

Behaviours Disturbing Secondary School Students on the Internet

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Abstract

The purpose of this study is to determine the behaviors that secondary school students feel uncomfortable while using the internet. A total of 93 students including 51 boys and 42 girls studying at a secondary school in the Karatay district of Konya province were surveyed by taking their opinions in a written form. Students who were asked for their opinion were studying in the 6th, 7th and 8th grades and had been using the internet at least for a year. At the end of the research, the descriptive analysis technique was used in the analysis of the data obtained. As a result, most of the students reported opinions under the "Unintentional Notification and Pages" theme. Under this theme, students expressed opinion the most about "Bad Content Mail Receiving", "Unintentional Pop-up -Ad "and "Unintentional Request and Offers". In addition, students stated opinions a lot about the "Harmful Content and Advertising" theme. Obtained findings at the end the research were discussed and compared with the related literature.

Keywords: *Internet, secondary school students, internet ethic, disturbing behaviour on the internet*

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Ortaokul Öğrencilerini İnternette Rahatsız Eden Davranışlar

Öz

Bu çalışmanın amacı, ortaokul öğrencilerinin internet kullanırken rahatsızlık duydukları davranışları belirlemektir. Araştırma kapsamında Konya ili merkez Karatay ilçesinde 51'i erkek ve 42'si kız olmak üzere toplam 93 ortaokul öğrencisinden yazılı olarak görüşleri alınmıştır. Görüşleri alınan öğrenciler, 6, 7 ve 8. sınıflarda öğrenim görmekte ve en az bir yıldır internet kullanmaktadırlar. Araştırmanın sonucunda elde edilen verilerin çözümlenmesinde, betimsel analiz tekniği kullanılmıştır. Araştırmanın sonucunda öğrenciler en çok "İstemsiz Bildirim ve Sayfalar" teması altında görüş bildirmişlerdir. Bu tema altında da öğrenciler en çok "Kötü İçerikli Mail Alma", "İstemsiz Açılır Pencere-Reklam" ve "İstemsiz Talep ve Davetler" ile ilgili görüş belirtmişlerdir. Ayrıca öğrenciler "Zararlı İçerik ve Reklam" teması ile ilgili çok sayıda görüş belirtmişlerdir. Araştırma sonucunda elde edilen bulgular, ilgili alan yazın ile karşılaştırılmış ve tartışılmıştır.

Anahtar Sözcükler: *İnternet, ortaokul öğrencileri, internet etiği, internette rahatsız eden davranışlar*

Introduction

The rapid developments occurring in information and communication, is increasing the use of internet as well. According to the Information and Communication Technologies Authority, Turkey is the third country that spends the most time on the Internet and the first country in the number of pages viewed per month (Ministry of National Education [MINE], 2012). According to a survey results of the Household ICT use conducted by Turkish Statistical Institute, households' home internet access reached to 47.2 % in 2012, while the ratio was in 8.66% in 2005 and 42,9% in 2011 (TurkStat, 2012). The ratio is expected to increase further as the Internet use aims expand.

When we look at the internet usage of children, we observe that the internet use age has decreased. According to the results of European Kids Online Project research, the beginning age of children to use the Internet in Turkey is 10, while it is 7 in other European countries. Internet usage has become completely a part of children's daily life. While 93% of children go online at least once a week, 60% are online almost every day. Children use the internet for education, entertainment and communication purposes (Çağiltay, Karakuş, Kurşun & Tısoğlu, 2011).

Conscious use of the internet will contribute to children's cognitive and social development. However, there are many improper materials and hazardous environments that children who are naïve and easily trusting in everything can come across in the internet (Şendağ & Odabaşı, 2006). Internet contains a lot of risks for children as for it is easily accessible, and open to all, being an unlimited network and having failure for content inspection. Canbek and Sağıroğlu (2007) have grouped the risks that children may encounter while using the internet as; technical damages (damage to the computer, etc.), physical, social and psychological damages (internet addiction, etc.) and life damages (sexual abuse, etc.).

