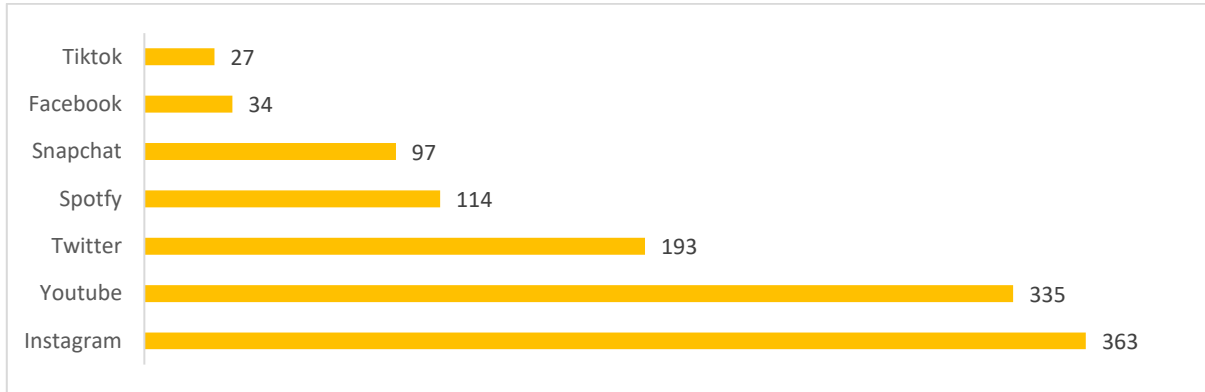


Figure 2. Daily time spent on social media tools

According to Figure 2, 222 teacher candidates (53%) spend between 2-4 hours daily, while 137 of them (33%) spend 1-2 hours daily and 44 (11%) spend 5 or more hours daily on social media tools. Interestingly, 13 of them (3%) spend less than 1 hour a day. Only one teacher candidate reported not following any social media tools.

### ***Frequently Followed Social Media Tools***

The graph regarding the social media tools frequently followed by teacher candidates is presented in Figure 3.

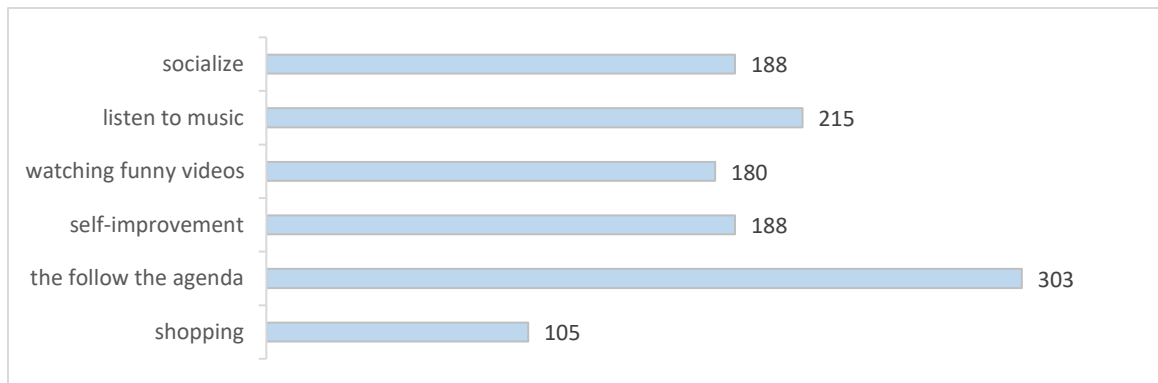


*Figure 3: Frequently followed social media tools*

The most frequently used social media platforms by teacher candidates who declared that they follow social media are Instagram ( $f=363$ ), followed by YouTube ( $f=335$ ), Twitter ( $f=193$ ), Spotify ( $f=114$ ) and Snapchat ( $f=97$ ) vehicles are tracked.

### ***Purposes of Following Social Media Tools***

The graph regarding the purposes of teacher candidates for following social media tools is presented in Figure 4.



*Figure 4: Purposes of following social media tools*

Upon evaluating the reasons given by teacher candidates who reported using social media tools, the most common purposes were to stay updated with the current agenda ( $f=303$ ), to listen to music ( $f=215$ ), for personal development, and for socialization ( $f=188$ ). In contrast, shopping was found to be the least selected option ( $f=105$ ).

## Findings Regarding the Research Problem

### Descriptive Analysis Findings

The current research aims to reveal whether there is a relationship between moral disengagement and academic motivation of teacher candidates and, if so, the direction and strength of this relationship. For this purpose, two measurement tools were used. Descriptive analysis results regarding the scores obtained from the measurement tools are presented in table 2.

Table 2. Descriptive analysis of scores obtained from measurement tools

Scales and Subscales	N	Minimum	Maximum	Mean	Standard Deviation
Moral Disengagement Total Score	417	30	75	44,93	7,140
Moral Disengagement Mean Score	417	,94	2,34	1,4039	,22311
Moral Justification	417	1	12	6,05	1,943
Euphemistic Labeling	417	2	10	4,45	,999
Advantageous Comparison	417	2	10	4,50	1,036
Diffusion of Responsibility	417	1	12	7,94	2,013
Shifting of Responsibility	417	2	12	6,22	1,804
Distortion of Results	417	3	10	4,81	1,104
Dehumanization	417	2	12	5,25	1,639
Attribution of Blame	417	3	10	5,70	1,330
Academic Motivation Total Score*	417	28	140	97,37	22,192
Academic Motivation Mean Score*	417	,00	5,00	3,4774	,79256
Intrinsic Motivation Total	417	0	60	40,12	11,748
To know	417	0	20	14,60	4,115
To achieve	417	0	20	12,84	4,456
To arouse	417	0	20	12,67	4,148
External Motivation	417	0	60	40,22	10,186
Identification	417	0	20	14,75	3,639
Introjected Regulation	417	0	20	11,76	4,717
External Regulation	417	0	20	13,71	3,765
Amotivation	395	4	20	6,59	3,786

\*Items related to the amotivation subscale were reverse coded to obtain these two data.

Table 2 shows that the mean score for moral disengagement among teacher candidates is 44.9 out of a possible 160, with a minimum score of 32. Based on these results, it can be concluded that teacher candidates scored relatively low on the scale. The mean of the scores received was  $\bar{x}=1.4$ . The average score obtained from answers scoring between 1 and 3 is close to the 'disagree' value. It can be generally stated that teacher candidates exhibit a low level of moral concern. Within each sub-dimension, as there are 4 items, a maximum score of 12 is achievable. Based on the given information, it can be concluded that teacher candidates tend to rely on diffusion of responsibility (mean score of  $\bar{x}=7.94$ ), failure to take responsibility ( $\bar{x}=6.22$ ), and moral legitimization ( $\bar{x}=6.05$ ) mechanisms when facing moral disengagement.

