

PERCEPTIONS AND EXPERIENCES OF CHILDREN, PARENTS AND  
TEACHERS REGARDING THE INTERNET USAGE, RISKS AND SAFETY FOR  
CHILDREN

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FOR CHILDREN**

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **PERCEPTIONS AND EXPERIENCES OF CHILDREN, PARENTS AND TEACHERS REGARDING THE INTERNET USAGE, RISKS AND SAFETY FOR CHILDREN**

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With the development of online technology and the Internet, opportunities has been offered for variety areas such as education, entertainment, commercial and communication to the Internet users. However, there is a general concern about the harmful consequences of certain online activities. The aim of this study is to examine the children's, parents' and teachers' experiences and perceptions about the risks of the Internet for children. This was accomplished by identifying children's Internet usage at school and in general, and by examining the Internet risks for children and the safety considerations.

This research study utilized a mixed method approach that a quantitative and qualitative data collection and analyses were conducted. Convenience sampling method is used in the study. Data were collected from four elementary and secondary schools in Ankara, Turkey. The quantitative data were collected from 350 children who were between 3<sup>rd</sup> to 8<sup>th</sup> grades through a survey. Moreover, the qualitative data were gathered from 9 parents and 12 teachers with conducting interviews. For

validation of the results children's, teachers', and parents' perceptions and experiences were also reported. Data were analyzed by using descriptive statistics and Chi-square test for quantitative data and content analysis for qualitative data.

The results of the study showed that children started to use the Internet at average age of 7. Half of the children used the Internet every day in general, but the Internet usage was not common in schools because of the limited Internet access. Moreover, the most frequently performed activity for students on the Internet was studying.

This study further revealed that few children have been bothered by the Internet risks. However, detailed investigation showed that nearly half of the children experienced the technical risks of the Internet. Moreover, sexuality, meeting with strangers, violence and spoofing were seen as the potential risks of the Internet for children by parents and teachers.

In this study, children mostly consulted parents, friends and teachers regarding the Internet safety. It was also revealed that parents guided the children more than teachers while parents asked for help from guidance counselor teacher to solve children's problems related with the Internet. Furthermore, parents had precautions such as monitoring browsing history and setting passwords to prevent children from the risks of the Internet. Further, it was revealed that teachers explained the disadvantages of the Internet to children as precaution.

Finally, the Chi-square test of independence revealed that there were significant associations among exposure of children to risk and several factors. These factors were gender, membership of social network, self-confidence and confidence of children in parents and teachers.

According to the implications of this study, it can be suggested that children should access the Internet more to learn how they overcome the Internet risks under the supervision of parents and teachers. Moreover, according to the result of this study it

can be suggested that government and Ministry of National Education should provide more resources such as courses for children, pedagogical assistance for parents, and in-service trainings and instructional materials for teachers.

Keywords: The Internet risks, risks for children, safety of the Internet, parent, teacher



## ÖZ

### **ÇOCUKLARIN, EBEVEYNLERİN VE ÖĞRETMENLERİN; ÇOCUKLAR İÇİN İNTERNET KULLANIMI, İNTERNETİN RİSKLERİ VE GÜVENLİĞİ HAKKINDA GÖRÜŞLERİ VE DENEYİMLERİ**

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Çevrimiçi teknolojilerin ve İnternet'in gelişimiyle, İnternet kullanıcılarına eğitim, eğlence, reklam ve iletişim gibi çeşitli alanlarda fırsatlar sunulmaktadır. Bununla birlikte, belirli çevrimiçi aktivitelerin zarar verici sonuçları hakkında genel bir endişe bulunmaktadır. Bu çalışmanın amacı çocukların, ebeveynlerin ve öğretmenlerin çocuklar için İnternet'in riskleri hakkındaki görüşlerini ve deneyimlerini incelemektir. Bu amacı yerine getirmek için, çocukların okulda ve genelde İnternet kullanımları belirlenmiş ve İnternet'in çocuklar için riskleri ve koruma önlemleri incelenmiştir.

Bu araştırma çalışmasında, nicel ve nitel veri toplanılan ve analizler yapılan karma yöntem deseni kullanılmıştır. Araştırmada kolay ulaşılabilir örneklem yöntemi kullanılmıştır. Veri, Ankara'daki dört ilkokul ve ortaokuldan toplanmıştır. Nicel veriler, ilkokul ve ortaokulda okumakta olan 3 ile 8. sınıftaki 350 çocuktan anket yoluyla toplanmıştır. Ayrıca, nitel veriler 9 ebeveyn ile 12 öğretmenden görüşme yoluyla elde edilmiştir. Çocukların, ebeveynlerin ve öğretmenlerin deneyimleri ve görüşleri, sonuçları doğrulamak için rapor edilmiştir. Veriler; nicel veriler için

betimsel istatistik ve ki-kare testi kullanılarak ve nitel veri analizi için içerik analizi kullanılarak analiz edilmiştir.

Araştırma sonuçları, çocukların İnterneti kullanmaya başlama yaşını ortalama 7 olarak göstermektedir. Çocukların yarısı genelde İnternet'i her gün kullanıyor, fakat İnternet kullanımını okullarda İnternet erişimi sınırlandırılmış olması nedeniyle çok yaygın değildir. Ayrıca, çalışma yapmak çocukların İnternet'te en sık yaptığı faaliyettir.

Bu çalışma, çok az sayıdaki çocuğun İnternet risklerine maruz kaldığını ortaya koymuştur. Öte yandan, yapılan ayrıntılı incelemede, çocukların neredeyse yarısının İnternet'in teknik risklerine maruz kaldığı görülmüştür. Ayrıca, ebeveynler ve öğretmenler; cinsellik, yabancılarla görüşme, şiddet ve dolandırıcılığı çocuklar için İnternet'in potansiyel riskleri olarak görmektedir.

Bu çalışmada, çocuklar İnternet güvenliği hakkında genellikle ebeveynlerine, arkadaşlarına ve öğretmenlerine danışmıştır. Ebeveynlerin, öğretmenlere göre çocuklara daha fazla rehberlik ettiği, oysa ebeveynlerin çocukların İnternet ile alakalı sorunları için rehber öğretmenine danıştığı ortaya çıkmıştır. Ayrıca, ebeveynler çocuklarını İnternet risklerinden korumak için tarayıcı geçmişini kontrol etme ve şifre koyma gibi önlemler almaktadır. Buna ek olarak, öğretmenlerin önlem olarak İnternet'in dezavantajlarından çocuklara bahsettiği ortaya çıkmıştır.

Son olarak, bağımsız Ki-kare testi, çocukların maruz kaldığı İnternet riskleri ile cinsiyet, sosyal ağ üyeliği ve çocukların kendilerine, ebeveynlerine ve öğretmenlerine olan güvenleri arasında anlamlı bir ilişki ortaya koymuştur.

Bu çalışmanın sonuçları doğrultusunda, öğrencilerin İnternet'in riskleriyle nasıl başa çıkabileceklerini öğrenebilmeleri için, ebeveynlerinin ve öğretmenlerinin gözetiminde, daha fazla İnternet'e erişmeleri tavsiye edilebilir. Ayrıca, çalışmanın bulgularına göre devletin ve Milli Eğitim Bakanlığı'nın, çocuklar için dersler,

ebeveynler için pedagojik yardım ve öğretmenler için hizmet içi eğitimler ve öğretim materyalleri gibi kaynakları sağlaması önerilebilir.

Anahtar Kelimeler: İnternet Riskleri, Çocuklar için Riskler, İnternet Güvenliđi, Ebeveyn, Öğretmen



To my mother and father

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter consists of the background of the study, problem statement, research questions, purpose and the significance of the study and the definition of terms.

#### **1.1 Background of the Study**

New online, mobile, and networked technologies have become a part of people's daily life. The diffusion of the Internet offers opportunities in terms of education, entertainment, commerce and communication. It is commonly accepted that the Internet provides benefits to its users such as sharing information, communicating with people all around the world, providing learning settings and sharing personal expressions. As an enormous information supplier, the Internet meets the expectations of users who have wide range of interest. With the development of Web 2.0 technologies, social network sites (SNS), blogging, and video sharing web sites have gained popularity among the Internet users.

The Internet, a rich source of knowledge, can empower learning opportunities (Sharples, Graber, Harrison & Logan, 2009; Lee, 2013), and it is central to education and classroom teaching in many countries (Chou & Peng, 2011). Moreover, the Internet may effect the concepts of learning and teaching with the availability of information with the technological developments. On the other hand, the learning and social development of children can be influenced by unsafe and unconscious usage of the Internet (Livingstone, Kirwil, Ponte, & Staksrud, 2014). Although, the Internet offers many benefits to users, there were general concerns regarding the

increasing number of the Internet risks (Notley, 2009; Marczak & Coyne, 2010; Martin & Rice, 2011; Vanderhoven, Schellens, & Valcke, 2014).

Spending a lot of time online can result in the Internet addiction (Hong, Huang, Lin, & Chiu, 2014). Moreover, “the growing popularity of SNS is causing concerns about privacy and security, especially with teenagers since they show various forms of unsafe behavior on SNS” (Vanderhoven et al., 2014, p. 123).

While the capacity and opportunities of the online technology are increasing, cyberbullying, violence and abuse have become more terrifying in psychological aspects for children. Moreover, a significant decrease in harmful consequences of certain online activities of children is associated with the parental regulation strategies (Livingstone & Helsper, 2008). Thus, it is important to investigate the parental mediation strategies in order to fill the gap of knowledge concerning the parents and children relationships about the Internet usage and risks.

Staksrud and Livingstone (2009) stated that parents may need a closer understanding of their child’s Internet usage and perceptions of online risks. The parents’ perceptions and experiences regarding children Internet usage, risks and safety issues of the Internet may affect their children’s actions, therefore they should be examined.

Telecommunications Communication Presidency (Telekomünikasyon İletişim Başkanlığı) can restrict Internet access in Turkey that this strength was given by law. Nevertheless, it may not be adequate to protect children from negative effects of the Internet by only restricting their access (Staksrud & Livingstone, 2009). It is important to raise children’s awareness of the risks through supervising and guidance (Anastasiades & Vitalaki, 2011; Bütün & Kesten, 2014).

Internet risks and safety regulations are not only the parents’ concern. According to Hinduja and Patchin (2008), there is a significant amount of negative reaction by the popular media, as well as by parents, teachers, school administrators, pedagogues,

and law enforcements. People who have variety of responsibilities toward children concerned about the negative effects of the Internet. Therefore, it is important to examine not only parents' point of view, but also teachers considering their close relationships with children.

As the requirement of the new era, online technologies and the Internet has become a necessity. Thus, the new way of learning requires children to search and gather information mostly by using the Internet. Moreover, students frequently use the Internet as well as written resources for their homework (Bütün & Kesten, 2014). According to this need, the Movement to Increase Opportunities and Technologies Project (FATİH) has been implemented in Turkey to provide the Information and Communication Technologies (ICT) supported education (MEB, 2012). The classes were equipped with smart boards and tablet computers, in addition to the Internet connection.

With the ICT investment in schools, accessing to online resources will improve students' learning and teachers' professional development. (Şumuer, Eşfer, & Yıldırım, 2014). While it aims to provide efficient technology use in education, unintentionally and unregulated usage may cause irreversible damage for students and teachers. Moreover, if instructional materials, which are effective in raising the awareness, are not theoretically grounded, it may cause specific risks for teens. (Vanderhoven et al., 2014). Therefore, the children may be affected by Internet risks not only at home but also at schools.

To eliminate risks, several actions can be taken. For example, Internet security software can be installed on computers, which are placed in school laboratories to protect children from exposure to the inappropriate content. Although there are defensive strategies and software to prevent technological risks of the Internet at schools, the school administration or teachers may not be aware of other risks. Inaccurate online content and unwelcome contacts are other concerns related to the risks (Martin & Rice, 2011).

Dowell, Burgess and Cavanaugh (2009) stated that identifying behaviors while online is important that children might be vulnerable to strangers or predators. Thus, classroom teaching requires skills and strategies to change children's behaviors (Vanderhoven et al., 2014). Teachers should be able to develop materials used in practice or make discussions to raise the awareness about the risks. Therefore, it is important to explore teachers' beliefs, knowledge, perceptions and attitudes about the Internet-initiated risks for children.

Children, parents, and teachers should have adequate knowledge about the Internet risks, and they should have the appropriate attitude toward using the Internet safely. Parents and schools have an important role that they should enhance the children's awareness about the Internet safety (Sampasa-Kanyinga, Roumeliotis & Xu, 2014). Therefore, it is beneficial to gather information about the experiences of children, and perceptions of parents and teachers regarding risky and safe usage of Internet both at schools and in general (which also includes schools) to report how Internet can be safe for children.

## **1.2 Purpose of the Study**

Children are vulnerable to the Internet risks, and therefore parents and teachers have important roles to prevent children from risks. The aim of this study is to examine the children's experiences, and parents' and teachers' perceptions about the risks of the Internet for children. This is accomplished by identifying children's Internet usage at school and in general, and by examining parents' and teachers' perceptions of Internet risks for children and which actions are taken to protect the children from these risks. Moreover, association between the exposure of children to the Internet risk and several factors is examined. These factors are gender, membership of SNS, computer or media literacy courses taken, the Internet usage in general and in school, children's self-confidence, confidence in their parents and teachers about overcoming with the Internet risks.

### **1.3 Research Questions**

The general questions guiding this study is: “What are the experiences of children, and the perceptions of parents and teachers about the Internet usage, risks and safety for children?”. With respect to this question, the following research questions were investigated:

1. What are the children’s Internet usage profiles?
2. What are the experienced and perceived Internet risks for children?
  - 2.1. What are the children’s experiences of the Internet risks?
  - 2.2. What are the parents’ perceptions of the Internet risks for children?
  - 2.3. What are the teachers’ perceptions of the Internet risks for children?
3. What are the mediation strategies and safety regulations with regard to the children’s Internet usage according to the experience of children and perceptions of parents and teachers?
4. Are there associations between the exposure of children to risk, and gender, membership of SNS, computer or media literacy courses taken, the Internet usage in general and in school, children’s self-confidence, confidence in their parents and teachers about overcoming with the Internet risks?

### **1.4 Significance of the Study**

This study explores how and why children use the Internet; what are the children’s experiences, and parents’ and teachers’ perceptions about the Internet risks; which mediation strategies parents and teachers use to encourage children to be aware of Internet benefits and risks; and also which safety regulations parents and teachers apply in order to prevent children from the Internet risks. A better understanding of the reasons of the Internet usage, and awareness of the safety plans may help all the stakeholders to decide whether children use the Internet in a way that places them at risk for potential victimization or not. This is especially important because lack of children’s awareness and psychological readiness to handle risks like cyberbullying might make them vulnerable (Sampasa-Kanyinga et al., 2014). Furthermore, many studies should concentrate on parents when Internet is considered (Odabaşı, 2005).

Moreover, the results of this study can guide parents, teachers and other stakeholders to be conscious of the negative effects of the Internet, and also to take precautions about the risks.

Additionally, Sorbring and Lundin (2012) suggested that further studies have to illuminate the relation between parental strategies such as negotiations, conversations, rules and restrictions, in different settings and cultures. Therefore, this study can contribute the literature in terms of what mediation strategies and safety regulations were used by parents to prevent children from the risks of the Internet.

Gender gap in Internet usage was reported as that boys generally spending more time on computers than girls (Lu & Hao, 2014). Furthermore, the more children use the Internet, the more they expose to risks (Livingstone, Haddon, Görzig, & Ólafsson, 2011). Moreover, the relationship between gender and internet activity needs to be investigated more fully.

For this study, survey for children and interview schedules for parents and teachers were developed based on other established instruments. By using these instruments, further research can be conducted to see the trend in the results over the years. Furthermore, this study contributes to the literature about the children's Internet usage and parents' and teachers' mediation strategies and safety regulations. These results can be used in comparative research studies in other countries.

### **1.5 Definition of Terms**

*Online technology* includes devices that have capability to access the Internet. It can be a computer, smart phone, smart TV, tablet, game console, etc.

*Experience* is the knowledge or ability gained consciously or unconsciously through involvement in or exposure to a subject or event.

**Perception** is the sensory information gained through sensation or the memorizations the objects or events to represent and understand.

**Parent** refers to one of the guardian of children such as mother, father or other legal guardian.

**Children's Internet usage in general** includes the frequency of the Internet usage, tools for connecting the Internet, aim of usage and online activities that children do at home, at school and at other places.

**Children's Internet usage in school** includes the frequency of the Internet usage, tools for connecting the Internet, aim of usage and online activities that children do just at school.

**Confidence** refers to perceived likelihood of success (Mory, 2004) or perceived success to overcome a situation or an event, which upset or harm.

**Social networking site (SNS)** is a kind of web site that builds social relations among their users who share opinions, activities, photos or interests.

**Elementary school** is the school which is for the age 7 to 12 years old and the same level group of children. The National Education System is determined by National Education Basic Act No. 1739 in Turkey. Age group for enrollment to primary school was changed, after Act of No. 6287 which published in Official Gazette in 11 April 2012 go in effect. Elementary education institutions consist of the four-year for 6 to 13 years old children in Turkey (MEB, 2013b).

**Secondary School** is the school which is active for the education of 12-15 year-old children. Similar to elementary schools, enrollment of secondary school was changed, after Act of No. 6287 which was published in Official Gazette in 11 April 2012 came into effect in Turkey. Secondary schools which were compulsory for

children after the elementary school give opportunity to allow between different programs, and secondary schools for imams and preachers (MEB, 2013b).

**Risk** is the probability of losing value of something such as physical health, social status, and emotional well-being. Risk could be defined as condition that harm or upset children. Risk is used to represent a deliberate or unintentional attack that causes the harm.

**Mediation strategy** can be defined as parents' and teachers' considerations for children to orient them in a safety way or thinking carefully and deeply. It may include some psychological control mechanism. Mediation strategy ensures parents and teachers to identify the problem and solutions while children use the Internet. Parents and teachers motivate and encourage children to improve their mentality as to what is best for children online. For example, explaining the advantages or disadvantages of the Internet is considered as mediation strategy.

**Safety Regulations** is different from mediation strategy in that it is about controlling or setting technical or verbal rules that are put in place to ensure a child is safe while using the Internet. Safety regulations can be active or passive control mechanisms that parent or teacher implements to ensure that the child is not in a risky situations. For example, setting password or filter is considered as safety regulation. Mediation strategies are related with guiding, while safety regulations are related with controlling and restricting.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

Both children and adults use digital technologies, especially online media for several purposes including studying, entertaining, finding sources and news, socializing. While rapid developments of the technology makes people's life easier, it also has disadvantages. Online media not only offer opportunities, but also it have potential risks for children, although there are control and safety mechanisms available such as governments, schools, industries, associations and parents.

This section presents the review of literature on the history of the Internet, history of Internet in Turkey, the Internet usage, the Internet usage in Turkey, the Internet usage of children, the Internet usage of children in Turkey, risks of the Internet for children, mediation strategy and safety regulations and media literacy course and computer courses. This section is concluded with the summary.

#### **2.1 History of the Internet**

The Internet as a global and largest network has a decentralized structure with invisible boundaries. Nobody owns the Internet, and there is no single entity and no single government governing the Internet (Akdeniz & Altıparmak, 2008). The Internet is an expansive network that people produce, share and access information.

The history of the Internet traced back to the launch of on the Sputnik which was the first Earth-orbiting artificial satellite in 1957. After it was launched by the Soviet Union, America established the Defense Advanced Research Projects Agency (DARPA) to develop their technology programs. In 1969, the aim of DARPA was to

develop a network that could continue its functions. The computers on the network shared the responsibility of routing information instead of the network to accomplish the communication any attack (Hofstetter, 1998). Therefore, ARPANET was established as a network consisting of computers connected via telephone lines with a common protocol for communication of computers which is called TCP/IP (Transmission Control Protocol / Internet Protocol) (Federal Communications Commission, 2007). TCP/IP allowed communication of computers to exchange information on peer-to-peer basis. This protocol was developed for transferring the documents that it was the base of electronic messaging system (Kozierok, 2005). In 1973, the first international connection was made with universities by using the ARPANET (Hauben, 2010). The result of growing population in the network, in 1983, the military segment broke off and become MILNET because of the security risks. In 1986, the National Science Foundation (NSF) began the NSFNET, a backbone that the number of connections increased extensively. By 1995, NSFNET reverted to a research network, and network providers undertook the US Internet backbone traffic (Hofstetter, 1998).

Computer or mobile technologies (mobile phone, tablet computers, etc. device with a modem) are needed to connect to the Internet, and user should make a contract with an access provider that allows connecting to its network for a fee. Internet services defined by protocols specify how information organizes and moves across the people. With the developments of online services, users have been communicating with one another, buying and selling resources, learning and also teaching, and entertaining (Notley, 2009).

### **2.1.1 History of the Internet in Turkey**

The first Internet connection in Turkey was established in 1986, between Ege University and European Academic and Research Network (EARN) through Turkish Network of Universities and Research Institutes (TÜVAKA – Türkiye Üniversiteler ve Araştırma Kurumları Ağı) (Wolcott & Çağiltay, 2001). A request was send to the NSFNET in 1991 to set up a network basing on an Internet Protocol (IP). In 1993,

Internet connection was established between METU (Middle East Technical University) and the NSF (Namazcı, 2012). In the same year TRNET was founded by METU and TÜBİTAK to provide the Internet backbone (Wolcott & Çağiltay, 2001).

With the expansion of the Internet usage, in 1995; numbers of Internet service provider were increased. Nowadays, more than 330 Internet Service Providers serve the Internet connections in Turkey (BTK, 2014).

## **2.2 The Internet Usage**

In the world, nearly 3 billion people which represented the 38.1% of the world accessed the Internet in 2013 (World Bank, 2013b). Furthermore, according to the International Communication Union (ITU, 2014b), two third of the world's Internet users are from the developing countries, in which the number of Internet users will have doubled in 5 years. According to the World Bank (2013a) records, three of the countries with the Internet connection rate of more 95% are Iceland, Bermuda, and Norway respectively. Europe's Internet user percentage will be reaching 75% as the highest rate of the worldwide by the end of 2014 (ITU, 2014a).

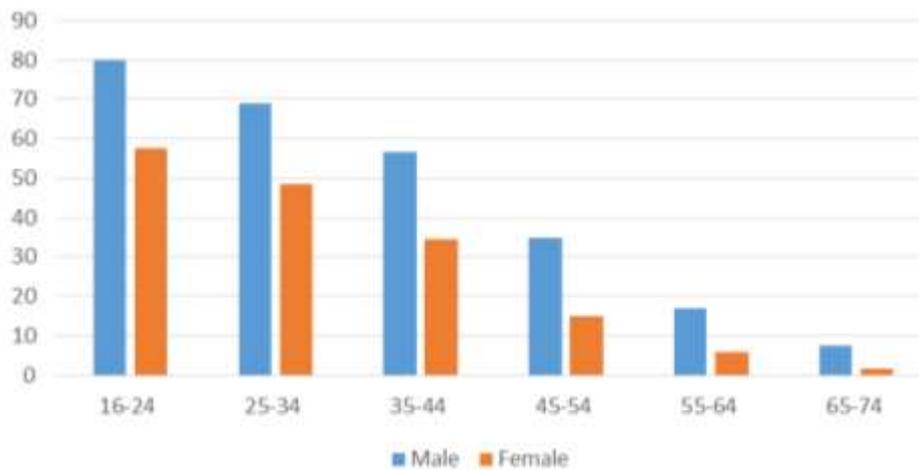
China is the world's largest Internet population at over half a billion and the next most densely inhabited nations of Internet users are the United States, India, and Japan (World Bank, 2013a). Moreover, Asia will be the main contributor to the world's Internet population that around 45% of the world's Internet users will live in Asia, and most of the European countries and Canada, New Zealand, Qatar, and South Korea have the Internet user percentage of more than 80% (ITU, 2014a).

### **2.2.1 The Internet Usage in Turkey**

Turkey is the 18th country with 37 million people which represents the 1.44% of the global Internet user population (Statista, 2013). Moreover, 48.3% of the Turkey population accessed to the Internet, in 2013 (TUIK, 2014c). Turkey is the 97<sup>th</sup>

country with this rate of the Internet user (ITU, 2014b). When the Internet user rates were examined, Turkey was above the average of the world, but below the European Internet user's ratio (World Bank, 2014b).

Nearly half of the people who were 16-74 years old were online in Turkey in 2013, and this ratio increased to 60.2% in January-March 2014 (TUIK, 2014b). 59.3% of male and 38.7% of female were online in 2013 (TUIK, 2014c).



*Figure 2.1.* Individuals using the Internet in January-March, 2013  
(Source: TUIK, 2014c)

While the age of users has increased, the percentage of Internet users has decreased (TUIK, 2014c). It is revealed that the age increase, frequency of the Internet usage decrease, in Turkey (see Figure 2.1). Moreover, male users' percentage is higher than female users.

### **2.3 The Internet Usage of Children**

With the diffusion of online technologies, children start using them at an early age. The individuals between 12 and 18 years old are the first and greatest consumers of

technology (Aslanidou & Menexes, 2008). Moreover, children had computers and the Internet access at home, when they were born (Vandewater, Rideout, Wartella, Huang, Lee, & Shim, 2007). In Europe, children are going online at ever younger ages that the average age of first Internet use is seven in Denmark and Sweden (Livingstone et al., 2011). Children have rights to play or explore autonomously on the Internet with parents' and teachers' encouraging and facilitating to their Internet usage. However, lots of the children do not have chance to use the Internet to benefit from its opportunities or to gain media literacy ability than "digital natives" peers (Livingstone & Haddon, 2009) because of restrictions or economic issues.

More than half of the 9-16 years old European children accessed the Internet everyday or almost everyday and most of the children used the Internet at home then at schools (Livingstone et al., 2011). According the Ofcom (2013) report which aims to inform the work of the UK Council for Child Internet Safety, 83% of children aged 3-4 accessed the Internet with a PC, laptop or netbook at home. Half of children aged 3-4 and similarly children aged 5-15 used a tablet computer in the home to be online.

There is a gender gap in children's Internet usage that boys use the Internet more than girls for entertaining (Rideout, Foehr, & Roberts, 2010; Lu & Hao, 2014). It has been found that boys spent more time playing computer games and watching videos on sites than girls, while girls visit social networking sites more than boys (Rideout, et al., 2010). However, another study has found that there are no gender differences in children's access to or amount of use of online technologies (Hasebrink, Livingstone, & Haddon, 2008).

### **2.3.1 The Internet Usage of Children in Turkey**

Youth constitutes the great potential of the Internet user. Moreover, nearly half of the users between 6-15 years old have access to Internet in Turkey in 2013 (see Table 2.1). In the light of these facts, children at elementary and secondary schools in

Turkey were chosen to examine their Internet usage for this study. The percentage of the Internet user according to the age group and gender is given in Table 2.1 (TUIK, 2014a).

Table 2.1 *The Percentage of the Internet Users in Turkey among 6-15 Age Group in 2013 (TUIK, 2014a)*

	Total			6-10 Age Group			11-15 Age Group		
	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl
%	50.8	53.7	47.8	36.9	38.3	35.4	65.1	68.9	61.0

According to TUIK (2014a), average ages of starting to use the Internet was 6 for the 6-10 age group and was 10 for the 11-15 age group of children in 2013. Therefore, it is important to investigate why so many children use the Internet, how they access and use Internet, and what their purposes are to access the Internet.

In Turkey, inadequate number of computer in schools, cost of computers and Internet providers cause children to end up with the Internet cafes where people can use the Internet with an affordable price. According to the TUIK (2014a) research, 21.4% of children aged 6-15 went to Internet café to connect the Internet, and males (32.2%) went there more than girls (8.8%). On the other hand, children who are younger than 12 years old are forbidden to enter Internet cafes (Çınar, Aksüt, Erim & Erten, 2007). Furthermore, surveillance of youth for parents has become problematic. Therefore, it is crucial to analyze where children aged 7-12 have access to the Internet to present their experiences.

As a security arrangement, one of the social network sites, Myspace site, has a policy that all profiles of youth under the age of 16 are private, and Facebook site has a same policy for under the 18 age. However, many youth under age of 16 report their ages as older than 16 (Hinduja & Patchin, 2008). Hence, examining the perception and understanding of children's Internet usage can help identify and utilize risks and safety of Internet. Among all 9-16 year old children across the Europe, more than

half of the children reported that they have their own profile on SNSs (Livingstone et al., 2011).

#### **2.4 Risks of the Internet for Children**

The Internet usage frequency is scaling up, as well, studies about the opportunities and risks related with the Internet usage of children are issued increasingly. Additionally, studies show that children may be exposed to risks consciously or unconsciously, when they use the Internet to explore its benefits (Buckingham, 2004; Valcke, Wever, Keer & Schellens, 2011; Livingstone & Helsper, 2010; Livingstone et al., 2011). Children, who feel confident to use the Internet or access the Internet very frequently, inevitably face more the Internet risks than the ones who are online for the purpose of raise awareness or under parental control and safety protection (Livingstone et al., 2011). In other words, it has not proved yet that the Internet exposes risks for all children.

According to the EU Kids Online project, more than half of the children in Europe have an SNS profile and one quarter of the 9-10 years old children had their own profile (Livingstone et al., 2011). On the other hand, social networks sites generally aim to provide service for adults. For example, Facebook has age-13 limitation (Livingstone, Olafsson, & Staksrud, 2013). Therefore, social media include and pose risks to youth more than most adults recognize (O'Keeffe & Clarke-Pearson, 2011). Furthermore, spending too much time on Facebook more likely to cause the addiction (Hong et al., 2014). Moreover, there were not adequate research studies to make clear or prove whether SNSs were more or less risky than other online activities (Livingstone et al., 2011).

Parents, teachers, governments and other stakeholders concern that promoting the children's Internet usage to benefit from the opportunities without safety regulations may be over with harm of risk. On the other hand, restricting the Internet usage to prevent children from the risks may lower to benefit from opportunities. Parents are primarily worried about excessive and uncontrolled usage, preoccupation with the

Internet, and negative consequences in terms of academic performance and interpersonal relationships (Lee, 2013). However, establishing mutual trust between the children and parents can be a part of mediation strategy for managing usage of the online technologies. Further, there is some evidence that when children are trusted about the online activities, their resilience are built up depending on their age (Green & Brady, 2013).

The Internet risks of technologies classified according to EU Kids Online Project (2009), as inappropriate content (pornographic, self-harm, violent content, racist/hate material), unwelcome contact (grooming, sexual harassment, bullying, abuse of personal information and privacy), and attracting growing attention, and inappropriate conduct by children themselves. Moreover, Dowell et al.'s study (2009) revealed that the risks reported by children were posting personal information, exposed to any inappropriate images, and posted rude comments online. Furthermore, girls are affected more than boys by violent or pornographic content; they have tendency to communicate online with a stranger, and they were asked to give their personal information (Hasebrink et al., 2008).

General concern for children is to be murdered by “net friend” (Chou & Peng, 2011). Privacy of online communication is important for everyone, but especially children are more vulnerable because they may be less aware of which information is private or what the possible consequences of sharing this information are (Mathiesen, 2013). Hinduja and Patchin (2008) mentioned that “the potential vulnerabilities to victimization that may arise when youth unwittingly, naively, or carelessly post personal information about themselves or their friends on publicly accessible web pages” (p.126).

Plagiarism is one of the risks for children as a content risk. Howard and Davies (2009) state that teachers should educate students not to directly copy any content related with their research topic, and also resources should be presented with their citations. Therefore, the type of contact and content can be examined to understand

whether children use Internet consciously or not. Accordingly, this study aims to analyze the Internet usage of children and experiences of them to reveal the relationship between Internet usage and risk.

