

# INFLUENCE ANALYSIS IN SOCIAL NETWORKS: AN EXAMINATION OF TURKISH HIGH SCHOOL STUDENTS' SAFETY AND PRIVACY RISK LEVELS BY PERSONALITY TRAITS

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## ABSTRACT

*The sexual abuse of children or any sexual contact with them by an adult or older adolescent is not a new phenomenon. Sexual assault does not always involve physical contact—acts such as voyeurism and exhibitionism yet it can be regarded as unwanted sexual attention. Sexual assault is arguably one of the few crimes for which high school students are at greater risk than the general population. With the widespread use of the Internet forming a global network, a heterogeneous social network that allows interaction between individuals and communities residing in different regions has been created. Social media provides many possibilities for researchers as an area in which information, views, and interests representing people's identities are shared through virtual communication. The purpose of this study was to determine specifically how to protect high school students from sexual assaults and awareness of privacy. This paper is expected to shed light on a relatively similar subject, however, in a whole new environment that emerged along with the digital era. The study concentrated on whether the mean scores of Good Secrets, Bad Secret Quiz, and personality traits subscales (extroversion and openness to development) significantly changed according to age, gender, class and education and social media usage types. This scale is used in the virtual environment to determine the attitudes of the individuals and the cognitive factors affecting the media choice of the individual. Total 600 students (Male=293, Female=307) answered an online questionnaire during the May 2016. Our findings point to the complex results in which young people the sexual assault risk on social network sites.*

*Keywords: Privacy, risky behaviors, social media, personality, Individual differences*

## SOSYAL AĞLARDA ETKİ ANALİZİ: TÜRKİYE'DEKİ LİSESİ ÖĞRENCİLERİNİN KİŞİLİK ÖZELLİKLERİNE GÖRE GÜVENLİK VE MAHREMİYET RİSK SEVİYELERİNİN İNCELENMESİ

### ÖZET

*Yetişkin ya da bir ergen tarafından çocuklara cinsel taciz veya cinsel temas yeni bir olgu değildir. Cinsel saldırı her zaman röntgencilik ve teşhircilik gibi fiziksel temas eylemlerini içermez, istenmeyen cinsel bir ilgi de olarak saldırı olarak kabul edilebilir. Cinsel saldırı, lise öğrencilerinin büyük risk altında olduğu birkaç suçtan biridir. İnternetin yaygınlaşmış küresel bir ağ oluşturmasıyla birlikte, farklı bölgelerde yaşayan bireyler ve topluluklar arasında etkileşimi sağlayan heterojen bir sosyal ağ oluşturulmaktadır. Sosyal medya, insanların kimliklerini temsil eden bilgi, görüş ve ilgi alanlarının sanal iletişim yoluyla paylaşıldığı bir alan olarak araştırmacılar için birçok olanaklar sağlamaktadır. Bu çalışmanın amacı lise öğrencilerinin cinsel saldırı ve mahremiyet alanlarını nasıl*

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*koruyacaklarını belirlemektir. Bu makale dijital çağla birlikte ortaya çıkan yepyeni bir ortamda benzer konulardaki çalışmalara ışık tutması beklenmektedir. Bu çalışmada, Good Secrets, Bad Secret ölçeği ile kişilik özelliklerinin alt ölçek puanlarının (dışadönüklük ve gelişime açıklık) yaş, cinsiyet, sınıf ve eğitim ile sosyal medya kullanım değişkenlerine göre anlamlı bir ilişki olup olmadığı incelenmiştir. Bu ölçek sanal ortamda bireylerin tutumlarını ve medya tercihlerini etkileyen bilişsel faktörleri belirlemek için uygulanmıştır. Toplam 600 öğrenci (Erkek=293, Kadın=307) Mayıs 2016'da internet ortamında anketi yanıtlamıştır. Bulgular, gençlerin sosyal ağ sitelerinde cinsel saldırı riski taşıdığı karmaşık sonuçlara işaret etmektedir.*

*Anahtar Kelimeler: Gizlilik, riskli davranışlar, sosyal medya, kişilik, bireysel farklılıklar*

## INTRODUCTION

Internet, as a cultural space, allows many communication skills to be included in oral, literary and visual contexts. This new media approach emerged with the development of computers, Internet, and mobile technologies have created an environment where persons can select whichever content they want, obtain instant feedback and store information easily and quickly. Social network sites are generally designed to be online in the form of tools that make it easier for individuals to interact with each other or to share their views within the framework of general goals (Mahajan 2009). New communication technologies provide a global environment in which people from different parts of the world can communicate each other. The acceleration of interaction has lead people living different places to share their thoughts and to discover similarities and differences with others. These nets are actually the oldest forms of human experience as form and structure. The most significant features of social network environments provide new possibilities for personal expression, the creation of communities of interest, collaboration, and sharing (Murray 2008). According to the current conditions, these nets are reshaping and growing rapidly. Especially when the Internet has entered into our life, providing information quickly and easily has brought a new dimension to social networks.