Tuncer (2000) stated that it is not possible for children not to be affected by the negativity they encounter while using the internet. Inappropriate content encountered while using the internet may leave negative impact on both physically and psycho-social development of children who are in the period of identity acquisition and development. Excessive internet use may prevent social development of children and may cause lack of self-confidence and cause

aggressive behaviour. Gürcan et al (2008) reported that unconscious use of the Internet can create a negative impact on children's psychological and physical development, and also may lead to negative results on both their academic and personal developments.

Unconscious internet use causes children to be exposed to many dangers. Accessing sexual content images (Torun, 2007), receiving disturbing and advertising purpose messages (Gürcan et al, 2008), getting in touch with illegal organizations, and sharing private information belonging to personal or family unconsciously with everyone (Çağiltay et al, 2011) are some of the dangers awaiting children on the internet.

According to the research results of "UK Children Go Online" carried out on young people aged 9-19 in England, the possibility rate of children encountering online pornography when using the internet is 57%, advertising with pornographic content possibility rated 38%, an accidental access to porn sites rated 36%, receiving a message with pornographic content (e-mail or instant messaging) rate was 25% and the rate of coming across a violence and fear containing site was indicated as 22% (Livingstone & Bober, 2005).

Of the findings of the research "Europe Online Kids", performed on children between the ages of 9-16, about 13% of children stated that they saw sexually explicit images on the Internet and 46% of them were annoyed by those photos. 12% of the children received messages with sexual content and 50% of them reported that they were annoyed by the messages (Çağiltay et al, 2011).

Looking at the results of all these studies, we can conclude that children should be protected from possible dangers on the internet, in order them to complete their physical and psychosocial developments and become healthy individuals. For this reason, determining the behaviours children get annoyed when using the internet and taking necessary measures is of great importance. The main purpose of this study is to determine behaviours that secondary school students feel discomfort when using the internet.

Method

In this part of the study, participants will discuss issues about data collection instruments, data collection processes and data analysis and their evaluation.

Participants

Population of the study was consistent of students studying at the 6th, 7th and 8th grades of a secondary school and using the internet. The study was conducted at a secondary school in the Karatay district of Konya province in the spring of 2012. The information about the students who participated in the study is given in Table 1.

Table 1
Demographic Information Belonging to Participants

Sex	6th Grade	7th Grade	8th Grade	Total
Girls	17	11	14	42
Boys	19	13	19	51
Total	36	24	33	93

We reached to a total of 93 students; 36 students from the 6th grade, 24 students from the 7th grade and 33 students from the 8th grade out of 450 students, studying at the school and using the Internet and volunteered to participate in the study. 51 of the students were male and 42 were female. All the students stated that they had been using the internet for education, social or game purposes for at least a year.

Data Collection Tool

In the study, we tried to find an answer the question "What are the behaviours that secondary school students get annoyed when using the internet?" Data were obtained by interview form prepared by the researcher in this study. In this context, two open-ended questions were drafted. Expert opinions were consulted in the preparation of the questions. The draft questions were presented to the opinion of two information technology teachers and one measurement and evaluation specialist faculty member and it was decided that there would be

single question in the interview form. Prepared form was also shown to 3 different students in the survey and intelligibility of the question was confirmed. The question used in the study was as follows:

"What are the attitudes and behaviours that you encounter, and make you get annoyed and you think that it is wrong while surfing the Internet? Please explain it itemized."

Data Collection Process

93 volunteer students studying at a secondary school in the Karatay district of Konya province, and using the internet at least for a year were selected for the research. We performed preliminary discussions with students and teachers and gave them detailed information about why they were chosen to work with, the purpose and the method of the study. It was stated that participation in the study would take place on voluntary basis and approvals of the students and teachers to take place in the study were obtained. It was planned to collect data at the end of the classes teachers determined. Forms that have the question on were distributed to students in the process of data collection. There wasn't a time limit for the students to fill out forms. It took students about 20 minutes to fill out the forms. After collecting the forms that students filled, the received answers were transferred in the relevant index and the collected data was made ready for the descriptive analysis.