The analysis of the total academic motivation score reveals that teacher candidates achieved an average score of 97.37. After reverse coding was applied, it was noted that the scale's highest attainable score is 140 while the lowest score is 28. Thus, it can be inferred that teacher candidates obtained high scores in this test. When considering the average score, which was calculated as  $\bar{x}=3.47$ , it was determined that teacher candidates performed well. Generally accepted limits for mean values in five-point Likert scales are displayed in Table 3.

Table 3. Value ranges of the five-point Likert scale

Expressions	Value	Ranges
Not At All Appropriate	1	1.00-1.80
Somewhat Convenient	2	1.81-2.60
Moderately Appropriate	3	2.61-3.40
Very suitable	4	3.41-4.20
Totally Appropriate	5	4.21-5.00

Table 3 shows that the average score of teacher candidates on the academic motivation scale falls within the "very appropriate" range. Overall, it can be concluded that teacher candidates possess high levels of academic motivation. Teacher candidates are expected to achieve high scores on the sub-dimensions that reflect internal and external motivation, and low scores on the amotivation dimension without reverse coding. The maximum score achievable for the internal and external motivation dimensions is 60, while the minimum score is 4. Similarly, the highest achievable score for the amotivation dimension is 20 and the lowest score is 4. The total internal motivation score of teacher candidates was 40.12, whereas the total external motivation score was 40.22. The amotivation total score was calculated to be 6.59. Based on this information, it can be objectively stated that teacher candidates' internal and external motivators are equally high. Examining sub-dimensions, each consisting of 4 items, it is observed that the sub-dimensions of 'knowing ( $\bar{x}=14.60$ )' and 'identification ( $\bar{x}=14.75$ )' showcase greater intrinsic and extrinsic motivation, respectively, compared to the other sub-dimensions. Therefore, it can be concluded that aspiring teachers are primarily driven by a desire to expand their knowledge and acquire new information. Additionally, pursuing a university education in this field is seen as a means to obtain a career.

### ***Findings Concerning the Direction and Strength of the Relationship Between Moral Disengagement and Academic Motivation***

The results of the Spearman's rho correlation test, which was conducted to find an answer to the main problem of the current research, whether there is a significant relationship between moral disengagement and academic motivation and, if so, what the strength and direction of this relationship are, are presented in table 4.

Table 4. Analysis results on the relationship between moral disengagement and academic motivation

			Academic Motivation Total Score
Spearman's rho	Moral Disengagement Total Score	Correlation Coefficient	-,040
		Sig. (2-tailed)	,411
		N	417

According to the results of the analysis, it was revealed that there was no significant relationship between the total score of moral disengagement and the total score of academic motivation ( $p>.05$ ). In order to support the results of the study, the relationship between the moral disengagement total score and academic motivation sub-dimensions was tested. The findings obtained are presented in table 5.

Table 5. Analysis results on the relationship between moral disengagement and academic motivation sub-dimensions

			Amotivation**	Knowledge Oriented	Success Oriented	Arousal Oriented	Identification	Introjected Regulation	External Regulation
Spearman's rho	Moral Disengagement	Correlation Coefficient	,19(*)	-,093	-,023	-,099(*)	-,030	,087	,075
		Sig. (2-tailed)	,000	,057	,640	,043	,540	,076	,128
	Total Score	N	395	417	417	417	417	417	417

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Without reverse coding

When the table is examined, there is a weak positive relationship between the moral disengagement total score and the amotivation sub-dimension ( $p < .05$ ,  $r = .192$ ); There is a weak negative relationship ( $p < .05$ ,  $r = .099$ ) between the intrinsic motivation sub-dimension towards arousal (pleasure). In other words, it can be said that moral disengagement tends to increase as academic motivation decreases, and on the contrary, as intrinsic motivation based on pleasure increases, moral disengagement tends to decrease. However, it should not be forgotten that this tendency is low because it is a weak relationship.

#### **Findings on Whether the Moral Disengagement Score Differs Significantly According to Various Variables**

According to the results of the Mann Whitney U test analysis conducted to determine whether there is a significant difference between the moral disengagement scores of two unrelated groups, a significant difference was observed in terms of the gender variable ( $p > .05$ ). The analysis results regarding the gender variable are shown in table 6.

Table 6. Analysis results regarding the gender variable

Gender	N	Rank Average	Rank Total	U	p
Female	328	197,83	64888,00	10,932	,000
Male	89	250,17	22265,00		

As a result of the analysis, a significant difference was observed between the moral disengagement scores of female ( $\bar{x} = 1.38$ ) and male ( $\bar{x} = 1.50$ ) students and in favor of male students ( $U = 10.932$ ,  $p < .05$ ). In other words, male teacher candidates' moral disengagement is at a higher level than female students.

According to the Kruskal Wallis test conducted to determine whether there is a significant difference between the moral disengagement scores of more than one group, there is no significant difference between the moral disengagement scores and the department and grade level they study in ( $p > .05$ ). The analysis results regarding the variable of teacher candidates' reasons for choosing the department they study in are presented in table 7.

Table 7. Analysis results regarding the variable of reasons for choosing the department

Groups	N	Rank Average	sd	X <sup>2</sup>	p
I chose this department willingly and knowingly.	245	192,69	4	14,30	.006
I chose it because my score was only enough for this department.	86	237,72			
I chose this department upon my family's request.	36	231,90			
I chose this department because its appointment rate was high.	42	210,32			
Other	8	289,69			

According to Table 7, it was found that there was a significant difference between the reasons why teacher candidates chose the department they studied and their moral disengagement scores ( $X^2_4=14.30$ ,  $p<.05$ ). The Dunnett T3 test results regarding which groups there is a significant difference are shown in table 8.

Table 8. Analysis results regarding the difference between groups in the reasons for choosing the department

	Sum of Squares	sd	Mean Squares	F	p	Significant difference
Inter groups	779,515	4	194,879	3,931	,004	I chose this department willingly and knowingly - I chose it because my score was only sufficient for this department.
Within groups	20425,180	412	49,576			
Total	21204,695	416				

There is a significant difference between the moral disengagement scores of teacher candidates who say that they prefer the department in which they study willingly and knowingly ( $\bar{x}=1.37$ ) and teacher candidates who say that they prefer the score only because it is sufficient for that department ( $\bar{x}=1.45$ ), according to the reasons for choosing the department in which they study. The observed difference between the groups was statistically significant ( $F(4-412)=3.931$ ,  $p<.05$ ). The analysis reveals that students who select their department based solely on their scores exhibit favourable outcomes. In contrast, teacher candidates who knowingly and willingly opt for their department show higher levels of moral disengagement.