Many methods are used to determine changes in the behavior of individuals involving in social networks. The so-called social network analysis methods are applied to obtain inferences about social behaviors by taking distribution, activity, and various properties of relational links and network or groups forming networks as whole and particular individuals individually or in groups. In general, social network analysis details behaviors that arise from individual and societal variables by examining the relationships of individuals within the network on an individual and societal scale. One of the topics examined in social network analysis is why people are involved in social networks. The inclusion of people in social networks includes reasons such as personality traits, self-expression by sharing photo and video, leisure time, meeting new people, having fun and playing games. Social media provides many possibilities for researchers

as an area in which information, views, and interests representing people's identities are shared through virtual communication. These advanced platforms, which are usually dominated by bilateral communication, are important tools because they can reach wide masses rapidly to follow developments in individual or collective movements. The most important factor that determines the behavior of people in social networks is the individual differences which express different personal characteristics. When it comes to individual differences, although it is initially associated with different physical features, people also have different mental and psychological characteristics. Personality traits are used as the most important reference in determining individual differences. That even individuals who grew up in the same family have different characteristics proves how individual differences can be effective. Individuals develop their behavioral patterns by making up their own genetic traits with environmental characteristics. Systematic identification of these differences is important for the identification of the development and abilities of individuals. Personality traits are used as the most important reference in determining individual differences. The main factors that play an effective role in the development of personality theories are measurement/evaluation of psychometrics and human behaviors and identification of individual differences. These features including physical structure, motivation, fear, nerves etc. can be acquired from birth, and are also a reference for the formation of other behavioral characteristics of the person. Environmental factors and family create similar individuals through social learning and imitation, providing a significant influence on the personality traits of individuals in a society.

Today, two of the most accepted models applied for classification and identification of personality and theories conducted with many studies in the literature are "Psychobiological Personality Theory" and "Five Factor Personality Models" (Cloninger et al. 1993; McCrae and Costa 1991). The model, also known as the Big Five, is regarded as a measurement system developed from the language hypothesis that defines individual differences based on the first theoretical studies on personality psychology. The five-factor structure is accepted as a valid and important resource in determining personality traits that define human beings. The five-factor personality model is defined as extraversion (Extraversion) compatibility (Agreeableness) Responsibility (Conscientiousness) Emotional balance (emotional stability), Experience clarity (openness to experience) as a result of the studies. (Antonioni 1998; Barrick and Mount 1991; Basım et al. 2009). Eysenck and Wilson (1975) found in their study of the five-factor personality model that the dimension based on extroversion-introversion and neuroticism was dominant among others, and that for many of the researchers of personality models these dimensions almost always appeared as fundamental dimensions. In the five-factor personality model, easily identifiable positive emotions such as energetic, exciting, and cheerful are

evaluated within the scope of extroversion. While the level of extroversion may vary according to persons and circumstances, an individual with a high degree of extrovert tends to situations linked to each other, such as enthusiasm, willingness, and curiosity. According to Smith and his team (2000), this dimension represents intensity and quantity of social interactions, and need for mobility, self-confidence, competition, and mobilization. Extrovert persons provide a positive value, focusing mainly on the positive aspects of the events in the face of positive and negative experiences. They also tend to use problem-focused coping strategies, compared to other, for situations of high communication and stress in complex communication problems of social life (O'Brien and DeLongis 1996). When the five factors are compared with experiences of personality, and extroversion dimension is compared with other personality dimensions; personality factor is the one that researchers could not reach an agreement. Openness to experience; it includes intellectuality, politeness and, especially how much they can use their thinking skills. This factor concentrates on how beliefs and values of an individual use this information when he/she exposes new information. Individuals that are open to experience are creative, curious, less conservative, and open to innovation and change, and have analytically thinking and empathy skills. Individuals with high scores on this dimension have more openness to seek new ideas and external experiences due to their creative and critical thinking features. Many researchers relate the dimension of openness to experience related to intelligence rather than behaviors and attitudes. (Thomson 1969) Cattell (1945), for identifying this dimension, excluded terms of intelligent from their scales and developed a real intelligent test by acting based upon that measured intelligent and intelligent graded by individuals or their family and friends are the same. Thinking skill is not only the performance that individual shows in a situation that he/she meets, but also the ability to carry this situation to other situations. Critical thinking, which has been recently debated in many fields, is one of the most important topics, especially underlying educational structures. Generally, critical thinking is an ability to think flawlessly with mental processes through strategies that one uses to solve problems and certain disciplined mode or element of thinking. This factor concentrates on how beliefs and values of an individual use this information when he/she expose new information. Individuals with high scores on this dimension have more openness to seek new ideas and external experiences due to their creative and critical thinking features.