Analysis and Interpretation of Data

Descriptive analysis was used in the data analysis and interpretation of qualitative data. Data was summarized and interpreted on pre-determined themes basis in descriptive analysis. Direct quotations are made frequently in order to reflect the opinions of the individuals interviewed more clearly in this method (Yıldırım & Şimşek, 2000).

Having received the permission of the students interviewed, gathered data was saved directly in the computer in its original form in this study. Researchers studied all the data together and formed themes to determine under which theme the obtained data from the research would be collected. A "Coding Key" was created by benefiting from this theme. Researchers and a field expert made coding in the appropriate theme by reading the forms of data that was written

independently of one another. Then the consistency of coding was compared. In this way, marking was concluded to be reliable as the reliability study result was above 80. The processed data was defined according to the coding key and results were supported by making direct quotations.

Results

Themes, frequencies and percentages obtained from the disruptive behaviours that children encounter when using the internet are given in Table 2.

Table 2
Themes Obtained from Disruptive Behaviours Faced in the Internet

Themes	f	Percent
Intellectual property infringement	11	3
Misleading content	77	16
Privacy violation	67	14
Unintentional notification and pages	208	44
Inappropriate content	109	23
Total	472	100

Students expressed total 472 opinions about the disruptive behaviors encountered on the Internet. Students' responses were grouped under five main themes. Students expressed opinion on the "Unintentional Notification and Pages" theme the most. There are 208 opinions under this theme, and this corresponds to 44% of the total opinions. 109 opinions were expressed on the "Inappropriate content" theme and it is 23% of the total opinions. There are 77 opinions under the "Misleading content" theme and it is the 16% of the total opinions. There are 67 opinions under the "Privacy Violation" theme and it is the 14% of the total opinions. And there are only 11 opinions under the "Intellectual property infringement", which is only 3% of the total opinions.

Findings Related to Intellectual Property Infringement Theme

Five of the secondary school students stated that they were annoyed by the information they share on social networking sites being taken and used by others without authorization, 6 students stated that they were uncomfortable that movies, music and games and programs are downloaded from the internet. Below are some examples of the students' opinions on the subject:

"Some people share photos I added on Facebook on their pages without permission."

"Some people share the writings I shared on Facebook as if they were their own writings."

Findings Related to Misleading Content Theme

The data related to the "Misleading Content" theme, from the statements about the problems that secondary school students encounter on the internet are indicated in Table 3.

Table 3
Frequency and Percentages of the Sub-themes Related to Misleading Content Theme

Sub-themes	f	Percent
Fraud	27	35
Misinformation	19	25
False-Misleading Website name	31	40
Total	77	100

Responses of students for the "Misleading Content" theme are collected in three sub-themes. Students expressed total 77 opinions under the "Misleading Content" theme. 31 of these opinions (40%) were within the "False-Misleading Website Name" theme. Below are some examples of the students' opinions on the subject:

"I hate people opening accounts in the name of famous people."

"Sometimes they change the name of the site. We enter to that site accidentally."

"Given links are wrong."

"I feel uncomfortable when absurd and perverse sites open when I enter homework sites."

In addition, students expressed 27 opinions on "Fraud", and 19 opinions on "Misinformation."

Below are some examples of the students' opinions on the subject:

"I feel uncomfortable when somebody opens an account in my name and makes fraud."

"False websites are established. They steal our personal information."

Findings Related to Privacy Violation Theme

The data related to the "Privacy Violation" theme from the statements about the problems that secondary school students encounter on the internet are indicated in Table 4.

Table 4
Frequency and Percentage of the Sub-themes Related to Privacy Violation Theme

Sub-Themes	f	Percent
Unauthorized access	21	31
Password Stealing	34	51
Sharing Personal Information	12	18
Total	67	100

Responses given by the secondary school students for the "Privacy Violation" were collected in three sub-themes. Students expressed total 67 opinions under the "Privacy Violation" theme. 34 of these opinions (51%) were within the "Password Stealing" sub-theme. In addition, students expressed 21 opinions about "Unauthorized Access" and 12 opinions about the "Sharing Personal Information."