Table 9 presents the outcomes of the analysis regarding the daily time spent by teacher candidates on social media.

Table 9. Analysis results regarding the daily time spent on social media variable

Groups	N	Rank Average	sd	X <sup>2</sup>	p
Less than 1 hour a day	13	107,77	3	10,716	.013
1-2 hours a day	137	215,12			
2-4 hours a day	222	206,56			
5 hours or more a day	44	227,43			

Table 9 indicates a noteworthy difference between the amount of time teacher candidates spent on social media per day and their moral disengagement scores ( $X^2_4=10.716$ ,  $p<.05$ ). Table 10 demonstrates the outcomes of the Dunnett T3 test, which specifies the significant difference among groups.

Table 10. Analysis results regarding the difference between groups in daily time spent on social media

	Sum of Squares	sd	Mean Squares	F	p	Significant Difference
Intergroup	,474	3	,158	3,221	,023	Less than 1 hour per day - 5 hours or more per day
Within groups	20,233	412	,049			
Total	20,708	415				

Based on the amount of time spent on social media on a daily basis, a significant gap in moral disengagement scores was identified between teacher candidates spending less than one hour a day ( $\bar{x}=1.24$ ) and those spending five hours or more a day ( $\bar{x}=1.44$ ) ( $F(3-412)=3.221$ ,  $p<.05$ ). The analysis indicates that this disparity favours teacher candidates who spend over five hours a day on social media. Teacher candidates who spend less than one hour a day on social media exhibit lower levels of moral disengagement.

## **Discussion and Conclusion**

The aim of the current research is to reveal the direction and strength of the relationship between teacher candidates' moral disengagement levels and academic motivation. Additionally, it was tried to determine whether there was a significant difference in moral disengagement scores in terms of different variables (gender, grade level, department studied, reasons for choosing the department studied, time spent on social media).

In the research, most of the students chose their department willingly and knowingly. Accordingly, it can be said that students mostly choose their profession for internal reasons. Similarly, Aydın et al., (2021) stated in their study on the reasons why teacher candidates chose the teaching profession that altruistic-internal reasons were more effective. In the current research, the second place comes from those who preferred because their scores were sufficient for this section. Among those who chose the mentioned item, the majority are those studying in the social studies teaching department. Contrary to the study, there are also studies that conclude that external factors are the primary factor. In his research, Kılıç (2022) found that job guarantee and teaching entrance score are effective in choosing the profession. The high appointment rate and the effect of the family's wishes are other findings obtained in the research. Likewise, Bursal and Buldur (2016) determined that teaching profession preferences are related to future expectations. Considering the annual appointment numbers of social studies teacher candidates, the result is not surprising.

In the research, more than half of the teacher candidates spend 2-4 hours a day; 33% spend 1-2 hours a day; 11 percent spend 5 hours or more a day; It was revealed that 3 percent of them spend less than 1 hour a day on social media tools. Akıncı-Vural and Bat (2010) state that more than half of the students use social networks every day and that the time spent by almost half of these students on social networks is between 1 and 3 hours on average. Çakmak (2014) concluded that 35% of the participants use the media for 2-5 hours, 12% use the media for more than 6 hours, and 68% use the media for at least one hour a day. The results are mutually supportive. According to the findings, it can be said that the participants spend a significant amount of time using social media. Özdemir (2019) states that the duration of social media usage and the increase in time spent on social media are determinants of people's social media addiction.

The most frequently used social media platforms by teacher candidates who declared that they follow social media are Instagram ( $f=363$ ), followed by YouTube ( $f=335$ ), Twitter ( $f=193$ ), Spotify ( $f=114$ ) and Snapchat ( $f=97$ ) vehicles are tracked. Aksakal (2019) found that the rate of teacher candidates using Instagram was in the first place with 80.7%. Özdemir (2019) found that the usage rates of social media applications are 66.9% Instagram, 13% YouTube, 10% Facebook, 9% Twitter. However, in Küçükali's (2016) research, it was determined that Facebook ranked first, followed by sites named Instagram, Twitter and YouTube. Although there are similar social media tools, the change in the ranking



is thought to be related to the year the research was conducted. In a study on social media use (Tutgun-Ünal and Deniz, 2020), it was revealed that the Instagram platform has increasing interest among young people, while the Facebook network continues to exist in the interest area of the middle age group.

When we look at the reasons of the teacher candidates who said they follow social media tools, they stated that they follow the social media to follow the agenda, listen to music, provide personal development and socialize. Among the reasons least chosen was shopping. In his study, Çakmak (2014) found that the main reason why participants (%80) use social media is that they want to be informed about what is happening in their immediate surroundings. Kırnık et al., (2018) concluded in their research that prospective teachers use social media for reasons such as being informed about events organized on social media, keeping in contact with family and friends, following news and current events, and making their time valuable. The research results presented support each other.

The analysis of academic motivation total scores indicates that teacher candidates received high scores ( $\bar{x}=3.47$ ) within the accepted range. Results of the study show that teacher candidates had comparable averages for both internal and external motivation, with a high level of motivation and low levels of amotivation. This research result is also supported by various other studies (Arslantaş, 2021; Kiremitci et al., 2020; Özdemir, 2019; Taskesen, 2019). However, some studies report moderate levels of academic motivation (Gürlek, 2021; Taşkın, 2016; Titrek et al., 2018). The sample group difference may account for this disparity. An analysis of the total score of moral disengagement revealed low scores among teacher candidates ( $\bar{x}=1.4$ ). In other words, the moral disengagement of teacher candidates is low. Correspondingly, Kağan and Yazıcıoğlu (2021) discovered that university students exhibited low levels of moral disengagement attitudes in their study. Nevertheless, the potential impact of social desirability should be considered when interpreting responses to expressions of moral disengagement, despite the seemingly promising outcomes. In the present study, an evaluation of the sub-dimensions of moral disengagement based on mean scores revealed that teacher candidates primarily employ diffusion of responsibility ( $\bar{x}=7.94$ ), failure to assume responsibility ( $\bar{x}=6.22$ ) and moral legitimization ( $\bar{x}=6.05$ ) mechanisms. This suggests that teacher candidates favour external loading mechanisms.