When the structure of social networks is studied, it can be seen that there are generally an interaction and mutual interest relation. Strategies of parties, which create mutual benefit (profit) network, to reach the best position are used as connections. When mutual benefit turns into a conflict of interests in some cases, the parties have to develop a new strategy according to the behaviors of each other. Studies have shown that five factors have a significant influence on

shaping behaviors of individuals in social networks (Eşkisu et al. 2017; Ryan and Xenos 2011; Mahajan 2009; Tsai et al. 2017; Datu et al. 2013; Liu and Campbell 2017). Altıntaş (2017) in-depth interviews held with 10 people with the highest in order to find out how adults perceived violence news on Internet news sites. In this study was found that interviewed adults were affected negatively by the violence news contents on the Internet. In similar study, Cebecioglu and Altıparmak (2017) tried to examine digital violence through social media applications. They found out that male and female student, without any gender differences have experienced some disturbing events in the digital environment. The relationship between social media usage types of students, security and risk behavior perceptions, and dimensions of extroversion and openness to experience among five dimensions of personality were investigated in this study.

### **1. CHILDREN'S EXPOSURE TO VIOLENCE**

One of the reasons for violence is that there is no clear definition of what the concept of violence and the problem of violence covers. The World Health Organization (WHO) defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either result in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation” (Krug et al. 2002). There are three different types of violence as interpersonal, self-directed, and collective. Interpersonal (relationship) violence includes physical, sexual, and emotional abuse and controlling by parents and intimate partners (Runyan et al. 2002). Violence is not possible to accept anywhere in the world by anyone for whatever the reason.

Violence often experienced within the family is more applied to women and children in particular. Because women and children are more vulnerable to defending themselves than other family members. As the educational level of parents increases, the neglect and emotional/physical violence towards the child decreases. Violence against children is defined as exposure to attitudes and behaviors that deteriorate their physical or mental health and prevent their development. Most of the children who had domestic violence were found to have been exposed to domestic violence in the majority of children who were exposed to violence even though they were non-violent partners or parents (Kaufman and Zigler 1987). Tajima (2000) found that exposure to violence by the mother increased the likelihood of the child experiencing physical violence. In families where physical violence has not occurred, the child has been subjected to verbal abuse. The number of children in the country is increasing due to neglect and emotional/physical violence towards the child and the child's domestic violence. The violence against child within family brings together many problems either in the country in general or in family and child in particular (Şenol & Mazman 2014).

Sexual abuse can involve touching behaviors, or it can be done without touching. The emergence of child sexual abuse crimes and victimization are hampered by problems such as family reluctance to acknowledge the problem of physical or sexual assault, fear of retaliation, fear of perpetrator, fear of being blamed, social stigma and homelessness, fear of the justice system (Smith and Cook 2008; Webber and Moors 2012). According to the National Center for Victims of Crime (2014), sexual assault is the sexual touch of someone without another person's consent, including in the clothing of someone else's body. In particular, violence, abuse, and neglect in childhood leave deep traces and adversely affect mental and spiritual health. Although the cases vary from country to country, individuals between ages 12 and 34 are the age group at the highest risk of rape and sexual assault (Greenfield 1997). Females ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault. Some researchers that choose to define child sexual abuse (CSA) as sexual abuse of a minor (i.e. a person under the age of 18), while others use age cutoffs ranging from age 14 to age 17 (Rich et al. 2004). Deveci et al. (2008) are aimed to describe 5th primary schools students' perceptions on violence, the types of violence they encountered in their environments and to find out their suggestions to prevent violence and their reactions against violence. According to the results, the children were described violence as fight, beating, teasing, swearing, shouting and harming.