The majority of concerns about the Internet risks for children are the sexual harassment, and carelessly and unconsciously revealing the personal information. The social networking sites have received a significant amount of negative attention by the popular media, as well as by parents, teachers, school administrators, counselors, and even law enforcement (Hinduja & Patchin, 2008). According to Dowell et al.'s study (2009), almost a third of the students reported that they had posted rude comments and personal information online. Therefore, it is so crucial that analyzing children's Internet usage to understand whether Internet might increase the risk of victimization.

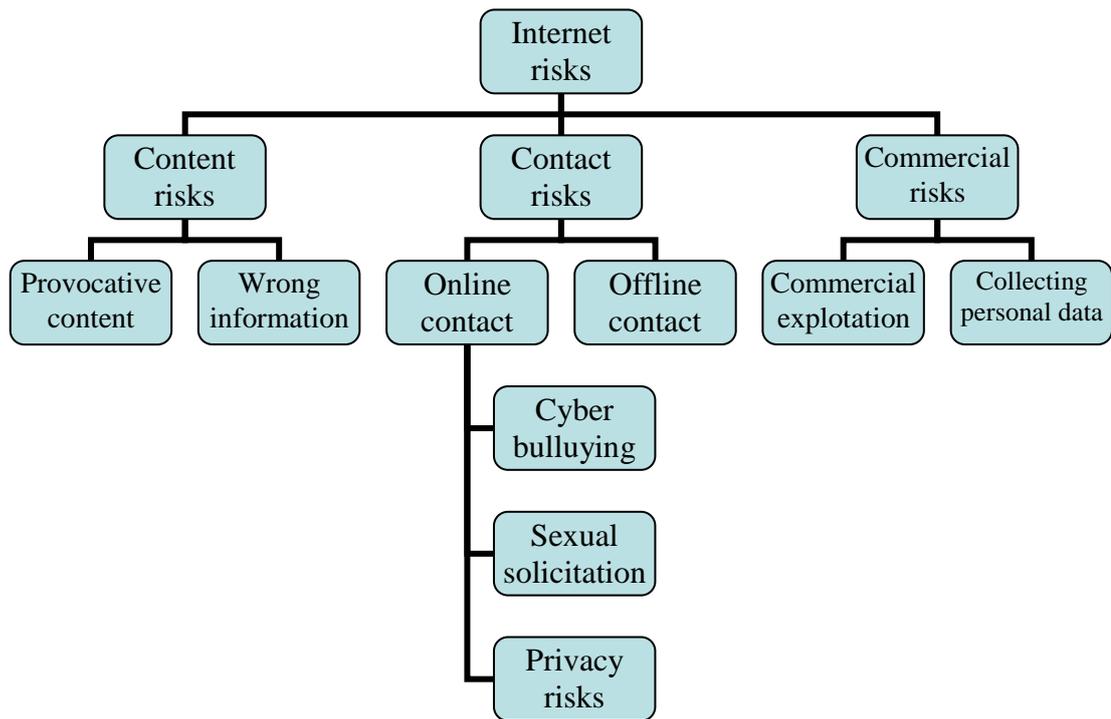
Finkelhor (2008) stated that the Internet user children were exposed the some risks which were quite inaccessible within the children's daily life – “more graphic pornographic images than previously accessible, harassment reaching from the school gates into the child's bedroom, specialist knowledge about suicide methods, the celebration of anorexia or race hate, modes of privacy invasion which are hard to detect, and many interactions in which trust and authenticity is uncertain and easily manipulated” (cited in EU Kids Online Project, 2009, p. 3). Therefore, this study reviews experiences of the children's Internet usage to investigate whether Internet usage exacerbate the risks.

Another term related to Internet risk for children is cyberbullying. It is defined as intentional and repeated aggression using information and communication technologies (Erdur-Baker, 2009). Moreover, it is revealed that the more a child use Internet, the more exposed to cyberbullying (Topçu, Erdur-Baker & Çapa-Aydın, 2008). The research studies revealed that male students were more likely to be bullies and victims when compared to female students (Berthold & Hoover, 2000; Erdur-Baker, 2009).

Law No. 5651, the Regulation of Publications on the Internet and Suppression of Crimes Committed by means of Such Publications, aims to prevent certain online crimes and organize procedures of such crimes committed on the Internet through content, hosting, and the access providers in Turkey (Akdeniz & Altıparmak, 2008). Crimes which result in access forbidden are listed at 8th article of the law in Turkey. The following risks are considered as crime that results with decisions of blocking access under the article 8th of Law No. 5651;

1. Encouragement and incitement of suicide
2. Sexual exploitation and abuse of children
3. Facilitation of the drags use
4. Provision of dangerous substances for health
5. Obscenity
6. Prostitution
7. Gambling
8. Crimes committed against Atatürk

In terms of the type of crimes, there are lots of risks that can be titled as a crime like terror, propaganda of illegal organization or description of preparing explosive material. Moreover, Valcke et al. (2011) adapted a graphic that shows the summary of Internet risks for young children (Figure 2.2). In this study, risks which might be harmful for children grouped under the content risks, contact risks and commercial risks.



*Figure 2.2* The Internet Risks for Children (Source: Valcke et al., 2011)

Examining the experiences and perceptions of participants reveal other potential risks of Internet for children and their families. It is important to understand the structure of the risk while changing for children, and to inform stakeholders, parents, teachers and the public about the emerging steps and utility suggestions.

## **2.5 Mediation Strategy and Safety Mediations**

Internet safety for children is crucial because of the children's identity developments. According to Erikson (1968), youth are open to search and question different beliefs, views and roles before assimilating them. The Internet is seen as a window into the world, so children may consider inappropriate person as model or get harmful information as a source to explore what they want to know. Moreover, instead of using the terms of (un)safe Internet use and Internet risks, "Digital Safety" is

frequently used (Gasser, Maclay, Palfrey, Cortesi, Dyson, Miller-Ziegler, Beger, Maher, & Schaefer, 2010).

According to Livingstone and Helsper (2008), a significant decrease in harmful consequences of certain online activities is associated with the parental regulation strategies. For many children surveillance by parents has increased, because in parents' leisure time children are often either in the home or at other supervised locations (Haddon, 2004). Moreover, parents and children especially at an age of 9-12 consider that parental mediation is helpful to overcome and prevent the risks (Livingstone et al., 2011). Therefore, it is important that parents' perceptions and experiences regarding children Internet usage, risks and safety of Internet.

TİB (Telekomünikasyon İletişim Başkanlığı – Telecommunications Communication Presidency) restrain the access of Internet on the grounds of authorization given by laws. Even if there were children with a computer filter or block, children were likely to manipulate or override the filters or blocks (Dowell et al., 2009). Although such institutions monitor the Internet content more effectively day by day, personal education is more important to render Internet more safety. Parents don't have enough knowledge about the recent technologies and risks for their children. Therefore schools have greater responsibility in order to form the children's Internet habits.

### **2.5.1 Parents**

Adults, who got acquainted with online and mobile technology late in their lives, control digital technology and media with difficulty time to time. On the other hand, as a “digital natives” (Prensky, 2001) or “the net generation” (Oblinger & Oblinger, 2005), children especially whose parents are adept at technology use and start to use them nearly very early ages. Thus, “digital native” children deal with technological situations easily than their parents, teachers or other adults. Livingstone (2007) emphasized a generation gap that children they know more about computers and the

Internet than their parents. In connection with the widespread of digital technologies, it starts to influence our traditional activities and daily routines.

Children interact with the computer and the Internet in their daily lives to collect information for various purposes (Anastasiades & Vitalaki, 2011). Children's Internet usage should be supervised and organized, but parents cannot be with children and control their activities all the time. Hence, parents should find a way to support self-control of children in terms of using the Internet (Livingstone et al., 2011). Moreover, it is hypothesized that parents who are concerned with a child's self-confidence tend to use more restrictive mediation (Lee, 2013). Furthermore, previous studies pointed out that there is a considerable gap between the parents' reportings and the children's reportings (Livingstone et al., 2011).

Parents sometimes use different kinds of control strategies to gain insight and to influence children's Internet use (Sorbring & Lundin, 2012). Similarly, recent study revealed that parental monitoring decreases in frequency throughout children age increasing (Gentile, Rasmussen, Reimer & Walsh, 2012). Moreover, parents apply unproven restrictive strategies to reduce exposure to Internet risks and addictive tendencies, thus the effectiveness of restrictive mediation needed to be examined with more studies (Lee, 2013).

### **2.5.2 Teachers**

The use of the Internet was promoting by governments in many countries and investments were made for infrastructure and online technology in government office, schools, and households. For Turkey, the government recognized the promotion of the Internet usage in schools and also enhanced strategies to make the Internet familiar to children and teachers (Pouzevara, Dinçer, Kipp & Sarıışık, 2013). Therefore, teachers are also responsible for the children's safely Internet usage in collaboration with the parents. Moreover, teachers take second place in terms of guidance of children who asked for advice to use the Internet safely (Livingstone et al., 2011). Thus, teachers should include the media literacy in their

lessons as a part of their pedagogical strategies that serve to raise awareness of potential risks arising from media (Lim, Basnyat, Vadrevu, & Chan, 2013).

Media literacy has a priority that researchers, teachers and parents have responsibility to educate children about the risks of the Internet and to teach them how to use the Internet in safely way. (Vanderhoven et al., 2014). Children's Internet usage should be controlled in terms of their social and psychological developments by teachers. Moreover, schools need to have policies related with the Internet risks before the incidents become serious problems or threats for the healthy of children (Jones, Mitchell, & Finkelhor, 2012).

Teachers play a critical role in protecting students from harm in schools, but little is known about their attitudes toward addressing problems (Duong & Bradshaw, 2013). Moreover, children, without solid guidelines and disciplines, may not be capable of identifying appropriate online information or may confront with unpleasant experiences by unconsciously sharing personal information or by downloading inappropriate documents (Chou & Peng, 2011). Therefore, it is important to examine their mediation strategies about the protecting child from the Internet risks and perceptions about the risks and safety issues.

### **2.5.3 Media Literacy Course and Computer Course**

Many countries' education systems and classroom teaching include the Internet usage (Chou & Peng, 2011; Livingstone et al., 2011) .In Turkey, "computer" and "media literacy" course has been given as an elective course to elementary schools since 2006. By this way, it is intended that children are introduced to computer, online technology and media. Although children are able to use online opportunities and gain knowledge of avoiding online risks, evidence suggests that literacy, opportunities and risks are positively correlated (Livingstone & Haddon, 2009).

Computer course had been offered as an elective course to 1<sup>st</sup> to 8<sup>th</sup> grades of children since 2006 with decree no. 347 of the Board of the Education and Discipline (Talim ve Terbiye Kurulu, TTK). This course name was changed to “Information Technology and Software” which was made required course between 2 hours a week to 5<sup>th</sup> to 8<sup>th</sup> grades gradually since May, 2013 (MEB, 2013a). Moreover, 7<sup>th</sup> and 8<sup>th</sup> grade of students can take this course as elective. With the “Information Technology and Software” course, children can take a step toward the Internet. Therefore, they can access Internet under the surveillance of teacher. Information Technology and Software course intended to provide help them to put forward new designs, ideas and projects, so children will become producers of technology not just consumers (MEB, 2014).

“Media literacy” course was approved as an elective course for 6th to 8th grades with the TTK decision dated September, 2006, however amendments of this course was implemented in 2013 (MEB & TTK, 2013). According to timing of the data collection phase of this study, these courses were not compulsory for children. Moreover, parents and youth need information about what do to in cases where Internet harassment occurs (Jones et al., 2012). Media literacy course aims to help children change their attitude by making children more selective and establishing self-control towards watching television, using computer and following printed media (Bütün & Kesten, 2014).

## **2.6 Summary**

The history of the Internet starts with the purpose of sharing information in military. Moreover, the first Internet connection in Turkey was established for the educational purposes. And now almost all of the world benefits from the advantages of the Internet that people produce, share and access information. Developments of the mobile technology also support to widen the Internet connection. Moreover, the number of the ISPs is increasing, so users can access the Internet with different cable technology and speed.

Nearly half of the world will access the Internet by the end of 2014. Europe's Internet user percentage will be reaching the highest rate of the worldwide. Almost all of the people in Iceland, Bermuda, and Norway have an Internet connection, while China is the world's largest Internet population (World Bank, 2013a). In the world wide, Turkey is the 18th country at the global Internet user population, while is the 97<sup>th</sup> country with the rate of the Internet user (Statista, 2013). Therefore, the profiles of Internet users is important to understand the risks and the context which children are exposed to risk factors.

Nearly half of the people who were 16-74 years old were online in Turkey in 2013. While the age of users has increased, the percentage of Internet users has decreased (TUIK, 2014a). Children mostly met the online technology, when they born (Vandewater et al., 2007). Moreover, 12-18 years old individuals are the first and greatest consumers of technology (Aslanidou & Menexes, 2008). Therefore, basic scope of the study is the Internet user elementary school children and their Internet activities in their daily lives especially at school to provide opinion about the risks of the Internet.

Many studies revealed that children may be exposed to risks, when they try to benefit the opportunities of the Internet. The result of the EU Kids Online II project indicated that the more children use the Internet, the more they may encounter risks (Livingstone et al., 2011). Moreover, children who have self-confidence while using the Internet, inevitably face the Internet risks more than others. Although there were lots of concerns about the Internet risks, they should be supported by different studies. Therefore, profiles of children's Internet usage should be identified to understand the risks within different contexts.

Perception of parents should be examined as a predictor of restrictive mediation, which the existing literature has not yet addressed (Lee, 2013). Furthermore, previous studies pointed out that there is a considerable gap between the parents' reportings and the children's reportings (Livingstone et al., 2011). Therefore, in this

study, parents' perception and experiences of children were investigated to understand the mediation strategies and safety regulations and also to compare the responses of children and parents.

Teachers play a critical role of shaping the personal development and life skills of their students (Lim et al., 2013). Moreover, parents and teachers are substantially responsible for the children's nurture which includes coaching of children's the Internet usage in a proper way. Because of this, parents, teachers and their roles on the children when they go online are critical in the context of the study. Furthermore, media or the Internet literacy is important to raise the awareness about the ensuring quality of the Internet access (Buckingham, 2004). Therefore, in this study, association between the risks and media literacy or computer course were also examined to understand whether these course effect children or raise the awareness of children.



## CHAPTER 3

### METHODOLOGY

In this section, the research design of this study is explained and then information about the research context and participants were provided. The data collection and analysis methods are described along with the procedures. Finally, the approaches to establish validity and reliability of the instruments and limitations of the study were provided.

This study addressed the following four Research Questions:

1. What are the children's Internet usage profiles?
2. What are the experienced and perceived Internet risks for children?
  - 2.1. What are the children's experiences of the Internet risks?
  - 2.2. What are the parents' perceptions of the Internet risks for children?
  - 2.3. What are the teachers' perceptions of the Internet risks for children?
3. What are the mediation strategies and safety regulations with regard to the children's Internet usage according to the experience of children and perceptions of parents and teachers?
4. What are the factors related with the Internet risks experience of children?

In this section, firstly research design for this study is explained and then overview of research context and participants are provided. The data collection and analysis methods are described with the procedures of how and when data collections and analysis were applied. Finally, the approaches to establish validity and reliability of the instruments and limitations of the study were provided.

### **3.1 Design of the Study**

The purpose of this study was to investigate the experiences of children, and perceptions of parents and teachers about the children's Internet usage, and risks and safety of Internet for the children. To investigate the research questions, a mixed method approach which employs the quantitative and qualitative methods, approaches and inferences were used as the research design for this study. As a better understanding of different aspects of educational and social phenomena can be obtained best by utilizing multiple approaches and way of knowing (Green, 2007).

According to Creswell and Plano Clark (2007), basic principle of mixed method approach is the use of combination of quantitative and qualitative approaches to provide a better understanding of research problems than using one approach alone. Mixed method research benefits the strengths of both qualitative and quantitative research techniques (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 1998; Johnson & Christensen, 2004; Green, 2007) and allows deeper investigation to cover of the patterns of results (Teddlie & Tashakkori, 2009). Because of the limitations of both quantitative and qualitative approaches, mixed method can be used to complement each other.

As a more specific methodological framework, Triangulation Design was used. It requires collecting data from different sources to compare and complement the results and make inferences in the light of these comparisons. The Triangulation Design is a single-phase design in which quantitative and qualitative methods are implemented and analyzed in parallel and then merged together with equal weight to develop a more complete understanding for research questions or to compare or validate the different results (Creswell & Plano Clark, 2007; Creswell, Plano Clark, & Garrett, 2008).

There are variety of Triangulation Design models that can be chosen according to the aims, data collection and analysis of the research. Particularly this study required

converging quantitative data gathered from children and qualitative data gained from parents and teachers as well as the exploration of perceptions and experiences of children, parents and teachers about the Internet the usage, risks and safety for children, In Triangulation Design convergence model, quantitative and qualitative methods are used by researcher to measure the same phenomenon (Creswell & Plano Clark, 2007) and they are employed concurrently or one after the other that assessed phenomenon does not change (Green, 2007).

In this study, the data were collected from three data sources: children, parents, and teachers. Moreover, two data collection instruments were used: a survey and interview form. While survey was used with children, interviews were conducted with teachers and parents.

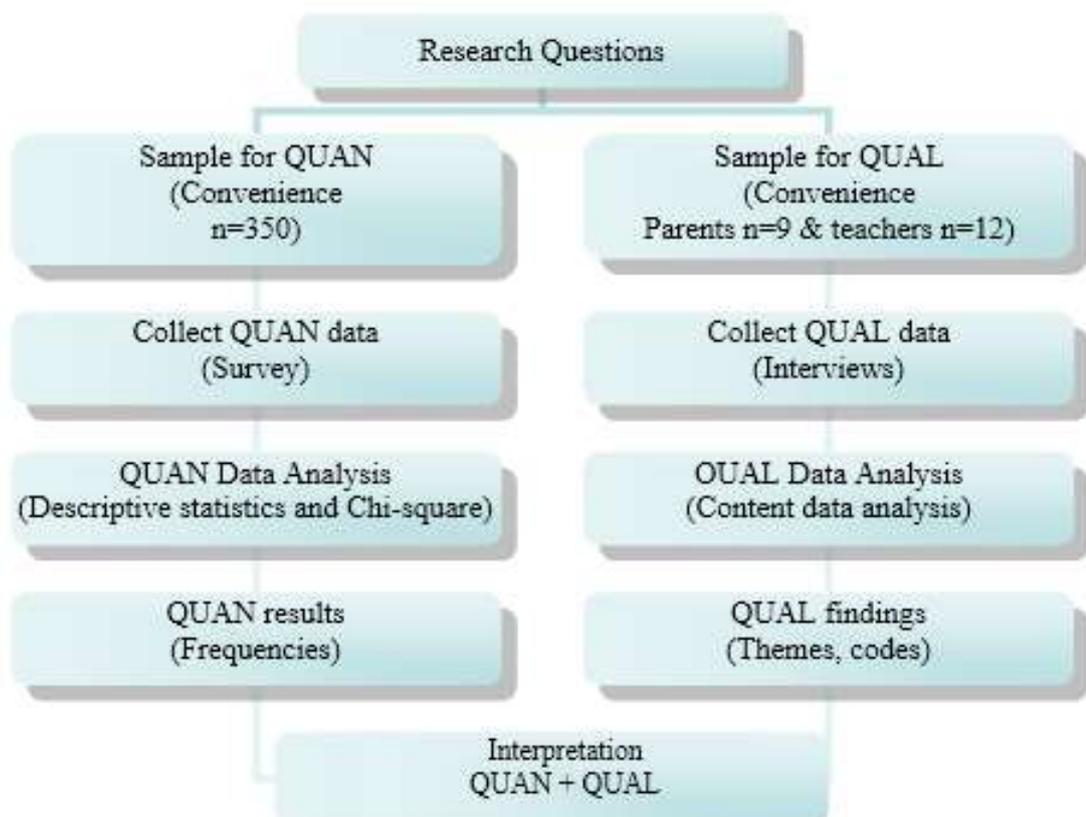


Figure 3.1. The Triangulation Design: Convergence Model for this Study

In this study, researcher used this model to compare survey results obtained from children and interview findings gained from parents and teachers, and to substantiate the quantitative and the qualitative findings. In Figure 3.1, interrelation and pacing all steps of the study were visualized for better understanding of the Triangulation Design: convergence model for this study.

### **3.2 Context of the Study**

Turkish Ministry of Education (MEB) (2013b) defined the objective of elementary and secondary education as:

*“to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities”* (p. XIV)

Elementary institutions are consisting of the four-year basic education. After children are graduated from elementary education, they are obliged to attend secondary schools by law. Moreover, according to time of the data collection phase of this study, computer and media literacy courses were not compulsory for the children.

In Turkey, the compulsory elementary school age involves in the age group of 6 to 13. The enrollment of this age group starts at the end of month September when child completed the age of 5, and finishes at the end of the educational year when child completed 13 and begins the age of 14. Moreover, children who are between 12 to 15 years old were obliged to attend the secondary school. Along the four academic year, the preferable lessons in type of supporting students' upper secondary education (high school) are consist of by students' ability, improvement and prefers in secondary schools and secondary schools for preachers.

Number of students, section, teacher and classroom per school in elementary and secondary school in Ankara and in Turkey can be seen in Table 3.1. While

calculating schooling rate, the theoretical age groups for elementary education was accepted as 6-13, and for secondary education was accepted as 14-17 on the base of the students' completed age (MEB, 2013b).

Table 3.1 *Number of Students, Division, Teacher and Classroom per School*

	School		Section		Teacher*		Classroom
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary + Secondary**
Turkey	192	306	22	27	20	19	30
Ankara	369	492	25	27	17	19	32

\* Total number of teachers includes permanent teacher staff

\*\* The number of students per classroom did not calculated respective schools, because they are assessed together due to using the same classroom generally.

*Note.* Taken from MEB (2013b)

The statistical information about the schools which were chosen for this study was given to draw a framework to understand the general structure of the schools (Table 3.2). Three out of four schools had information technology teacher. Moreover all schools had web sites that included the information about staff, physical condition, placement, activities etc. Web sites of the school were; <http://turkanazmikoksoy.meb.k12.tr> for Türkan Azmi Köksoy Elementary School, <http://yucetepeilkokulu.meb.k12.tr> for Yücepepe Elementary School, [http://mebk12.meb.gov.tr/meb\\_iys\\_dosyalar/06/06/853380/](http://mebk12.meb.gov.tr/meb_iys_dosyalar/06/06/853380/) for Türk-Iş Blokları Elementary School, and <http://msinanio.meb.k12.tr/> for Mimar Sinan Secondary School.

Each school has an Information Technology (IT) teacher. IT teacher was also called as formator teacher dealing with the IT class at school and likewise technological tools (MEB, 2008). “Computer” and “media literacy” course has been given as an elective course to elementary schools, and IT teachers have been appointed to different schools because of the 4+4+4 educational system, during the data collection. Therefore, they did not directly involve the students learning process. Moreover, one of the IT teachers was participated in the study.

Table 3.2 *Demographic Information of the Attendee Schools*

	Schools			
	Türkan Azmi Köksoy Elementary School	Yüce-tepe Elementary School	Türk-İş Blokları Elementary School	Mimar Sinan Secondary School
Number of students	419	878	230	350
Number of teachers	32	53	17	27
Number of classrooms	22	33	10	23
Number of IT laboratory	2	1	1	1
Internet connection (type / speed - Mb)	ADSL / 1	ADSL / 4	ADSL / 1	ADSL / 1
Schedule of education	One-shift education	One-shift education	One-shift education	One-shift education
Residential area	Middle-class	Midtown	Middle-class	Urban renewal

*Note.* Retrieved from schools' web sites

### 3.3 Population of the study

An accurate representation of all members of the study is statistically important for validation. To make a valid generalization about the group of interest, the researcher was aware of two terms; target population (or an actual population) to which a researcher wanted really to generalize, and accessible population (experimentally accessible population) which was available to researcher to generalize (Fraenkel & Wallen, 2003; Ary, Jacobs, Razavieh & Sorensen, 2006).

The target population of the study is students of elementary and secondary school in Turkey and their parents and teachers. On the other hand, the accessible population of the study is formed by the children attending to elementary and secondary schools and their parents and teachers in Ankara. The number of the children and teachers in Turkey and in Ankara were given in Table 3.3. Parents refers to one of the guardian

of children such as mother or any legal guardian. However, in this study, the researcher had interviews with mostly fathers or mothers of the children.

Table 3.3 *Number of Children and Teachers in Elementary and Secondary Schools in Turkey and Ankara*

Region	Children					Teacher				
	Male		Female		Total	Male		Female		Total
	N	%	N	%	N	N	%	N	%	N
Turkey	2.862.730	51.2	2.731.180	48.8	5.593.910	118.937	42.2	163.106	57.8	282.043
Ankara	318.566	50.8	308.199	49.2	626.765	9.698	28.4	24.454	71.6	34.152

*Note.* Taken from MEB (2013b)

The total number of the students and parents throughout schools, which were chosen for this study and the number of teachers without eliminating them according to their field were presented in Table 3.4.

Table 3.4 *Total number of the children, parents and teachers throughout attendee schools*

	Schools			
	Türkan Azmi Köksoy Elementary School	Yüce-tepe Elementary School	Türk-İş Blokları Elementary School	Mimar Sinan Secondary School
Grade of participant children	3-8 grades	6-8 grades	4-5 grades	3-8 grades
Number of children	319	211	38	248
Number of parents*	319	211	38	248
Number of teachers	32	53	16	27

\* The total number of the parents was equal to the total number of children. Because one guardian of the child was considered as a participant.

### **3.4 Participants of the Study**

Convenience sampling method was used to select the participants of the study. An accessible sample determined by the researcher selected reachable elementary and secondary school students, their parents and teachers in June 2013 in Ankara, Turkey.

Sample of the study consists of children from elementary and secondary schools in Ankara, their parents and teachers. In order to collect data from schools in Ankara, four schools were chosen which were Türkan Azmi Köksoy Elementary School (Yenimahalle), Yüce-tepe Elementary School (Çankaya), Turk-Is Blokları Elementary School (Çankaya) and Mimar Sinan Secondary School (Çankaya). These schools were chosen by researcher considering the schools locations, total number of the students, and the scope of their education grades.

The permission was taken from the Governorship of Ankara, National Education Directorate (Ankara Valiliği, Milli Eğitim Müdürlüğü) to conduct the study these schools (see Appendix F). The children who were going to third to eight grade (8-16 years old), one of their parents, teachers who work in elementary and secondary schools were chosen to participate to this study.

The children who were studying first and second class were not incorporated into the study. Because it might be hard for them to read and understand the survey and also they might be affected by sensitive questions. Therefore, children were selected from the students who were attended to between 3 to 8 grades.

Children attended to the study after getting permissions from their parents because all the children were under 18 years old. Parents signed the consent form (see Appendix D) that they were informed about the study and that they accepted that their children could attend to the study. Moreover, voluntary parents and teachers

whose child/student took part in the study were determined as a participant of the study.

Demographic information of the children was obtained through the survey. The total number of children who participated to the study was 350. The gender distribution of children was that 185 (52.9%) of them were female and 164 (46.9%) of them were male. 43.7% of children (153) were attended to the School 1, 14.3% of them (50) were from the School 2, 4.6% of them (16) were from the School 3, and 37.4% of them (131) were from the School 4. Therefore, nearly half of the students in each schools were participated in the study. The number of children were different than each other, especially for School 2 and School 3, because these schools gave education only for specific grades.

The data was gathered from third to eight grade elementary and secondary school students who were 8 to 16 year old ( $M=11.6$   $SD=1.7$ ) and age distribution according to gender can be seen into Table 3.5.

Table 3.5 *Age and Gender Distribution*

Age	Gender				Total	
	Female		Male			
	n	%	n	%	n	%
8	1	0.3	1	0.3	2	0.6
9	20	5.8	17	4.9	37	10.7
10	31	9.0	39	11.3	70	20.2
11	34	9.8	32	9.2	66	19.1
12	34	9.8	15	4.3	49	14.2
13	40	11.6	30	8.7	70	20.2
14	21	6.1	23	6.6	44	12.7
15	3	0.9	4	1.2	7	2.0
16	-	-	1	0.3	1	0.3
Total	184	53.2	162	46.8	346*	100

\*n=4 missing data (1.1%)

Most of the children (n=224) did not take elective course of Media Literacy or Computer course that is presented in Table 3.6. Moreover, 25.7% of the children (n=90) took the Media Literacy or Computer course.

Table 3.6 *Media Literacy or Computer Courses Taken\**

Answer	n	%
Yes	90	25.7
No	224	64.0
Prefer not to say	23	6.6
Missing	13	3.7

Note. n = 350

\*Did you take elective course of media literacy or computer course?

Parents and teachers could only be a participant of this study if their child was using the Internet and if the child took part in the study. Voluntary parents contacted with

their child's classroom teacher, and voluntary teachers got in directly contact with the researcher.

In this study, interviews were conducted in June, 2013 after the academic semester was ended. Voluntary 9 parents (out of 816) and 12 teachers (out of 128) whose children and students participated in the study were interviewed to gather data. Demographic information of the parents and teachers was gained through the interviews.

Parents' ages ranged between 31 and 50 and their affinity with the children was that 2 of them were father and 7 of them were mother. All parents had a computer at home and also they were the Internet users. Two out of three parents connected the Internet every day. Their demographic information, Internet usage frequency and duration of interview can be seen in Table 3.7.

The teachers who participated in the study were between 30 and 55 years old. Most of the teachers (n=8) were classroom teachers. They were working as a teacher for 8 to 34 years. All teachers had a computer and accessed the Internet at home. They also use the Internet every day at home and at school. Teachers' demographic information Internet usage frequency and duration of interview are presented in Table 3.8.

Table 3.7 *Parents' Demographic Information*

Code	Age	Child's school	Child's age	Affinity	Level of education	Have a computer at home / at work	The Internet usage frequency	Duration of interview (min:sec)
P6	36	School 1	14	Mother	Elementary	Yes / No	Less often	10:05
P7	31	School 1	12	Mother	Elementary	Yes / No	Everyday	06:10
P8	34	School 2	12	Mother	High School	Yes / Yes	Everyday	10:09
P9	47	School 2	13	Mother	University	Yes / Yes	Everyday	11:32
P1	44	School 3	12	Father	College	Yes / Yes	Everyday	09:42
P4	33	School 4	11	Mother	Elementary	Yes / Yes	Rarely	06:17
P2	50	School 4	12	Father	University	Yes / Yes	Everyday	04:40
P3	32	School 4	11	Mother	High School	Yes / Not working	Everyday	07:24
P5	36	School 4	10	Mother	Secondary School	Yes / Not working	Rarely	18:55

Table 3.8 *Teachers' Demographic Information*

Code	Age	School	Age of children	Field/ experience (year)	Computer training	Have a computer/ Connect the Internet at school	The Internet usage frequency	Duration of the interview (min:sec)
T4	42	School 1	6-9	Classroom /19	In-service training	Yes / Yes	Everyday	10:27
T5	30	School 1	11-12	Inf. Techn. /8	Faculty	Yes / Yes	Everyday	17:35
T6	53	School 1	11-15	Social /33	In-service training	Yes / Yes	Everyday	17:26
T1	45	School 2	7-11	Classroom /27	In-service training	Yes / Yes	Everyday	15:09
T2	55	School 2	6-11	Classroom /16	In-service training	Yes / Yes	Everyday	08:37
T3	41	School 2	9	Classroom /17	In-service and IT training	Yes / Yes	Everyday	12:09
T7	40	School 3	6-10	Classroom /16	In-service training	Yes / Yes	Everyday	10:00
T8	40	School 3	10-14	Biology /13	Take Course	No / No	Everyday	10:04
T9	50	School 4	7-11	Classroom /20	School seminars	Yes / No	Everyday	10:34
T10	33	School 4	11-14	Turkish /11	Take Course	Yes / No	Everyday	10:50
T11	46	School 4	6-14	Classroom /17	IT training	Yes / Yes	Everyday	23:09
T12	55	School 4	6-10	Classroom /34	In-service training, Course	Yes / Yes	Everyday	18:41

### **3.5 Data Collection Instruments**

In this study, survey and interviews were chosen to collect and broaden the data. Creswell (2009) classified data collection methods as survey instrument, observations, interviews, and audiovisual materials. Mixed method data collection strategies particularly provide opportunities to overcome the weakness of data collection methods with the strengths of others (Axinn & Pearce, 2006). Thus, in this study, multiple information sources were used to collect data that survey instrument were conducted with children, and interviews were implemented with parents and teachers.