According to the findings of the study, it was revealed that there was no significant relationship between the total score of moral disengagement and the total score of academic motivation ( $p>.05$ ). However, there was a weak positive relationship between the moral disengagement total score and the amotivation subscale ( $p<.05$ ,  $r=.192$ ); There is a weak negative relationship ( $p<.05$ ,  $r=.099$ ) between the intrinsic motivation sub-dimension towards arousal (pleasure). In other words, it can be said that moral disengagement tends to increase as academic motivation decreases, and on the contrary, as intrinsic motivation based on pleasure increases, moral disengagement tends to decrease. The opposite can also be said. However, it should not be forgotten that this tendency is low because it is a weak relationship. Looking at the relevant literature, moral disengagement is negatively associated with negative behaviors (aggression, bullying, addiction, narcissism, etc.); there are many studies revealing that it has a positive relationship with positive behaviors (empathy, identity consisting of values, etc.) (Detert et al., 2008; Fitzpatrick & Bussey, 2018; Hacıkeleşoğlu, 2021; Karataş et al., 2019; Köfünyeli, 2022; Pardıcı, 2020; Özkan, 2019; Visconti et al., 2015; Yazıcıoğlu, 2020). Although most of these studies were conducted on adolescents aged 13-18, the results appear to be similar. This similarity may arise from the fact that the foundation of the moral judgment system is laid in adolescence and the person's morality is built on this foundation in later ages.

As a result of the analysis on whether the moral disengagement score differs significantly according to various variables, it was determined that there is no significant difference between the moral disengagement scores of the prospective teachers in terms of the department and grade levels they study in ( $p > .05$ ). In the study conducted by Gencer (2020), it was revealed that the moral disengagement score did not differ according to grade level. As a result of the analysis made in terms of gender variable in the study, a significant difference was observed between the moral disengagement scores of female ( $\bar{x}=1.38$ ) and male ( $\bar{x}=1.50$ ) students and in favor of male students ( $p < .05$ ). In other words, male teacher candidates' moral disengagement is higher than female teacher candidates. The result in question is supported by many studies in the relevant literature (Çelik, 2022; Eroğlu et al., 2020; Kağan & Yazıcıoğlu, 2021; Köklü, 2019; Turan, 2021). Also, according to the reasons why the teacher candidates choose the department they study in, there is a moral disengagement between the teacher candidates who say that they prefer the department they study in willingly and knowingly ( $\bar{x}=1.37$ ) and the teacher candidates who say that they prefer it only because their score is sufficient for this department ( $\bar{x}=1.45$ ). It is seen that there is a significant difference between the scores, and this difference is in favor of the students who say that they preferred the score only because it was sufficient for this department ( $p < .05$ ). In other words, teacher candidates who willingly and knowingly choose the department they study in have lower moral disengagement. The last variable included in the research problem is the time spent on social media. As a result of the analysis, according to the daily time spent by teacher candidates on social media, there is a significant difference between the moral disengagement scores between teacher candidates who spend less than 1 hour a day ( $\bar{x}=1.24$ ) and teacher candidates who spend 5 hours or more a day ( $\bar{x}=1.44$ ). It is seen that this difference is in favor of teacher candidates who spend 5 hours or more per day ( $p < .05$ ). In other words, teacher candidates who spend less than 1 hour per day on social media have lower moral disengagement. Similarly, Pardıcı (2020) research revealed that the moral disengagement levels of those who use the internet for 4-5 hours a day are significantly higher than those who use the internet for 1-2 hours. Again, as a result of the research conducted by Hacikeleşoğlu, (2021), there is a positive relationship between social media addiction and moral disengagement; It has been found that social media addiction predicts moral disengagement. Çelik (2022) also concluded in his research that moral disengagement predicts internet addiction. In light of the results, it can be said that moral disengagement increases as the time spent on the internet increases.

## **Recommendations**

Current research results have shown, albeit weakly, that moral disengagement tends to increase as amotivation increases. This finding can be interpreted as increasing academic motivation will contribute to individuals both academically and morally. For this reason, all stakeholders in the institutions where students study can be included in the process and they can act together to increase their academic motivation. Again, when the current research and related literature are taken into consideration, results were found to be in favor of men in terms of moral disengagement score. In other words, men's level of moral disengagement is higher than women. The result in question can be investigated in depth by conducting qualitative research. The amount of time teacher candidates spend on social media daily is remarkable. It was concluded that the time spent on social media has an impact on moral disengagement scores. Universities are institutions that help individuals specialize in the field they study and gain a profession. In this context, arrangements can be made for the personal

development of students and their areas of expertise so that they can be directed to different activities at the universities where they study and spend their time on more productive activities. Moral disengagement is the mechanism that a person creates to avoid feeling remorse when he acts outside the ethical standards he has internalized. It is recommended that studies on moral disengagement, which has a negative relationship with all negative behaviors and positive, positive behaviors and social supports such as family, should be supported by experimental studies. When the research results are evaluated in general, moral disengagement is associated with positive and negative behaviors; It can be concluded that it is positively related to negative behaviors. In other words, as positive behaviors increase, moral disengagement decreases, and as negative behaviors increase, moral disengagement increases. For this reason, intervention programs should be developed to increase positive behavior.

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## **BIOGRAPHICAL NOTES**

### **Contribution Rate of Researchers**

Author 1: 55%

Author 2: 45%

The first author contributed to the creation of the research idea, the planning of the theoretical part, the determination of the method, the collection of data, the evaluation and conclusion of the article. The second author, on the other hand, contributed to the article in writing process with literature review, data analysis, findings, conclusion and discussion.

### **Conflict Statement**

There is no conflict of interest in the study.





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# Öğretmen Adaylarının Ahlaki Kayıtsızlık Düzeyleri ile Akademik Motivasyonları Arasındaki İlişkinin İncelenmesi

## Giriş

“Ahlak” ve “motivasyon” konuları sosyal bilimlerin farklı alanlarında araştırma konusu olmuştur. Bunun nedeni ahlakın ve motivasyonun genel anlamda bireylerin davranışlarının üzerindeki etkisidir. Toplum tarafından kabul gören ahlak kuralları, bireyin toplum içerisinde davranışlarını şekillendirir. Aynı şekilde toplumun onayladığı davranışların bireyler tarafından tekrarlanır olmasında da motivasyonun etkili olduğu söylenebilir. Ahlak, insan davranışlarına vurgu yapılarak açıklanmakta ve insan davranışlarının nitelendirilmesi ve bu davranışların arka planın ortaya konulması çabalarını kapsamaktadır (Ekşi & Katılmış, 2016, s. 2). Ahlak; doğru-yanlış, iyi-kötü diye adlandırılacak birtakım kişileri, özellikleri, düşünceleri, yargıları ya da eylemleri belirtmek üzere kullanılan bir ölçü ve davranışların buna göre değerlendirilmesidir (Öncül, 2000, s. 14). Ahlaka ilişkin değerlendirmeyi ifade eden ve ahlakın temel kavramları olan ‘iyi’ ve ‘kötü’ye yüklenen anlamlar, bu kavramların ait oldukları ahlaka göre farklılaşabilmektedir (Bakır & Türkez, 2018, s. 6).