The United Nations Convention on the Rights of the Child (commonly referred to as the CRC, CROC, or UNCRC) legally binding international agreement was adopted and opened for signature by 193 countries in November 1989. They have committed themselves to take all legal, administrative, social and educational measures to protect children against all forms of violence, neglect, and exploitation (The United Nations 1989). In 1990 Congress enacted the Crime Awareness and Campus Security Act of 1990, which amended the Higher Education Act of 1965 as colleges, and universities that participate in federal student aid programs to disclose information about campus crime statistics and security policies (Seng and Koehler 1993: 97).

The phenomenon of violence in schools is an issue that is frequently discussed in Turkey as it has been in many countries in recent years. According to forensic statistics 2016 that the Republic of Turkey, Ministry of Justice Directorate, General for Criminal Records and Statistics report, there has been a large increase in the areas of sexual assault and suicide orientation of children. Sexual assault is one of the most underreported crimes, with about 85% going unreported in Turkey. In 2016, 7 million 398 thousand sexual crime files were opened. Surveys show that violence causes violence and violence are learned at an early age. In Turkey, more than 60% of parents declared that violence against children is 'very common' or 'very common'. When parents see a child exposed to violence they complain to 73% policeman, 19% social service organizations.

## **2. SEXUAL ASSAULT PREVENTION PROGRAMS**

In many parts of the world on college and university campuses are implementing various programs to reduce the incidents of sexual assault. These programs are implemented differently as their choices, outcomes, and methods of presentation of programs (Anderson and Whiston 2005). A few U.S. colleges and universities began to implement sexual assault prevention programs in the mid-1970s to against domestic violence, rape and other sexual violence (Brownmiller 1975). The Texas Department of Human Resources created a two-year program the Institute for Child Sexual Abuse Intervention and Treatment Project (1984). This program aimed to investigate, intervene and treat child sexual abuse using the team approach. The five-day training consisted of ten sessions and served 248 professionals from several disciplines (Dennis-Small and Cohen 1985). Although the Texas project has been found to have a useful outcome in terms of positive attitudes toward information gathering and child sexual abuse, the project did not make a difference between and within different professions.

Violence is the result of interaction with many factors. But there is not a single theory that explains which is more effective. There are studies showing that alcohol and substance dependence are the direct determinant of violence (Shepherd et al. 2006; Krebs et al. 2009). In a study have found nearly 8% of undergraduates students were sexually assaulted when they used alcohol or illicit drugs (Peters 2012). The comparative studies among college students of sexual abuse in childhood show that women who are sexually abused as children or adolescents are two to three times more likely to be sexually victimized as adults (Fischer 1992; Kaya et al. 2015; Urazel et al. 2017; O'Leary and Barber 2008; Tjaden and Thoennes 2000; Can et al. 2014). There were unexpected results in the sexual assault prevention programs on the school because the program contents had different purposes (Anderson and Whiston 2005). The potential victims often feel overlooked by the national justice system. Because the criminals who have the virtual identity not considered by law.

## **3. SOCIAL MEDIA AND VIOLENCE**

In the era of technology that started from the 19th century, important changes in social life have come to the fore in parallel with the developments. From the 1970s, have begun research on the effects of mass media research on the audience in America. Even social media studies have included other disciplines such as education, language learning, and individual differences (e.g. Han & Keskin 2016; Costa & Han 2017; Sezgin & Şenkal 2014). In the U.S the average college graduate will have spent 10,000 hours spent playing video games and 20,000 hours watching television-compared to less than 5,000 hours reading (Prensky 2006). Anderson and Bushman (2001), defines "media violence" as media-based content that depicts intentional attempts by individuals to inflict harm on others. Children indirectly may be exposed to violence by various channels which

movies and television channels, magazines, newspapers, books, video games, internet, etc. (Morgan 1994; Bowen & Bowen 1999; Bayrak 2017; Yumrukuz 2017). People in young age learn variously attitudes about violence that are not easy to be changed later (Anderson et al. 2004). Children's exposure to violence danger when using the media has given rise to numerous studies regarding the examination of both positive and negative effects of media tools particularly related to aggression (Merritt et al. 2015: 241). Howwell (1987) asserts that the notion that violence in the media contributes to the development of aggressive behavior has been supported by meta-analysis. Media literacy, acquired in the result of this process, helps a person to actively use the resources of the information field of TV, radio, video, cinema, press, and Internet.