Findings Related to Unintentional Notification and Pages Theme

The data related to the “Unintentional Notification and Pages” theme from the statements about the problems secondary school students encounter on the internet are indicated in Table 5.

Table 5
Frequency and Percentages of the Sub-themes Related to Unintentional Notification and Pages Theme

Sub-Themes	f	Percent
Unintentional Request and Invitations	51	27
Unintentional Pop-up-Ad	55	30
Inappropriate Content Mail Receive	79	42
Contempt of thought	2	1
Total	208	100

Responses given by the secondary school students for the “Unintentional Notification and Pages” theme were collected in four sub-themes. Students expressed opinion on “Inappropriate Content Receive” sub-theme the most. 79 opinions were reported in this sub-theme and that makes the 42% of all the opinions taking place under the “Unintentional Notification and Pages” theme. In addition, students expressed 51 opinions about the “Unintentional request and Invitations” sub-theme. The findings of this sub-theme are given in Table 6.

Table 6
Frequency and Percentages of the Sub-themes Related to Unintentional Request and Invitations Theme

Sub-themes	f	Percent
Friendship Requests	29	57
Game Requests	6	12
Membership Requests	10	19
Involuntary Membership	6	12
Total	51	100

Responses given by the secondary school students for the "Unintentional Request and Invitations" theme are collected in four sub-themes. Students expressed 29 opinions for the "Friendship Requests" sub-theme. Below are some examples of the students' opinions on the subject:

"People we do not want send friendship requests from Facebook."

"A person we do not know sends a request to us on chat sites in the Internet."

"Being friends with the people we do not know on Facebook"

In addition, students stated that they were disturbed by "Membership Requests", "Game Requests" and "Involuntary Membership" subjects in the internet.

"Sending Game Requests"

"Being a member even though we don't claim"

Findings Related to Inappropriate Content Theme

The data related to the "Inappropriate Content" theme from the statements about the problems secondary school students encounter on the internet are indicated in Table 7.

Table 7

Frequency and Percentages of the Sub-themes Related to Inappropriate Content Theme

Sub-themes	f	Percent
Harmful Content and Advertising	86	79
Harmful Software	11	10
Illegal Sites	12	11
Total	109	100

Responses given by the secondary school students for the "Inappropriate Content" theme are collected in three sub-themes. Students expressed 109 opinions for the "Inappropriate Content" theme. 86 of these opinions (79%) took place in the "Harmful Content and Advertising" sub-theme. In addition, students expressed 12 opinions for the "Illegal Sites" and 11 opinions for the "Harmful Software".

Conclusion and Suggestions

In this study we asked the secondary school students to indicate the states that they encounter and get annoyed when using the internet. We have reached to conclusion that secondary school students feel discomfort against Unintentional Notification and Pages the most in the internet. And of the Unintentional Notification and Pages, they feel discomfort against the Unintentional Pop-up-Ads, Unintentional invitations and ad-content e-mails. They also stated that they have problems with harmful content and advertisements, password seizure by others and false and misleading website names at a high rate.

Secondary school students are not adults so they are not in the position of making decisions on their own. It is very important for them to give feedback about themselves to the decision makers. It is quite vital for the decision makers and practitioners to develop inhibitive environment for the children against the disruptive behaviours they encounter while using the internet. Necessary precautions are required for secondary school students not to be victimized. Sending unintentional request and invitations to secondary school students should be banned. Also opening accounts in the name of famous / normal people by other people is not ethical. Publishing on harmful content via internet to easily trusted children should be banned. Whoever published improper materials to children should be punished.

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Geniřletilmiř Öz

Günümüzde internet kullanımının yaygınlařması ile bireyler buldukları yerden eğitim alma, bankacılık işlemleri yapma, iletişim kurma ve bilgiye erişim olanaklarına kavuşmuştur. İnternet kullanımı tamamıyla çocukların günlük yaşantısının bir parçası olmuştur. Avrupa Çevrimiçi Çocuklar Projesi araştırma sonuçlarına göre, çocukların interneti kullanmaya başlama yaşı Türkiye’de 10 iken, diğer Avrupa ülkelerinde ise 7’dir. Çocukların %93’ü en az haftada bir kez çevrimiçi olmakta iken, %60’ı neredeyse her gün çevrimiçi olmaktadır (Çağiltay ve diğerleri, 2011).