Ahlaki kontrolü devre dışı bırakmak için pek çok psikolojik araç göz önüne alındığında, toplumlar, ahlaki standartları ne kadar doğru olursa olsun, insan zulmüne karşı koruma sağlamak için tamamen bireylere güvenemezler (Bandura, 2002, s. 116). Ahlak kurallarına uyulup uyulmaması ile ilgili olarak yapılacak dıştan denetimde ise istenilen sonuca ulaşmak güçleşmektedir. Bireylerin ahlak kurallarını benimsemesi gerekmektedir. İnsanların içtenlikle kabul etmedikleri ahlak normlarıyla uyumlu davranmaları beklenemez (Kıncal, 2015, s. 31). Sosyal bilişsel kuramın öncüsü Bandura’ya (1999) göre kişinin ahlaki standartlarına uygun davranmasını sağlayan şey, öz düzenlemedir. Öz-düzenleme sürecinde insanlar, kendi davranışlarını ve durumlarını izler, ahlaki standartlarına ve algılanan koşullara göre yargılar ve yaptıkları çıkarımlara göre eylemlerini düzenleyebilirler. Yanlış bir davranış, kendini kınamaya sebep olabilir, bu yüzden öz-düzenleme sahibi insanlar kendi ahlaki

standartlarını ihlal etmekten kaçınırlar. Freud'un süperego terimiyle kavramsallaştırdığı vicdan, Bandura'nın kendini kınama kavramına karşılık gelebilir. Kişinin içselleştirdiği ahlaki standartlar dışında davrandığında vicdan azabı duymaması, üzülmemesi için oluşturduğu bilişsel mekanizmalar, farklı araştırmacılar tarafından "ahlaki kopuş, ahlaki kayıtsızlık, ahlaki uzaklaşma, ahlaki geriçekilme" adlarıyla Türkçeye çevrilmiştir (Gencer, 2020; Köfünyeli, 2022; Okutan, 2016; Özalp & Yirci, 2019; Yavuz-Birben & Bacanlı, 2017; Yıldırım & Demirel, 2020).

Bandura'ya (1999) göre, ahlaki eylem yalnızca ahlaki davranışa dayanmaz. Ahlaki bilgi ve muhakeme de gereklidir. Bu bağlamda Bandura'nın ahlaki gelişime diğer bilişsel yaklaşımıcılar gibi baktığı söylenebilir. Bununla birlikte sosyal bilişsel kuramcılara göre akademik başarının da gerçekleşmesi, yine öz düzenleme becerisine bağlıdır. Kişilerin akademik başarısında işe koştugu öz düzenleme becerisi ile ahlaki standartlara uygun davranmayı sağlayan öz düzenleme aynı beceri alanıdır. Bu bağlamda, mevcut araştırmada kişinin ahlaki standartlarına uymadığında işe koştugu içsel veya dışsal bilişsel mekanizmalar ile akademik başarısını teşvik eden dışsal veya içsel motivasyon kaynakları arasında da bir bağlantı olabileceği varsayılmaktadır.

Motivasyon kavramı, "yönlendirmek", "harekete geçirmek", "teşvik etmek", "güdülemek" ve "bir şeyi yapmaya istek duymak" anlamlarına gelmektedir. Motivasyon bireyin istek ve arzularını, ilgi, merak ve gereksinimlerini eyleme dönüştüren ve eyleminde ısrarlı sonuç almaya yönelten en önemli itici güçtür (Dellal & Günak, 2009, ss. 22-23). Motive, harekete geçirici, hareketi devam ettirici ve olumlu yöne yöneltici olmak üzere üç temel özelliğe sahip bir güçtür (Vatansever-Bayraktar, 2015, s. 1083). Esasen akademik motivasyonun öğrencilerin okuldaki görevlerine yönelik seçimlerinden elde edecekleri başarıya kadar değişen genişlikte akademik yaşam üzerinde etkili olduğu, öğrencileri akademik hedeflere yönelten önemli bir güç olduğu söylenebilir (Demir-Güdü, 2015, s. 16). Bireyin aktif rol alarak öğrenme sürecine katılmasını sağlamak için motive edilmesi gerekmektedir. Akademik motivasyon akademik görevlere başlatan, bunların sürdürülmesini ve tamamlanmasını sağlayan itici bir güçtür (Yurt, 2022, s. 96).

Literatür incelemesinde ahlaki kayıtsızlık üzerine yapılan çalışmaların (Boardley ve Kavussanu; Çelik, 2022; Detert vd., 2008; Erbaş ve Şahin-Perçin, 2016; Eroğlu vd. 2020; Fitzpatrick ve Bussey, 2018; Gencer, 2020; Hacikeleşoğlu, 2021; Kağan ve Yazıcıoğlu, 2021; Karataş vd. 2019; Keskin, 2021; Köfünyeli, 2022; Köklü, 2019; Newman vd., 2017; Nur, 2019; Özkan, 2019; Parladıcı, 2020; Sayraç-Kavadar, 2021; Turan, 2021; Visconti vd., 2015; Yazıcıoğlu, 2020; Yavuz-Birben, 2019) özellikle son yıllarda azımsanmayacak düzeyde olduğu söylenebilir. Yine akademik motivasyon konusunu (Alkan ve Arslan, 2019; Arslantaş, 2021; Canbay, 2016; Bilgili ve Keklik, 2022; Gürlek, 2021; Kıran, 2019; Kiremitçi vd. 2020; Koca ve Dadandı, 2019; Özdemir, 2019; Özgenel ve Deniz, 2020; Selen, 2022; Taskesen, 2019; Taşkın, 2016; Tezel, 2021; Titrek vd., 2018; Yeşiltaş, 2020) ele alan farklı çalışmalar yoğun olmasına karşın, iki kavram arasındaki ilişkinin incelendiği araştırmaların yeterli düzeyde olduğu söylenemez. Bu düşünceden hareketle, mevcut araştırmanın amacı, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Ayrıca farklı değişkenler (cinsiyet, sınıf düzeyi, okunan bölüm, okunan bölümü tercih etme sebepleri, sosyal medyada geçirilen süre) açısından ahlaki kayıtsızlık puanlarında anlamlı fark olup olmadığı belirlenmeye çalışılmıştır.