Especially, connecting the world through the spread of the Internet has started a new and effective media that called social media. Blogs, discussion forums, music, video, and file sharing sites, message boards, labeling and online news, microblogging, social bookkeeping, podcasts, digital books, virtual annuals and albums, wikis and e-mail groups are considered to be the basic forms of social media. Facebook, the first site to come to mind when it comes to social media, was founded in February 2004 by Mark Zuckerberg, a student at Harvard University, under the name "The Facebook". Facebook is an online social networking software that allows users to connect to private or public open-ended users at different permission levels, participate in groups, and share resources with others in networks created by users (Gonzales 2010).

In general, social network analysis (SNA) analyzes behaviors that arise from individual and societal variables by examining the relationships of individuals within the network on an individual and societal scale. The social network analysis is based on the characteristics of the network, such as the size of the network (the number of people with whom the individual is connected), the frequency of relationships, the strength of social ties, homogeneity (similarity in terms of age, sex, race and culture of social network members), distribution (degree of activity or passivity in relation). Numerous studies have shown that there is a causal relationship between social media and violence and aggressive behavior (Recuero 2015; Patton et al. 2013; Wood et al. 1991; O'Keeffe & Clarke-Pearson 2011; Ceyhan 2015; Cebecioğlu & Altıparmak 2017). In this study, it is tried to determine whether there is a relationship between safety and privacy risk levels of the high school students and the use of social media.

#### **4. METHOD**

The purpose of this study was to determine specifically how to protect high school students from sexual assaults and awareness of privacy. The main objective of this research is to obtain data that will guide the struggle and intervention programs to protect children from violence and purify society from violence. This study is a descriptive one and it was figured with survey method.



An online survey was used because it is so easy to participate in them. An online survey was used because it is so easy to participate in them. In the relational screening model, statistical analysis techniques are used to determine the relationships between dependent and independent variables. The first 10-15 minutes of the lesson were allowed for telling the meaning of test, explaining instructions and creating a peaceful environment for students. The test is to be taken within a 45-minute period. 600 students (Male=293, Female=307) answered an online questionnaire during the May 2016. The study concentrated on whether the mean scores of Good Secrets, Bad Secret Quiz, and personality traits subscales (extroversion and openness to development) significantly changed according to age, gender, class and education and social media usage types.

#### **4.1. Instruments**

The followings are the instruments used in the present survey: Personal Information Form (12 items), Good Secrets, Bad Secret Quiz (35 items), and NEO Five-Factor Inventory Scale (12 items). To obtain personal information on this sample, each participant was asked several questions regarding gender, age, class, socioeconomic class, and parents' education levels. Sexual assault and safety concepts were used using the "Good Secrets, Bad Secrets" quiz which measured learning of those concepts. The quiz was used to include 35 questions, many of which require students to respond to story-like situations. Multiple choice questions were built in six main objectives covered by the sexual assault prevention program for the children: general safety habits; distinguishing appropriate touching from sexual touching; recognizing that sexual touches can come from someone they know, not just from strangers; recognizing assertive responses for dealing with persuasive adults; recognizing how to obtain help from a helper in an assault situation; and recognizing appropriate course of action for dealing with a persuasive adult or a potentially dangerous situation. The Good Secrets, Bad Secret Quiz was the original scale used for translation and adaptation. Translation, back translation, and cross-cultural adaptation of the scale into Turkish were done according to the standard procedure. The "Good Secrets, Bad Secret Quiz" was translated from English to Turkish by two academics. The scale's Turkish translation was then back translated to English by three specialists who knew both English and Turkish. Internal consistency was analyzed using Cronbach's alpha analysis. The final Turkish version of the Good Secrets, Bad Secret Quiz (35 items) showed an excellent internal consistency ( $\alpha=.81$ ).