İnternet, kolay ulaşılabilir, herkese açık, sınırsız bir ağ olması ve içeriğinin denetlenememesi nedeniyle çocuklar için birçok risk barındırmaktadır. Kimlik kazanma ve gelişim döneminde olan çocukların internet kullanımında karşılaştıkları uygunsuz içerikler onların gerek fiziksel gerekse psiko-sosyal gelişimleri üzerinde olumsuz etki bırakabilmektedir. Harman ve ark. (2005) aşırı internet kullanımının çocukların sosyal gelişimlerini engellediğini ve onlarda öz güven eksikliği ve saldırganlık davranışlarına neden olduğunu belirtmişlerdir. Cinsel içerikli görsellere erişim (Torun, 2007), reklam amaçlı ve rahatsız edici mesajlar alma (Gürcan, Özhan ve Uslu, 2008), yasa dışı örgütlerle iletişime geçme (Rader, 2002) ve kişisel ya da aile bireylerine ait özel bilgileri bilinçsizce herkesle paylaşma (Çağiltay ve diğerleri, 2011) internette çocukları bekleyen tehlikelerden bazılarıdır.

9-16 yaş arası çocuklar üzerinde yapılan “Avrupa Çevrimiçi Çocuklar” araştırmasının Türkiye bulgularında; çocukların yaklaşık %13’ü İnternet’te cinsel içerikli fotoğraf gördüğünü ve bunlardan %46’sı gördükleri bu fotoğraflardan rahatsız olduğunu belirtmiştir. Çocukların %12’i cinsel içerikli mesaj aldığını ve bunlardan %50’si mesajlardan rahatsız olduklarını bildirmiştir (Çağiltay ve diğerleri, 2011).

Bu araştırmanın temel amacı, ortaokul öğrencilerinin internet kullanırken rahatsızlık duydukları davranışları belirlemektir. Çalışma 2012 yılında Konya ili Karatay ilçesinde bulunan bir ilköğretim okulunda yürütülmüştür. Okulda öğrenim gören 450 öğrenciden interneti kullanan ve çalışmaya katılım için gönüllü olan 6. sınıftan 36, 7. sınıftan 24 ve 8. sınıftan 33 olmak üzere toplam 93 öğrenciye ulaşılmıştır. Ulaşılan öğrencilerden 51’i erkek ve 42’si kızdır. Bu öğrencilerin hepsi en az bir yıldır eğitim, sosyal ya da oyun amaçlı interneti

kullandıklarını belirtmişlerdir. Bu araştırmada veriler araştırmacı tarafından hazırlanan görüşme formuyla elde edilmiştir. Veri toplama sürecinde öğrencilere üzerinde soru olan formlar dağıtılmıştır. Araştırmada kullanılan soru maddesi şu şekildedir: “İnternette dolaşırken karşılaştığınız, rahatsızlık duyduğunuz ve yapılmasının yanlış olduğunu düşündüğünüz tutum ve davranışlar nelerdir? Maddeler biçiminde belirtiniz”.

Öğrencilerin doldurdukları formlar toplandıktan sonra alınan cevaplar ilgili indekslere işlenmiş ve toplanan veriler betimsel analiz için hazır hale getirilmiştir. Araştırmadan elde edilen verilerin hangi temalar altında toplanacağını belirlemek üzere araştırmacılar tüm veriyi birlikte incelemiş ve temaları oluşturmuşlardır. Bu temalardan yararlanılarak bir “Kodlama Anahtarı” oluşturulmuştur. Kodlama anahtarına göre işlenen veriler tanımlanmış ve sonuçlar doğrudan alıntılar yapılarak desteklenmiştir.