## **Yöntem**

Araştırmanın ana problemi, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Araştırmada, problemin doğasına uygun olarak nicel araştırma modellerinden ilişkisel tarama yöntemi tercih edilmiştir. Yönteme uygun olarak araştırmada korelasyon tekniğinden yararlanılmıştır. Korelasyon katsayısı, değişkenler arasındaki ilişkinin düzeyini ya da miktarını ve yönünü açıklayan bir sayıdır (Büyüköztürk, 2016, s. 31).

Araştırmanın evreni, 2021-2022 Eğitim-Öğretim döneminde bir devlet üniversitesinin Eğitim Fakültesinde öğrenim gören 1743 öğrencidir. Araştırmanın örnekleme, kolay ulaşılabilir örneklem yöntemiyle belirlenmiştir. Sözü edilen örneklem yönteminin tercih edilme gerekçesi, salgın hastalık neticesinde belirtilen dönemde veri toplanması planlanan fakültede bazı derslerin yüz yüze bazı derslerin ise uzaktan devam etmesidir. Örneklem grubu, yüz yüze derslere aktif katılan ve veri toplama döneminde ulaşılan öğretmen adaylarından oluşmaktadır. Çalışma kapsamında 454 öğrenci formu doldurmuştur. Ancak araştırma verilerinin doğru temsili açısından 37 veri seti, araştırma kapsamından çıkarılmıştır. Böylelikle örneklem grubu, evreni temsil ettiği düşünülen 417 öğretmen adayından oluşmuştur.

Araştırmada iki ölçekten yararlanılmıştır. Ölçeklere ilişkin ayrıntılı bilgi, aşağıda sunulmaktadır. Ahlaki Kayıtsızlık Ölçeği; Bandura, Barbaranelli, Caprara ve Pastorelli, (1996) tarafından Mechanisms of Moral Disengagement adıyla geliştirilen ölçek, farklı araştırmacılar tarafından (Gezici-Yalçın vd., 2016; Yavuz-Birben ve Bacanlı, 2017) Türkçeye uyarlanmıştır. Mevcut araştırmada Yavuz-Birben ve Bacanlı (2017) tarafından Türkçeye uyarlanan ölçek tercih edilmiştir. Ölçek, Bandura'nın geliştirmiş olduğu kurama dayalı olarak ortaya çıkan bilişsel mekanizmaları yansıtan 8 boyuttan oluşmaktadır. Akademik Motivasyon Ölçeği; Vallerand, Pelletier, Blais, Brière, Senécal ve Vallières tarafından 1992 yılında Academic Motivation Scale adıyla geliştirilen ölçek, Can (2015) tarafından Türkçeye uyarlanmıştır. 28 maddeden oluşan ölçek, iç motivasyonu, dış motivasyonu ve motivasyonsuzluğu yansıtan 7 boyuttan oluşmaktadır.

Verilerin analizinde, verilerin notmal dağılım gösterdiği durumlarda parametrik, verilerin normal dağılım göstermediği durumlarda nonparametrik testler tercih edilmektedir. Verilerin çözümlenmesinde doğru analiz yöntemini belirlemek için öncelikle normallik testi yapılmıştır. Araştırmada örneklem ortalamasının evrenden anlamlı olarak farklılık gösterip göstermediğine dair yapılan Kolmogorov-Smirnov testi sonucunda, verilerin normal dağılmadığı tespit edilmiştir. Elde edilen sonuca dayalı olarak araştırmada, verilerin betimsel analizi ile birlikte araştırmanın problemine cevap bulabilmek adına non-parametrik testlerden Spearman rhu Korelasyon testi tercih edilmiştir. Ayrıca çeşitli değişkenlere göre ahlaki kayıtsızlık puanının anlamlı olarak farklılaşıp farklılaşmadığına yönelik yine non-parametrik testlerden Mann Withney U ve Kruskal Wallis testleri yapılmıştır.

## **Bulgular**

Mevcut araştırmada öğretmen adaylarının ahlaki kayıtsızlık ve akademik motivasyonları arasındaki ilişkinin olup olmadığı ve varsa bu ilişkinin yönü ve kuvvetinin ortaya çıkarılması amaçlanmıştır. Bu amaçla iki ölçme aracından yararlanılmıştır. Ahlaki kayıtsızlık toplam puanı üzerinden yapılan analizde öğretmen adayları puan ortalamasının 44,9 olduğu görülmektedir. Ölçekten elde edilebilecek en yüksek puan 160, en düşük puanın 32'dir. Buna göre, öğretmen adayları ölçekten

düşük puan almışlardır. Akademik motivasyon toplam puanı üzerinden yapılan analizde öğretmen adayları puan ortalamasının 97,37 olduğu görülmektedir. Ters kodlama yapıldıktan sonra hesaplanan değerlere göre ölçekten alınabilecek en yüksek puan 140, en düşük puan 28'dir. Buna göre, öğretmen adaylarının ölçekten yüksek puan aldığı söylenebilir. Alınan puanların ortalaması üzerinden değerlendirildiğinde ise ortalamanın  $\bar{x}=3,47$  olduğu sonucuna ulaşılmıştır. Elde edilen veriler genel olarak değerlendirildiğinde, öğretmen adaylarının akademik motivasyonun yüksek olduğu söylenebilir.

Mevcut araştırmanın ana problemi olan ahlaki kayıtsızlık ile akademik motivasyon arasında anlamlı bir ilişki olup olmadığına ve varsa bu ilişkinin kuvveti ile yönünün ne olduğuna cevap bulabilmek amacıyla yapılan Spearman's rho korelasyon testinin sonucuna göre, ahlaki kayıtsızlık toplam puanı ile akademik motivasyon toplam puanı arasında anlamlı bir ilişki olmadığı ortaya çıkmıştır ( $p>.05$ ). Araştırmada ortaya çıkan sonucu desteklemesi açısından ahlaki kayıtsızlık toplam puanı ile akademik motivasyon alt boyutları arasındaki ilişki test edilmiştir. Ahlaki kayıtsızlık toplam puanı ile motivasyonsuzluk alt boyutu arasında pozitif yönlü zayıf bir ilişki ( $p<.05$ ,  $r=.192$ ); uyarılmaya (haz duyma) yönelik içsel motivasyon alt boyutu arasında ise negatif yönlü zayıf bir ilişki ( $p<.05$ ,  $r=-.099$ ) olduğu tespit edilmiştir.