When previous studies are examined, it is seen that studies on social networks focus on the effects of extroversion and introversion dimensions, and openness to development (Banczyk, Kramer, and Senokozlieva 2008; Ross et al. 2009). For this study; Eysenck Personality Inventory, NEO Five-Factor Inventory scale developed by Costa and McCrae and Big-Five Personality Inventory scale (John, Robins and Pervin 2010; Bouchard and McGue 2003; Shiota, Keltner and John

2006) have been redesigned by researcher Krishnan (2011) to detect personality characteristics in media searches. Eysenck Personality Inventory contains four parts of Psychoticism (P), Extroversion (E), Neuroticism (N) and Lie (L) as a 101-item personality test with "yes" and "no" choices (Eysenck and Eysenck 1968). NEO Five-Factor Inventory developed by Costa, McCrae and Dye (1991), consists of total 60 items (per 12) measuring personality dimensions of Emotional Imbalance, Extroversion, Openness, Combativeness and Responsibility. 8 items of scale used in the study (1-8) measure extroversion dimension of personality and 4 items measure (9-12) the dimension of openness to developments. The scale has been tested in reliability analysis (Cronbach Alpha) after adapted to Turkish, then it is measured that coefficient of extraterrestrial dimension is  $\alpha = .85$ , while the dimension of openness to development is ( $\alpha = .86$ ).

#### **4.2. Research Questions**

The study aims to answer the following questions:

RQ1: Do the high school students' results of Good Secrets, Bad Secret Quiz vary according to NEO Five-Factor Inventory score?

RQ2: Do 80 percent of the high school students correctly answer at least 80 percent of the questions measuring prevention concepts?

RQ3: Do the high school students Good Secrets, Bad Secret Quiz scores vary according to reasons for using social media?

RQ4: Do the high school students' NEO Five-Factor Inventory score vary according to weekly average time spent on the social networks?

#### **4.3. Research Approach**

This study aims to measure whether they are ready to confront the threats of the students. The purposes of this study were to determine the assault and safety concepts risk levels of high school students in Turkey. This study used a non-experimental quantitative research design. Therefore this study is a descriptive one and was figured with survey method. Each item has three choices and one keyed answer. The coded data were entered into a Microsoft Excel spreadsheet. In order to collect comprehensive and in-depth data on child abuse and domestic violence, the questionnaire method of quantitative research techniques was used in the first phase of the research. Participants' identity information is kept confidential. Participants are told that everything they say will be confidential and their names will never be shared with anyone else. The independent variables in this study are gender, age, income, and level of parental education, and social media usage.

#### **4.4. Participants**

The study sample included 307 (51.2%) female and 293 (48.8%) male, with a mean age of 16.13 years old (range: 14 to 18 years) from senior high school classes

in Turkey. Students from grades 9 (N=175, 29.2%), grades 10 (N=209, 34.8%), grades 11 (N=144, 24%), and 12 grades (N=72, 12%) were invited to take part in the survey. Most of the participants were 16-year-old students (N=215, 35.8%), 15 and 17-year-old students (N=151, 25.2%) and 18-year-old students (N=61, 10.2%). The group with the least number of participants 14 year-olds students (N=22, 3.7%). The number of siblings reported by participants ranged from zero to nine (Mean=2.57).

## 5. RESULTS

Descriptive statistics were used to understand how the effect personality and demographic variables such as and age, social media usage type on students' perception of privacy. Descriptive statistics including frequency percentages and a measure of attitudes towards NEO Five-Factor Inventory, Good Secrets, Bad Secret Quiz as well ANOVA, t-test, correlation coefficients tests were used to analyze the data. The statistical tests were evaluated at the significance level of .05. The true answers were given by students in Good Secrets, Bad Secret Quiz for their attitudes was coded as '1', and wrong answers were coded as '0'. The chosen standard of 28 out of 35 correct answers, or 80 percent, was based on the work of Benjamin Bloom (1971), who proposed that mastery is achieved when a student scores an 80 percent on a test. For the analysis of the data collected afterward the research, IBM SPSS Statistics version 24 was used. The findings are presented in direct relation to the research questions and are followed by a detailed analysis and discussion.

The distribution of the participants by weekly average time spent on the social networks was less than 1 hour (N=47, 7.8%), 1-2 hours (N=136, 22.7%), 3-5 hours (N=57, 9.5%), 6-10 hours (N=279, 46.5%), and 10+ hours (N=80, 13.3%). The reasons for SNSs usage was found that keeping up with news (N=150, 25%), following my friends (N=45, 7.5%), online chats with people (N=55, 9.2%) playing games (N=42, 7%), uploading photos, videos, and links (N=67, 11.2%), editing my profile (N=36, 6%), and spending time (N=204, 34%). According to the results of t-test when the reasons for reasons for using social media by gender were examined, it was found that a significant difference in terms of gender ( $F=.102$ ;  $p=.049$ ). It was found that female (N=48, 71.6%) upload more photos, videos, and links compared to male (N=19, 28.4%), and it was seen with similar results that female (N=117, 57.4%) were more likely to spending time compared to male (N=87, 42.6%).