İnternette karşılaşılan rahatsız edici davranışlara ilişkin öğrenciler toplam 472 görüş bildirmişlerdir. Öğrencilerin verdikleri yanıtlar, 5 ana tema altında toplanmıştır. Öğrenciler en çok “İstemsiz bildirim ve sayfalar” temasında görüş belirtmişlerdir. Bu tema altında 208 görüş bulunmaktadır ve bu toplam görüşün % 44’üne denk gelmektedir. “Uygunsuz içerik” temasında 109 görüş belirtilmiş ve bu toplam görüşün % 23’üdür. “Yanıltıcı içerik” teması altında 77 görüş vardır ve bu toplam görüşün % 16’ıdır. “Gizlilik ihlali” teması altında 67 görüş vardır ve bu toplam görüşün % 14’üdür. “Fikri mülkiyet ihlali” teması altında ise sadece 11 görüş vardır ve bu da toplam görüşün % 3’üne denk gelmektedir.

Ortaokul öğrencilerinden 5’i sosyal paylaşım sitelerinde paylaştıkları bilgilerin başkaları tarafından izinsiz biçimde alınıp kullanılmasından, 6’ı ise internetten film, müzik ve oyun, program indirilmesinden rahatsız olduklarını belirtmişlerdir.

Ortaokul öğrencilerinin “Yanıltıcı içerik” temasında verdikleri yanıtlar 3 alt boyutta toplanmıştır. Öğrenciler “Yanıltıcı içerik” teması altında toplam 77 görüş bildirmişlerdir. Bu görüşlerden 31’i (% 40) “sahte-yanıltıcı site adı” boyutu kapsamındadır. Öğrenciler “dolandırıcılık” ile ilgili 27; “yanlış bilgi” ile ilgili ise toplam 19 görüş belirtmişlerdir.

Ortaokul öğrencilerinin “Gizlilik ihlali” temasında verdikleri yanıtlar 3 alt boyutta toplanmıştır. Öğrenciler “Gizlilik ihlali” teması altında toplam 67 görüş bildirmişlerdir. Bu

görüşlerden 34'ü (% 51) “şifrenin çalınması” boyutu kapsamındadır. Ayrıca öğrenciler “yetkisiz erişim” ile ilgili 21; “kişisel bilgilerin paylaşılması” ile ilgili ise toplam 12 görüş belirtmişlerdir.

Ortaokul öğrencilerinin “İstemsiz Bildirim ve Sayfalar” temasında verdikleri yanıtlar 4 alt boyutta toplanmıştır. Öğrenciler en çok “uygun olmayan içerikli mail alma” alt boyutunda görüş bildirmişlerdir. Bu boyutta bildirilen 79 görüş, “istemsiz bildirim ve sayfalar” teması altında yer alan tüm görüşlerin % 42'sidir. Öğrenciler ayrıca “istemsiz talep ve davetler” alt boyutunda 51 görüş bildirmişlerdir. Ortaokul öğrencilerinin “İstemsiz talep ve davetler” temasında verdikleri yanıtlar 4 alt boyutta toplanmıştır. Öğrenciler “arkadaşlık istekleri” alt boyutunda 29 görüş belirtmişlerdir. Ayrıca öğrenciler “üyelik istekleri”, “oyun istekleri” ve “istemsiz üye olma” konularında internet ortamında kendilerinin rahatsız edildiklerini belirtmişlerdir.

Ortaokul öğrencilerinin “Uygunsuz İçerik” temasında verdikleri yanıtlar 3 alt boyutta toplanmıştır. Öğrenciler “Uygunsuz İçerik” teması altında toplam 109 görüş bildirmişlerdir. Bu görüşlerden 86'sı “zararlı içerik ve reklam” boyutu kapsamındadır. Ayrıca öğrenciler “yasadışı siteler” ile ilgili 12; “zararlı yazılımlar” ile ilgili ise toplam 11 görüş belirtmişlerdir. Ortaokul öğrencileri, yetişkin olmadıkları için kendileri hakkında tek başına karar verme durumunda değillerdir. Bu çocukların kendileri hakkında karar vericilere bildirimde bulunmaları çok önemlidir. Karar verici ve uygulayıcı durumda olanların çocukların internet kullanırken karşılaşp rahatsız oldukları davranışları engelleyici ortamlar geliştirmesi gerekmektedir.