Instruments' development steps are based on the research design, the research context, and focus on the research questions. In this study, survey were chosen as a data collection instrument. Throughout developing the survey instrument for children and interview questions for parents and teachers, special attention was given to addressing the key issues and making sure that the question formats, response options are understandable by the participants.

#### **3.5.1 Survey**

Survey instrument was prepared to examine the experience of the children in terms of their Internet usage, risks of the Internet and safety regulations to perform the quantitative phase of the study. Items of the survey instrument were adapted from the EU Kids Online II Project Questionnaire for Child (2010) and Self-completion questionnaire for child (Children age 11-16) (2010). The permission to use the questions were received (see Appendix H). The items of these questionnaires were translated to Turkish by IPSOS KMG (fieldwork agency in Turkey), and reviewed by researcher, project director and two other of project members. Moreover, the items were cognitively tested to refine the language of the questionnaire and readjustments were made to prepare final versions of the questionnaires (Livingstone et al., 2011; Ogan, Karakuş, Kurşun, Çağıltay, & Kaşıkçı, 2012).

In this study, the steps followed to develop the survey were;

- Select, revise and add questions or items related with research questions of the study
- determine the response format
- items reviewed by experts
- evaluate and revise the items in terms of understandability and appropriateness to the study
- examine items with pilot study and cognitive interview
- go over the items
- put into final form of the survey instrument

Survey instrument items were selected and tailored according to the research questions of the study and revisions were done to organize items under the appropriate main sections of research questions and response options to be more suitable for the children. Moreover, questions of the survey instrument were restructured to be more specific to cover children's Internet usage at schools and also some items were added to understand parents' and teachers' mediations and activities according to children.

The item option "I prefer not to say" was added to the dichotomous questions to prevent the social desirability effect on answer, considering the fact that the students completed the survey instrument in school and with the presence of the researcher and their classmates. It is possible that the external observers make the child think that how well social expectations of social context are met by him or her. This affective value called as social desirability refers to what makes people socially attractive or 'likeableness' in his/her relationships with others (Dubois & Beauvois, 2005). Matteucci (2014) stated that "in the school context, students are engaged in social interactions which trigger the use of self-presentation strategies to gain social approval" (p.2).

After the researcher completed the revisions, two experts in the field of Information Technology revised the survey instrument and gave feedback about the format of the items' scale points. Moreover, unrelated items with respect to the research questions and demographic information were removed according to their feedback.

An Information Technology teacher and a school manager gave feedback about the content and understandability of the items to check the appropriateness for the children. The Information Technology teacher mentioned that children were too young to understand the item related with "career/kariyer", so this item was discarded. Moreover, the school manager's mentioned his concerns about the sensitive questions related with sexuality, drugs, and suicides.

Similar to the comments of the school manager, National Education Directorate gave feedback which showed their concerns about the sensitive items in the survey instrument. They highlighted the issues in terms of the possible damage of the sensitive questions on children and hard to overcome by younger children. Therefore, filtering was conducted and some sensitive items were removed especially detailed questions such as sexuality, drugs, suicides, anorexia, and physical harm.

Number of revisions was made on the draft survey instrument according to pilot study and the cognitive interviews which are discussed in the following sections. Moreover, further revisions were completed based on the experts' recommendations, in terms of testing questions' wordings, gaining accurate and meaningful responds from participants, and considering the vulnerability of items for children. In conformity with their comments, the researcher carried out some minor changes in the survey instrument that are listed below.

- Some items related with the self-efficacy of computer usage were removed on the survey instrument,
- Items related with sexuality and contain risks and harm issues were removed,

- Font style and punto size were changed,
- Option of “I prefer not to say” was added,
- Title of item response were added, and
- Some items were placed under the demographic information section and some items were added related with social network usage and affiliation, and taken elective course.

Survey instrument begins with the introduction that informs the children about the aim of the study, importance and confidentiality of the answers, importance of answering all questions carefully, and appreciation for their participation to the study. The final form of the survey instrument comprised of 5 demographic questions, 22 questions which include 2 open ended questions, 8 dichotomous questions, 4 multiple choice questions, and 8 questions with Likert-type scale (Appendix A).

Survey instrument include five main sections.

- 1) Demographic information (5 questions):  
Age, gender, social network usage and affiliation, taken elective course
- 2) The Internet Usage and Access (5 questions):  
Age of the first Internet use, frequency of the Internet usage (in general and at school), tools for access the Internet (in general and at school)
- 3) The Internet activity (2 questions):  
In general and at school frequencies
- 4) Risk experience and Safety of the Internet (9 questions):  
Experience of the Internet risks (include one open ended question), overcome with risks (by themselves, with parents, with teachers), reference and information source of children how to use the Internet safely
- 5) Parent and teachers safety regulations (6 questions):  
Communion and relativeness of parents and teachers, parents’ and teachers’ mediations, allowed activities by parents and/or teachers

### **3.5.1.1 Pilot study for the Survey Instrument**

Before starting the data collection from children, a pilot study was conducted to provide the validation and reliability of the survey instrument, to resolve problems before conducting the study, to understand instruments' suitability for the sample and to detect the length and comprehensibility of the survey instrument.

The pilot study focused on confirming survey instrument items regarding its wording, level of understanding by responders, and to get some recommendations about whether children feel uncomfortable while answering the questions. The pilot study was conducted with children who went to elementary schools. At an early age, children have difficulty to understand quantifiers and recall their behavior (Ogan et al., 2012). Thus, 8-10 years old children were chosen for the pilot study, because the younger age groups may have some difficulties while responding the survey instrument by themselves.

The pilot study was carried out after the children's school hours' ended a month before the actual data collection, in May, 2013. Permission to conduct the pilot study was taken from the vice-principal of the school. Aims of the study and survey instrument were explained by the researcher to children before the conducting the survey instrument to gain feedback from them.

The number of the pilot study responders were 8 children (4 boy, 4 girl) who attended to 3<sup>th</sup> and 4<sup>th</sup> grades (8-10 years old). Most of the children (n=6) who participated the pilot study accessed the Internet once or twice a week. The demographic information and the Internet usage of the participants of the pilot study are shown in Table 3.9. Moreover, time for completing the survey instrument which were very close to estimated time were at average of 17 minutes.

Table 3.9 *Demographic Information and the Internet Usage of the Responders of the Pilot Study*

Information	n	%
<b>Age</b>		
8	1	12.5
9	4	50.0
10	3	37.5
<b>Gender</b>		
Boy	4	50.0
Girl	4	50.0
<b>Frequency of the Internet usage in general</b>		
Every day or almost every day	1	12.5
Once or twice a week	6	75.0
Less than once or twice a month	1	12.5
<b>Frequency of the Internet usage at school</b>		
Every day or almost everyday	4	50.0
Less than once or twice a month	3	37.5
Never	1	12.5

Note.  $n = 8$

The researcher kindly requested from responders to write the problem they faced or the things they did not understand while answering the survey instrument, in order to correct the items. The responders wrote little notes besides the problematic questions, items and words. The researcher noticed that responders wrote down “I didn’t do/see” and did not check the box when they were asked to “if you do/see, check the box” for dichotomous questions. It is realized that unfilled items may not be differentiated that it really shows s/he “didn’t do/see” or responder just missed the answering it. Therefore, these items’ options categorized as “I did/saw” and “I didn’t do/see” and a title was added at the top of the check boxes especially for items including the questions whether they do/see or not. Additionally, check box of the

items, which presented the chosen one, were placed on the left of the items to easily seen and chosen.

According to the pilot study, the researcher revised the survey instrument in terms of items scale and instructions for answering type the items. Moreover, when the pilot study responses were examined with the expert in the field instructional technology, it was required that adding some items that were placed under the demographic information section related with social network membership, and taken elective course of Computer or Media Literacy course were added to the survey instrument.

### **3.5.1.2 Cognitive Interview for the Survey Instrument**

Boeije and Willis (2013) defined the cognitive interview as “intensive interviewing of a targeted individual provides rich information that is useful for providing the survey instrument designer with information concerning how survey instrument, and individual survey questions, provide (or fail to provide) desired information” (p.87). In this study, in addition to pilot study, cognitive interview was conducted to understand how participants interpret the questions and make decision for response, how comfortable they feel while responding, how long the survey took to complete and ask about the questions rather than collecting answers.

While studying with children, it is very helpful to differentiate the cognitive ability between the adult researcher who designed the survey instrument and the child participants (Livingstone et al., 2011). In this study cognitive interview was administered, because children especially 7-11 years old children being in the “concrete operations” phase according to Piaget may have difficulty in questions asking for information about the frequency of their activities (Ogan et al., 2012).

Cognitive interviews were conducted with 2 children who were willing to participate. Approval of their parents were taken by the researcher, and then it was administered in May, 2013. One of them was 10 years old female and the other one was a 9 years

old male. Both of them were students in the selected schools. These ages were selected on purpose that age group of 9-10 year old may have difficulties while completing the survey instrument because of their cognitive development.

Before the cognitive interview the researcher talked with the participants as an icebreaker to ensure students' sincere answers and willingness for their participation. After this activity, the researcher conducted the cognitive interview with them. The cognitive interview with the female responder took 19 minutes, and with the male responder it took 18 minutes. The average time spent was similar to the pilot study for the survey.

The researcher requested them to "think-aloud" in which the responders were asked to say everything that comes to their mind while answering the survey instrument items. Thus, clarity and consistency of the survey instrument, respondents' comprehension and interpretation, the layout of the survey, and the tolerability of sensitive items were examined.

Two responders mentioned that they did not understand the questions right after answering the first demographic question that "1.1. Your age:". Questions' numbers were grouped and written under the appropriate sections as 1.1, 1.2, 2.1... that children confused with. While they were reading loudly, female responder asked that "what did it mean that saying age of first?" and also male student got confused about the same question and asked that "what it was, 1.1 age?". Based on this problem, the researcher changed the numbering format and made bold the number of questions to separate number and question, and question format was changed to direct questioning that "what is your age?".

In the survey, there were questions related with the Internet usage and activities that they had similar structure and wording but they were divided to "in general" and "in school" in terms of place. The researcher specially asked the responders that if they had any difficulty in separating the questions and if they paid attention to questions

regarding the places while answering. Both responders mentioned that they understood the questions clearly, and it was very clear to distinguish the questions “in general” and only “in school”.

The responders asked that what the “other” options means while answering the survey instrument when they faced with it. They could not relate the options with the questions. Thus, the items which include “other” options were changed as “if you do something different than the above response”.

During the cognitive interview, it was noticed that responders tended to leave the questions about the frequency of children’s Internet based activities blank. The researcher asked to responders why they left the question blank. They answered that they did not check any options because they did not do these Internet activities. Then, the researcher showed the “never done” options to the responders, and they said that they did not realize it. Therefore, title of options which was related with rareness were made bold to be easily recognized such as “never done” and to increase completion of the survey instrument.

The male responder asked the meaning of “my parents” which was placed under the question related with safety, so “my family” were added on this items to explain and be more familiar to children. He also asked about “my parent/teacher encourage me to use the Internet”, and said that he was not afraid or embarrassed to use the Internet. The researcher examined the wording of this item and changed the “*cesaretlendirmek*” word to “*teşvik*” to get more positive meaning.

The responders mentioned that they had difficulty when answering the multiple-choice options or selecting frequency of activities, especially with successive items. For this reason, the researcher also made some changes in the appearance of the survey instrument that items in the table were colored by shadowing them gray by skipping ones. Therefore, navigation was become more noticeable through the color by younger children that reduce its complexity. Finally the responders were asked

whether they were bothered by any questions or words. However, they did not report any problem about the comprehension or negative emotional impact.

### **3.5.2 Interview Schedule**

The researcher carried out the second part of the study in line with interview definition of Bogdan and Biklen (2007) that an interview is a purposeful conversation used to gather descriptive data from an interviewee's own words. The researcher regarded that interview as one of the most dominant data collection methods for qualitative phase of the study. An interviewer can have opportunity to ask the interviewee for explanations of or to provide clarification for unclear answers (Teddlie & Tashakkori, 2009).

In this study, the interviews were conducted to develop insights about the parents' and teachers' perceptions and experiences about the Internet risks and safety for children and safety regulations that were applied mainly by parents and teachers. The EU Kids Online II Project Questionnaire for Parents (2010) provided a base for this study's interview schedules for parents and teachers. This questionnaire was developed by a group of researcher in the London School of Economics and Political Science, project coordinator of EU Kids Online II, and the collaboration of the fieldwork agency Ipsos MORI for parents. Translation of this questionnaire, English to Turkish, was conducted by IPSOS KMG (fieldwork agency in Turkey), and then necessary revisions were implemented by researcher, project director and two other of project members. Moreover, necessary permission was taken to use for this study (Appendix H).

The researcher selected the questions for the interview schedule from The EU Kids Online II Project Questionnaire for Parents, in order to get deeper response and not restrict the participants' responses. The survey instrument questions which were most relevant to the research questions of the study were transformed in to open-ended questions for both parents and teachers.

The interview schedules were reviewed by three experts in the area of Instructional Technology. Independent of each other, they gave feedback to the researcher, and the interview schedules were revised for precision. One question was removed, because the question required technical knowledge to respond. Moreover, their suggestions about the double-barreled and double negative questions were revised to minimize the potential challenge of interview. Furthermore, after the researcher analyzed the cognitive interviews, some probes were added in the interview schedules that needed to deepen the response and orient the participants' responses to the research questions. The interview schedules are presented at Appendix B for parents and Appendix C for teachers.

Firstly, the interview schedule started with introduction part which included the purpose of the study, importance of the participant's responses, confidentiality of responses and interviewee identity, how the responses would be used, and importance of answering all question and asking incoherent questions to the interviewer intrepidly. Eventually, the researcher expressed her sincere thanks to interviewee.

The interview schedule consists four sections with 7 demographic questions and 15 open-ended questions. Four section includes; demographic information, Internet usage, access and digital literacy, parental mediation, and risk experience and safety.

The first section of the interview schedule is about the parents' demographics related to gender, age and their child's age, their affinity with child, and level of education, and the teachers' demographics related to gender, age, field, children's age, given course, and year of the experience as teacher. The second section inquires about Internet usage, access and digital literacy of parents and teachers. The last two sections in the interview schedule aim to clarify the research questions of the study. The questions in these sections only differed in their used reference to the child "child" for parent interview schedule and "student" for teacher interview schedule. Structure, meaning and wording are the same for parents and teachers that only

reference to the child was changed regarding to teacher and parent. Interview schedule for teacher asked to answer thinking about their students and for parent asked to answer question thinking about their children. Moreover, questions in the interview schedule include probes to stimulate interviewee to provide deeper information.

At the end of the interview schedule the researcher thank to the interviewees for their participation of the study. Additionally, the researcher asked the interviewees if there was any questions or unclear issues about the interview and if they wanted to add something besides the questions in the interview.

### **3.5.2.1 Cognitive Interview for the Interview**

For cognitive interview, 1 parent (female) and 1 teacher (female) were asked to participate. After they agreed to participate in the cognitive interview, the researcher took their approval and explained the importance of their response and constructive feedbacks.

The parent whose son attended one of the attendee school had representative characteristics of general participants. The parent's age was 40, and she was the mother of a 9-year old child attending to one of the selected schools. She was a high school graduate. She had computers at home and at work and she used the Internet generally at work because of her job. The cognitive interview with this parent took 10 minutes.

The teacher who participated in the cognitive interview worked at one of the selected schools and she had twenty years of experience in teaching social science. She also gave Elective Media Literacy course throughout two educational academic years. The teacher was 43 years old and she taught 6th to 8th grades. One of the reasons for choosing this participant for the cognitive interview was that, the teacher is the mother of three children; she could also provide feedback both from the viewpoint of

a teacher and a parent. The teacher had computer at home and at school, and she used the Internet every day. The duration of cognitive interview with teacher was 12 minutes.

The researcher found some wording mistakes in the interview schedule while the cognitive interviews were administered. The uncertain words were corrected to fix the meaning. By exploring responders' interpretation and the time of response to questions, additional probes related with risks and safety issues were added to get broader and deeper responses and to keep the respondents' answers within the scope of the study.

The researcher asked the responders to repeat questions, as they understood with their own words to examine any potential errors of the questions. The responders selected the similar wording and explained what they understood while going over the questions. Therefore, the researcher ensured that the interview schedule measures what it was intended to measure. The responders mentioned that the questions were clear and there was not any annoying terms or questions.

### **3.6 Data Collection Procedures**

Data collection procedure for this study involves two parts. First part was related to quantitative data collection with survey instrument, while the second part was related with qualitative data collection via interview. Therefore, children's, parents' and teachers' perceptions and experiences about Internet usage, risks and safety were obtained via survey instrument and interview methods.

First, the researcher received the approval of the Ethics Committee of METU Research Center for Applied Ethics. For this procedure, the parent's consent form (Appendix D), voluntary participation approval form (Appendix E), and the instruments which would be administered for the study (survey instrument and the interview form) were examined by the Committee. Middle East Technical University

Human Subjects Ethics Committee (HSEC) considered this study appropriate and gave the required approval to conduct the study with taking the participants under protections.

### **3.6.1 Quantitative Data Collection Procedures**

Quantitative data were collected from the children through survey which is about the children's perception and experiences about their Internet usage, Internet risks and safety. To conduct the survey, the researcher took official permission from the Governorship of Ankara, National Education Directorate for 3 elementary and 1 secondary schools in different regions of the Ankara. Before collecting the quantitative data, the researcher acquired the verbal permissions of the school managers of each schools beside the written official permission.

After the verbal permissions were received from the school managers for the survey, parents' consent forms were distributed to children to take permissions of parents since the children's ages were under eighteen. Moreover, children were explained about the importance of parent's signature on the form and giving the consent form back to school the day after the distribution of it.

The day of the implementation of the survey instrument was determined with school managers as last week of semester, and then the teachers were informed about the implementation of the study. However, school managers warned the researcher that children were in tendency to not attend the school at the last days of the semester. Moreover, student report card can be taken from the e-school module via the Internet since 2007. Because of this, children were likely to not to come to the school to get the report card. On the other hand, teachers suggested that more children might come to school in the last day of school than the last week. Hence, the researcher inquired the teachers that informed their students to come to school in record card day ensuring more attendance to study.

The researcher produced paper copies of the survey instrument, she administered the survey, and personally been in each school to collect the data. The teachers were also present during the survey administration to help the researcher. The researcher distributed and collected the survey instruments from each sections of the 3<sup>rd</sup> to 8<sup>th</sup> grades.

The researcher visited every classroom of 3<sup>rd</sup> to 8<sup>th</sup> grade (number of classroom which was differed according to the schools can be seen in Table 3.3) while children completed the survey instrument. Children and teachers were checked and asked to control any questions about the wording or instructions of the survey instrument by the researcher herself. When the survey completed in one school, the researcher switched to other school. The average completion duration of the survey instrument was 15 minutes, and the researcher spent 40 minutes in average at each school for administering the survey.

### **3.6.2 Qualitative Data Collection Procedures**

As the second part of data collection procedures, the interviews were implemented to collect qualitative data with the parents and teachers. Ethics Committee of METU Research Center for Applied Ethics approval was taken for interview schedule. In this study, the interviews were conducted after the survey instrument was administered to children.

Interviews were conducted with parents and teachers who were willing and whose children and student attended in the first part of the study by filling the survey instrument. When the researcher delivered the parent's consent form to children in order to collect their parents' approval signs, voluntary participation approval form for parents (see Appendix D) were attached to identify voluntary parents. Moreover, while children were filling the survey instrument, voluntary participation approval form (see Appendix E) was given to teachers for inviting them to participate the study. Voluntary parents connected with their child's classroom teacher, and the

interviews were implemented after the week of academic semester ended in June 2013. Voluntary teachers got in direct contact with the researcher to participate into the study, and the interviews were conducted in the Turkish Ministry of Education's seminars week in June 2013.

All interviews were recorded with digital voice recorder with permission of the interviewees. Interviews were made through face-to-face meetings with participants in one of the class in the schools which was empty and silent to reduce background noise. The researcher followed some strategies for ensuring the high-quality digital recording (Patton, 2002) that battery of the digital voice recorder and remaining memory were checked before the interview started, mike was placed close to the participants, test records were done with the interviewees to check voice quality and listen to themselves their own voice, the researcher took notes during the interview, and after the interviews copies of the records were taken and labeled.

Before starting the interview, the researcher made a small talk with interviewee about daily life issues to make interviewee more comfortable. Thus, they were likely to pass an opinion on interview honestly and comfortably. Then, interviewees were informed about the purpose of interview and their approval were taken for voluntarily participate the interview and recording the interview. The parents and teachers were interviewed individually to prevent possible influence of others.

Interview schedules were formed in two types; one type for parents and one for teachers. Basically, the content of questions were same, but the focus point of questions was changed to "children" for parents and to "students" for teachers. The average duration of the interview was 13 minutes, and the researcher spent minimum 30 minutes and maximum two and half hour at schools while making organization and conducting the interviews. Moreover, the researcher took notes about when, where, and with whom the interviews were administered.

### **3.7 Data Analysis**

The researcher followed some steps for the data preparation and analysis of quantitative data and qualitative data that were explained under this section. Descriptive statistics and Chi-square test analyses were used for analyze the quantitative data that these analyses will explain in the following section. Furthermore, qualitative content analysis was employed to analyze the qualitative data.

#### **3.7.1 The Analysis of the Quantitative Data**

Quantitative data which were gathered with the survey were firstly transfer to MS Excel document. Then raw scores were imported to the Statistical Package for the Social Sciences (SPSS) 22.0 and 15.00 which was used for statistical analysis of data. In order to analyze the quantitative data and to obtain results, descriptive statistics and Chi-square test analysis were used. Before the analysis of the quantitative data, the sample size and missing values were checked.

##### **a. Sample size**

The large sample sizes provide better representation of the population. In quantitative phase of this study, 350 children attending 3 to 8 grade from different four public schools participated. According to Teddlie and Tashakkori (2009), the sample size should be within 5% of population for estimating the characteristics of the population. Besides, there are 22 questions in the instrument and the sample size was approximately size 15 times of the number of the items.

##### **b. Missing data**

The researcher examined the frequency statistics which showed that there is missing data in the data. However, in data set, there are no variables with 5% or more missing values. Tabachnick and Fidell (2007) stated that the missing value percentage below

5% can be ignored because random pattern of the missing value has less serious effect on the results. Therefore, the researcher mentioned the percentage of possible problematic missing value in frequency tables.

### **3.7.1.1 Descriptive Statistics**

Descriptive statistics were used to summarize the demographics and distributions of the responses, and to present them in a table form to operationally organize. A summary is provided with descriptive statistics that may assist the researcher to make comparisons across the participant of the study.

The number and percentage of the participants located in each discrete variable on scale were tabulated in the frequency distribution tables. Discrete variables were categorized under nominal and ordinal scale for obtaining distributions for each of the variables in this study. In addition, mean scores were calculated for continuous variables such as age or the children's age when they first started using the Internet to estimate the most representative value of the entire distribution and also standard deviation scores were calculated to estimate distribution accurately.

### **3.7.1.2 Chi-square ( $\chi^2$ ) Test of Independence**

According to the aim of the study, the relationships between the discrete variables is needed to be investigated to answer the last research question. Chi-square analysis relies on frequency of data, its value lies in the statistic's ability to obtain how well sample proportions represent the population proportions specified by hypothesis (Gravetter & Wallnau, 2007). Therefore, Chi-square test for independence was employed to evaluate the association of different variables in terms of the exposure of children to risk, and gender, membership of SNS, elective courses, the Internet usage in general and in school, children's confidence to themselves, parents and teachers about overcoming with the Internet risks.

A fundamental assumption of the Chi-square test of independence is that each participant contributes only one cell of data. Hence the number of participant in the study must be the same as the sum of all cell in the frequencies table. In this study, classification of participant in the cells based on the response of them that the researcher did not assign participant to the cells in the tables. The following requirements of Chi-square test of independence were pertained to the data in this study (McHugh, 2013).

- The level of measurement was nominal and ordinal (categorical) data for all variables.
- The sample sizes of the categories were unequal, since the Chi-square test groups might may be equal or unquail differently from the parametric tests.

The Chi-square test is based on the null hypothesis that the two variables being measured are independent of each other. In other words, frequency distribution for one variable does not depend on the categories of other variable. When obtained  $\chi^2$  value is exceed the critical value and significant p-value ( $<.05$ ) were attained, null hypothesis is rejected which means that there is an association between variables (Gravetter & Wallnau, 2007). The critical value of Chi-square was found with number of the degrees of freedom (df). Moreover, effect size which is the strength of the associations were measured and reported with Cramer's V. Since, variables have more than two categories Cramer's V statistic can attain its maximum and so it is the most useful (Field, 2013).

Chi-square test has its own assumptions (McHugh, 2013) that were checked for the analysis of the study as in the followings;

- The frequency data emphasizing the actual number of participants in each cells were used rather than percentages.
- The categories were mutually exclusive that a particular participant was not overlap more than one level of each of the variables.

- Each participant contributed data to one and only one cell in the Chi-square analysis. Therefore the sum of all cell frequencies in the table were the same as the total number of participant in the study.
- Variables of categories were nominal level.
- Calculated number of participant in each cell were 5 or more and none less than 1.

The following hypothesis of the Chi-square test were tested to determine whether there were associations between exposure of children to Internet risks and other factors in this study. Hypothesis for the Chi-square test for independence were;

**H1:** There is no association between exposure of children to risk and gender.

**H2:** There is no association between exposure of children to risk and membership of social network sites.

**H3:** There is no association between exposure of children to risk and taking elective course of media literacy or computer course.

**H4:** There is no association between exposure of children to risk and the Internet usage of children's in general.

**H5:** There is no association between exposure of children to risk and the Internet usage of children in school.

**H6:** There is no association between exposure of children to risk and children's confidence in themselves about overcoming with the Internet risks.

**H7:** There is no association between exposure of children to risk and children's confidence in parents about overcoming with the Internet risks.

**H8:** There is no association between exposure of children to risk and children's confidence in teachers about overcoming with the Internet risks.

In the crosstabulation table of Hypothesis 4 (in Table 4.21, in Chapter 4), two cells did not meet one of the requirements of Chi-square test which is indicated that cell's

frequency must be at least 5. When the expected frequencies of cell were under the 5, Fisher's test for computing the exact probability of the chi-square statistic is accurate (Field, 2013). Because of the small cell frequency, Fisher's exact test was used to examine the association between the Internet risks and the frequency of the Internet usage in general, with the 95% confidence level.

The findings of the Chi-square ( $\chi^2$ ) test were presented with tables and statements of the statistical results in Chapter 4. Moreover, for hypotheses testing, whether the results of test were statistically significant or not were presented under the result sections.

### **3.7.2 The Analysis of the Qualitative Data**

Strauss and Corbin (1998) stated that the qualitative data can be collected through several sources and during the data analysis coding takes place. For this study, interviews were source of the qualitative data, so qualitative data coding methods were employed to identify the themes, and discover their concepts and dimensions. The steps of qualitative data analysis were explained in the following sections as preparation and initial exploration of the qualitative data, content analysis and description, presentation and interpretation of the qualitative data.

#### **3.7.2.1 Preparation and Initial Exploration the Qualitative Data**

The qualitative data preparation for analyzing started with transcription written down the interview records of parents and teachers after all interviews were completed. Audio-recorded interviews were given to a trained transcriber to make data available in textual form in a computer text file for ensuing coding and analyzing the data. The transcriber had experienced about transcription and had technical skills, and she was also working in the field of Instructional Technology field.

Due to ethical considerations, before sending the audio records to transcriber, personal details of the parents and teachers were omitted from the records. The researchers provided clear guidelines to transcriber for being common ground of transcription to prevent the misunderstanding in the process. Moreover, the researcher informed the transcriber about the aim of the study to guarantee the accuracy of verbatim accounts by minimizing sources of error in the transcription process. Furthermore, the durations of interviews were recorded and reported in the Participants section.

The researcher listened the audio records several times while reviewing the transcripts on the computer screen to ensure the quality of transcription. The possible transcriber problems were checked such as sentence structure, annotations, omissions, and mistaking word (Poland, 2002) but there were only minor errors which were corrected. Some transcription details which were unrelated to the study have been omitted. Moreover, the researcher checked the transcriptions by means of the interviewer notes to control the nonverbal aspect of the interview. After the transcription of the interview, digital audio records of the interviews and transcriptions were transferred to compact disk and were deleted from the other sources for the security of the data.

### **3.7.2.2 Content Analysis**

Content analysis procedures were employed to analyze the qualitative data which was gathered by interviews with parents and teachers. For content analysis, collected data must be analyzed in depth to reveal themes and categories. Therefore, in this study, the researcher followed the content analysis steps that;

- Coding the data,
- Finding themes,
- Arranging the codes and themes and
- Defining and interpreting the findings (Yıldırım and Simsek, 2008).

Transcriptions were arranged and divided into sections for parents and teachers. As regard to these groups, the researcher analyzed the qualitative data toward the following steps:

- First, the researcher thoroughly read all the transcriptions to get a rough idea from the whole data. Specific concepts or words in the sentences or paragraphs of the transcribed data were labeled as codes or categories considering the research questions of the study. During the coding process, the researcher reads the transcriptions and checks the derived codes recurrently.
- Then, derived codes were scanned and gathered to find the themes. Codes were examined according to their relationships and differences. In this phase, codes were categorized under the themes that referred the similarities and relationships between them. Codes under each theme constituted a meaningful framework and each theme could be explained by these interconnected codes.
- Finally, when categories were determined, codes were reviewed by the researcher to check whether they were within the themes. Tracing were done repeatedly until the researcher ensure the accuracy of codes and themes. This also enabled to do modification about the connection of a category and its subcategories.
- After reaching the replication of codes, the researcher determined the final form of codes and themes.
- Saturation has been achieved toward the end of the coding process. There were little or no additional codes emerged in the analysis of the final transcripts.

The researcher has found categories and themes for each participant's transcription and across different participants' transcriptions. Moreover, themes and codes were reviewed and revised by a researcher in the field of Instructional Technology who has an expertise in qualitative data analysis. After cross-checked were completed,

semantic correction of themes and the codes were done, and intercoder agreement was reached.

### **3.7.2.3 Representing the Data Analysis**

Last part of analyzing qualitative data is the defining and interpreting the findings. Qualitative data findings were presented in the result section with respect to the codes and themes which are determined during the analysis. Both English and Turkish form of specific quotations, and explanations were given in the result section to provide the evidence of the themes, codes and sub-codes to ensure the authentication of the analysis of the qualitative data. Several example quotations were presented to show the divergent views of the participants. In addition to the verbal presentation of the results, tables were used in this study, according to the suggestions of Creswell and Clark (2007) who stressed the importance of visuals for presenting qualitative data.

### **3.8 Validity and Reliability**

Validity of the study means that “the researcher can draw meaningful inferences from the results to a population; reliability means that scores received from participants are consistent and stable over time” (Creswell & Clark, 2007, p.133). In mixed methods research, the standards of both qualitative and quantitative methods were determined (Teddlie & Tashakkori, 2009) to ensure validity and reliability of the data and the results.