**Table 1.** The Level Of Success In The Six Domains Of Good Secrets, Bad Secret Quiz By Gender

	Sex	Mean	SD	Successful	Unsuccessful
Safety Rules	M	1,792	0,407	61 (20,8%)	232 (79,2%)
	F	1,752	0,432	76 (24,8%)	231 (75,2%)

	Total	1,772	0,420	137 (22,8%)	463 (77,2%)
Handling of Emergency Situations	M	1,911	0,285	26 (8,9%)	267 (91,1%)
	F	1,726	0,447	84 (27,4%)	223 (72,6%)
	Total	1,817	0,387	110 (18,3%)	490 (81,7%)
Good Touches, Bad Touches	M	1,444	0,498	163 (55,6%)	130 (44,4%)
	F	1,169	0,376	255 (83,1%)	52 (16,9%)
	Total	1,303	0,460	418 (69,7%)	182 (30,3%)
Standing Up to a Pushy Adult	M	1,468	0,500	156 (53,2%)	137 (46,8%)
	F	1,342	0,475	202 (65,8%)	105 (34,2%)
	Total	1,403	0,491	358 (59,7%)	242 (40,3%)
Relatives and Strangers as potential Assailants	M	1,464	0,500	157 (53,6%)	136 (46,4%)
	F	1,222	0,416	239 (77,9%)	68 (22,1%)
	Total	1,340	0,474	396 (66%)	204 (34%)
Did Not Help	M	1,358	0,480	188 (64,2%)	105 (25,8%)
	F	1,195	0,397	247 (80,05%)	60 (19,5%)
	Total	1,275	0,447	435 (72,5%)	165 (27,5%)

Table 1 shows the participants' levels of success in the domains of assault and safety concepts. First, both female and male users performed very low-level success in employing safety. Second, female users were more successful in the handling of emergency situations. Third, female users had more good touches and bad touches than males. Fourth, females can stand up to a pushy adult. Fifth, females feel more that relatives and strangers as potential assailants. Finally, females do not prefer too much to help. All these results indicate that females are more successful in accomplishing in the five privacy domains.

According to the ANOVA results, no relationship was found between the Good Secrets, Bad Secret Quiz score Handling of Emergency Situations ( $F= .0861$ ;  $p=0.487$ ), Good Touches, bad Touches ( $F=1.130$ ;  $p=0.341$ ), Standing up to a Pushy Adult ( $F=1.108$ ;  $p=0.352$ ), relatives and Strangers as potential Assailants ( $F=.731$ ;  $p=0.571$ ), and Did Not Help ( $F=1.897$ ;  $p=0.109$ ) in which assault and safety concepts were measured and the amount of time that the average person spend on social-networking sites.

**Table 2.** T-test Results For The Six Domains Of Good Secrets, Bad Secret Quiz By Gender

	Df	SS	MS	F	p
Safety Rules	0,23	1	0,23	1,32	0,25
	105,49	598	0,18		
	105,72	599			
Handling of Emergency Situations	5,12	1	5,12	36,17	0,00
	84,71	598	0,14		
	89,83	599			
Good Touches,	11,28	1	11,28	58,40	0,00

Bad Touches	115,51	598	0,19		
	126,79	599			
Standing Up to a Pushy Adult	2,36	1	2,36	9,95	0,00
	142,03	598	0,24		
	144,39	599			
Relatives and Strangers as potential Assailants	8,83	1	8,83	41,96	0,00
	125,81	598	0,21		
	134,64	599			
Did Not Help	3,98	1	3,98	20,58	0,00
	115,65	598	0,19		
	119,63	599			

Table 2 shows t-test results for the six domains by gender. The table indicates that the users significantly differ in the four domains of privacy by gender (e.g. Handling of Emergency Situations, Good Touches, bad Touches, Standing up to a Pushy Adult, relatives and Strangers as potential Assailants, and Did Not Help), indicating that girls and boys differ in terms of the SNS factors ( $p < .05$ ). However, there was no significant difference between girls and boys in terms of safety rules, indicating that gender is not an effective factor in determining the attitudes towards safety rules.