İlişkisiz iki grubun ahlaki kayıtsızlık puanları arasında anlamlı fark olup olmadığına dair yapılan Mann Whitney U testi analiz sonuçlarına göre cinsiyet değişkeni açısından anlamlı farklılık görülürmüştür ( $p>.05$ ). Yapılan analiz neticesinde kadın ( $\bar{x}=1,38$ ) ve erkek ( $\bar{x}=1,50$ ) öğrencilerin ahlaki kayıtsızlık puanları arasında anlamlı ve erkek öğrenciler lehine farklılık görülmüştür ( $U=10,932$ ,  $p<.05$ ). Diğer bir ifadeyle, erkek öğretmen adaylarının ahlaki kayıtsızlığı kadın öğrencilere göre yüksek düzeydedir. Birden fazla grubun ahlaki kayıtsızlık puanları arasında anlamlı fark olup olmadığına dair yapılan Kruskal Wallis testine göre, öğrenim gördükleri bölüm ve sınıf düzeyi ile ahlaki kayıtsızlık puanları arasında anlamlı fark yoktur ( $p>.05$ ). Öğretmen adaylarının okudukları bölümü tercih etme sebepleri ile ahlaki kayıtsızlık puanları arasında anlamlı farklılık olduğu bulunmuştur ( $X^2_4=14,30$ ,  $p<.05$ ). Okudukları bölümü tercih etme sebeplerine göre, isteyerek ve bilerek öğrenim gördüğü bölümü tercih ettiğini söyleyen öğretmen adayları ( $\bar{x}=1,37$ ) ile puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğretmen adayları ( $\bar{x}=1,45$ ) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu görülmüştür ( $F_{(4-412)}=3,931$ ,  $p<.05$ ).

Öğretmen adaylarının sosyal medyada geçirdikleri günlük süre ile ahlaki kayıtsızlık puanları arasında anlamlı farklılık olduğu bulunmuştur ( $X^2_4=10,716$ ,  $p<.05$ ). Sosyal medyada geçirilen günlük süreye göre, günde 1 saatten az zaman harcayan öğretmen adayları ( $\bar{x}=1,24$ ) ile günde 5 saat ve üstü zaman harcayan öğretmen adayları ( $\bar{x}=1,44$ ) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu görülmüştür ( $F_{(3-412)}=3,221$ ,  $p<.05$ ). Analiz neticesinde bu farkın, sosyal medyada günlük 5 saat ve üstü zaman harcayan öğretmen adayları lehine olduğu görülmektedir.

## **Tartışma ve Sonuç**

Mevcut araştırmanın amacı, öğretmen adaylarının ahlaki kayıtsızlık düzeyleri ile akademik motivasyonları arasındaki ilişkinin yönünü ve kuvvetini ortaya çıkarmaktır. Ayrıca farklı değişkenler (cinsiyet, sınıf düzeyi, okunan bölüm, okunan bölümü tercih etme sebepleri, sosyal medyada geçirilen süre) açısından ahlaki kayıtsızlık puanlarında anlamlı fark olup olmadığı belirlenmeye çalışılmıştır.

Araştırmada öğrencilerin büyük bir kısmı yerleştiği bölümü isteyerek ve bilerek tercih etmişlerdir. Buna göre öğrencilerin çoğunlukla içsel nedenlerle mesleğini seçtiği söylenebilir. Benzer

şekilde Aydın vd. (2021) öğretmen adaylarının, öğretmenlik mesleğini tercih etme nedenleri üzerine yaptıkları çalışmada daha ziyade özgeci-içsel nedenlerin etkili olduğunu belirtmişlerdir. Mevcut araştırmada ikinci sırada ise puanı bu bölüme yettiği için tercih edenler gelmektedir. Sözü edilen maddeyi seçenler arasında sosyal bilgiler öğretmenliği bölümünde öğrenim görenler çoğunluktadır.

Araştırmada öğretmen adaylarının yarısından fazlasının günde 2-4 saat arasında; %33'ünün günde 1-2 saat arasında; yüzde 11'nin günde 5 saat ve üstünde; yüzde 3'ünün ise günde 1 saatten az zamanını sosyal medya araçlarında geçirdiği ortaya çıkarılmıştır. Akıncı-Vural ve Bat (2010) öğrencilerin yarısından fazlasının sosyal ağları her gün kullandığını ve bu öğrencilerin yarısına yakınının sosyal ağlarda geçirdikleri sürenin ortalama 1-3 saat arasında olduğunu belirtmektedir. Çakmak (2014) ise katılımcıların %35'inin 2-5 saat, %12'sinin 6 saatten fazla ve %68'inin günde en az bir saat medyayı kullandığı sonucuna ulaşmıştır. Sonuçlar birbirini destekleyici niteliktedir.

Sosyal medyayı takip ettiğini beyan eden öğretmen adayları tarafından en sık Instagram ( $f=363$ ), sonrasında sırasıyla YouTube ( $f=335$ ), Twitter ( $f=193$ ), Spotify ( $f=114$ ) ve Snapchat ( $f=97$ ) adlı sosyal medya araçları takip edilmektedir. Aksakal (2019) öğretmen adaylarının Instagram kullananların oranı % 80,7 olarak ilk sırada olduğunu tespit etmiştir. Özdemir (2019) sosyal medya uygulamalarını kullanım oranlarını % 66,9 Instagram, %13 YouTube, %10 Facebook, %9 Twitter olduğunu tespit etmiştir. Ancak Küçükali'nin (2016) araştırmasında ilk sırayı Facebook alırken sırayla Instagram, Twitter ve YouTube isimli sitelerin olduğu belirlenmiştir.

Sosyal medya araçlarını takip ettiğini söyleyen öğretmen adaylarının gerekçelerine bakıldığında, sırayla gündemi takip etmek, müzik dinlemek, kişisel gelişim sağlamak ve sosyalleşmek için sosyal medyayı takip ettiklerini belirtmişlerdir. Gerekçeler arasında en az seçilen ise alışveriş yapmak olmuştur. Çakmak (2014) araştırmasında katılımcıların sosyal medyayı kullanma nedeni olarak en çok yakın çevresinde olup bitenlerden haberdar olmak istemesini bulmuştur.