To ensure the validity of the quantitative findings, content validity, internal validity and external validity were examined. Firstly, the survey and the data were reviewed independently by the field experts who were working in the Instructional Technology field. According to the experts’ feedbacks; unclear questions were reviewed, and unrelated and irritating questions were eliminated. Moreover, the questions of the survey instrument and interview schedules were adapted from a valid measurement

scales of a previously conducted study (EU Kids Online II Project Questionnaire for Child, and EU Kids Online II Project Questionnaire for Parents).

For the internal validity of the quantitative phase of the study, the pilot study and cognitive interviews were administered to enhance the validity of research data and findings. Context of the study and detailed demographic information about the participants were provided for the external validity of the quantitative phase of the study. Therefore, the applicability of the findings to other studies can be determined by underlying similarities of the contexts.

Additionally, peer examination was done with an expert in the field of Instructional Technology to strengthen the internal reliability of the findings and interpretations. The comparisons of the findings with the peer showed that almost all results of the study were same. The internal consistency of scale was also examined using Cronbach's alpha coefficient,  $\alpha$ . The reliability of the total scale items is high, Cronbach's alpha = .82.

Validity and reliability issues for qualitative research cannot be addressed in the same way in quantitative research (Shenton, 2004). However, there are alternative criteria to qualify of the qualitative research's validity and reliability (Yıldırım & Şimşek, 2011). Lincoln and Guba (1985) argue that the concepts of reliability and validity have been redefined as trustworthiness and dependability in qualitative research (cited in Golafshani, 2003). Therefore, validity and reliability of the qualitative research which was a part of this study were explained according to scope of the trustworthiness and dependability.

The transcriptions were conducted by the trained transcriber, and the all transcripts were rechecked by the researcher to make sure that there was no obvious mistakes made during transcription. Then, the codes were generated by researcher and the peer independently, and comparison were done. Therefore, developed codes were cross-checked to reach the intercoder agreement (Creswell, 2009). According to the intercoder agreement, 2 themes and 9 categories (7 main, 2 sub categories) were revised to assured

that they meant the same thing. Then, 18 themes and 98 categories (68 main, 30 sub categories) were obtained and attributed to the co-decision. Categories and themes were given in detail under the result section to provide the meaning of the codes. Moreover, data were collected in the students' natural setting.

### **3.9 Limitations of Study**

The following limitations should be considered while examining the results and making inferences.

- The sample may not represent the population as the convenience sampling has been used. Moreover, the administration of the survey was in the last week of the semester and many students were absent.
- Sample was derived from one city (Ankara) of the Turkey.
- Interviews were only conducted with the volunteer parents and teachers. Therefore, the parents' distribution per school was not considered. However, saturation has been reached even with limited number of participants.
- Surveys were administered in class where children were together with their peers and teachers. Their presence might affect students' responses. Therefore, participants' responses might be orientated by social desirability.

### **3.10 Summary of the Methodology**

Table 3.10 summarizes the methodology of this research that data sources and data analysis methods with the related research questions were shown.

Table 3.10 *Summary of Research Questions, Data Sources and Analysis*

Research Questions	Data Sources	Analysis
What is the children's Internet usage profiles?	<ul style="list-style-type: none"> <li>• Survey with children</li> <li>• Interviews with parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis</li> </ul>
What are the experienced and perceived Internet risks for children?	<ul style="list-style-type: none"> <li>• Survey with children</li> <li>• Interviews with parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis</li> </ul>
What are the mediation strategies and safety regulations with regard to the children's Internet usage according to the experience of children and perceptions of parents and teachers?	<ul style="list-style-type: none"> <li>• Survey with children</li> <li>• Interviews with parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Content analysis</li> </ul>
<p>Are there associations between exposure of children to risk,</p> <ul style="list-style-type: none"> <li>• gender,</li> <li>• membership of SNS,</li> <li>• taken media literacy or computer course,</li> <li>• the Internet usage in general</li> <li>• the Internet usage in school,</li> <li>• children's self-confidence overcoming with the Internet risks</li> <li>• children confidence in parents overcoming with the Internet risks</li> <li>• children's confidence in teachers overcoming with the Internet risks?</li> </ul>	<ul style="list-style-type: none"> <li>• Survey with children</li> </ul>	<ul style="list-style-type: none"> <li>• Chi-square test of Independence</li> </ul>

## CHAPTER 4

### RESULTS

This chapter presents the findings in accordance with the research questions. The results presented were derived from the analysis of survey instrument responses of children and content analysis of parents' and teachers' interviews. The participants of the quantitative part of the study consisted of 350 children, and for the qualitative part, 9 parents and 12 teachers were participated in the study. Based on the responses from children, parents, and teachers, this section presents children's usage of the Internet, perceived and experienced Internet risks for children, and their safety regulations respectively. In the last part of the findings, the related factors with the experienced Internet risks for children were examined and reported in consideration of the Chi-square analysis.

#### **4.1 Children's Internet Usage Profiles**

To examine the children's Internet usage with different perspectives, children's response to survey instrument, and parents' and teachers' responses to interview schedules were analyzed and presented in this section.

##### ***a. Children's Responses***

Children who participated to the study were all Internet users, and range of age when they started using the Internet was 1 to 12 ( $M=6.83$ ,  $SD=2.17$ ). Age distribution of children was represented in Table 4.1, and age group of the children and age when children first started using the Internet was presented in Table 4.1.

Table 4.1 *Age When Children First Started Using the Internet*

Age	Age						Total	
	8-10		11-13		14-16			
	n	%	n	%	n	%	n	%
1	-	-	3	0.9	-	-	3	0.9
2	-	-	3	0.9	-	-	3	0.9
3	3	0.9	8	2.4	1	0.3	12	3.6
4	13	3.9	10	3.0	4	1.2	27	8.1
5	15	4.2	29	9.0	6	1.8	50	15.0
6	23	7.1	18	5.5	2	0.6	43	13.2
7	25	7.0	33	10.1	10	3.1	66	20.2
8	13	4.0	22	6.7	10	3.1	45	13.8
9	9	2.7	22	6.7	10	3.1	41	12.5
10	1	0.3	21	6.4	5	1.5	27	8.2
11	-	-	5	1.5	-	-	5	1.5
12	-	-	3	0.9	2	0.6	5	1.5

*Note.* Due to missing responses,  $n = 327$  and percentage total is 99.4.

Children were asked whether they had an account on a social network. %59.5 ( $n=207$ ) of them responded as yes, %28.7 ( $n=100$ ) of them responded as no, and 11.8% of them ( $n=41$ ) preferred not to say (see Table 4.2).

Table 4.2 *Social Network Sites Membership*

Response	Male		Female		Total	
	n	%	n	%	n	%
Member	103	29.6	104	29.9	207	59.5
Not member	41	11.8	59	17.0	100	28.7
Prefer not to say	19	5.5	22	6.3	41	11.8
Total	163	46.8	185	53.2	348	100

*Note.* Due to missing responses,  $n = 348$

Moreover, children were asked to write the social network sites that they had memberships. Among the children, 185 (53.8%) of them had Facebook account, and other responses of the children presented in Table 4.3. Children responded that they have accounts on Skype (n=7), Morpa Campus (n=6), Vitamin (n=4), E-school (n=4), Instagram (n=4), Youtube (n=3), Google+ (n=3) and Pinterest (n=1) which were reported under the “other” item.

Table 4.3 *Children’s Social Network Sites Account\**

SNS	Male		Female		Total	
	n	%	n	%	n	%
Facebook	94	27.3	91	26.5	185	53.8
Twitter	26	7.6	34	9.9	60	17.4
Other	16	4.7	16	4.7	32	9.3
MSN	5	1.4	11	3.2	16	4.6
Ask.fm	2	0.6	11	3.2	13	3.8
Tumblr	2	0.6	11	3.2	13	3.8
Stardoll	1	0.3	9	2.6	10	2.9

*Note.* Participant could write multiple SNSs

As seen in Table 4.4, nearly half of the children (44%) used the Internet every day. When the frequency of the Internet usage in school were asked, 26.3% of them used once or twice a week.

Table 4.4 *Frequency of the Internet Usage*

Frequency	In general		In school	
	n	%	n	%
Everyday	154	44.0	41	11.7
Once or twice a week	125	35.7	92	26.3
Once or twice a month	16	4.6	37	10.6
Less often	55	15.7	86	24.6
Never	-	-	94	26.9

*Note.* n = 350

All children who participated in this study were user of the Internet, however 26.9% (n=94) of children responded that they did not connect to the Internet at school, and 10.9% of them (n=38) said that they did not connect to the Internet at home.

Children were asked to what devices they use to connect to the Internet, most of the children (61.7%) had their own PC or laptop, and also nearly half of them (42.6%) had mobile devices (smart phone, tablet, etc.) (Table 4.5). When the devices used to connect to the Internet at school were asked to children, mostly they share PC or laptop with other students, and 19.1% of them had mobile devices (smart phone, tablet, etc.) (Table 4.5).

Table 4.5 *Connection Devices*

Devices	In General		In School	
	n	%	n	%
Individual PC or laptop	216	61.7	78	22.3
Shared PC or laptop	158	45.1	151	43.1
Mobile	149	42.6	67	19.1
Other	12	3.4	16	4.6
Missing	2	0.6	4	1.1

*Note.* Participant could select multiple options

Children were asked about their activities on the Internet and their frequency at the last month. In general, the most frequent activities done by children were that; 54.9% of them watched video or listened to music every day, 47.4% of the children used the Internet to do homework or study their lessons every day, 45.7% of them played game every day, 41.7% of them visited social network sites every day. The less frequent activities done by children in general were that; 45.7% of them never sent or received e-mail, 45.4% of them never visited chat rooms or sent instant message, and 36.6% of them never download music or film. Table 4.6 presents the children's activities on the Internet with their frequencies.

The most frequent activity done by children in school was that; 32.3% of the children used the Internet to do homework or studying lessons every day. The less frequent activities done by children in school were that; 71.7% of them never sent or received e-mail, 72.6% of them never visited chat rooms or sent instant message, 71.4% of them never downloaded music or film, 67.7% of them never visited social network sites, and 53.4% of them never read or watched news. Moreover, Table 4.7 can be seen to examine the Internet activities of children and frequencies.

Children were asked to write other activities they did, if they marked any frequency options of the "other activities" item.

Table 4.6 *Frequency of the Internet Activities in General*

Activity	Everyday		Once or twice a week		Once or twice a month		Never		Missing	
	n	%	n	%	n	%	n	%	n	%
Watching video or listening music	192	54.9	85	24.3	31	8.9	38	10.9	4	1.1
Homework, studying lesson	166	47.4	120	34.3	42	12	18	5.1	4	1.1
Playing game	160	45.7	124	35.4	32	9.1	32	9.1	2	0.6
72 Visiting social networks web sites	146	41.7	86	24.6	24	6.9	84	24.0	10	2.9
Reading or watching news	109	31.1	101	28.9	51	14.6	73	20.8	16	4.6
Other activities	88	25.1	65	18.6	34	9.7	148	42.3	15	4.2
Downloading music or film	84	24.0	78	22.3	54	15.4	128	36.6	6	1.7
Visiting chat rooms or sending instant message	76	21.7	57	16.3	51	14.6	159	45.4	7	2.0
Sending or receiving e-mail	69	19.7	49	14.0	58	16.6	160	45.7	14	4.0

Table 4.7 *Frequency of the Internet Activities in School*

Activity	Everyday		Once or twice a week		Once or twice a month		Never		Missing	
	n	%	n	%	n	%	n	%	n	%
Homework, studying lesson	113	32.3	67	19.1	53	15.1	103	29.4	14	4.0
Playing game	89	25.4	79	22.6	55	15.7	114	32.6	13	3.7
Watching video or listening music	69	19.7	60	17.1	48	13.7	160	45.7	13	3.7
Other activities	55	15.7	42	12.0	35	10.0	201	57.4	17	4.9
Reading or watching news	51	14.6	43	12.3	46	13.1	194	55.4	16	4.6
Visiting social networks web sites	49	14.0	29	8.3	20	5.7	237	67.7	15	4.3
Downloading music or film	33	9.4	32	9.1	21	6.0	250	71.4	14	4.0
Visiting chat rooms or sending instant message	29	8.3	23	6.6	28	8.0	254	72.6	16	4.6
Sending or receiving e-mail	26	7.4	19	5.4	30	8.6	258	73.7	17	4.9

### ***b. Parents' Responses***

Aside from the children's responses about the Internet usage in the survey instrument, the interview results revealed parents' view of their children's Internet usage. The following two themes were found: (a) children's purpose of the Internet usage and (b) children's Internet usage place. According to the content analyses of the interviews with parents, themes and categories related to children's Internet usage of children are presented in the Table 4.8.

Table 4.8 *Themes and Categories of the Internet Usage of Child based on Parents' Interviews*

Theme	Category	n
Purpose of the Internet usage	Social networking	5
	Gaming	4
	Studying	4
	Listening to Music	1
Place of usage	At home	7
	At relatives	2
	At friends	1
	At parent's office	1
	At school	1
	Medium of use	
	Mobile phone	2
	Tablet	1

#### ***Purpose of the Internet usage of children***

The parents' responses specified that children accessed the Internet for a variety of purposes. Most parents (n=5) mentioned that children used the Internet to access social networking websites, especially Facebook. The parents said:

“In general, [my child] use [the Internet] for written communication with their friends on Facebook.” (P7)

*“Genelde [çocuğum] Facebook’ta arkadaşlarıyla yazışmaları için [İnternet’i] kullanıyor.” (P7)*

“[My child] uses the social media... Sometimes, we sit together to look at her social media together. (P9)

*“Sosyal medyayı [çocuğum] kullanıyor... Bazen oturup sosyal medyasına beraber bakıyoruz.” (P9)*

Additionally, most of the parents (n=4) mentioned that children use the Internet for online gaming. The parents said:

“I only know that [my child] plays games [on the Internet].” (P2)

*“[Çocuğumun İnternet’te] oyun oynadığını biliyorum sadece.” (P2)*

“[my child] only enters to game websites currently.” (P3)

*“Onun şu an girdiği sadece oyun siteleridir.” (P3)*

Moreover the parents (n=4) pointed out that children used the Internet for studying. Parents responded that children use the Internet for doing their homework, preparing their projects, and requirements of school. The parents said:

“I give [permission] it [to use the Internet] for searching for their homework. She does research there [Internet] and complete her work very quickly.” (P1)

*“Onları [İnternet’i kullanmaya] ödevlerini araştırırken daha çok [izin] veriyorum. Oralardan [İnternet’ten] araştırma yapıyor ve işini çok çabuk çözebiliyor.” (P1)*

“... our teacher gives questions and homework about some research, or about proverbs, idioms he already knows the Turkish Language Association’s website.” (P7)

*“... öğretmenimizin araştırma ile ilgili soruları ve ödevleri oluyor ya da işte atasözleri ile ilgili, deyimlerle ilgili Türk Dil Tarihi Kurumu’nun [web] sayfasını da kendisi biliyor zaten.” (P7)*

Furthermore, one parent (n=1) thought that her child access to the Internet for listening to music. Parent (P8) said that “[my child] [uses the Internet] to listen to music with friends / [çocuğum] şarkı dinleme amaçlı arkadaşlarıyla o şekilde [İnternet kullanıyor]”.

### *Children's Internet usage place*

The parents' responses showed that children access to the Internet in different places with different devices. Most of the parents (n=7) have Internet connection at home so they allow children to use Internet at home. Parents said:

"[My child] usually uses [Internet] in his room." (P3)

"[Çocuğum] evde genellikle kendi odasında [İnternet'i kullanır]." (P3)

"Usually he uses at home. [My child] does not look around for Internet at other places. We have [the Internet] at home, no need to go outside." (P4)

"Evde kullanıyor, genelde evde. Çevresinde öyle hani [çocuğum] İnternet araştırmasına girmez. Evimizde [İnternet] var, başka bir ihtiyaç olmuyor yani." (P4)

Moreover, the parents' responses indicated that children accessed the Internet at relatives (n=2), at friends (n=1), parents' office (n=1) and school (n=1). The parents said:

"[My child] uses [the Internet] when he goes to grandmothers." (P8)

"[Çocuğum] anneanneye gittiği zaman, babaanneye gittiği zaman [İnternet] kullanıyor." (P8)

"[My child] uses [the Internet] when he goes to his friends." (P7)

"[Çocuğum İnternet'i] kullanıyor arkadaşlarına gittiğinde." (P7)

"...usually [my child] uses [the Internet] at my office. (P4)

"...genellikle [çocuğum] iş yerinde kullandığı için [İnternet'i]..." (P4)

"Since there is teacher control at school, she is limited [to use], but they have the Internet [connection] at school." (P1)

"Okulda öğretmen gözetiminde olduğu için kısıtlı [kullanıyor] ama okulda İnternet'leri [bağlantıları] var." (P1)

In addition to the place of usage, responses of the parents revealed that children used devices such as mobile phone (n=2) and tablet (n=1) to access the Internet in addition to the computer. The parents said:

"Sometimes [she connects to the Internet] on a cell phone." (P1)

“Bazen de cep telefonuyla [İnternet’e bağlanır].” (P1)

“...he takes his tablet with him [to use Internet] when he goes somewhere.”  
(P3)

“...[bir yere] gittiğinde[İnternet’i kullanmak için] tabletini götürür.” (P3)

### *c. Teachers’ Responses*

The interviews with teachers revealed their observations and perceptions about the children’s the Internet usage at school. Thus, the themes and categories related with the Internet usage of the children were obtained from the content analysis of the interviews (see Table 4.9). Moreover, themes were (a) aims of the Internet usage of children; (b) place of the usage and (c) time of their Internet usage at school.

Table 4.9 *Themes and Categories of the Internet Usage of Child based on Teachers’ Interviews*

Theme	Category	n
Aim of usage	Research	5
	Game	5
	Social networking	3
	Curiosity	3
	Entertainment	3
	E-okul	1
	Place of usage	At school
Classroom		3
IT Lab		9
At home		9
At Internet cafes		4
At friends		2
Time of usage at school	Break time	5
	Free activities course	2
	Free course hour	1

### *Aims of the Internet usage of the children*

The teachers' responses specified that children's aims directed them to use the Internet. Most of the interviewed teachers (n=5) said that children used the Internet for researching. Teachers also mentioned that children access the Internet for doing their homework, preparing their presentation and duties of the class. The teachers said:

“Since they [my students] were fourth grade, they used the Internet for their classes. They prepared many presentations. They also used it for research homeworks.” (T2)

*“Yani dördüncü sınıf olmaları şeyiyle [öğrencilerim] derslerinde kullandılar bu sene. Çok fazlaca sunum hazırladılar. Araştırma ödevlerinde çok kullandılar.” (T2)*

“When I give homework, they [my students] do research on the Internet for this.” (T3)

*“Ödev konularını verdiğim zaman [öğrencilerim] mesela işte onunla alakalı [İnternet'te] araştırma yapıyorlar.” (T3)*

Additionally, most of the teachers (n=5) stated that children use the Internet to play games. They said:

“[Students] use the Internet mostly for gaming.” (T12)

*“[öğrenciler] sadece oyun amaçlı [İnternet'i] kullanıyorlar çok fazla.” (T12)*

“Usually playing games [on the Internet] is appealing for them.” (T5)

*“Genelde [İnternet'te] böyle oyun oynamak çok onlara cazip geliyor.”(T5)*

Moreover, teachers (n=3) mentioned that children use the Internet for social networking. They pointed out that children log in to social networks such as Facebook or Twitter to communicate with their friends. The teachers stated:

“[Students] tell me that they talk with their friends on Facebook.” (T3)

*“Bana [öğrenciler] Facebook'tan birbirleriyle [arkadaşlarıyla] yazıştıklarını söylüyorlar.” (T3)*

“Some of my students talk about Facebook, but I have not joined. They tell that they play games and talk to each other via Facebook.” (T4)

*“Birkaç tanesi [öğrenci] [Facebook’tan] bahsediyordu yani öyle takip etmişliğim yoktur. Face’de [Facebook’ta] oyun oynadım, haberleştim, konuştum şununla [dediler].” (T4)*

Some of the teachers (n=3) said that children accessed the Internet to satisfy their curiosity. They thought that children were very curious because of their age. The teachers stated:

*“They do not need to be encouraged [to use the Internet]. They are very curious. They do it on their own and I even ask them.” (T10)*

*“[İnternet’i kullanmaları için] teşvik etmeye gerek yok. Zaten [öğrencilerin] hepsi çok meraklı. Kendileri hallediyorlar kesinlikle ben hatta onlara danışıyorum.” (T10)*

*“They try to learn from the Internet and find out what they wonder, not for getting information about sexuality.” (T11)*

*“Oradan [İnternet’ten] bilgilenmeye çalışıyorlar ya da işte meraklarını gidermeye çalışıyorlar yoksa cinsel bilgi edinmek anlamında onlara [İnternet’e] başvuruyorlar yani.” (T11)*

The teachers (n=3) pointed out that children use the Internet for entertainment such as listening to music and watching a video. The teacher stated:

*“Downloading music, watching videos, students are interested in these.” (T6)*

*“... müzik indirmek, efendim video seyretmek, birinci derecede [öğrenciler] bunlara bakıyorlar.” (T6)*

*“Usually students visit music web sites. They want to see videos.” (T10)*

*“Genelde [öğrenciler] müzik sitelerine falan bakıyorlar. Video falan açmak istiyorlar.” (T10)*

Only one of teachers mentioned (n=1) that children use the Internet to access the E-Okul portal. The teacher stated:

*“Some of them learn their grades by visiting E-school.” (T9)*

*“... [öğrencilerin] bir kısmı E-okul’a girerek notlarını takip ediyor.” (T9)*

### *Place of the Internet usage*

The teachers' responses showed that children access to the Internet in different places. All teachers had a chance to observe the children in school; so all of the teachers (n=12) participated in the interviews said that children used the Internet in school. Teachers mentioned that children access the Internet in their classroom and IT laboratory at school. The teachers said:

“There is a PC in my classroom. Students who do not have the Internet access at home try to use it at classroom...” (T10)

*“Kendi sınıfında bir bilgisayar var. Evinde [İnternet] olmayanlar sınıfta girmeye çalışıyorlar...” (T10)*

“Students who do not have the Internet access at home use it at school, in Information Technology class.” (T2)

*“[Evinde İnternet] olmayan [öğrenciler] da zaten okuldaki İnternet’te, Bilgi Teknolojileri sınıfından yararlandı...” (T2)*

“We have a computer classroom, students use it.” (T8)

*“[İnternet’i kullanmak için] bilgisayar sınıfımız var [öğrenciler] oraya gidiyorlar...” (T8)*

“Rest of them use the Internet at IT labs. They have the facility to use [the Internet] at IT classes.” (T11)

*“Geri kalanları işte okulda [BT] laboratuvarlarda kullanır. [Öğrenciler] BT sınıflarında [İnternet’i] kullanma imkanlarına sahipler...” (T11)*

Additionally, most of the teachers (n=9) stated that children used the Internet at home because they have the Internet connection at home. The teachers mentioned:

“Students also used the Internet at home. Most of them have [the Internet] connection at home.” (T2)

*“...[öğrenciler] evde de [İnternet] kullandılar. Büyük bir çoğunluğunun var evinde...” (T2)*

“... nowadays nearly everybody have computers at home. They also have the Internet connection.” (T5)

*“... şu anda hani genelde herkesin evinde bilgisayar var. İnternet bağlantısı da bununla birlikte var...” (T5)*

Moreover, responses of the teachers (n=4) revealed that children still go to Internet café's to access the Internet. The teacher said:

“Students who do not have the Internet connection at home also go to the Internet cafe.” (T10)

*“Öğrencilerim İnternet kafeye de gidiyor evinde [İnternet] olmayanlar...”(T10)*

“In our neighborhood, we have many Internet cafes. There is not the Internet connection at most of the houses.” (T8)

*“Bizim burada daha çok İnternet kafeler var. Evlerinde [İnternet] pek fazla yok.” (T8)*

Furthermore, the teachers (n=2) mentioned that children use the Internet with their friends or at their friends' home. The teachers stated:

“Students go to each other's houses [to use the Internet].” (T10)

*“... yani [öğrenciler İnternet'i kullanmak için] birbirlerinin evine gidiyorlar.” (T10)*

“Students gather at each other's houses [to use the Internet].” (T12)

*“...[öğrenciler İnternet'i kullanmak için] hem arkadaşlarına gidiyorlar, toplanıyorlar...”(T12)*

### ***Time of children's Internet usage***

The analysis of the interviews showed that children might access the Internet in their leisure time in school according to the teachers' observation in school. Some of the teachers (n=5) stated that children go online during their break time which are 10 or 15 minutes in schools. The teachers said:

“They use [the Internet] at 10 minute in breaks.” (T9)

*“... onu [İnternet'i] da teneffüslerde, 10 dakikalık teneffüslerde giriyorlar.” (T9)*

“They use [the Internet], not in classes but at informatics room, mostly for gaming. What can be done in 15 minutes break?!” (T7)

*“Yani sınıfta değil de teneffüslerde bilişim salonunda, [İnternet’i] büyük ihtimalle oyun oynamak için kullanıyorlar. 15 dakikalık teneffüste ne yapılabilir ki!?” (T7)*

Moreover, teachers responded that the children engaged in Internet related activities with the teachers in the free activities of course time, and teachers (n=2) mentioned that children used the Internet in free activities course. The teachers said:

*“Sometimes we use [the Internet] together. We use it at free activities class.” (T12)*

*“Bazen [İnternet’e] beraber giriyoruz. Serbest etkinlikler dersinde kullanıyoruz...”(T12)*

*“We talk together, for instance, sometimes we say “let’s surf the Internet” at free activities class. They gather around me.” (T1)*

*“Konuşarak birlikte mesela serbest etkinlik derslerinde hadi İnternet’i karıştıralım mı beraber diyoruz bazen. [İnternet’i] açıyoruz. Onlar toplanıyor etrafımda...”(T1)*

Additionally, one teacher (n=1) responded that children use the Internet when they have free course hour when there is no available teacher. The teacher stated:

*“When there is no teacher in class, when the teacher is on medical leave, we usually take the students to PC lab [to use the Internet].” (T11)*

*“Boş [derste], öğretmenimiz raporlu ya da sevкли olduğu zamanlar öğrencileri genelde [İnternet’i kullanmak için bilgisayar] laboratuvarına alırsız...”(T11)*

#### ***d. Combine Results on the Children Internet Usage***

More than half of the children (59.5%) had an account on SNS. Similarly, parents and teachers mentioned that the aim of the children’s Internet usage was to log in to their SNS account. Moreover, parents and teachers said that children generally used the Facebook to communicate with their friends. Further, children responded that they mostly had the Facebook account.

Children connected to the Internet mostly everyday with their personal computer or laptop, but they were not frequently online at school and they had to share computer with other students. Parents (n=3) and children (42.6%) responded that children also accessed the Internet through their mobile devices. Since parents mostly spent time with children at home, they responded that their children generally used the Internet at home. Whereas teacher had a chance to observe children at school, they said that children used the Internet at school in the classroom or IT laboratory during the breaks or free activity hours.

Children used the Internet everyday for watching video or listening to music, doing their homework and playing game in general and also at school. Likewise, according to the parents and teachers, children were online for playing game, studying or researching, and entertainment like listening to music.

#### **4.2 Internet Risks for Children**

While children's experiences of Internet risks were inquired via the survey and data were analyzed using descriptive statistics, the perceptions of parents and teachers were inquired using interviews and data were analyzed using content analysis technique.

##### ***a. Children's Responses***

Children were asked whether they feel bothered or upset upon seeing something on the Internet. 53.7% of them responded as "no", 20% of them answered as "preferred not to say". 26.3% of children responded as "yes" that in their descriptions. The analysis of the open-ended question revealed that they saw video or photograph containing violence (n=21) or sexuality (n=5), their personal information or profile were hacked (n=10), their friend or someone who they did not know harassed them verbally or with a photograph (n=15) and they confronted a technical problem such as virus (n=10).

Children were asked about how confident they were to overcome the negative circumstances of the Internet risks by which they were upset or bothered. 51.4% of them stated that they could overcome these circumstances by themselves. 53.1% of them stated that their parents could help to overcome and 40.6% of them mentioned that their teachers could help. Frequencies of the children's answers were presented in Table 4.10.

Table 4.10 *Confidence to Overcome Negative Circumstances Experienced While Using the Internet*

	Yes		No		Prefer not to say		Missing	
	n	%	n	%	n	%	n	%
Child own	180	51.4	110	31.4	52	14.9	8	2.3
Parents	186	53.1	97	27.7	59	16.9	8	2.3
Teachers	142	40.6	133	38.0	68	19.4	7	2.0

*Note.* n =350

The most common Internet risk that children were exposed to in last year was video or photograph including violence with the 29.4%. Moreover, 24.3% of the children plagiarized via the Internet in last year (see Table 4.11). Their ratings were low regarding the issue of the suicide (6.0%), drugs (6.9%) and hacking someone's private information and passwords (7.4%)

Table 4.11 *Exposure of Children to Risks in Last Year*

Risks	Child did		Child did not		Missing	
	n	%	n	%	n	%
See image or video contained aggression, violence and murder*	103	29.4	243	69.4	4	1.1
Do plagiarism (copy and paste without citing the source)*	85	24.3	263	75.1	2	0.6
Been abused by someone*	71	20.3	277	79.1	2	0.6
Abuse others*	51	14.6	297	84.9	2	0.6
Meet someone who never known before*	49	14.0	297	84.9	4	1.1
Visit web sites related with harming people or animals**	49	14.0	292	83.4	9	2.6
Hack passwords and personal information of others*	40	11.4	306	87.4	4	1.1
Visit web sites includes hate speech to people or group**	29	8.3	310	88.6	11	3.1
Visit web sites describing hacking personal information and passwords**	26	7.4	313	89.4	11	3.1
Visit web sites contain article or sharing about drugs**	24	6.9	314	89.7	12	3.4
Visit web sites referred to suicide**	21	6.0	319	91.1	10	2.9

*Note.* n =350

\* Which of the following did you experience in the past one year?

\*\* Which of the following web sites you have seen in the past one year?

Children were asked to the risks they have experienced in the past year. Percentages of responses were presented in Table 4.12. 37.7% of them responded that their computer was affected by virus and 12.3% of them responded that someone stole

their password to get access their information and pretend as them. On the other hand, 50.9% of them responded that none of these issues were experienced last year.

Table 4.12 *Experienced Technical Risks in the Last Year*

Risks*	Yes		No	
	n	%	n	%
Someone used his/her personal information in a negative manner	40	11.4	289	82.6
Computer was effected by virus	132	37.7	197	56.3
Someone stole his/her password to get access to his/her information or pretend as his/her	43	12.3	286	81.7
None of them	178	50.9	172	49.1

Note. Due to missing responses, n = 329 and total percentage is 94.0%.

\* Which of following(s) did you experience in the last year?

### ***b. Parents' Responses***

The parents' interviews were also examined to obtain themes and categories related with their perceptions about the Internet risks for children. The content analysis results showed that most of the parents (n=6) responded as their children were not exposed to any risks of the Internet. However, they were annoyed with some issues which occurred on the Internet.

According to the qualitative analysis, themes were found related with the perceived Internet risks for children as the following; (a) the Internet risks (b) reasons to limit the Internet usage and (c) protective features (see Table 4.13).

Table 4.13 *Themes and Categories of the Internet Risks based on Parents' Interviews*

Theme	Category	n
Internet Risks	Sexuality	5
	Advertisement	4
	Meeting with strangers	3
	Sharing	2
	Violence	2
	Malware	2
	Spoofing	2
	Political content	1
Reason to limit usage	Academic achievement	3
Protective features	Self-regulation	7
	Technical skill	3

### ***The Internet Risks***

Parents mentioned that some cases might harm and upset the children when they use the Internet. Parents did not directly state the Internet risks, but they shared their concerns about this subject. Most of the parents (n=5) thought that sexuality issue was risky for the children. The parents mentioned:

“... I can say that there is a risk of sexuality at every web page. I don't want them actually.” (P3)

“...cinsellik yönünden her sayfada [risk] var diyebiliyorum. Ben onların olmasını istemiyorum açıkcası.” (P3)

“... there should be a negative content part for parents only. I have obsession for that.” (P7)

“...olumsuz içerikler yani ebeveyn bölümü olması lazım. Takıntım orası.” (P7)

“... sexual content. Some ridiculous things like let's meet and talk. These are not told.” (P8)

*“...cinsel içerikli porno. Tanışalım görüşelim bu şekilde saçma sapan şeyler. Anlatılmıyor yani.” (P8)*

Another issue considered as risky for children was advertisement according to the parents’ responses. The parents (n=4) mentioned that they felt uncomfortable when their children faced advertisement. The parents said:

*“The advertisements may upset people [when we use the Internet]. Some contents that I do not want my child to see may pop up but I don’t know if these will be blocked or not.” (P6)*

*“[İnternet’i] açtığımız zaman karşımıza çıkabilen reklamlar insanları üzebiliyor. Çocuğumun görmesini istemediğim bazı şeyler tabi ki çıkıyor karşısına ama bunlar engellenecek mi engellenemeyecek mi bilmiyorsun.”(P6)*

*“First of all those advertisements should be removed. I am obsessed with those. I really complain about that.”*

*“İlk önce o reklamlar kaldırılmalı. Taktım ben o reklamlara. Ama gerçekten çok şikayetçiyim.”(P3)*

Responses of the parents showed that parents (n=3) were anxious about children’s meeting with strangers on the Internet. They said:

*“I am afraid of the communication s/he will make with foreigners via the Internet.” (P1)*

*“İnternet’te tanımadığı yabancı insanlarla kuracağı iletişimden korkuyorum.” (P1)*

*“I advise him/her not to accept any friend [requests] if he does not know them well, or send friend requests to foreigners, just make friends with certain people [via Facebook].” (P5)*

*“Kimseyi çok iyi tanımadığın sürece [Facebook’ta] arkadaşlık [teklifini] kabul etme, gönderme, belli kişilerle arkadaşlık et diyorum.”(P5)*

*“S/he receives friendship request, s/he accepts it as I know. S/he does not know, thinks it is a kind of game at the beginning. Then this person wants to meet and tells that he knows her/him. S/he is scared.” (P8)*

*“Arkadaşlık isteği geliyor, o da kabul ediyor bildiğim kadarıyla. Yani çocuk daha bilmiyor, oyun zannediyor başlarda. Sonra tanışalım, görüşelim ben seni tanıyorum [diyor]. Çocuk ondan dolayı korku yaşamış.” (P8)*

Moreover, the parents (n=2) stated that they were concerned about the children's sharing about their personal information. They said:

"We are under high risk due to what s/he shares with her/his friends." (P1)

*"...arkadaşlarıyla yaptığı paylaşımlardan dolayı çok daha büyük risk altındayız." (P1)*

"I tell her/him not to tell anything to someone [via the Internet]." (P5)

*"[İnternet üzerinden] kimseye birşeyini anlatma [diye] uyarıyorum." (P5)*

Furthermore, the parents (n=2) stated that when their children faced content including violence, children shared their feelings about how they were annoyed. The parents said:

"... massacres, deaths, death of children; these are the things that will disturb the child." (P6)

*"...katliamlar, ölümler, çocuk ölümleri; bunlar çocuğu rahatsız edebilecek haberler..." (P6)*

"S/he is moved by scenes of war, is seriously upset by images with blood, gore, separated arms and legs." (P2)

*"Genelde, savaş görüntülerinden çok etkileniyor, kolu bacağı kopmuş, yara almış, kanlı bir görüntüden cidden üzülüyor." (P2)*

The parents (n=2) thought that malware was a risk of the Internet that might break down the computer. The parents said:

"[I told that] our computer gets virus and we cannot fix it even by formatting." (P9)

*"...bilgisayarımıza virüs bulaşır formatlasak bile kurtaramayız [diyorum]"(P9)*

"S/he met only [the risk of] virus. They place viruses, trojans, etc. behind everything anymore." (P1)

*"[risk olarak] sadece virus olayı ile karşılaştı. Artık herşeyin arkasında virus, trojan ve bunun gibi şeyler atıyorlar." (P1)*

Moreover, the parents (n=2) stated that spoofing that was a risk of the Internet for children that people might deceive or trick them in order to get money, personal information etc.. The parents said:

“The thing I am really afraid is someone’s cheating her/him. I have serious concerns about this due to the latest news on TV.” (P1)

*“Asıl korktuğum birinin onu bir şekilde kandırması. En son televizyonlarda çıkan haberlerden dolayı, bu konuda ciddi endişelerim var.” (P1)*

“... they write on behalf of my child. A friend of her wrote as if she was my daughter. Then the other cornered my child. I have the stress and fear about that.” (P5)

*“çocuğumun adına birşeyler yazılıyor. Yani bir arkadaşı kızımış gibi bir laf söylemiş. Sonra diğeri o zannederek sıkıştırmış. Bunun sıkıntısı ve korkusu var benim üzerimde.” (P5)*

Finally, one parent thought that political content was as risky as other issues. The parent pointed out that “The first one is, as everyone thinks, pornography and second is the political contents” / “Birincisi herkesin aklına geldiği gibi pornografi, ikincisi siyasi içerikler” (P1)

### ***Reason to limit usage***

Some of the parents emphasized the reason why they limited or would limit their children’s Internet usage. These parents (n=3) were concerned about children’s academic achievement which might be influenced by their Internet usage. The parents said:

“...I restrict use [of the Internet], if it starts to effect her/his classes.” (P1)

*“...derslerine yansıdığı anda [çocuğumun İnternet kullanımını] kesinlikle kısıtlarım.” (P1)*

“S/he finishes her/his homework then uses the Internet, s/he is not so limited.” (P2)

*“Dersini bitirir, bağlanır İnternet’e, çok sınır yok yani.” (P2)*

“I do not want [her/him] to use [the Internet] a lot, because s/he may encounter bad stuff and I want [my child] to study more.” (P7)

*“[çocuğumun] derslere ağırlık vermesini, bir de olumsuz şeylerle karşılaşabilir diye fazla [İnternet’i] kullanmasını istemiyorum.” (P7)*

### ***Protective features***

Most of the parents (n=7) stated that their children were not exposed to any of the Internet risks due to children's self-regulation. They mentioned that their children used the Internet consciously, and they could overcome the problems caused by the risks. They said:

“...s/he is also aware of this issue [about the risks of the Internet]. At least s/he is aware of her/his responsibility to us. That's why we had no problems.” (P1)

*“...kendisi de bilinçli [İnternet riskleri hakkındaki] bu konuda. En azından bize karşı sorumluluğunun farkında. O yüzden bir sorun yaşamadık.”(P1)*

“[My child] takes her/his own precautions already. We have no problems [with the Internet] since s/he is adaptable.” (P5)

*“Zaten [çocuğum] kendisi önlemini alıyor. Uyumlu bir çocuk olduğu için [İnternet’le ilgili] bir sorunumuz yok.”(P5)*

According to the content analysis results, parents (n=3) also thought that children know more than parents about the Internet, and had technical skills and knowledge to cope with the risks. They said:

“[My child did not face the risks of the Internet] because s/he uses the Internet better than I do indeed.” (P8)

*“[Çocuğum İnternet’in risklerine maruz kalmadı] çünkü benden daha iyi bilgisayar kullanıyor doğrusu” (P8)*

“S/he fixes her/his problems, I can say that s/he is a better user than me.” (P7)

*“Genelde kendi sorunlarını kendi hallediyor Yani benden daha iyi bir kullanıcı diyebilirm.” (P7)*

### ***c. Teachers' Responses***

The analysis of the interviews with teachers showed that teachers thought that the Internet contained several risks for children. The interview revealed the following themes: (a) the Internet risks (b) reasons of expose to risks and (c) web sites include risks (see Table 4.14).

Table 4.14 *Themes and Categories of the Internet Risks based on Teachers' Interviews*

Theme	Category	n
Internet Risks	Sexuality	7
	Meeting with strangers	6
	Violence	6
	Child abuse	4
	Spoofing	3
	Addiction	3
	Drugs	2
	Hate speech	2
	Malware	1
Reasons of exposure to the risk	Curiosity	4
	Unconscious usage	4
Web sites including risks	Social network sites	5
	Search engines	2
	Newspaper's web sites	2
	Educational web sites	2
	Game web sites	2
	Chat web sites	2

### ***The Internet Risks***

Teachers mentioned that children were exposed to the cases that might harm and upset them while they were using the Internet. The teachers' responses about these cases were gathered and presented under the Internet Risks theme. Most of the teachers (n=7) responded that the cases related with sexuality were risky for children while they were online. The teachers said:

“...content which gives false information for [children's] personal improvement. Including sexual contents [have potential risk for children].” (T4)

“...kişisel gelişimlerine [öğrencilerin] ters bilgi veren, görseller sunan. Cinsellik dahil onların hepsi dahi [çocuklar için risk taşımakta].” (T4)

“Students usually complain about sexual content pictures. They say that teacher, it is shameful.” (T9)

*“Öğrenciler genellikle cinsel içeriklerle alakalı resimler üzerinden gelip şikayette bulundular. Öğretmenim çok ayıp falan dediler.” (T9)*

“A student has shown other students a sexual video in the class. All male students have seen and it caused harmful results.” (T10)

*“Bir öğrenci cinsel içerikli bir videoyu sınıfta arkadaşlarına göstermişti. [İnternet üzerinden] tüm erkek öğrenciler izlemiş ve kötü sonuçlar doğurmasına neden oldu.” (T10)*

Moreover, half of the teachers (n=6) stated the risks of meeting with strangers. It was mentioned that children contacted and interacted with them online and offline. The teachers said:

“...foreigners, for instance, a 50 year old man followed a 15 year old student. They had met on Facebook. They had a fight here. They may meet bad people.” (T12)

*“... tanımadıkları [insanlar], mesela bizim bir öğrencimizi 50 yaşındaki adam 15 yaşındaki çocuğu takip etmiş. Öyle Facebook'ta tanışmışlar. Geldiler buarada kavga ettiler. Kötü insanlarla karşılaşabiliyorlar.” (T12)*

“There may be meeting with foreigners, unreliable people. I tell about that, do not accept friend requests from foreigners.” (T8)

*“Belki yabancı kişilerle tanışma falan olabilir, güvenli olmayan kişiler. Zaten onu da söylüyorum, tanımadığınız kişilerin arkadaşlığını kabul etmeyin.” (T8)*

“We tell them not to talk to people who they do not know. They should know who they talk to. I advise them to talk people who they knows.” (T5)

*“İnternet'te sanal ortamda kimliğini bilmediğin kişiyle konuşma diyoruz. Karşıdaki kişiyi tanımları gerekiyor. Bildiği kişilerle ben sohbet etmelerini onlara öneriyorum.” (T5)*

Moreover, half of the teachers (n=6) noticed that violence was risk for children. They stated that children faced violence when they were searching something or playing game. The teachers said:

“I think everything containing visual and written violence are threat while use the Internet.” (T4)

*“hem görsel hem yazılı şiddet içeren bütün unsurlar, bana göre tehdittir İnternet kullanımında.” (T4)*

“There are many things containing violence against children and women [on the Internet]. These may cause trauma.” (T7)

*“Çocuğa veya kadına şiddet ile ilgili çok şey var [İnternet’te]. Olumsuz olarak da kötü travma yaratabilir.” (T7)*

The teachers (n=4) mentioned that child abuse was a risk for children. They stated that an unknown person may try to harm the child. The teachers said:

“They say that they face lots of problems like sexual harassment, child abuse.” (T1)

*“Cinsel, taciz, çocuk istismarı, gibi bir sürü problemle karşılaştıklarını söylüyorlar.” (T1)*

“I am afraid that they [children] may be cheated and abused sexually.” (T10)

*“[Çocukların] cinsel anlamda kandırılmalarından korkuyorum, istismar edilmelerinden korkuyorum.” (T10)*

Further, the teachers (n=3) referred the spoofing that was risk of the Internet for children that people might deceive or trick them in order to get money, personal knowledge etc., and pretend to be child acquaintance. The teachers said:

“I am afraid that they may be cheated, older people may use them. I think this is the biggest problem.” (T10)

*“Kandırılma, dolandırılma, ben özellikle kendilerinden daha büyük insanların onları kullanmasından korkuyorum. En büyük sorun bu bence.” (T10)*

“There are traps, fraud sites [for children], once something like prepaid phone incident happened.”

*“[Çocuklar için] tuzaklar var, dolandırıcılık siteleri falan var, kontür yükleme gibi bir şeyleri olmuştu” (T3)*

According to the interview results, the teachers (n=3) responded that addiction was a risk for children because children spent so much time on the Internet. The teachers said:

“They spend too much time on the Internet before coming to school. Because the Internet is addictive.” (T1)

*“Okula gelirken İnternet’in başında çok uzun süre kalıyorlar. Bağımlılık yapıyor İnternet çünkü.” (T1)*

“Games, especially some of them are addictive. These are harmful [for children].” (T3)

*“Oyunlar işte özellikle bir takım oyunlar bağımlılık yapıyor. Onlar kötü mesela [çocuklar için] işte.” (T3)*

Additionally, the teachers (n=2) mentioned that information or visuals about the drugs were risks for children because it might direct the children to find and use drugs. The teachers said:

“There are contents about drugs everyday [on the Internet]. They may not handle what they saw, because they are too young.” (T7)

*“Her gün İnternet’te uyuşturucu madde ile ilgili şeyler var. Küçük yaşta oldukları için gördüklerinin ne olduğunu anlamayıp başa çıkamayabilirler.” (T7)*

“It [the Internet] contains terrible social incidents with sexual contents, violence, addiction, drugs.” (T9)

*“Kötü toplumsal olaylar içinde cinsel içerikler, şiddet, bağımlılık, yabancı madde hepsini [İnternet] kapsıyor” (T9)*

The analysis of the interviews revealed that the teachers (n=2) mentioned hate speech as a risk for children because people used the Internet messaging tool with the intention of harming children. The teachers said:

“A couple of incidents like [a student] gives her/his friend his [Facebook] password, s/he logs in and writes swearing, that was happened. We intervened.” (T6)

*“[Öğrenci] arkadaşına [Facebook] şifresini verdiğini, arkadaşının girdiğini ve küfrettiği gibi bir iki olay gerçekleşti. Biz de müdahale ettik.” (T6)*

“I had a girl student, 3-4 years ago, she swore others [via Facebook], other students told me that.” (T8)

*“3-4 yıl önce bir kız öğrencim vardı, küfür falan etmiş [Facebook üzerinden] diğer çocuklara, çocuklarda onu söyledi.” (T8)*

Finally, one teacher (n=1) pointed the malware as a risk of the Internet because it includes virus, worms and trojan which affect the technical aspects of computer systems. The teachers said:

“I know that there harmful software like of viruses, Trojans or specific programs to reach personal information.” (T3)

*“Virüsle, trojanla ilgili birtakım programlarla veya öyle bir program kurar ki bilgisayardaki kişisel bilgilerine erişebilecek, bir takım zararlı yazılımların olduğunu biliyorum.” (T3)*

### ***Reasons of exposure to the risk***

The teachers’ responses showed that children were exposed to the Internet risks because of unconscious usage and curiosity of children. The teachers (n=4) addressed that curiosity played an important role in facing the risks of the Internet. The teachers said:

“All of them [students] are very curious. I try to warn them about [how they use the Internet] usage.” (T10)

*“[Öğrencilerin] hepsi çok meraklı. Ben [İnternet’i nasıl] kullanmalarını konusunda uyardım çalışıyorum.” (T10)*

“Naked women pictures [on the Internet] drives [the students], takes their attention, and they click on them.” (T11)

*“[İnternet’teki] çıplak kadın görselleri [öğrencileri] yönlendiriyor, [öğrencilerin] dikkat çekiyor ve [öğrenciler] tıklıyorlar” (T11)*

Moreover, the teachers (n=4) mentioned that children’s unconsciously usage of the Internet resulted in facing the risks. The teachers said:

“...I mean, the guy downloads [the harmful software] with the content of advertisement, unintentionally. They cannot distinguish that. They do not have this information. They should determine to find the reliable sources.” (T2)

*“...yani çocuk farkında olmadan o reklam içeriğiyle birlikte [zararlı yazılım] indirme durumunda oluyorlar. Onları ayıklayamıyorlar. O bilgiye vakıf değiller. Doğru güvenilir kaynakları tespit etmeleri gerekiyor.” (T2)*

“[Students are] unconscious, they may visit every site. They are very brave, without thinking the consequences of risks.” (T10)

*“[öğrenciler] çok biliçsizler, her türlü siteye girebiliyorlar. Çok cesaretliler, riskleri düşünmüyorlar.” (T10)*

### **Web sites including risks**

The interviewed teachers pointed out the web sites including the risks factors for children. The teachers said that children faced the risks of the Internet when they visited the social networking sites. Moreover, the teachers (n=5) mentioned that Facebook created the environment for potential risks of the Internet. In addition, one teacher (n=1) stressed the same ideas for Twitter. The teachers said:

“They use these sites. They use social network sites like Facebook and Twitter. They may meet people who may harm them in general. Might be today, three months later or never.” (T8)

*“Yani bu siteleri kullanıyorlar. Sosyal paylaşım sitelerini kullanıyorlar, Facebook ve Twitter gibi. Kullandıkları zamanda yani bir gün öyle zarar verecek biriyle karşılaşma olasılıkları var tabi ki her zaman. Belki yarın olur, belki üç ay sonra olur, belki hiç olmaz.” (T8)*

“They disturbed each other with different accounts on Facebook.” (T1)

*“Facebook’da farklı hesaplarla birbirlerini rahatsız ettiler.” (T1)*

“They who have Facebook or Twitter account [may contact with for strangers].” (T3)

*“[Yabancı kişilerle iletişime geçebilirler] Facebook ya da Twitter hesabı olanlar.” (T3)*

Moreover, the teachers (n=2) mentioned that when children used the search engines like Google, they confronted the risks. The teachers said:

“[Sexual] advertisements may pop up when searching for anything on a search engine. While searching for touristic and historical places of Ankara, children faced with Islamic marriage web sites.” (T1)

*“Normal arama motorlarında herhangi bir araştırma konusunu ararken de [cinsel] reklamlar çıkıyor. Yani çocuk Ankara’nın tarihi ve turistik yerlerini ararken Ankara’da islami evlilik sitesi diyor.” (T1)*

“...I mean, they use Google but they cannot block the sexual advertisements there.” (T11)

*“...hani Google kullanıyorlar ama oradaki o [cinsel] reklamları şey yapamıyorlar, engelleyemiyorlar.” (T11)*

Additionally, the teachers (n=2) stated that while children were looking for the news from the newspaper web sites, they faced the risks such as commercials and news related with sexuality. The teachers said:

“I read the news on newspapers’ web sites. They have redirections to sites [with sexual content]. When you look carefully, even without these redirections they make news [related with sexual content]. They use people’s curiosity, like images, naked pictures of some artists.” (T6)

*“Bazı gazetelerin İnternet sitelerinden, ben mesela gazete okuyorum. Bunların İnternet sitelerinde de [cinsel içerikli sitelere] yönlendirme var. Dikkatli bakarsanız, o yönlendirmeler olmasa bile İnternet sitelerine gazeteler kendileri [cinsel içerikli] haber yapıyorlar. Bunu işte, İnternet’te insanların bu merakını kullanıyorlar, işte belli sanatçıların ne diyim işte görüntüleri, çıplak görüntülerini.” (T6)*

“There is sexual content even on newspaper sites.” (T11)

*“Gazete sitelerine girdiğimiz zaman bile değişik [cinsellikle ilgili] şeyler var yani.” (T11)*

The interviewed teachers (n=2) mentioned that when children used the educational websites, they confronted the risks. The teachers said:

“There are [sexual] pictures even on educational sites.” (T1)

*“...[cinsellik içeren] görseller eğitim sitelerinde de çıkıyor.” (T1)*

“[Students meet the risks] on web sites which they visit for homework research.” (T7)

*“[Öğrenciler] ödev araştırmak için girdikleri sitelerde [risklerle karşılaşıyorlar].” (T7)*

In addition, some of the teachers (n=2) stressed the risks of game web sites that include violence and sexuality. The teachers stated:

“They confront with visual contents [not suitable for their age] on entertainment and gaming web sites.” (T1)

*“[Yaşlarına uygun olmayan görseller] eğlence ve oyun sitelerinde [öğrencilerin] karşısına çıkıyor”. (T1)*

“I do not allow [the students] to visit gaming sites with violent content. They may meet unsuitable content for their age when they visit these web sites.” (T7)

*“Ben şahsım adına oyun içerikli, o şiddet oyunları içerikli siteleri [öğrencilerin] açmalarına mücade etmiyorum. Onlar [siteyi] açtıkları zaman onların yaş grubuna uymayan bazı şeylerle karşılaşabiliyorlar” (T7)*

Some of the interviewed teachers (n = 2) stated that the chat web sites posed the risks for children. Specifically, strangers pretend to be child and they abused children in the chat rooms. The teachers said:

“I joined the chat rooms [to check]. There were many pedophiles.” (T12)

*“Sohbet sitelerine girdim [kontrol etmek için]. Şu sübyancılar çok çıkıyordu.” (T12)*

#### ***d. Combine Results of the Internet Risks for Children***

One fourth of children responded that they were bothered or upset because of exposure to something on the Internet. Children generally saw video or photograph containing violence or sexuality, their personal information or profile were hacked, their friend or someone who they did not know harassed them verbally or with a photograph and they confronted a technical problem such as virus. Parents and teachers also responded that sexuality, meeting strangers, violence, spoofing and malware were the Internet risks for children.

Teachers responded that children use the Internet curiously and unconsciously. It may be the reason of why children saw image or video contained aggression, violence and murder, did plagiarism and been abused by someone. On the other hand, parents responded that children were not expose to the Internet risks, because children had self-regulation and technical skills.

### **4.3 Mediation Strategies and Safety Regulations**

Children's responses to survey instrument, and parents' and teachers' responses to interview about the mediation strategies and safety regulations of parents' and teachers' to protect children from the Internet risks were analyzed and reported in this section. Mediation strategies include the parents' and teachers' activities such as encouraging, sharing, interpreting or critiquing the children's online activities. Safety regulations refer to restrictive or tracking parents' and teachers' activities such as setting rules, passwords or filter, and monitoring the children's online activities.

#### ***a. Children's Response***

Children mostly got information and took advice about how they use the Internet safely from parents (67.1%), friends (42.0%), and teachers (35.1%). Moreover, they took advice from ISP (30.4%). The low ratings were on the option of the government or Municipal Corporation (9.4%). Moreover, 9.7% of children benefited from other resources and 7.7% of them did not obtain any information about the Internet safety. Table 4.15 presents the source of information and advice about the Internet safety that children referred.

Table 4.15 *The source of Information and Advice about How Children Use the Internet Safely\**

Source	n	%
Parents (Family)	235	67.1
Friends	147	42.0
Teachers	123	35.1
Relatives	118	33.7
Internet Service Provider (TTnet, Superonline etc.)	102	29.1
TV, radio, newspaper or magazines	99	28.3
Web sites contained safety information	96	27.4
Siblings	92	26.3
Computer or mobile device seller	50	14.3
Other sources different from the others	34	9.7
Government or municipal corporation	33	9.4
None of them, s/he did not get information about the Internet Safety**	27	7.7

*Note:* 15 (4.3%) participants did not response this question

\* More than one options could be selected

\*\* If this option was selected, it was not allowed to select other options

Children were asked whether parents and teachers know what they do on the Internet, and their responses were represented in Table 4.16. Nearly half of the children (45.7%) responded that their parents know “all about what they do on the Internet”. On the other hand, nearly half of the children (47.4%) also answered that their teachers “do not know anything about what children do on the Internet”.

Table 4.16 *Whether Parents and Teachers Know What Children Do on the Internet*

	Parent		Teacher	
	n	%	n	%
Know all of them	160	45.7	66	18.9
A little of	140	40.0	113	32.3
Not know any of them	40	11.4	161	46.0
Missing answer	10	2.9	10	2.9

*Note.*  $n = 350$

Children were asked about at what level they want their teachers and parents should care about what children do on the Internet (Table 4.17). Slightly more than half of the children (56.3%) would like to receive the same level of care from parents, 26.0% of them responded that they could care less. Similarly, slightly more than half of the children (53.7%) responded that their teachers' care could remain the same, and 28.9% of children answered that their teacher could care less what children do on the Internet.

Table 4.17 *How Much Care the Children Wants from Parents and Teachers Regarding the Internet Usage*

	Parent		Teacher	
	n	%	n	%
Care more	54	15.4	48	13.7
Remain same	197	56.3	188	53.7
Care less	91	26.0	101	28.9
Missing answer	8	2.3	13	3.7

*Note.*  $n = 350$

Children were asked that if parents and teachers do some activities to supervise the children's Internet usage and safety of the Internet, and Table 4.18 presents the responses of children. Slightly more than half of the children (52.6%) answered that

their parents restricted their Internet usage. Moreover, nearly half of the children (48.9%) responded that their parents established rules while children use the Internet. Children also answered that their teachers help them about something difficulty in finding or doing (11.7%), and 10.9% of them rated that their teachers explain which web sites bad or good. In terms of encouragement to use the Internet, 71.7% of children said that teachers and parents do not encourage them (Table 4.18).

Table 4.18 *Parents' and Teachers' Regulations*

Activities to supervise	Parent		Teacher		Both of them		None of them	
	n	%	n	%	n	%	n	%
Talk about children's Internet activities	158	45.1	10	2.9	30	8.6	152	43.5
Stand by children when they use the Internet	162	46.3	15	4.3	8	2.3	165	47.2
Encourage children to use the Internet	72	20.6	18	5.1	9	2.6	251	71.7
Do activities with children	130	37.1	20	5.7	18	5.1	182	52.0
Help children to something hard to find on the Internet	158	45.1	41	11.7	36	10.3	115	32.9
Explain why some websites bad or good	142	40.6	38	10.9	61	17.4	109	31.2
Explain how the Internet is used safely	134	38.3	36	10.3	64	18.3	116	33.2
Help to overcome unwelcome or upset thing on the Internet	169	48.3	16	4.6	35	10.0	130	37.1
Established rules while using the Internet	171	48.9	23	6.6	31	8.9	125	35.7
Restrict my Internet usage (not allow to visit some websites, delimit the time of Internet usage)	184	52.6	15	4.3	17	4.9	134	38.3

*Note.* n = 350

Children (64.9%) responded that parents give permission to them to watch video on the Internet, 3.1% of them rated that their teachers do and 24.0% of them responded that none of them give permission about that. Moreover, children (61.5%) answered

that none of them give a permission to share their personal information on the Internet (Table 4.19).

Table 4.19 *Permission of Parents and Teachers*

Permission	Only parent		Only teacher		Both of them		None of them	
	n	%	n	%	n	%	n	%
Watch video (YouTube, İzlesene, Dailymotion etc.)	227	64.9	11	3.1	28	8.0	84	24.0
Download film or music on the Internet	214	61.1	14	4.0	20	5.7	102	29.2
Have own social network profile (Facebook, twitter etc.)	202	57.7	13	3.7	23	6.6	112	32.0
Upload or send photo, video or music to share with others	185	52.9	9	2.6	17	4.9	139	39.8
Send instant message (MSN, skype etc.)	167	47.7	12	3.4	24	6.9	147	42.0
Share personal information on the Internet (full name, address, telephone number, etc.)	114	32.6	13	3.7	8	2.3	215	61.5

### ***b. Parents' Responses***

Parents' interview responses highlighted their perceptions about the safety regulations that they have practiced or would practice. The themes that represent their responses are: (a) mentor, (b) factor to encourage the Internet use and (c) precautions (Table 4.20).

Table 4.20 *Themes and Categories of the Safety Regulations based on Parents' Interviews*

Theme	Category	n
Mentor	Consulted	
	Mother	5
	Father	3
	Consulting	
	Guidance teacher	4
	Specialist	2
	IT teacher	1
	Classroom teachers	1
	Assistant principle	1
	Factor to encourage the Internet use	Source of knowledge
Keep up with technology		1
Precautions	Technical	
	Controlling history	6
	Password protection	5
	Anti-virus software	1
	Use same device	1
	Psychological	
	Giving suggestions	6
	Controlling activities	2
Being a model	1	

### ***Mentor***

The parents' mentioned that they consulted with someone when their children faced with the problematic issues on the Internet. The parents said that children asked advice or information from father (n=3) and mother (n=5) as consulted. The parents said:

“S/he consults me [father] for the technical problems, because I know due to my job, my wife does not know.”

*“Teknik problemleri bana [baba] danışır çünkü benim meslek gereği [bilirim], hanım [karım] bilmez.” (P1)*

“S/he consults me [mother], we get along well, we may talk [about the risks].” (P4)

*“Bana [anne] danışır, aramız iyi olduğu için, belki [riskler hakkında] sohbet edebiliriz.” (P4)*

“S/he consults me [mother] because s/he feels closer to me. I mean I taught not to trust other people. If we cannot solve together, we talk to my husband [father].” (P5)

*“Bana [mother] danışır çünkü beni daha yakın görüyor. Yani benden başka kimseye fazla güven olmadığını ona öğrettim. Eğer içinden çıkılmaz bir yol olursa eşimle [babasıyla] konuşuruz.” (P5)*

Moreover, parents pointed out that they also got in contact with an expert for consulting. They also mentioned that they asked for help from guidance teacher (n=4), specialist (n=2), IT teacher (n=1), assistant principle (n=1) and classroom teacher (n=1) when children faced risks of the Internet. The parents said:

“I get help from class and computer teachers. I consult computer teacher, guide teacher, vice principal, we talk [about risks of the Internet].” (P7)

*“[Sınıf] öğretmenimiz olsun, bilgisayar öğretmenimiz olsun onlardan yardım alıyorum. Bilgisayar öğretmenine, rehber öğretmene, müdür yardımcısına [danışırım], onlarla [İnternet riskleri hakkında] konuşuyoruz.” (P7)*

“I have talked [about the Internet security] with the guide teacher.” (P8)

*“Rehber öğretmenimizle ben bu konu [İnternet güvenliği] hakkında çok görüştim.” (P8)*

“When I found out the site “ask.fm”, I went to school and told the guide teacher about the situation.” (P9)

*“Ask.fm denilen siteyi yakaladığım zaman tabi ki okula gittim, rehber öğretmenine durumu aktardım.” (P9)*

“[If my child is effected by anything on the Internet] at worst, I would make her/him see a professional.” (P1)

*“[Çocuğum İnternet’teki bir durumdan etkilenirse] en kötü ihtimalle ehli bir kişiyle görüştürürüm.” (P1)*

“[If my child meets any risks,] I would consult conscious people like a psychiatrist or pedagogue.” (P5)

*“[çocuğum riskle karşılaşır] artık pedagoğ mu olur psikiyatrist mi olur, benden daha bilinçli kişilere başvururum.” (P5)*

### ***Factor to encourage the Internet use***

According to the interviews, parents said that they encouraged their children to use the Internet due to meeting the requirements of the new era. Most of the parents (n=8) mentioned that the Internet was source of knowledge, so children could easily access to information via the Internet. One of the parents stated that he encouraged his child to use the Internet in order to keep up with technology. The parents said:

“[I would encourage my child to use the Internet] to get information. It is all for information and very important. There is no need to go to libraries or look for encyclopedia.” (P1)

*“Bilgiye erişmek için artık [çocuğumun İnternet kullanmasını teşvik ederim]. Tamamen bilgi kaynaklı ve bu çok önemli. Bilgi için ansiklopedilere, kütüphaneye gitmeye gerek yok.” (P1)*

“I want her/him to use [the Internet]. S/he should use technology and learn.” (P2)

*“[İnternet’i] kullanmasını isterim. Teknolojiden faydalansın ve öğrensin sonuçta.” (P2)*

“When I do not know about something that teacher asks to my child at school, I tell her/him to use the Internet. We sometimes use for ease.” (P6)

*“Çocuğum en azından öğretmenin okulda sorduğu sorular geldiği zaman bilmediğim birşey için İnternet’i aç bak diyorum, yönlendiriyorum. Kolaylık olsun diye bazen kullanıyoruz.” (P6)*

### ***Precautions***

The analysis of the interviews revealed that parents took precautions to ensure that the children use the Internet safely. Parents employed some technical and psychological protective precautions when the children used the Internet.