Araştırmada akademik motivasyon toplam puanı üzerinden yapılan analizde, öğretmen adaylarının ölçekten, kabul edilen puan aralığı dahilinde, yüksek puan ( $\bar{x}=3,47$ ) aldığı söylenebilir. Ayrıca araştırmada öğretmen adaylarının iç ve dış motivasyon açısından eşit ortalamaya sahip oldukları ve motivasyonlarının yüksek olduğu, motivasyonsuzluk puanının ise düşük düzeyde olduğu görülmüştür. Araştırmanın bu sonucu, farklı çalışma sonuçlarında da desteklenmektedir (Arslantaş, 2021; Kiremitçi vd., 2020; Özdemir, 2019; Taskesen, 2019). Ancak akademik motivasyonu orta düzeyde bulan araştırmalar da vardır (Gürlek, 2021; Taşkın, 2016; Titrek vd., 2018). Bu farklılığın örneklem grubu farklılığından kaynaklanabileceği düşünülmektedir. Ahlaki kayıtsızlık toplam puanı üzerinden yapılan analizde ise öğretmen adaylarının düşük puan aldıkları ( $\bar{x}=1,4$ ) tespit edilmiştir. Başka bir ifade ile öğretmen adaylarının ahlaki kayıtsızlığı düşük düzeydedir. Benzer şekilde Kağan ve Yazıcıoğlu (2021) da yaptıkları çalışma sonucunda üniversite öğrencilerinin ahlaki kayıtsızlık tutumlarını düşük düzeyde bulmuşlardır. Mevcut araştırmada ahlaki kayıtsızlık alt boyutları puan ortalamaları açısından değerlendirildiğinde, öğretmen adaylarının ahlaki kayıtsızlık durumlarında en çok sorumluluğun yayılması ( $\bar{x}=7,94$ ), sorumluluğun üstlenilmemesi ( $\bar{x}=6,22$ ) ve ahlaki meşrulaştırma ( $\bar{x}=6,05$ ) mekanizmalarına başvurduğu görülmüştür. Bu sonuca göre daha ziyade öğretmen adaylarının dışarıya yükleme yapan mekanizmaları tercih ettiği söylenebilir.

Araştırmada elde edilen bulguya göre, ahlaki kayıtsızlık toplam puanı ile akademik motivasyon toplam puanı arasında anlamlı bir ilişki olmadığı ortaya çıkmıştır ( $p>.05$ ). Bununla birlikte ahlaki

kayıtsızlık toplam puanı ile motivasyonsuzluk alt boyutu arasında pozitif yönlü zayıf bir ilişki ( $p < .05$ ,  $r = .192$ ); uyarılmaya (haz duyma) yönelik içsel motivasyon alt boyutu arasında ise negatif yönlü zayıf bir ilişki ( $p < .05$ ,  $r = .099$ ) olduğu görülmektedir. İlgili literatüre bakıldığında, ahlaki kayıtsızlığın olumsuz davranışlarla (saldırganlık, zorbalık, bağımlılık, narsisizm vb.) negatif; olumlu davranışlarla (empati, değerlerden oluşan kimlik vb.) pozitif yönlü ilişkide olduğunu ortaya çıkaran birçok çalışma mevcuttur (Detert vd., 2008; Fitzpatrick & Bussey, 2018; Hacıkeleşoğlu, 2021; Karataş vd., 2019; Köfünelyi, 2022; Parladıcı, 2020; Özkan, 2019; Visconti vd., 2015; Yazıcıoğlu, 2020).

Çeşitli değişkenlere göre ahlaki kayıtsızlık puanının anlamlı olarak farklılaşıp farklılaşmadığına dair yapılan analizler neticesinde öğretmen adaylarının öğrenim gördükleri bölüm ve sınıf düzeyleri açısından ahlaki kayıtsızlık puanları arasında anlamlı farklılık olmadığı tespit edilmiştir ( $p > .05$ ). Gencer (2020) tarafından yapılan çalışmada da ahlaki kayıtsızlık puanının sınıf düzeyine göre farklılaşmadığı ortaya çıkarılmıştır. Araştırmada cinsiyet değişkeni açısından yapılan analiz neticesinde kadın ( $\bar{x} = 1,38$ ) ve erkek ( $\bar{x} = 1,50$ ) öğrencilerin ahlaki kayıtsızlık puanları arasında anlamlı ve erkek öğrenciler lehine farklılık görülmüştür. Yine öğretmen adaylarının okudukları bölümü tercih etme sebeplerine göre, isteyerek ve bilerek öğrenim gördüğü bölümü tercih ettiğini söyleyen öğretmen adayları ( $\bar{x} = 1,37$ ) ile puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğretmen adayları ( $\bar{x} = 1,45$ ) arasında ahlaki kayıtsızlık puanları arasında anlamlı fark olduğu, bu farkın ise puanı ancak bu bölüme yettiği için tercih ettiğini söyleyen öğrenciler lehine olduğu görülmektedir. Araştırma problemine dahil edilen son değişken ise sosyal medyada geçirilen süredir. Sosyal medyada günlük 1 saatten az zaman harcayan öğretmen adaylarının ahlaki kayıtsızlıkları daha düşüktür. Benzer şekilde Parladıcı (2020) araştırmasında interneti günlük 4-5 saat kullananların ahlaki uzaklaşma düzeylerinin de 1-2 saat kullananlara göre anlamlı ölçüde daha yüksek olduğunu ortaya koymuştur. Yine Hacıkeleşoğlu, (2021) tarafından yapılan araştırma sonucunda, sosyal medya bağımlılığı ile ahlaki kayıtsızlık arasında pozitif yönde ilişki bulunduğu; sosyal medya bağımlılığının ahlaki kayıtsızlığı yordadığı tespit edilmiştir.

## **Öneriler**

Mevcut araştırma sonuçları, zayıf da olsa, motivasyonsuzluk arttıkça ahlaki kayıtsızlığın da artma eğiliminde olduğunu göstermiştir. Bu bulgu, akademik motivasyonun artırılmasının bireylere hem akademik hem de ahlaki açıdan katkı sağlayacağı şeklinde yorumlanabilir. Bu nedenle öğrencilerin öğrenim gördükleri kurumlardaki tüm paydaşlar sürece dahil edilerek akademik motivasyonlarının artırılmasına yönelik birlikte hareket etmeleri sağlanabilir. Öğretmen adaylarının günlük sosyal medyada harcadıkları zaman dikkat çekici düzeydedir. Sosyal medyada geçirilen sürenin ahlaki kayıtsızlık puanları üzerinde etkili olduğu sonucuna ulaşılmıştır. Bu bağlamda öğrencilerin öğrenim gördükleri üniversitelerde farklı aktivitelere yönlendirilmeleri ve vakitlerini daha verimli etkinliklere harcamaları için kişisel ve uzmanlık alanlarında gelişimlerine yönelik düzenlemeler yapılabilir. Ahlaki kayıtsızlık, kişinin içselleştirdiği etik standartlar dışında davrandığında vicdan azabı duymaması için oluşturduğu mekanizmalardır. Olumsuz tüm davranışlar ile pozitif, olumlu davranışlar ve aile gibi sosyal destekler ile negatif yönlü ilişkiye sahip olan ahlaki kayıtsızlık üzerine yapılan çalışmaların deneysel çalışmalarla desteklenmesi önerilmektedir.