As technical precautions, most of the parents (n=6) said that they controlled the history of the web browsers or contacts, so they could check the websites visited by their children. They said:

“When s/he leaves Facebook logged in, I check her/his conversations with her/his friends.” (P1)

*“Genelde Facebook’ta, açık unuttuđu dönemlerde, arkadaşlarıyla yazışmalarını filan kontrol ediyorum.” (P1)*

“When s/he uses [the Internet] when I am in kitchen, I check [the browser’s] history afterwards.

*“Ben mutfaktayken o [İnternet’e] giriyorsa, ona belli etmeden [web tarayıcısının] geçmişine bakarım.” (P3)*

“When s/he logs in Facebook, after he goes to bed, I check her/his Facebook [account]. I see what s/he shares and writes to her/his friends.” (P8)

*“Facebook’a girdiđi zaman, o yattıktan sonra onun Facebook’unu [hesabını] açıp kontrol ediyorum. Neler paylaşıp neler konuştuđunu görebiliyorum.” (P8)*

Moreover, most of the parents (n=5) mentioned that they set a password as technical precautions. It was revealed that some of the parents set the password on the computers to protect children from the risks of Internet. They said:

“Some web sites are password protected as precaution. We put passwords so that s/he cannot visit some web sites.” (P3)

*“Önlem olarak bazı yerler şifreli. Şifre koyuyoruz ki bazı şeyler varsa onlara girmesin” (P3)*

“...I can install security lock. S/he cannot open [web sites] when I am absent, I can adjust the settings so that s/he should visit web sites under my supervision.” (P8)

*“...güvenlik kilidi koyabilirim. Benim olmadıđım zaman [web sitelerini] açmasın, benim gözetimim altında o sitelere girsin diye ayarlayabilirim.” (P8)*

As technical precautions, one of the parents mentioned that he installed the anti-virus software on computer to protect her/his children from technical risks of the Internet. Moreover, one parent pointed out that using same device with child also enabled them to control children.

“We have anti-virus software to be protected from the Internet [risks] technically.” (P1)

*“Teknik açıdan İnternet [risklerinden korunmak] için anti-virüs yazılımımız var.” (P1)*

“...we share the same computer with my child. Her/his account is very limited. Each program s/he installs, everything is under my control.” (P1)

*“...[çocuğumla] aynı bilgisayarı kullanıyoruz. Onun oturumu çok kısıtlı. Yüklediği program, herşey elimin altından geçmek zorunda.” (P1)*

As psychological precautions, most parents (n=6) mentioned that they make suggestions and explain children how they can use the Internet safely. Parents said:

“I sometimes give advices. I have enough information [about the Internet safety].” (P2)

*“Zaman zaman tavsiyelerde bulunuyorum. [İnternet’i güvenli kullanma konusunda] yeterli bilgiye sahibim.” (P2)*

“I recommend my child not to talk to everyone, not to trust everyone and be careful about some groups on the Internet.” (P5)

*“[Çocuğuma] verdiğim tavsiyeler, işte fazla herkesle muhattap olmaması, herkese çok güvenmemesi, ondan sonra İnternet’te bazı gruplara dikkat etmesi.” (P5)*

“You have to explain consciously. I know that restriction is not the solution. You can restrict at home but s/he can access at another place easily. Thus, I prefer to talk about it.” (P9)

*“Sadece bilinçli olarak açıklama yapmak zorundasınız. Yasaklamanın bir çözüm olmadığını biliyorum. Çünkü evde ne kadar engellersen engelle bir başka yerden bir başka ortamdan ya da mekandan istediği yerlere rahatlıkla girebiliyor. O zaman sürekli konuşmayı tercih ediyorum.” (P9)*

Moreover, parents (n=2) said that they controlled children’s Internet activities through active and passive ways. Controlling activities was derived from parents’ interviews as technical precautions. Parents said:

“...I check what s/he is doing [on PC] through the door. I do not want to check her/him too much because s/he is an adolescent, s/he may react to me.” (P5)

*“...[bilgisayarda] ne yapıyor, ne ediyor kapıdan bakıyorum. Yaşı büyük olduğundan üzerine çok gitmek istemiyorum çünkü ters tepki görürüm diye.” (P5)*

*“I sit next to her/him [while s/he is on the Internet]. S/he studies anyway. S/he has fifteen/twenty minutes to log in Facebook. I try to be next to her/him at that time.” (P7)*

*“ [İnternet’i kullanırken] yanında duruyorum. Zaten ders yapıyor. Devamlı yanında duruyorum. Hani Facebook’a giriyor bi on beş/yirmi dakika vakti var. O arada yanında durmaya çalışıyorum.” (P7)*

One parent mentioned the importance of being a role model for children as psychological precautions to keep child away from the Internet risks. Parent said:

*“...I rarely log [into Facebook]. I have [an account] but I behave properly, I try not to be a bad example for them. We have to be leading them in a good way.” (P5)*

*“...[Facebook’a] nadir girerim. Hani dursun [hesabım] ama çocukların yanında kötü örnek olacak şekilde hareketlerim olsun konuşmalarım olsun, herşey için usturlu davranırım. Onlara iyi bir örnek olmak zorundayız.” (P5)*

### ***c. Teachers’ Responses***

The content analysis of the teachers’ interviews revealed their observations and suggestions about using the Internet safely. Moreover, precautions taken in school were highlighted with the interviews. The themes and categories related with the safety regulations were: (a) mentor of children, (b) factor to encourage the Internet usage, (c) precautions and (d) suggestions for government and parents (Table 4.21)

Table 4.21 *Themes and Categories of the Safety Regulations based on Teachers' Interviews*

Theme	Category	n
Mentor	Technical mentor	
	IT teacher	4
	Parents	2
	On own	2
	Siblings	1
	Psychological mentor	
	Parents	5
	Classroom / Course teachers	3
	Friends	3
	IT teacher	2
Factor to encourage the Internet use	Source of knowledge	3
	Easy access to information	3
	Keep up with technology	2
Precautions	Explaining disadvantages	10
	MEB's filter software	6
	Guide to IT teacher	4
Suggestions	Government	
	Training	4
	Enforcement	2
	Parents	
	Informing	5
Controlling	5	
Restricting Internet usage	3	

### ***Mentor***

The interview responses of the teachers showed that they observed children when they had a trouble with the technical issues or when they felt upset or bothered due to

the Internet activities. Teachers mentioned that children consulted them as a technical or a psychological mentor.

Most teachers (n=4) mentioned that children asked for advice from Information Technology (IT) teacher as a technical mentor at school. The teachers said:

“...[for technical problems, the students] consult with the computer teacher. All the teachers know something about computers but it is not enough.” (T6)

“...[öğrenciler teknik sorunlar için] bilgisayar öğretmenine danışır. Çünkü okuldaki tüm öğretmenler bilgisayarı az buçuk bilse de yeterli değil.” (T6)

“S/he consults informatics technology teacher. Because I tell them that I do not have enough information.” (T9)

“[teknik sorunları] bilişim teknolojileri öğretmenine danışır. Çünkü ben yeteri kadar bilgim olmadığını zaten söylüyorum.” (T9)

Teachers (n=2) said that children asked their parents’ help to solve technical problems as technical mentors. One of the teachers said:

“They probably fix [the technical] problems at home with their families. The parents have more power to control.” (T1)

“Evde aileleri ile [teknik sorunları] hallediyorlar muhtemelen. Denetleme gücü daha çok veliye ait.” (T1)

Moreover, teachers (n=2) said that children could overcome the technical problems on their own. One of the teachers said:

“They can really solve themselves [technical problems]. They sometimes solve my problems as well, they know more than I do.” (T2)

“[Teknik sorunları] onlar kendileri çözebiliyor gerçekten. Bazen benim sorunlarımı da çözüyorlar, benden fazla şey biliyorlar.” (T2)

One teacher mentioned that the children consulted siblings who had knowledge about technical issues to solve their problem. Teacher said:

“They probably ask older brother or sister who knows about computers. If they know, s/he consults them.” (T7)

“Büyük ihtimalle evdeki büyük ağabey ya da abla, bilgisayardan anlayan. Anlıyorsa ona danışırlar.” (T7)

Most teachers (n=5) mentioned that children asked parents as psychological mentor, when they faced a risky case. The teachers said:

“I think, they ask their families if they confront a technical problem. Because they can use computer and the Internet more free at home.” (T7)

*“Bir sorunla karşılaştıklarında sanırım ailelerine danışıyorlar. Çünkü genellikle evde daha serbest bir şekilde bilgisayar ve İnternet kullanıyorlar.”(T7)*

“..children get information from their parents. Sometimes they try to solve their problems depending on what they have heard from others. When they try to solve problem with this way, this causes problems.” (T11)

*“...çocuklar bu konuda anne babadan bilgi alıyor. Çevreden ve kulaktan dolma bilgilerle cevaplamaya çalışıyorlar. İhtiyaç oradan giderilmeye çalışıldığı zamanda kesinlikle arızaya yol açıyor.” (T11)*

Moreover, teachers (n=3) said that children asked classroom/course teachers as a psychological mentor due to being together in class. The teachers said:

“The students share the situations [that upset or surprise them] with me. This age group is not tricky. They think that teacher sees everything.” (T1)

*“Çocuklar [üzüldükleri ya da şaşırdıkları durumları] benimle paylaşıyorlar. Bu yaş grubu kurnaz değildir. Öğretmen mutlaka görür diye düşünüyorlar.” (T1)*

“My students are under my control at school. They sometimes ask me about the things they wonder.” (T5)

*“Okulda benim gözetimim altında öğrencilerim. Zaman zaman akıllarına takılan birşey olduğunda bana geliyorlar.” (T5)*

Furthermore, teachers (n=3) said that children shared their problems related to the Internet with their friends as psychological mentor. The teacher said:

“...I think s/he first asks her/his friends. Some of them are experienced about this. They know [about the problems]. But the reliability of their knowledge is questionable.” (T6)

*“...tahminimce arkadaşları ile paylaşır birinci derecede. Yani bu konuda tecrübeliler var içlerinde. Onları [sorunları] biliyorlardır. Arkadaşından alacağı bilgiler ne derece doğrudur, o da ayrı bir olay.”(T6)*

Teachers (n=2) said that children consulted the IT teachers as psychological mentor about their problems at school. The teacher said:

“IT teacher help them about their questions. They are in charge at the labs. Students mostly connect [to the Internet] at the labs. He is the first person they can consult.” (T7)

*“Okulda formatör öğretmenimiz sorunları hakkında yardımcı oluyor. Çünkü onlar laboratuvarında denetim sağlıyor. Öğrenciler de okulda daha çok laboratuvarında [İnternet’e] erişim sağlıyor. İlk danışabilecekleri kişi odur.”* (T7)

### ***Factor to encourage the Internet use***

Analysis of the interviews with teachers revealed that teachers encouraged students’ the Internet usage due to accessing the source of knowledge and meeting the technologic requirements. Teachers (n=3) pointed out that the Internet was source of knowledge, so children could found resources for their academic improvement. The teachers said:

“The sources at home are limited. The Internet serves unlimited resources. That’s why I think gathering information from the unlimited resources helps them learn more.” (T1)

*“Evlerindeki kaynaklar sınırlı. İnternet’teki kaynaklar sınırsız. O yüzden sınırsız kaynaktan bilgi toplamaları, daha çok öğretmenlerine yardımcı oluyor diye düşünüyorum.”* (T1)

“...we recommend [to use the Internet] to learn more. We encourage them to use it for improving their abilities and intelligence.” (T12)

*“...bilgilerini geliştirmek amacıyla [İnternet kullanımını] öneriyoruz. Yeteneklerini ve zekalarını geliştirmek amaçlı teşvik ediyoruz.”* (T12)

Teachers (n=3) also mentioned that children could easily access the information through the Internet without going to library or searching books. The teachers said:

“We encourage them to search for their homework on the Internet. Because there is an immediate access to information.” (T5)

*“İnternet’te ödevlerini araştırmaları için teşvik ediyoruz. Bilgiye anında ulaşım var çünkü.”* (T5)

“Since making life easier and getting work done faster and simpler, and especially reaching information quickly, I recommend them to use the Internet.” (T6)

*“hayatı kolaylaştırmaları, tüm işlerini daha hızlı ve basit yapabilmeleri özellikle bilgiye çabuk ulaşmaları sayesinde olduğundan İnternet’i kullanmalarını tavsiye ederim.” (T6)*

Moreover, teachers (n=2) noticed that keeping up with technology which they could not get used to was an important issue. The teacher said:

“They should learn up-to-date technology because I could not get used to it. Thus, I get help from my students. I want them to learn new things day by day.” (T2)

*“Teknolojiyi yakından öğrensinler çünkü ben teknolojiye alışamadım. O yüzden de öğrencilerden çok yardım aldım. Herşeyi günü gününe öğrenmelerini isterim.” (T2)*

### **Precautions**

As a safety regulation, teachers took some precautions to prevent children from the Internet risks at school. Teachers mentioned that children had limited access to the Internet at school, but they were aware of their Internet usage in general. Therefore, most of the teachers (n=10) said that they explained disadvantages of the Internet to raise awareness about the Internet risks. Teachers said:

“We have recommendations. Do not enter the inappropriate web sites; every information you see online is not true. Some sites may contain harmful things. I mean, we give information to them that something which was seen like they exists can easily deceive them.” (T3)

*“Tavsiyelerimiz oluyor tabi. Yanlış yerlere girmeyin, İnternet’te her bilgi doğru değildir. Yani kötü içerikli siteler de vardır. Yani olmayan şeyleri varmış gibi gösterip insanları işte çocukları kolayca yanılttıklarına dair bilgiler de veriyoruz.”(T3)*

“I tell them that the Internet is a dumping ground, and every information in it may not be true or not help us.” (T4)

*“İnternet’in bir çöplük olduğunu sonuçta bu çöplüğün içinde her bilginin işimize yaramayacağını, bir kısmının yalan yanlış uydurma olabileceğini söylüyorum.”(T4)*

“...I ask my students the number of their friends on Facebook and if they actually met them. I warn them not to trust anyone except close friends.” (T10)

“...öğrencilerime Facebook’daki arkadaş sayılarını soruyorum. Ee peki diyorum tanıyor musunuz bunları? En yakınınız dışında kimseye güvenmeyin diye uyarıyorum.” (T10)

Most teachers (n=6) pointed out that the Internet connection of the schools was limited by MEB’s filter software, so they mentioned that they did not need to take any technical precautions. They said:

“We have filtered online access because we use connection given by Turkish Ministry of Education. There is a filter for unsafe web sites and warning message pops up for damaging content. So we use the same policy as Turkish Ministry of Education.” (T5)

“Bizim okulda MEB tarafından [sağlanan] hattı kullandığımız için filtreli uygulamalar var. Zaten güvenli olmayan İnternet siteleri için filtreli, içerik sakıncalı anlamında uyarı mesajı geliyor. Onların kullandığı kısıtlama yöntemini kullanmış oluyoruz.” (T5)

“Turkish Ministry of Education has limited the Internet properly. So we do not need to limit and take precautions.”

“MEB İnternet’i zaten yeterince sınırlıyor. Bu yüzden bizim okulda sınırlamamıza, önlem almamıza gerek kalmıyor.”(T7)

Moreover, teachers (n=4) said that they guided children to Information Technology (IT) teacher, when children had problems with the Internet. Due to their profession, teachers thought that IT teacher could help children’s problems. Teachers said:

“When there is a problem, we direct the student to the informatics teacher. They should explain well about the usage of computers. They should tell that if it is used in a proper way, fine works could be done but if it is used in a wrong way, upsetting incidents may happen.” (T6)

“Bir problem olduğunda öğrenciyi bilişim [teknolojileri] öğretmenine yönlendiriyoruz. Onların bilgisayarın kullanımıyla ilgili çok iyi açıklama yapmaları lazım. Yani iyi kullanıldığında çok iyi işlerin yapılabileceğini ama yanlış kullanıldığında insanı üzecek durumların ortaya çıkabileceğini belirtmeleri gerekiyor.” (T6)

“We guide the students to informatics teacher for technical problems. He tells them how to solve the problems since his expertise.” (T11)

*“Teknik bilgi konusunda bilişim teknolojileri öğretmenine yönlendiriyoruz. O öğretmenimiz nasıl yapılacağını anlatıyor çocuklara, branşından dolayı.” (T11)*

### **Suggestions**

The analysis of the interviews with teachers revealed that government and parents had an important role to protect children from the Internet risks. Teachers made some suggestions for government and parents who should took some precautions.

Teachers (n=5) thought that filtering methods was an option for the government to protect children from the Internet risks. Teachers said:

*“I think it is better to use filters until the child has developed his own control.” (T5)*

*“Çocuk kendi denetimini sağlayacak kıvama gelinceye kadar filtreleme yöntemlerinin kullanılması sağlıklı olur diye düşünüyorum ben.” (T5)*

*“...using filters at home is a good way to control children’s Internet usage.” (T12)*

*“...filtreleme sisteminin evlere kurulması, çocukların İnternet kullanımını kontrol etmesi açısından iyi bir yöntem.” (T12)*

Moreover, teachers (n=4) mentioned that the government should pay attention to training which is an important issue to raise the awareness of safe Internet usage. Teachers said:

*“[The risks of the Internet] could be reduced by raising awareness. There could be more seminars to improve [students’] consciousness.” (T5)*

*“Farkındalık oluşturularak [İnternet riskleri] aşılabilir. Seminerler çoğaltılarak [öğrencilerin] bilinçli olmalarına yönelik çalışmalar yapılabilir.” (T5)*

*“...it is the right thing that we should give information about [the risk] content. These lectures are necessary, we have media literature lesson in Turkey. However, a related section should be added to these lectures. To transfer consciously...” (T11)*

*“...doğru olan, bu [risk içeren] içerikle ilgili iyi bir bilgilendirme yapmak. Bu tip dersler onun için gerekli yani Türkiye’de medya okuryazarlığı diye*

*bir ders kondu. Ama bununla ilgili bir bölümü bu derse aktarmak gerek diye düşünüyorum. Bilinçli bir şekilde aktarmak için...” (T11)*

Furthermore, teachers (n=2) stressed the need of law enforcement to penalize people who harm the children. Teacher said:

“...there should be legal obligations. If you insult someone and he can sue you in real life, same thing should be valid on the Internet. Because this issue is neglected.” (T8)

*“...yasal zorunluluk getirilmesi gerekiyor. Yani kişinin yüzüne karşı hakaret ediyorsan ve dava açılabilirse sanal alemde de olması gerekir. Çünkü çok boş bir alan.” (T8)*

Moreover, teachers said that they gave suggestions to parents about how children use the Internet safely. Teachers (n=5) mentioned that they informed the parents to raise their awareness about the Internet risks. Teachers said:

“I speak to parents. Precautions I can take about this subject are limited. We have protocols about this subject with the parents. We have meeting each month.” (T1)

*“Ben velilerle konuşuyorum. Bu konuda benim alacağım önlemler çok sınırlı. Bu konuda ailelerle bir protokolümüz var. Toplantı yapıyoruz ayda bir.” (T1)*

“Parents can control at home. Parents should be raised awareness. Parents can be informed about the risks with publications or at school. You will not see children playing outside. Most parents do not let their children to play outside because of the threats but there are more threats inside. Thus, parents should take control.” (T3)

*“Evdeki durumu ancak ailesi kontrol edebilir. Burada ailenin bilinçlendirilmesi gerekir. Onun için ister yayınlar olsun ister okullarda olsun risklere karşı aileler bilgilendirilebilir. Yani dışarıda oyun oynayan çocuk göremezsiniz. Çoğu dışarıda tehdit var diye dışarı çıkarmıyor ama içerideki tehdit daha fazla. İşte bu durumda aile devreye, anne baba'nın devreye girmesi lazım.”(T3)*

“...especially, I tell the parents not to let their children use computer at a room alone, they should use in the living room. So I give an information that, in this way, you can see what they shares and which web sites are visited.

*“...özellikle velilere söylüyorum, bilgisayarla çocuk bir odada yalnız bırakılmamalı, bilgisayarı salonda kullandırın diyorum. Böylelikle paylaşım yaptığı siteleri, gidilen siteleri görebilirsiniz diye bilgi veriyorum.”(T12)*

Teachers (n=5) said that they gave suggestions to the parents that they should control children’s Internet activities. Therefore, parents could realize the problematic situations before they face them. Teachers said:

*“I always tell parents that their children busy with something on computer. Are they doing homework? What are they doing? They should monitor them. That is very important. I give this advice.” (T3)*

*“Velilerime sürekli olarak söylediğim şey, çocuğunuz bilgisayar başına geçip birşeylerle ilgileniyor. Ödev mi yapıyor? Neler yapıyor? Onu uzaktan da olsa takip edin. Çünkü bu gerçekten çok önemli. Bunu tavsiye ederim.” (T3)*

*“...I do not think that parents can do so much. They can restrict the usage or they should be next to their children while using computer. They can use together.” (T10)*

*“...velilerin aslında çok fazla birşey yapabileceklerini zannetmiyorum. Sadece [kullanımı] sınırlayabilirler ya da çocuk bilgisayar başındayken başlarında duracaklar. Çocuğuyla birlikte oturup o şekilde kullanabilirler.” (T10)*

*“Parents should know how to use computer as well as their children. You cannot intervene what you do not know. It is good to check the browser history.” (T5)*

*“Ailelerin en az çocuklar kadar bilgisayar bilmeleri gerekiyor. Bilmediğiniz bir şeye müdahale edemezsiniz. Geçmiş zamana bakarak çocuğun girdiği siteleri kontrol etmekte yarar var.” (T5)*

Furthermore, teachers (n=3) mentioned that parents could restrict Internet usage of children to prevent the Internet risks. Teachers said:

*“...they can visit every [web] site as they grow up. Mothers are weak about this. They do not know what their children do. I told them to restrict the time of child’s Internet usage. They followed this plan.” (T2)*

*“...yaş büyüdükçe her türlü şeye [websitesine] girebilirler. Çünkü anneler bu konuda çok aciz. Anneler bilmiyor ki nereye giriyorlar ne yapıyorlar. Ben de evde sınırlı saatte bilgisayar kullandırmalarını söyledim. O plana da veliler uydu.” (T2)*

“... as you know, there are family protection filters. I can inform parents about protect their children. But restrictions are also attractive, they want to visit [restricted web sites]. Because of this, children should not be noticed.” (T7)

“...aile koruma paketleri var biliyorsunuz. Onlara bu konuda bilgi verebilirim çocuklarını korumaları için. Ama yasaklar biraz ilgi çekici olur, insan daha çok [yasaklı siteye girmek] ister. Bu yüzden çocuğa fark ettirilmemeli.” (T7)

#### ***d. Combine Results of Mediation Strategies and Safety Regulations***

According to the children’s response, parents and teachers knew what children do online. Parents mentioned that children were consulted to their mother and father, whereas teacher responded that children were consulted to teachers as a technical and psychological mentor.

Most of the children answered that both parents and teachers did not encourage them to use the Internet. Analysis of the interviews revealed that parents and teachers encouraged children’s Internet usage, because the Internet is seen as a source of the knowledge. As a precaution, parents controlled the children’s Internet usage and set a password from the technical aspects, whereas teachers explained the disadvantages of the Internet from the psychological aspect.

#### **4.4 Associations between the Exposure of Children to Risk; and Gender, Membership of SNS, Elective Course, the Internet Usage in General and in School, Children’s Confidence in Themselves, Parents and Teachers about Overcoming with the Internet Risks**

For the last research question, the association between exposure of children to risk that whether children exposed or not; and categories of other variables, which are gender, membership of social network sites, taken elective course of media literacy or computer course, frequency of the Internet usage in general, frequency of the Internet usage in school, children’s confidence in themselves to overcome the

Internet risks, children’s confidence in parents to overcome the Internet risks, children’s confidence in teachers to overcome the Internet risks, associations were examined.

The observed frequencies of participants within each categories belonging the hypothesis statements can be seen in the following crosstabulation tables (Table 4.20 to Table 4.27 representing H1 to H8). Moreover, Chi-square test results were given in detail under the related crosstabulation table, and summary of the results were presented in the Table 4.28.

***a. Association between Exposure of Children to Risk and Gender***

The crosstabulation table (Table 4.22) presents the frequencies of exposure of children to the Internet risks with exposed, not exposed and prefer not to say, and gender. The frequencies showed that there might be a possible association between the Internet risks and gender.

Table 4.22 3 x 2 Contingency Table of H1 Showing Frequency in Regard to Exposure of Children to Risk and Gender

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Gender	Female	60	89	35	184
	Male	32	98	32	162
	Total	92	187	67	346

Chi-square test for independence was conducted to find out whether there is a statistically significant difference in distribution of frequencies between categories of exposure of children to risk and gender. The results of Chi-square analysis showed that the frequency distribution of exposure of children to risk was not homogenous among gender,  $\chi^2 (2, n=346) = 7.72, p < .05$ . Cramer's V value was found to be .15 which is accepted as an indication of small effect size for variables (Gravetter &

Wallnau, 2007). Thus, when frequency distribution and chi-square analysis results were evaluated together, it can be said that exposed Internet risks are related to the gender.

***b. Association between Exposure of Children to Risk and Membership of SNS***

The frequencies of exposure of children to risk with exposed, not exposed and prefer not to say, over to whether being member of SNS and prefer not to say were shown in the crosstabulation table (Table 4.23). The frequencies showed that there may be a possible association between the Internet risks and being member of the SNS.

Table 4.23 3 x 3 Contingency Table of H2 Showing Frequency in Regard to Exposure of Children to Risk and Membership of SNSs

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Membership of SNS	Yes	66	104	33	206
	No	17	63	19	99
	Prefer not to say	9	16	15	40
	Total	92	186	67	345

Chi-square test for independence was conducted to examine whether there is a statistically significant difference in distribution of frequencies between categories of exposure of children to risk and membership of the SNS. The results of Chi-square analysis showed that the frequency distribution of exposure of children to risk was not homogenous among being or not being member of the SNS,  $\chi^2 (4, n=345) = 17.12, p < .001$ . Cramer's V value was found to be .16 which is accepted as an indication of small effect size for variables (Gravetter & Wallnau, 2007). Therefore, when frequency distribution and chi-square analysis results were examined together, it can be said that there may be a possible association between exposure of children to the Internet risks and children's membership of the SNS.

*c. Association between Exposure of Children to Risk and Elective Course*

The frequencies of the Internet risks with exposed, not exposed and prefer not to say, over the frequency of whether taking elective course of media literacy or computer course, or not, and prefer not to say were shown in the crosstabulation table (Table 4.24).

Table 4.24 *3 x 3 Contingency Table of H3 Showing Frequency of Children in Regard to the Internet Risk and Elective Course of Media Literacy or Computer Course*

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Taking elective course	Yes	26	51	13	90
	No	54	121	46	221
	Prefer not to say	8	8	7	23
	Total	88	180	66	334

To find out whether there is the statistically significant difference in distribution of frequencies between categories, Chi-square Test for Independence was conducted. The results of Chi-square analysis revealed that the frequency distribution of exposure of children to risk was homogenous among the frequency of taking elective course,  $\chi^2 (4, n=334) = 5.60, p = .23$ . Therefore, frequency distribution and chi-square analysis results showed that whether children took elective course of media literacy or computer course had no significant effect on the being exposed to the Internet risk.

*d. Association between Exposure of Children to Risk and the Internet Usage in General*

The frequencies of exposure of children to risk with exposed, not exposed and prefer not to say, over the frequency of the Internet usage in general were presented in the following crosstabulation table (Table 4.25).

Table 4.25 3 x 4 Contingency Table of H4 Showing Frequency in Regard to Exposure of Children to Risk and Frequency of the Internet Usage in General

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Internet	Every day	50	73	30	153
Usage in	Once or twice a week	30	66	28	124
General	Once or twice a month	4	11	1	16
	Less often	8	38	8	54
Total		92	188	67	347

Chi-square test for independence was conducted to find out whether there is a statistically significant difference in distribution of frequencies between categories. However, the distribution of the sample did not meet the assumption of Chi-square analysis that cells have expected frequencies at least 5, Fisher's exact test results were taken into consideration. The results of Chi-square analysis indicated that the frequency distribution of the exposure of children to risk were not clustered around the specific frequency of Internet usage in general,  $\chi^2 (6, n=347) = 11.93, p = .06$ . Therefore, frequency distribution and chi-square analysis results revealed that there is no significant association between exposure of children to risk and the frequency of the Internet usage in general.

***e. Association between Exposure of Children to Risk and the Internet Usage in School***

The frequencies of the exposure of children to risk with exposed, not exposed and prefer not to say, over the frequency of the Internet usage in school were presented in the following crosstabulation table (Table 4.26).

Table 4.26 3 x 5 Contingency Table of H5 Showing Frequency in Regard to Exposure of Children to Risk and Frequency of the Internet Usage in School

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Frequency	Every day	14	19	7	40
	Once or twice a week	18	55	18	91
	Once or twice a month	9	22	6	37
	Less often	26	43	17	86
	Never	25	48	19	92
	Total	92	187	67	346

To find out whether there is the statistically significant difference in distribution of frequencies between categories, Chi-square Test for Independence was conducted. The results of Chi-square analysis revealed that the frequency distribution of exposure of children to risk was homogenous among the frequency of Internet usage in school,  $\chi^2 (8, n=346) = 5.04, p = .75$ . Therefore, frequency distribution and chi-square analysis results showed that the frequency of the Internet usage in school had no significant effect on exposure of children to risk.

***f. Association between Exposure of Children to Risk and Children's Confidence to Themselves***

The frequencies of the Internet risks with exposed, not exposed and prefer not to say, over to whether children have confidence themselves to overcome the Internet risks or not, and prefer not to say were presented in the crosstabulation table (Table

4.27). The frequencies showed that there may be a possible association between facing the Internet risks and confidence themselves to overcome the Internet risk.

Table 4.27 3 x 3 Contingency Table of H6 Showing Frequency in Regard to Exposure of Children to Risk and Confidence her/himself to Overcome with the Internet Risk

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Self-Confident	Yes	60	85	35	180
	No	22	79	8	109
	Prefer not to say	10	18	23	51
	Total	92	182	66	340

Chi-square test for independence was conducted to examine whether there is a statistically significant difference in distribution of frequencies between categories of exposure of children to risk and self-confident. The results of Chi-square analysis showed that the frequency distribution of exposure of children to risk was not homogenous among the categories of self-confidence,  $\chi^2(4, n=340) = 42.90, p < .001$ . Cramer's V value was found to be .25 which is accepted as an indication of medium effect size for variables (Gravetter & Wallnau, 2007). Thus, when frequency distribution and chi-square analysis results were considered, it can be said that there may be an association between exposure of children to the Internet risks and their self-confidence.

***g. Association between Exposure of Children to Risk and Confidence in Parents***

The frequencies of the Internet risks with exposed, not exposed and prefer not to say, over to the categories that whether children have confidence in parents or not, and prefer not to say were shown in the crosstabulation table (Table 4.28). The frequencies showed that there may be a possible association between the exposure of

children to risk and confidence in parents to overcome the Internet risk through children.

Table 4.28 3 x 3 Contingency Table of H7 Showing Frequency in Regard to Exposure of Children to Risk and Confidence in Parents to Overcome to the Internet Risks

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Confidence in parent	Yes	53	104	28	185
	No	25	60	11	96
	Prefer not to say	13	20	26	59
	Total	91	184	65	340

To find out whether there is the statistically significant difference in distribution of frequencies between categories, Chi-square Test for Independence was conducted. The results of Chi-square analysis revealed that the frequency distribution of exposure of children to risk was not homogenous among the categories of confidence in parents,  $\chi^2(4, n=340) = 30.30, p < .001$ . Cramer's V value was found to be .21 which is accepted as an indication of medium effect size for variables (Gravetter & Wallnau, 2007). Thus, frequency distribution and chi-square analysis results were revealed that there is an association between exposure of children to the Internet risks and their confidence in parents about the overcoming to the Internet risk.

#### ***h. Association between Exposure of Children to Risk and Confidence in Teachers***

The frequencies of the Internet risks with exposed, not exposed and prefer not to say, over to the categories that whether children have confidence in teachers or not, and prefer not to say were shown in the crosstabulation table (Table 4.29). The frequencies showed that there may be a possible association between the exposure of

children to risk and confidence in teachers to overcome the Internet risk through children.

Table 4.29 3 x 3 Contingency Table of H8 Showing Frequency in Regard to Exposure of Children to Risk and Confidence in Teachers to Overcome to the Internet Risks

		Risk			Total
		Exposed	Not exposed	Prefer not to say	
Confidence in teacher	Yes	25	90	26	141
	No	47	70	16	133
	Prefer not to say	20	24	23	67
	Total	92	184	65	341

Chi-square Test for Independence was conducted to examine whether there is the statistically significant difference in distribution of frequencies between the categories of variables. The results of Chi-square analysis showed that the frequency distribution of exposure of children to risk was not homogenous among the categories of confidence in teachers,  $\chi^2 (4, n=341) = 26.46, p < .001$ . Cramer's V value was found to be .21 which is accepted as an indication of medium effect size for variables (Gravetter & Wallnau, 2007). Thus, frequency distribution and chi-square analysis results were revealed that exposure of children to the Internet risks is associated with their confidence in parents about the overcoming to the Internet risk.

#### ***Summary of Chi-square Test***

The researcher stated the null hypothesis and the results were presented in the Table 4.30 that includes the value of Chi-square statistics with the *df* and account of sample size (*n*), and its significance value (*p*). If the *p* is less than .05, the hypotheses which indicate the independence of the variables were rejected.

Table 4.30 *The Result of Hypothesis Testing with  $\chi^2$*

Hypothesis	$\chi^2$ (df, n) = value	p = value	Ho
H1: There is no association between exposure of children to risk and gender.	$\chi^2$ (2, n=346) = 7.72	.02	Rejected*
H2: There is no association between exposure of children to risk and membership of social network sites.	$\chi^2$ (4, n=345) = 17.12	.00	Rejected*
H3: There is no association between exposure of children to risk and taking elective course of media literacy or computer course.	$\chi^2$ (4, n=334) = 5.60	.23	Accepted
H4: There is no association between exposure of children to risk and the Internet usage of children in general.	$\chi^2$ (6, n=347) = 11.93	.06	Accepted
H5: There is no association between exposure of children to risk and the Internet usage of children in school.	$\chi^2$ (8, n=346) = 5.04	.75	Accepted
H6: There is no association between exposure of children to risk and children's confidence in themselves about overcoming with the Internet risks.	$\chi^2$ (4, n=340) = 42.90	.00	Rejected*
H7: There is no association between exposure of children to risk and children's confidence in parents about overcoming with the Internet risks.	$\chi^2$ (4, n=340) = 30.30	.00	Rejected*
H8: There is no association between exposure of children to risk and children's confidence in teachers about overcoming with the Internet risks.	$\chi^2$ (4, n=341) = 26.46,	.00	Rejected*

\* Based on significant p-value (< .05)

Results of the Chi-square test showed that there is a significant association between exposure of children to risk and gender, membership of social networking site, confidence of the child to themselves to overcome with the Internet risks, how they have confidence in parents, and in teachers to overcome to the Internet risks.

Non-significant test results indicated that the children proportions were similar to each other in terms of whether children exposed to the Internet risks and other factors that whether they took elective course of media literacy or computer course, and the frequency of the Internet usage in general, and in school.

#### **4.5 Summary of Findings**

The purpose of this study was to examine the experience of children, and the perceptions of parents and teachers related to Internet usage of children, the Internet risks and safety. The data collected through survey instrument conducted with children and interviews administered with parents and teachers were used to examine children's Internet usage in general and at school, to explore the risks of the Internet for children and safety regulations, and to reveal the associations between exposure of children to risk and other factors.

The survey analysis revealed that average age of children first Internet use was seven. Moreover, nearly half of the children used the Internet everyday. More than half of the children had an account on social networking websites, and Facebook generally most preferred social network among children. All participants met in a common ground that children could not use the Internet at school, since the schools had limited access to the Internet. Children mostly connected to the Internet via their individual PC or laptop. Besides, parents reported that they also used their mobile phone to access the Internet. Doing homework or studying lessons was the most frequent activity that children done through the Internet in general and in school.

The responses of children, parents and teachers indicated that few children have been bothered by the Internet risks. However, in the deep investigation showed that nearly

half of the children experienced the technical risks of the Internet. Moreover, parents and teachers reported that sexuality, meeting with strangers, violence and spoofing were the potential Internet risks for children. Furthermore, parents mentioned their concerns about the effects of the Internet on children's academic achievements. Responses of teachers related to reasons of why children faced with the risks of the Internet pointed out the children's curiosity and unconsciously usage of the Internet.

The survey analysis yielded that children mostly consulted with parents, friends and teachers as a source of information about Internet safety. Based on children's responses, parents knew what children do on the Internet, whereas teacher not. Moreover, children did not need the more care of parents and teachers. According to the survey response of children, parents more regulate the children than teachers. Furthermore, the transcript analysis in this study found that, parents asked teachers' help to solve children's problems related with the Internet. Children responded that parents were allowed children to do some activities on the Internet except sharing personal information. Furthermore, parents took precautions such as controlling history and setting password to prevent children from the risks of the Internet. Besides, teachers explained the disadvantages of the Internet to children as a precaution.

Finally, the Chi-square test of independence revealed that some significant associations among exposure of children to risk and factors which were gender, membership of social network, and confidence of children on their own, parents and teachers.

## CHAPTER 5

### DISCUSSION, CONCLUSION AND IMPLICATIONS

This chapter highlights the findings of the study according to the research questions, explains the findings in the light of previous research, and discusses the practical implications of the findings and makes some suggestions for future research.

#### 5.1 Summary

The purpose of this study was to examine the children's experience and perceptions of parents' and teachers' according to children's the Internet usage, Internet risks and safety for children. The data collected through a survey to examine the children's Internet usage, risks and safety regulations; and interviews to explore parents' and teachers' perceptions about the Internet usage, risks and for children and their safety regulations.

The triangulation design model of mixed method research approach was conducted to examine the children's Internet usage, the Internet risks and safety. For the quantitative phase of the study, the survey was administered to collect data from 350 children in four convenience schools in Ankara. Descriptive statistics was used to present frequencies of children's Internet usage, experienced risks and safety. Moreover, Chi-square test of independence was employed to reveal whether there is an association between exposure of children to risk and other factors.

For the qualitative phase, interviews were conducted with parents and teachers to gain their perceptions about the Internet usage of children, the Internet risks for children and their safety regulations while children go online. Face-to-face interviews were done with 9 parents and 12 teachers who were willing to participate

the study. After the interviews were transcribed, the content analysis was employed to obtain themes and categories with support of the direct quotations.

## **5.2 Major Findings of the Study**

This part indicates the key findings from the survey and the interviews of the study. In this part, findings are also reviewed according to the Internet usage of children, risks of the Internet, safety regulations and risk related factors.

### **5.2.1 The Internet Usage of Children**

The goal of this section was to provide patterns of children's Internet usage in terms of research context of this study. The age of starting to use the Internet, membership of social network sites, frequency of Internet usage, connection devices, Internet activities and their frequencies, aim of the Internet usage, location of the connection, and time of usage in school were examined.

Firstly, it was revealed that children started to use Internet at the age of seven on average. Likewise, average age of starting to use the Internet in Turkey was 6 for the 6-10 age group and was 10 for the 11-15 age group of children (TUIK, 2014a). Moreover, some children responded that when they were toddler, they started to use the Internet. The similar finding was obtained in the study of Vandewater et al. (2007) that children aged 0 to 6 had computers and the Internet access at home. This result also supports that age to start teaching online safety may seem younger than expected (Moreno, Egan, Bare, Young & Cox, 2013). Because of the variety of opportunity to access the Internet, children meet the Internet and online technologies at an early age. Therefore, courses or activities related to the computer and the Internet literacy should be included in curriculum of kindergarten or nursery to raise the awareness of the safety Internet usage.

Children are able to communicate and share their lives with friends and relatives over the social network sites. Baab (2012) stated that children consider the Internet as a 'third place' (apart from home and school) socially where they can freely and spontaneously speak, live in stories and share emotional expression (cited in Yust, 2012). In this study, more than half of the children (59.5%) had an account on social networking websites, and the most preferred social network was Facebook (53.8%). Similarly, among the 25 European countries, more than half of the 9-16 years old children (59%) had a profile on social network sites (Livingstone et al., 2013). The popularity of SNSs may result in privacy or security problems, since SNSs are based on users' personal information (Vanderhoven et al., 2014). The reason of exposure to the risks may be sharing the personal information such as telephone number and school name. Therefore, parents should inform their children to make their profile private and not to accept the friend request of person who they did not know face to face.

In this study, nearly half of the children used the Internet every day in general. Likewise, children aged 8-15 use the Internet for 9 to 17 hours per week in UK (Ofcom, 2013). Moreover, nearly half of the children aged 6-15 were online for 3 to 10 hours on average per week in Turkey (TUIK, 2014a). Thus, it can be said that the Internet took place in children's daily lives. However, the findings of the study revealed that children could not use the Internet at school or they had a limited access to the Internet. According to the interviews with parents, children generally accessed the Internet at home than at relatives, at friends, at parent's office, and at school. Similarly, in Dowell et al.'s study (2009), the major place of Internet use was home, and only few students reported that they accessed the Internet at school. Moreover, teachers pointed out that children connected to the Internet at home, at Internet cafes, and at friends. Although Internet cafes' popularity is decreasing, one out of five children still go to there to connect to the Internet.

In this study, also teachers who could have a chance to observe children at school responded that children use the Internet at school generally at Information

Technology class. Furthermore, teachers mentioned that children could only access the Internet at break time, free activities course and free course hours. Therefore, teachers may not help children to improve their Internet literacy and self-confidence in their leisure time. It is important that courses which can be developed for teaching Internet or media literacy may raise the awareness about the Internet risks. Vanderhoven et al. (2014) emphasized that education about the risks had an impact on teenagers' behavior concerning the risks.

The findings of this study also revealed that individual PC or laptop is the most frequently used device to connect to the Internet in general. Similarly, three out of four children aged 6-15 use the desktop computer to access the Internet in Turkey (TUIK, 2014a). Moreover, in this study, parents also reported that children also connected the Internet via their mobile phone and tablets. However, when children access the Internet through their personal device, parents and teachers may not monitor their Internet access and usage. Moreover, using the Internet with handheld or portable devices can increase the likelihood of facing risks (Dowell et al., 2009).

The most frequent activities that children have done through the Internet were; doing homework or studying lessons watching video or listening the music and playing game. Moreover, these frequencies revealed that the Internet began to take place in education. Additionally, in the Dowell et al.'s study (2009), the most popular activities for girls were instant messaging and visiting web sites whereas for boys they were playing games online and instant messaging. Research of Valcke et al. (2011) indicates that most type of children's Internet usage were entertainment, infotainment and educational. The reason of using the Internet for doing research may be related to with the view of 'having the whole world at your finger' that Internet is seemed as source of information.

The next most popularly performed activities of children can be gathering under the activities related to entertainment. Therefore, it can be said that children use the Internet for both entertainment and learning purposes (Lu & Hao, 2014). This is also

supported by the finding of the interviews of parents that children generally used the Internet for visiting social networking sites especially Facebook, gaming, studying and listening to music. Similarly, teachers responded that children were online because of doing research, gaming, visiting social network sites, curiosity, entertainment and visiting e-school web page.

### **5.2.2 Risks of the Internet for Children**

The findings of survey and interview analyses indicated that ratio of the children's experienced Internet risks are low. Moreover, more than half of the children used the Internet less frequently. It might be interpreted that the less children use the Internet, the less they experienced the risks (Livingstone & Haddon 2009). However, the analysis of the survey showed that nearly half of the children experienced the technical risks of the Internet such as malware, spoofing and hacking password.

There is an important finding that nearly one fourth of children did plagiarism according to the result of this study. It may be the reason of not knowing the principles of good research (Howard & Davies, 2009). Therefore, younger children should be shown or taught that plagiarism is wrong, and ideas as creation of the mind need to value. (Yang, Shaw, Garduno, & Olson, 2014).

Nearly half of the children responded that they have self-confidence to overcome negative circumstance which upset or bothered them online. Moreover, they have confidence in their parents and their teachers. It can be said that children shared their feelings or events related with the exposure of risk honestly with their parents and teachers. Since children needs to trust their parents, and they also needs to feel the parents' confidence in children as well as (Green & Brady, 2014). Furthermore, parents said that their children use the Internet consciously so they could overcome the negative circumstance caused by the risks. On the other hand, teachers responded that children were very curious about the surfing and researching online, and they unconsciously use the Internet. It can be said that parents rely on children more than teachers in terms of dealing with the risks. Mathiesen (2013) stated that respect for

the children is important to improve and foster their capacities for autonomy and relationships. In addition, parents and teachers also responded that children had more technical skills and knowledge than them about dealing with the Internet related problems.

One fourth of children responded that they saw an image or video contained aggression, violence and murder, and they did plagiarism. Similarly, Staksrud and Livingstone (2009) stated that pornographic content, violent content, bullying and meetings strangers were the most common risks for children. Children were tended to expose to any inappropriate images while searching the Internet (Dowell et al., 2009).

On the other hand, three fourth of children responded that they did not expose the Internet risks. Likewise, a small percentage of students were in trouble due to the Internet (Dowell et al., 2009). Although children notice that the Internet usage contain some risks, they do not report that they have experienced harms due to Internet usage (Livingstone et al., 2011). The reason for the emergence of these contrasting findings may be related to the social desirability. Furthermore, children might not realize risks that whether they felt upset or bothered by something. The reason of this can be that younger children may have difficulties to remember the meaning of what they read (Ogan et al., 2012)

Most of the parents and teachers mentioned that their children and student did not expose to the Internet risks. However, they considered that there are some contents on the Internet that will harm children. Parents and teachers stated that sexuality, meeting with strangers, violence and spoofing were the Internet risks for children. Parents concerned that boys access pornography sites, whereas girls spend too much time on the Internet (Dowell et al., 2009). This finding may also be the result of social desirability or limited Internet usage.

Children were asked whether they have confidence in themselves, parents and teachers to overcome the Internet risks. Half of the children had confidence in themselves. Moreover, they believed in parents and teachers that they could help them to overcome negative feelings when they get upset or bothered with the Internet risks.

Furthermore, parents mentioned their concerns about the effects of the Internet on children's academic achievement. Moreover, the study of Jackson, Samona, Moomaw, Ramsay, Murray, Smith and Murray (2007) showed that academic achievement was related to the Internet activity. Although parents had concerns about the academic achievement, they did not consider it as a risk of the Internet. Moreover, they have confidence in their children. Most of the parents pointed out that their children were conscious user, and they could overcome the risks of the Internet on their own. On the other hand, responses of teachers related to reasons of why children faced the Internet risks pointed out children's curiosity and unconsciously usage of the Internet put the children in a risky situation.

### **5.2.3 Mediation Strategies and Safety Regulations**

The finding of this study showed that children consulted parents, friends and teachers to get information, and they got advice about how they use the Internet safely. Moreover, government, computer or mobile device seller and siblings were placed at the end of the children's mentor list. Therefore, many stakeholders and Internet Service Providers need to take responsibility of raising awareness of the children. Therefore, ISP should take further steps for children, and inform parents about how they make essential adjustment easily.

Based on children's responses, parents know what children do on the Internet, whereas teacher not. Moreover, parents' guide the children more than teachers. Therefore, it can be said that parents are the most important mentors to guide children. Parents should improve their computer ability, and they should be informed about the Internet usage in order to help and mediate the children. According to the

Lei and Zhou's study (2012), about two-thirds of the students reported that their parents supported their Internet use. However, the result of this study revealed that children did not want to the care of parents and teachers more about what they did on the Internet.

According to children, parents' mediations tend to restrict their Internet usage. Parents mostly restricted children's Internet usage, established rules and stayed with children when they use the Internet. Likewise, parents generally tend to inhibit their children's bad online habits than to encourage the desirable exploratory online activities of children (Yang, Lu, Wang, & Zhao, 2014) According to parents' opinions, they took technical precautions such as controlling history and setting password to prevent children from the risks of the Internet and psychological precautions such as giving suggestions, controlling activities. Because of the challenge to control the Internet usage of children, parents should, at least, keep the computer in living room or other public room at home, and give social support and mediation to their children.

Parents generally took restricting technical precautions, so it can be said that parents did not inform children enough due to lack of knowledge related to the Internet. Parents generally set password and controlled the web browser history to monitor the records of the children's online activities. Moreover, parents asked for help from teachers and specialists like psychologist to solve children's problems related to the Internet.

According to children, teacher' mediations tend to inform about the Internet risks and safety usage. Teacher helped children to help find something on the Internet, explained why some websites are good or bad, and explained how they can use the Internet safely. Moreover, according to the teachers, they explained the disadvantages of the Internet to children as a precaution. Teachers can easily access the Internet and use variety of online applications in their instructions and their daily lives (Chou & Peng, 2011). Therefore, to promote the Internet usage in schools,

school managers should apply the new strategies that the Internet becomes the daily routine or tasks of the teachers. Vanderhoven et al. (2014) stated that courses obtained their goal in raising awareness about the risks. Also, Turkish Ministry of Education should integrate the information technology in to the curriculum and ensure pedagogical support for the teachers.

In schools, teachers have the power to regulate the students' Internet usage and school administrators have right to make regulations and to confiscate the items such as mobile phones from students. In UK, government emphasizes the mission of the school about providing a safe and healthy online environment for children (Marczak & Coyne, 2010).

Children responded that parents and teachers do not allow children to share personal information whereas parents gave permission to watch video, download film or music and have own social network profile. Moreover, teachers encouraged children to use Internet because of keeping up with technology. Jackson et al. (2007) stated that new generation of children will be very different from the previous ones in terms of their comfort with technology and the extent usage of all forms of technology in their daily lives.

#### **5.2.4 Exposure of Children to the Internet Risks and Related Factors**

Finally, the Chi-square test of independence revealed that significant associations among exposure of children to risk and factors which were gender, membership of social network, and confidence of children on their own, parents and teachers. Moreover, there is no easy way to separate the activities which may result in benefits or end up with harm of risk (Livingsstone et al. 2011).

As a result of this study, it was found that exposure of risk and gender had significant associations. Most of the studies have reported a gender gap in Internet usage that boys spent more time than girls (Rideout et al, 2010; Lu & Hao, 2014). It can be said

that boys may face the Internet risks more than girls, because they spend more time on the Internet. Furthermore, boys were more talented than girl in terms of computer skills and they are more willing to do computer-related activities (Rideout et al., 2010). It can be said that girls have less technical skills than boys, so they could not know how to overcome or prevent the technical risks. Therefore, girls should be encouraged to learn computer skills and to use the Internet as well as boys. Moreover, girls are affected more than boys by violence or pornographic content, because they have tendency to communicate online with a stranger, and they were asked to give their personal information (Hasebrink et al., 2008). Therefore, girls may need more online experience and educations. As a results, exposure of children to the Internet risks can be explained by gender as found in this study.

Findings of the study showed that there was an association between exposure of children to risk and having an account on social networking websites. Moreover, in this study, teachers mentioned that social networking websites caused problems which harmed the children. Moreover, social networks sites generally aim to provide service for adults. For example, Facebook set a lower age limit of 13 years old (Livingstone et al., 2013). Therefore, social media poses risks to youth more than most adults recognize (O'Keeffe & Clarke-Pearson, 2011). Furthermore, spending too much time on Facebook become more likely to cause the addiction (Hong et al., 2014).

Result of the chi-square test revealed that there was not an association with the exposure of risk and frequency of Internet usage. However, there was an association between exposure of children to risk and having an account on social networking websites. This conflicting result can be explained by the aim of children's Internet usage. In this study, it was reported that 41.7% of children visited SNSs, and 21.7% of them visited chat rooms or sent instant messages in general. According to these result, SNSs was the most popular online activity. Therefore, quality of children's online activities are more important than frequency of Internet usage in terms of exposure of children to the Internet risks.

In this study, there is an association between the exposure of children to the Internet risks and self-confidence, and also confidence in parents and teachers. Moreover, teachers responded that children knew more than them about the Internet. Furthermore, according to the Hasebrink et al. (2008), parents said that their child has encountered the risk of the Internet and also their children knew what to do in such situations. Thus, children might feel more confident when they help adults to solve their Internet related problems. However, Lim et al. (2013) points out that teachers have to be aware of the negative circumstance of the Internet so that they can give appropriate advices to children. In addition, confidence in parents and teachers can be related to the supports of parents and teachers. Because children mostly took advice about how they use the Internet safely from parents and teachers according to the result of this study. On the other hand, confidence in parents and teachers may also have a negative effect for children. According to the Lei and Zhou (2012), children tended to spend more time on the Internet when they had parental support for Internet access.

Result of the study revealed that there was not an association with the exposure to risk and taking media literacy or computer course. Similarly, according to Vanderhoven et al.'s (2014) study, after the online safety courses were given, no impact was found on attitudes towards the risks, and small impact was found on behavior concerning the risks. The reason for this result can be that only one quarter of children took the media literacy or computer course. Moreover, the other reason may be the weakness of courses that media literacy or computer courses might not impact children's behaviors or not raise the awareness of children.

### **5.3 Implications**

The age of the Internet users is decreasing, the likelihood of taking risks is increasing. Children have chance to access the world with mobile or portable devices when or where they want. Although the majority of children did not face the Internet

risks in this study, there was a small group reporting the Internet risks such as pictures or videos containing violence or sexuality, hacking personal information or profile, harassed by someone, and doing plagiarism. Rather than concerning the risks, parents, teachers, stakeholder and policy makers should concentrate on protective and informative solutions. This study revealed a number of important implications. The findings of this study suggest that children should access the Internet more to learn how they can overcome the Internet risks under the supervision of parents and teachers.

Findings of the study showed that average age of children was seven when they first used the Internet. It seems likely that the age of children who start use the Internet is decreasing. Therefore, Internet safety regulations should be focused on the younger age group of children. Moreover, courses including with technology and the Internet may be given from the pre-school and may be added to the curriculum.

The findings of the study revealed that children connect to the Internet at home via their own PC or laptops. Therefore, it is suggested that parents have important role to regulate their children's Internet usage. Moreover, parents should mediate the Internet usage of children by establishing rules and creating an account which is traceable. Moreover, the result of this study shows that children start to use their personal or mobile devices other than home or school computers to access the Internet. Controlling the children's Internet usage get harder with personal devices for parents and teachers. Therefore, computer and the Internet literacy should be promoted in school and self-control skills of children about the online technologies should be encouraged by parents, teachers and policy makers.

The result of this study revealed that more than half of the children had SNS account. Moreover, half of the children responded as their parents allow them to have their own SNS profiles. However, improper usage of SNS can cause negative circumstances. In this study, it was found that SNSs' membership and gender were associated with the online risks. With the developments in web platforms,

communication opportunities such as messaging and chatting were integrated into SNSs. Sharing personal information, photography, address and telephone number can cause cyberbullying. Moreover, cyberbullying generally based on text. Girls more often use the text messaging and email than boys (Sampasa-Kanyinga et al., 2014), so girls tend to be more cyberbullied. Therefore, efforts should be spent for ensuring the self-regulation of social networking (Livingstone et al., 2011). Moreover, what might be the consequences of sharing personal and private information on the Internet, and which actions might be taken to protect themselves should be introduced to the children. Furthermore, parents should use the same account with their children or should know passwords of their SNS accounts to monitor their activities before it is too late to obviate.

The result of this study shows that children have self-confident to overcome the Internet risks. However, children have not enough Internet skills that they could remain insufficient to overcome all the risks they may encounter on the Internet (Kaşıkçı, Çağıltay, Karakuş, Kurşun, & Ogan, 2014). The result of this study revealed that generally children consulted their parents who have also chance to observe and help children at home. Moreover, the interview results showed that most of the parents had confidence to help children's problems related with Internet. However, parents took technical precautions rather than psychological precautions. Therefore, municipality should open educational programs for parents especially for housewives related to the IT literacy and Internet safety.

Most of the teachers reported that children generally consulted their parents after their teachers, whereas they mentioned that they did not know much about the technology. Therefore, parents and teachers should meet more often to share their experiences and knowledge about the children Internet usage and the Internet's risks. Moreover, teachers should be trained through in-service training to be more familiar with the Internet and online technology.

Since the most frequent activity of children was studying and researching, teachers have an important role for educating the children about how they can use Internet in safety ways and trust the knowledge found on the Internet. Teachers pointed out that IT teacher was the key person to solve problems related to the Internet. Therefore, hours of computer and media literacy courses should be increased, and course grading should be put into effect.

According to the results of this study, some regulations should be taken by parents, teachers, school administrators, government, stakeholders and different communities. Firstly, awareness campaigns may be enhanced to raise awareness about safely Internet usage. Therefore, Internet users and intended population can think continually about the Internet risks and safely usage. According to Martin and Rice (2011), awareness campaigns can attempt to embed in intended culture or personal belief with computer security policies, procedures and protocols to promote the compliance of safety Internet usage.

Secondly, educational program on e-security and cybercrime should gain more attention. Studies in this area support the implementation of education programs that raise the awareness about online risks (Patchin & Hinduja 2010), and change the Internet usage behavior (Vanderhoven et al., 2014). Education programs which include media and computer literacy, and e-security can include briefings, training, online learning modules and materials, demonstrations, and workshops.

Parents consult the teachers to get help for children's problems related with the Internet. Thus, one of the missions of schools should be informing the parents against the Internet risks. Seminars or panel discussions should be organized for parents to inform them about the recent technologies and to guide them how they contact with their children related to online risky behaviors. Also, Turkish Ministry of Education should integrate the information technology into the curriculum and ensure pedagogical support for the teachers. Computer or media literacy course should be extended to include the subject of the Internet safety.

Cybercrime and personal information theft are serious and dangerous in terms of the legal aspects. However, children responded that someone used their personal information in a negative manner and someone stole their password to get access to their information. Moreover, they also hacked passwords and personal information. Therefore, legal policies and procedures should be revised by policy makers and stakeholders and they should be immediately implemented to deal with cybercrimes. Further, Marczak and Coyne (2010) stated that if we want a law, it may actually result in increasing censorship of the Internet. However, children do not need restrictions, they just need pedagogy (Howard & Davies, 2009). Restrictions are not the solution so politicians and legal experts should work in collaboration with teachers to support education and legal enforcements. Furthermore, children should learn what they do when they are victims of cybercrime. After learning about how the Internet usage can be translated into opportunities, it is clear that significant opportunities do exist for young people (Notley, 2009).

#### **5.4 Recommendations for Further Research**

The main contribution of this study to the literature is classifying the pattern of Internet usage of children, and experiences of the children, perception of parents and teachers in terms of the Internet's risks and safety. Therefore, researchers had new avenues for future studies. Moreover, with employing mixed method research design, literature is enhanced with quantitative and qualitative findings provided in this study.

First of all, this study revealed the experience and perceptions of the children, parents and teachers; however, data were collected in four schools in Ankara, Turkey. To ensure the generalizability, demographic information of the participants derived from the results of quantitative and qualitative analysis and context of the study were provided in detail. Moreover, researchers may expand the participants of study to entire Turkey and also to other countries for further research.

This study focused on children's, parents' and teachers' experiences and perceptions. Therefore, this study contributes the literature in terms of obtaining different views on the Internet usage of children. In addition to these participants, school managers, guidance teachers and school's council may be included to the further study to obtain their thoughts and experiences.

In this study, surveys were conducted to obtain children's experience about the Internet's risks and safety. Alternatively, the researchers may distribute the quantitative data collection instruments via tablets for self-complication to decrease the social-desirability. Moreover, in a further study, qualitative data collection methods may be applied to gain children's experience and perceptions in depth. Therefore, there is a need for a future study to observe the children while they are using the Internet.

Next, considering the developments of Internet services such as Web 3.0, and connection devices such as mobile devices, new risks or problems may reveal within the next years for children. Moreover, children begin to start to use the Internet in their early age nearly when they are toddler. Touchscreen technologies can be easily used by preschoolers and even babies under one year old for exploring digital worlds and having fun online (Holloway, Green, & Brady, 2013). Therefore, following research will have to focus on younger age groups. However, the age level of respondents is important because their reading level can affect the nature of their responses to surveys (Valcke et al., 2011).

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## APPENDIX A

### SURVEY FOR CHILDREN (TURKISH)

#### İlköğretim 3., 4., 5., 6., 7. ve 8. Sınıf Öğrenci Anketi

Sevgili Katılımcı,

Bu anket ilköğretim 3. sınıf ile 8. sınıfta okumakta olan çocukların, İnternet kullanımı ve İnternet'te karşılaşılan riskler ve güvenli İnternet hakkındaki görüşleri ve deneyimleri araştırmak amacıyla hazırlanmıştır. Görüşlerin bizim için çok değerli olup, kesinlikle gizli tutulacak ve sadece araştırma için kullanılacaktır. Lütfen bos cevap bırakmamaya ve soruda belirtilmedikçe tek seçeneğe seçmeye özen göster.

Ankete katıldığın için teşekkür ederim.

Arş. Gör. Duygu Nazire Kaşıkçı  
ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

#### 1. Demografik Bilgiler

1. Kaç yaşındasın? : \_\_\_\_\_
2. Cinsiyetin nedir? : Kız Erkek
3. Sosyal ağ sitesine üye misin?  Evet  Hayır  Söylemek istemiyorum
4. Hangi sosyal ağ sitesine veya sitelerine üyesin? \_\_\_\_\_
5. Medya okur-yazarlığı veya bilgisayar seçmeli dersi aldın mı?  
 Evet  Hayır  Söylemek istemiyorum

#### 2. İnternet Kullanımı – Erişimi

1. İnternet'i ilk kullandığında kaç yaşındaydın? \_\_\_\_\_
2. İnternet'i ne sıklıkla kullanırsın?

<input type="checkbox"/>	Her gün ya da neredeyse her gün
<input type="checkbox"/>	Haftada 1 ya da 2 kez
<input type="checkbox"/>	Ayda 1 ya da 2 kez
<input type="checkbox"/>	Daha az sıklıkla
3. İnternet'e hangi araçlarla bağlanırsın? (birden fazla seçeneği seçebilirsin)

<input type="checkbox"/>	Kendi masaüstü veya dizüstü bilgisayarım
<input type="checkbox"/>	Diğer aile bireyleriyle ortak kullandığım masaüstü veya dizüstü bilgisayar
<input type="checkbox"/>	Mobil olarak (Cep telefonu, tablet, ipad gibi)
<input type="checkbox"/>	Yukarıda yazmayan diğer araçlar
<input type="checkbox"/>	Evde İnternet kullanmam
4. Sadece okulda İnternet'i ne sıklıkla kullanırsın?

<input type="checkbox"/>	Her gün ya da neredeyse her gün
<input type="checkbox"/>	Haftada 1 ya da 2 kez
<input type="checkbox"/>	Ayda 1 ya da 2 kez
<input type="checkbox"/>	Daha az sıklıkla
<input type="checkbox"/>	Hiç kullanmam
5. Okulda İnternet'e hangi araçlarla bağlanırsın? (birden fazla seçeneği seçebilirsin)

<input type="checkbox"/>	Tek başıma kullanabildiğim masaüstü veya dizüstü bilgisayar
<input type="checkbox"/>	Diğer öğrencilerle ortak kullandığım masaüstü veya dizüstü bilgisayar
<input type="checkbox"/>	Mobil olarak (Cep telefonu, tablet, ipad gibi)
<input type="checkbox"/>	Yukarıda yazmayan diğer araçlar
<input type="checkbox"/>	Okulda İnternet kullanmam

### 3. İnternet Faaliyetleri

1. Geçtiğimiz bir ay içinde aşağıdakilerden hangilerini İnternet'i kullanarak ne sıklıkla yaptın? (birden fazla seçeneği seçebilirsin)

	Hergün yaptım	Haftada 1 yada 2 kez yaptım	Ayda 1 yada 2 kez yaptım	Hiç yapmadım
Ev ödevi yaptım, ders çalıştım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oyun oynadım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haberleri okudum veya izledim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video izledim ya da müzik dinledim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Müzik ya da film indirdim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-posta gönderdim veya aldım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sosyal ağ sitelerini ziyaret ettim (facebook gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sohbet odasını ziyaret ettim veya anlık mesajlaşma yaptım (msn, skype gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Başka bir aktivite yaptım _____ (yaptığın aktiviteyi yazabilirsin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Geçtiğimiz bir ay içinde aşağıdakilerden hangilerini sadece okulda İnternet'i kullanarak ne sıklıkla yaptın? (birden fazla seçeneği seçebilirsin)

	Hergün yaptım	Haftada 1 yada 2 kez yaptım	Ayda 1 yada 2 kez yaptım	Hiç yapmadım
Ev ödevi yaptım, ders çalıştım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oyun oynadım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haberleri okudum veya izledim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video izledim ya da müzik dinledim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Müzik ya da film indirdim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-posta gönderdim veya aldım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sosyal ağ sitelerini ziyaret ettim (facebook gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sohbet odasını ziyaret ettim veya anlık mesajlaşma yaptım (msn, skype gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Başka bir aktivite yaptım _____ (yaptığın aktiviteyi yazabilirsin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Risk Deneyimleri ve İnternet Güvenliđi

1. İnternet'te gördüğün ya da yaşadığın bir şey yüzünden üzıldün mü ya da rahatsız oldun mu?

<input type="checkbox"/> Evet	<input type="checkbox"/> Hayır	<input type="checkbox"/> Söylemek istemiyorum
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2. İnternet'te gördüğün ya da yaşadığın seni üzen ya da rahatsız eden bir olay oldu ise bundan kısaca bahseder misin?

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3. İnternet'te seni üzen ya da rahatsız eden bir olayla başa çıkabileceğini düşünüyor musun?

<input type="checkbox"/> Evet	<input type="checkbox"/> Hayır	<input type="checkbox"/> Söylemek istemiyorum
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4. İnternet'te seni üzen ya da rahatsız eden bir olayla başa çıkmak için ebeveynlerinin sana yardım edebileceğini düşünüyor musun?

<input type="checkbox"/> Evet	<input type="checkbox"/> Hayır	<input type="checkbox"/> Söylemek istemiyorum
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5. İnternet'te seni üzen ya da rahatsız eden bir olayla başa çıkmak için öğretmenlerinin sana yardım edebileceğini düşünüyor musun?

<input type="checkbox"/> Evet	<input type="checkbox"/> Hayır	<input type="checkbox"/> Söylemek istemiyorum
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6. Aşağıdakilerden hangilerini geçtiğimiz bir sene içinde yaptın? (her bir seçenek için yaptım ya da yapmadım seçeneğini işaretlemelisin)

	Yaptım	Yapmadım
İnternet'te tanıştığım biriyle yüz yüze görüşmeye gittim	<input type="checkbox"/>	<input type="checkbox"/>
İnternet'te başka birinin üzücü ya da kırıcı davranışlarına maruz kaldım	<input type="checkbox"/>	<input type="checkbox"/>
İnternet'te başka birine üzücü ya da kırıcı davranışlarda bulundum	<input type="checkbox"/>	<input type="checkbox"/>
İnternet'te birbirine saldıran, öldüren insanlar veya vahşi görüntüler gördüm	<input type="checkbox"/>	<input type="checkbox"/>
İnternet yoluyla aşırma (çalma) yaptım (örneğin kaynak göstermeden kendin yazmışsın gibi kopyala-yapıştır yapmak)	<input type="checkbox"/>	<input type="checkbox"/>
Başka birinin kişisel bilgilerini veya şifresini ele geçirdim	<input type="checkbox"/>	<input type="checkbox"/>

7. Aşağıdakilerden hangi İnternet sitesi-sitelerini geçtiğimiz bir sene içinde gördün? (her bir seçenek için yaptım ya da yapmadım seçeneğini işaretlemelisin)

	Yaptım	Yapmadım
İnsanların kendilerine ya da hayvanlara fiziksel açıdan zarar verme ya da incitme yollarından bahsettiği siteler	<input type="checkbox"/>	<input type="checkbox"/>
İntihar etme yollarından bahsedilen siteler	<input type="checkbox"/>	<input type="checkbox"/>
Belirli kişi ya da gruplara saldırmak için yazılan nefret mesajı içeren siteler	<input type="checkbox"/>	<input type="checkbox"/>
Uyuşturucu veya deneyimleri ile ilgili yazılar ya da paylaşımları içeren siteler	<input type="checkbox"/>	<input type="checkbox"/>
Kişilerin özel bilgilerini ya da şifrelerini ele geçirmek için yollar anlatan siteler	<input type="checkbox"/>	<input type="checkbox"/>

8. Aşağıdakilerden hangisi-hangilerini geçtiğimiz bir sene içinde yaşadın? (birden fazla seçeneği seçebilirsin)

<input type="checkbox"/>	Birisi kişisel bilgilerimi zarar verecek şekilde kullandı
<input type="checkbox"/>	Bilgisayar virüslendi
<input type="checkbox"/>	Birisi bilgilerime erişmek için parolamı çaldı veya benim gibi davrandı
<input type="checkbox"/>	Hiçbirini yaşamadım

9. İnternet'i güvenli kullanmak gibi bilgileri veya tavsiyeleri nereden alıyorsun? (birden fazla seçeneği seçebilirsin)

<input type="checkbox"/>	Ebeveynlerimden / Ailemden
<input type="checkbox"/>	Öğretmenlerimden
<input type="checkbox"/>	Arkadaşlarımdan
<input type="checkbox"/>	Kardeşlerimden
<input type="checkbox"/>	Akrabalarımın
<input type="checkbox"/>	İnternet servis sağlayıcılardan (TTnet, Smile, Superonline gibi)
<input type="checkbox"/>	Bilgisayar ya da mobil aygıt satıcılarından
<input type="checkbox"/>	Güvenlik bilgisi içeren İnternet sitelerinden
<input type="checkbox"/>	Devletten veya yerel yönetimlerden
<input type="checkbox"/>	Televizyondan, radyodan, gazeteden veya dergiden
<input type="checkbox"/>	Yukarıda yazmayan diğer kaynaktan: _____
<input type="checkbox"/>	Hiçbiri, İnternet Güvenliği hakkında bilgi almıyorum

#### 5. Ebeveyn ve Öğretmen Denetimi

1. Senin İnternette yaptıklarınla ilgili ebeveynlerin ne kadar şey bilir?

<input type="checkbox"/>	Hepsini bilir	<input type="checkbox"/>	Birazını bilir	<input type="checkbox"/>	Hiçbirini bilmez
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2. Ebeveynlerin İnternette yaptıklarınla ne kadar ilgilensin istersin?

<input type="checkbox"/>	Daha fazla ilgilensin	<input type="checkbox"/>	Aynı kalsın	<input type="checkbox"/>	Daha az ilgilensin
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3. Senin İnternette yaptıklarınla ilgili öğretmenlerin ne kadar şey bilir?

<input type="checkbox"/>	Hepsini bilir	<input type="checkbox"/>	Birazını bilir	<input type="checkbox"/>	Hiçbirini bilmez
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4. Öğretmenlerin İnternette yaptıklarınla ne kadar ilgilensin istersin?

<input type="checkbox"/>	Daha fazla ilgilensin	<input type="checkbox"/>	Aynı kalsın	<input type="checkbox"/>	Daha az ilgilensin
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5. Aşağıdakilerden hangilerini ebeveynlerin veya öğretmenlerin yapar?  
(ebeveynlerin yapıyorsa ilk kutucuğu, öğretmenlerin yapıyorsa ikinci kutucuğu, her ikisi yapıyorsa iki kutucuğu da işaretlemelisin, eğer hiçbiri yapmıyorsa hiçbiri kutucuğunu işaretlemelesin)

	Ebeveynim yapar	Öğretmenim yapar	Hiçbiri yapmaz
İnternette yaptıklarımınla alakalı benimle konuşur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnterneti kullanırken yakınımda olur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnterneti kullanmam için beni cesaretlendirir/teşvik eder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette benimle beraber aktiviteler yapar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette yapması ya da bulması zor olan bir konuda bana yardım eder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternetteki bazı sayfaların neden iyi neden kötü olduğunu açıklar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnterneti nasıl güvenli kullanacağımla ilgili öğütler verir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette beni üzen ya da endişelendiren bir olay olduğunda yardım eder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnterneti kullanırken uymam gereken kurallar koyar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternet kullanımımı sınırlar (bazı sitelere girmeme izin vermez, saat sınırlaması koyar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Aşağıdakilerden hangilerini ebeveynlerin ve/veya öğretmenlerin istediğin zaman yapmana izin veriyor? (birden fazla seçeneği seçebilirsin, eğer ikisi de izin vermiyorsa hiçbiri izin vermez işaretleyebilirsin)

	Ebeveynim izin verir	Öğretmenim izin verir	Hiçbiri izin vermez
Anlık ileti göndermene (MSN, Skype gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette müzik ya da film indirmene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette video izlemene (youtube, izlesene, dailymotion gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kendi sosyal ağ profiline sahip olmana (facebook, twitter gibi)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
İnternette kişisel bilgilerini paylaşmana (örneğin tam adın, adresin ya da telefon numaran)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diğer kişilerle paylaşmak için fotoğraf, video ya da müzik yüklemene/göndermene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anket bitti,  
Lütfen tüm soruları yanıtladığını ve boş bırakmadığını kontrol et .  
Anketi cevapladığın için teşekkür ederim.





## APPENDIX B

### INTERVIEW QUESTIONS FOR PARENTS (TURKISH)

#### Ebeveyn Görüşme Soruları

Sayın Ebeveyn,

Bu görüşme, sizin ve 3. sınıf ile 8. sınıf arasında öğrenim gören çocuğunuzun İnternet kullanımlarını, çocuğunuzun İnternet'te karşılaştığı ya da karşılaşabileceği riskleri ve güvenli İnternet hakkındaki görüş ve deneyimlerinizi araştırmak amacıyla yapılmaktadır.

Görüşleriniz çok değerli olup, kesinlikle gizli tutulacak ve sadece araştırma için kullanılacaktır. Lütfen tüm soruları cevaplamaya çalışınız ve çekinmeden anlamadığımız yerleri sorunuz. Görüşme ses kayıt cihazı ile kaydedilecektir. Görüşmeye katıldığınız için teşekkür ederim.

Arş. Gör. Duygu Nazire Kaşıkçı  
ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

#### 1. Demografik

- 1.1. Cinsiyet:
- 1.2. Yaşınız?
- 1.3. Evde İnternet kullanan (8-13 yaş arasındaki) çocuğunuz kaç yaşında?
- 1.4. Çocuk ile yakınlığınız akrabalığınız nedir? (anne, baba, akraba, kardeş ... gibi)
- 1.5. Bitirmiş olduğunuz son eğitim derecesi nedir?

#### 2. İnternet Kullanımı – Erişimi - Okuryazarlığı

- 2.1. Bilgisayarınız var mı? (evde, okulda)
- 2.2. İnternet kullanır mısınız? Kullanıyorsanız ne sıklıkla kullanırsınız? (evde, dışarda)

#### 3. Ebeveyn Denetimi

- 3.1. Bildiğiniz kadarıyla, çocuğunuz nerelerde İnternet kullanıyor? (evde, okulda, vs ne kadar süreyle)
- 3.2. Çocuğunuzun İnternet kullanımını denetler misiniz? Nasıl? (evde, dışarıda)
- 3.3. Çocuğunuzun İnternet kullanımını sınırlar mısınız? Neden? (evde-dışarda, erişimini, girdiği siteleri yer ve saat olarak)
- 3.4. Çocuğunuzun İnternet'i kullanması için teşvik eder misiniz? Neden?
- 3.5. Çocuğunuz İnternet'te gezinirken karşılarına çıkan teknik problemleri (İnternet'e bağlanamamak, İnternet sayfası açamamak gibi) genelde kime danışır? Neden?
- 3.6. Çocuğunuz İnternet'te gördüğü onu üzen ya da şaşırtan bir durumu genelde kime danışır? Neden?

#### 4. Risk Deneyimleri ve Güvenlik

- 4.1. Sizce çocuğunuz için İnternet'te neler risk taşımaktadır?
- 4.2. Bildiğiniz kadarıyla, çocuğunuz bu risklerle karşılaşabileceği İnternet sitelerinden hangisini/lerini geçtiğimiz bir sene içinde görmüştür (ziyaret etmiştir)?

- 4.3. Bildiğiniz kadarıyla, çocuğunuz geçtiğimiz bir sene içinde İnternet risklerinden herhangi biri ile karşılaştı mı? Açıklayabilir misiniz? ya da (çocuğunuz İnternet'te gördüğü ya da yaşadığı bir şey yüzünden üzüldü mü ya da rahatsız oldu mu? Bu olayı anlatabilir misiniz? )
- 4.4. Önümüzdeki bir sene içinde çocuğunuzun İnternet'te onları üzecek ya da rahatsız edecek bir olayı yaşamaları mümkün mü? Neden, nasıl?
- 4.5. Çocuğunuzun İnternet'te onu üzen ya da rahatsız eden bir olayla kendi kendilerine ne ölçüde başa çıkabileceklerini düşünüyorsunuz?
- 4.6. Çocuğunuzun İnternet'te onları üzen ya da rahatsız eden bir olayla başa çıkabilmeleri konusunda onlara nasıl yardımcı olabileceğinizi düşünüyorsunuz?
- 4.7. Çocuğunuzun risklerden uzak tutmak için neler yaparsınız ya da yapılmalı? Çocuğunuzun İnternet'i daha güvenli kullanmaları için verdiğiniz tavsiyeler ya da aldığınız önlemler nelerdir?  
(Çocukların sansürlenmemiş sitelere girmesini önlemek için bilgisayar gibi İnternet bağlantı araçlarına filtre ve benzeri yazılımlar yüklemek gibi)

Katılımınız için teşekkür ederim.

## APPENDIX C

### INTERVIEW QUESTIONS FOR TEACHERS (TURKISH)

#### Öğretmen Görüşme Soruları

Değerli Öğretmenim,

Bu görüşme, sizin ve 3. sınıf ile 8. sınıf arasında öğrenim gören öğrencilerinizin İnternet kullanımlarını, öğrencilerinizin İnternet'te karşılaştığı ya da karşılaşılabileceği riskleri ve güvenli İnternet hakkındaki görüş ve deneyimlerinizi araştırmak amacıyla yapılmaktadır.

Görüşleriniz çok değerli olup, kesinlikle gizli tutulacak ve sadece araştırma için kullanılacaktır. Lütfen tüm soruları cevaplamaya çalışınız ve çekinmeden anlamadığınız yerleri sorunuz. Görüşme ses kayıt cihazı ile kaydedilecektir. Görüşmeye katıldığınız için teşekkür ederim.

Arş. Gör. Duygu Nazire Kaşıkçı  
ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

#### 1. Demografik

- 1.1. Cinsiyet:
- 1.2. Yaşınız?
- 1.3. Branşınız nedir?
- 1.4. Hangi yaştaki çocuklara eğitim vermektесiniz?
- 1.5. Kaç yıldır öğretmenlik yapmaktasınız?  
(Bilgisayar deneyiminiz veya eğitim amaçlı seminer hizmet içi eğitim aldınız mı?)

#### 2. İnternet Kullanımı – Erişimi - Okuryazarlığı

- 2.1. Bilgisayarınız var mı? (evde, okulda)
- 2.2. İnternet kullanır mısınız? Kullanıyorsanız ne sıklıkla kullanırsınız? (evde, dışarda)

#### 3. Öğretmen Denetimi

- 3.1. Bildiğiniz kadarıyla, öğrencileriniz nerelerde İnternet kullanıyor? (evde, okulda, vs ne kadar süreyle)
- 3.2. Öğrencilerinizin İnternet kullanımını okulda denetler misiniz? Nasıl?
- 3.3. Öğrencilerinizin İnternet kullanımını okulda sınırlar mısınız? Neden? (erişimini, girdiği siteleri yer ve saat olarak)
- 3.4. Öğrencilerinizi İnternet'i kullanması için teşvik eder misiniz? Neden?
- 3.5. Öğrencileriniz İnternet'te gezinirken karşılarına çıkan teknik problemleri (İnternet'e bağlanamamak, İnternet sayfası açamamak gibi) genelde kime danışır? Neden?
- 3.6. Öğrencileriniz İnternet'te gördüğü onu üzen ya da şaşırtan bir durumu genelde kime danışır? Neden?

#### 4. Risk Deneyimleri ve Güvenlik

- 4.1. Sizce öğrencileriniz için İnternet'te neler risk taşımaktadır?
- 4.2. Bildiğiniz kadarıyla, öğrencileriniz bu risklerle karşılaşılabileceği İnternet sitelerinden hangisini/lerini geçtiğimiz bir sene içinde görmüştür (ziyaret etmiştir)?

- 4.3. Bildiğiniz kadarıyla, öğrencileriniz geçtiğimiz bir sene içinde İnternet risklerinden herhangi biri ile karşılaştı mı? Açıklayabilir misiniz? (isteğe bağlı olarak sorulabilir) ya da (Öğrencileriniz İnternet’te gördüğü ya da yaşadığı bir şey yüzünden üzöldü mü ya da rahatsız oldu mu? Bu olayı anlatabilir misiniz? )
- 4.4. Önümüzdeki bir sene içinde öğrencilerinizi İnternet’te onları üzecek ya da rahatsız edecek bir olayı yaşamaları mümkün mü? Neden, nasıl?
- 4.5. Öğrencilerinizin İnternet’te onu üzen ya da rahatsız eden bir olayla kendi kendilerine ne ölçüde başa çıkabileceklerini düşünüyorsunuz?
- 4.6. Öğrencilerinizin İnternet’te onları üzen ya da rahatsız eden bir olayla başa çıkabilmeleri konusunda onlara nasıl yardımcı olabileceğinizi düşünüyorsunuz?
- 4.7. Öğrencilerinizi risklerden uzak tutmak için neler yaparsınız ya da yapılmalı? Öğrencilerinizin İnternet’i daha güvenli kullanmaları için verdiğiniz tavsiyeler ya da aldığımız önlemler nelerdir?  
(Çocukların sansürlenmemiş sitelere girmesini önlemek için bilgisayar gibi İnternet bağlantı araçlarına filtre ve benzeri yazılımlar yüklenmek gibi)

Katılımınız için teşekkür ederim.

## APPENDIX D

### PARENT'S CONSENT FORM

#### *Veli Onay Mektubu*

*Tarih*

**Sayın Veli,**

Orta Doğu Teknik Üniversitesi, Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü'nde doktora öğrencisi olarak çalışmaktayım. DPT tarafından desteklenen ÖYP Projesi kapsamında "Çocukların, ebeveynlerin ve öğretmenlerin, çocukların İnternet kullanımı, çocuklar için İnternet'in riskleri ve güvenliği hakkında görüşleri ve deneyimleri" doktora tezi çalışmamı yürütmekteyim. Bu form size, eğer uygun görürseniz, çocuğunuzun bu çalışma kapsamında yer alan anketi doldurmasına onay vermeniz için gönderilmiştir.

Çalışmanın amacı 8-14 yaş-grubu çocukların İnternet kullanımı ve İnternet'te karşılaşılan riskler ve güvenli İnternet hakkındaki görüşlerini ve deneyimlerini araştırmaktır. Çalışma sonucunda çocukların İnternet'te karşılaştıkları riskler ve aldıkları güvenlik tedbirleri yorumlanarak, çocuklarımıza, sizlere, öğretmenlere ve yetkililere İnternet hakkında daha kesin bilgilerle dönüt verilebilecek, gerekli bilinçlendirme çalışmaları için dayanak oluşturacaktır.

Çocuğunuz çalışmaya sınıfında dağıtılacak, yaklaşık olarak yirmi dakikasını alabilecek anket ile katılacak olup kesinlikle ses veya görüntü kaydı alınmayacaktır.

Çocuğunuzun ankete vereceği cevaplar kesinlikle gizli tutulacak, üçüncü şahıslarla paylaşılmayacak ve sadece araştırma için kullanılacaktır. Çocuğunuzdan kesinlikle kimlik bilgileri istenmeyecektir.

Ankete katılım tamamen gönüllülüğe dayalıdır. Sizin onayınız sonrasında, çocuğunuzdan da onay alınarak anket uygulaması yapılacaktır. Çocuğunuz veya siz, bu ankete katılımdan vazgeçerseniz olumsuz hiçbir sonucun olmayacağını temin ederim.

Çalışmaya ya da çocuğunuzun katılımına yönelik daha fazla bilgi için aşağıda yer alan adresimden, telefon numaramdan veya e-posta adresimden bana ulaşabilirsiniz.

Teşekkür ederim.

Duygu Nazire KAŞIKCI  
Orta Doğu Teknik Üniversitesi  
Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü  
C-110 Çankaya/ANKARA  
Tel: 0 312 210 7534  
E-posta: kduygu@metu.edu.tr

Yukarıda açıklamasını okuduğum çalışmaya, oğlum/kızım \_\_\_\_\_'nin katılımına izin veriyorum. Ebeveynin:

Adı, soyadı: \_\_\_\_\_ İmzası: \_\_\_\_\_

Tarih: \_\_\_\_\_

**İmzalanan bu formu lütfen çocuğunuz aracılığı ile okul yönetimine veya sınıf öğretmenine ulaştırın.**

*Çocuğunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuğunuz herhangi bir şekilde risk altında olabileceğine, strese maruz kalacağına inanıyorsanız Orta Doğu Teknik Üniversitesi Etik Kuruluna (312) 210-37 29 telefon numarasından ulaşabilirsiniz.*

## APPENDIX E

### VOLUNTARY PARTICIPATION APPROVAL FORM

#### *Orta Doęu Teknik Üniversitesi İnsan Arařtırmaları Etik Kurulu Gönüllü Katılım (Bilgilendirilmiş Onay) Formu*

Sevgili Katılımcı,

Bu anket ilköğretim 3. Sınıf ile 8. Sınıfta okumakta olan çocukların, İnternet kullanımını ve İnternet’te karşılaşılan riskler ve güvenli İnternet hakkındaki görüşleri ve deneyimleri arařtırmak amacıyla hazırlanmıştır.

Görüşlerin bizim için çok değerli olup, kesinlikle gizli tutulup üçüncü şahıslarla paylaşılmayacak ve sadece doktora arařtırma tezi için kullanılacaktır.

Bu ankete katılım tamamen gönüllülüęe dayalıdır. Katılmaktan vazgeçtiğinde olumsuz hiçbir sonucun olmayacağını temin ederim.

Arş. Gör. Duygu Nazire KAŞIKCI  
ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü  
[kduygu@metu.edu.tr](mailto:kduygu@metu.edu.tr)

Sevgili Ebeveyn/Öğretmen,

Bu görüşme, ilköğretim 3. Sınıf ile 8. Sınıfta okumakta olan çocukların, İnternet kullanımını ve İnternet’te karşılaşılan riskler ve güvenli İnternet hakkındaki görüşlerinizi ve deneyimlerinizi arařtırmak amacıyla hazırlanmıştır.

Görüşleriniz bizim için çok değerli olup, kesinlikle gizli tutulup üçüncü şahıslarla paylaşılmayacak ve sadece doktora arařtırma tezi için kullanılacaktır.

Bu görüşmeye katılım tamamen gönüllülüęe dayalıdır. Katılmaktan vazgeçtiğinizde olumsuz hiçbir sonucun olmayacağını temin ederim.

Arş. Gör. Duygu Nazire KAŞIKCI  
ODTÜ Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü  
[kduygu@metu.edu.tr](mailto:kduygu@metu.edu.tr)



## APPENDIX F

### GOVERNORSHIP OF ANKARA APPROVAL FORM (TURKISH)



Sayı : 14588481/605.99/1326038  
Konu: Araştırma izni

12/06/2013

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2012/13 nolu Genelgesi.  
b) 15/05/2013 tarih ve 5451 sayılı yazımız.

Üniversiteniz Arş. Gör. Duygu Nazire KAŞIKCI' nın "Examining perceptions and experiences of children, parents and educators regarding the internet's usage, risks and safety for children in Turkey" konulu tezi kapsamında çalışma yapma talebi Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama örneklerinin (9 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme Bölümüne gönderilmesini arz ederim.

Güler ARJKAN  
Müdür a.  
Şube Müdürü

Elektronik İmza  
Aslı ile Aynıdır.

12.06.2013

17-06-2013-9510

Yaşar SUBAŞI  
Şef

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 nci maddesi gereğince güvenli elektronik imza ile imzalanmıştır.  
Evrak sayılı <http://evnaksongu.meb.gov.tr> adresinden atıf:0820-3763-99bc-c102 kodu ile yapılabılır.

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA  
e-posta: isatvirk6@meb.gov.tr

Ayrıntılı bilgi için: Emine KÖNÜK  
Tel: 03121 221 02 13/335



## APPENDIX G

### ETHICS COMMITTEE OF MIDDLE EAST TECHNICAL UNIVERSITY RESEARCH CENTER FOR APPLIED ETHICS APPROVAL FORM (TURKISH)

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



DÜMENİPPINAR BULVARI 06800  
ÇANKAYA ANKARA/TURKEY  
T. +90 312 210 22 91  
F. +90 312 210 79 59  
ueam@metu.edu.tr  
www.ueam.metu.edu.tr

Sayı: 28620816/157 - 331

30 Nisan 2013

Gönderilen: Y.Doç.Dr. Gülfidan Can  
Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü

Gönderen : Prof. Dr. Canan Özgen   
IAK Başkanı

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü Doktora öğrencisi Duygu Nazire KAŞIKCI'nın "Examining Perceptions and Experiences of Children, Parents and Educators Regarding The Internet's Usage, Risks and Safety for Children in Turkey" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

30/04/2013

  
Prof.Dr. Canan ÖZGEN  
Uygulamalı Etik Araştırma Merkezi  
(UEAM) Başkanı  
ODTÜ 06531 ANKARA



## APPENDIX H

### PERMISSION FOR INSTRUMENTS

----- Özgün Mesaj -----  
Konu: RE: Permission to use the questionnaire of EU Kids Online II  
Gönderen: [S.Livingstone@lse.ac.uk](mailto:S.Livingstone@lse.ac.uk)  
Alınan: [kduvqu@metu.edu.tr](mailto:kduvqu@metu.edu.tr)  
-----

Hello

Your work sounds interesting and I wish you well with it.

All our questionnaires and resources are here, including permission for your use.

[http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20\(2009-11\)/Survey/Survey%20documents.aspx](http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/Survey/Survey%20documents.aspx)

best, Sonia Livingstone

-----Original Message-----

From: [kduvqu@metu.edu.tr](mailto:kduvqu@metu.edu.tr) [<mailto:kduvqu@metu.edu.tr>]  
To: Livingstone,S  
Subject: Permission to use the questionnaire of EU Kids Online II

Hello,

This is Duygu Nazire KAŞIKCI. I am doctoral student and also a research assistant at Computer Education and Instructional Technology department at Middle East Technical University, Ankara, Turkey (<http://www.ceit.metu.edu.tr/duvqu-nazire-kasikci>). I was one of the members of the project of EU Kids Online II in the Turkey section.

My doctoral thesis topic is "EXAMINING PERCEPTIONS AND EXPERIENCES OF CHILDREN, PARENTS AND TEACHERS REGARDING THE INTERNET'S USAGE, RISKS AND SAFETY FOR CHILDREN". My research topic is related with the EU Kids Online II project thus I would like to use some items of the survey questionnaire for children (face to face, self completion for 9-10 and 11-16 years old children) and for parents that I need your permission.

If you let me use the questionnaire in the thesis I mentioned above, I would really be grateful and happy.

King Regards from Turkey.  
Duygu N. KAŞIKCI

Please access the attached hyperlink for an important electronic communications disclaimer: <http://lse.ac.uk/emailDisclaimer>



## CURRICULUM VITAE

### PERSONAL INFORMATION

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### EDUCATION

<b>Degree</b>	<b>Institution</b>	<b>Year of Graduation</b>
BS	Gazi University Computer Education and Instructional Technology	2005
AAGS	Anadolu University Photography and Videography	2014
High School	N. M. Baldöktü Anatolian High School, Kayseri	2001

### WORK EXPERIENCE

<b>Year</b>	<b>Place</b>	<b>Enrollment</b>
2005 - Present	METU, Department of Computer Education and Instructional Technology	Research Assistant

### FOREIGN LANGUAGES

Advanced English, Beginner German

## PUBLICATIONS

Berrin DOGUSOY, Hatice SANCAR & Duygu Nazire KAŞIKCI. The Factors Affects the Formation of the Collaborative Group and Their Satisfaction in a Web Design Project. Association for Educational Communications and Technology (AECT 2008)

Ismihan ARSLAN ARI, Duygu N. KAŞIKCI & Fatih ARI. Effects of "Instructional Technology and Material Development" Course on Pre-service Teachers Attitude towards Technology Integration (SITE 2009)

Kürşat ÇAĞILTAY, Christine OGAN, Duygu Nazire KAŞIKCI, Türkan KARAKUŞ & Engin KURŞUN. Avrupa Çevrimiçi Çocuklar (EU Kids Online) Projesi Ön Bulguları. (Inet-tr XV. Türkiye'de İnternet Konferansı, İstanbul, Türkiye)

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Kürşat ÇAĞILTAY, Duygu Nazire KAŞIKCI, Türkan KARAKUŞ, Engin KURŞUN. Avrupa Çevrimiçi Çocuklar (EU Kids Online) Projesi Türkiye Bulguları Sonuç Raporu. (Inet-tr XVI. Türkiye'de İnternet Konferansı, İzmir, Türkiye)

Christine OGAN, Türkan KARAKUŞ, Engin KURŞUN, Kürşat ÇAĞILTAY, Duygu Nazire KAŞIKCI. "Cognitive interviewing and responses to EU Kids Online survey questions". Editors; Sonia LIVINGSTONE, Leslie HADDON ve Anke GÖRZİG, in the "Children Risk and Safety on the Internet". (2012)

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Duygu KAŞIKCI, Kürşat ÇAĞILTAY, Türkan KARAKUŞ, Engin KURŞUN, Chris OGAN (2014). Türkiye ve Avrupa'daki Çocukların İnternet Alışkanlıkları ve Güvenli İnternet Kullanımı, Eğitim ve Bilim Cilt 39, Sayı 171, sf 230-243.

## **HOBBIES**

Photography, Scuba Diving, Tennis, Snowboard