**Table 3.** ANOVA Results For The Six Domains Of Good Secrets, Bad Secret Quiz By Social Networks Usage

	Df	SS	MS	F	p
Safety Rules	1,387	6	,231	1,312	,250
	104,279	592	,176		
	105,666	598			
Handling of Emergency Situations	2,839	6	,473	3,245	,004
	86,326	592	,146		
	89,165	598			
Good Touches, Bad Touches	8,627	6	1,438	7,209	,000
	118,074	592	,199		
	126,701	598			
Standing Up to a Pushy Adult	3,992	6	,665	2,808	,011
	140,239	592	,237		
	144,230	598			
Relatives and Strangers as potential Assailants	2,064	6	,344	1,537	,163
	132,460	592	,224		
	134,524	598			
Did Not Help	2,941	6	,490	2,488	,022
	116,608	592	,197		
	119,549	598			

According to the result of Turkey HSD which was made to determine the source of the differences, it was found that students who playing games ( $\bar{X}=1.9762$ ) to cope in the face of emergency situations more than students who spent time on SNS ( $\bar{X}=1.7451$ ). Similarly, it was found distinguish that appropriate touching from sexual touching students who edit the profile ( $\bar{X}=1.6944$ ) compared to students who keep up with news ( $\bar{X}=1.2067$ ), students who following friends ( $\bar{X}=1.3778$ ), and students who online chats with people ( $\bar{X}=1.3818$ ).

**Table 4.** Descriptive Statistics for NEO Five-Factor Inventory

Items	M	SD
<b>Factor 1 (F1): Extraversion</b>		
I see myself as someone who is sociable	3,742	1,368
I see myself as someone who is extroverted	2,892	1,375
I see myself as someone who is outgoing	3,895	1,305
I see myself as someone who has many friends	3,588	1,341
I see myself as someone who is enthusiastic	3,753	1,294
I see myself as someone who can easily start conversations with other people	3,713	1,270
I see myself as someone who is talkative	3,752	1,216
I see myself as someone who is generally full of energy	3,435	1,377
<b>Factor 2 (F2): Openness to experience</b>		
I see myself as someone has a vivid imagination	3,896	1,362
I see myself as someone is creative	3,605	1,227
I see myself as someone can come up with new ideas	3,842	1,251
I see myself as someone is curious about the different thing	3,733	1,372

Table 4 shows descriptive statistics for NEO Five-Factor Inventory, regarding the extraversion and openness to experience factors. This scale is used in the virtual environment to determine the attitudes of the individuals and the cognitive factors affecting the media choice of the individual. The results indicate that the participants have similar mean score level of extraversion and openness and their extraversion and openness levels are very high (e.g. over 3 points). Further, the standard deviation is over 1 point for both factors, indicating that the participants do not differ much in extraversion and openness.

ANOVA results for the factors of NEO Five-Factor Inventory, regarding the extraversion and openness to experience factors by reasons for using social media. The results show that there are no significant differences among these two

factors. In the next analysis was carried out to determine the relationship between the NEO Five-Factor Inventory, regarding the extraversion and openness to experience and weekly average time spent on the social networks. A significant difference was found in one of the factors "Openness to experience" ( $F=6.091$ ;  $p=0.000$ ).

**Table 5.** Descriptive Statistics for NEO Five-Factor Inventory

	N <sub>1</sub>	N <sub>2</sub>	N <sub>3</sub>	N <sub>4</sub>	N <sub>5</sub>	N <sub>6</sub>	N <sub>7</sub>
Extraversion							
Openness to experience	,763**						
Safety Rules	-,086*	-,059					
Handling of Emergency Situations	-,074	-,015	-,032				
Good Touches, Bad Touches	-,170**	-,132**	,048	,238**			
Standing Up to a Pushy Adult	-,123**	-,075	,067	,117**	,381**		
Relatives and Strangers as potential Assailants	-,050	-,054	,064	,176**	,361**	,206**	
Did Not Help	-,064	-,066	-,056	,157**	,162**	,148**	,141**

N<sub>1</sub>=Extraversion, N<sub>2</sub>=Openness to experience, N<sub>3</sub>=Safety Rules, N<sub>4</sub>=Good Touches, Bad Touches N<sub>5</sub>=Standing Up to a Pushy Adult, N<sub>6</sub>=Relatives, and Strangers as potential Assailants, N<sub>7</sub>=Did Not Help

In Table 5, a correlation analysis was conducted in order to determine the relationships between the NEO Five-Factor Inventory subscales and six domains of Good Secrets, Bad Secret Quiz. It was found that there was a significant correlation between the subscale scores. According to the results of correlation analysis, there is a link between sexual assault awareness and personality.

## DISCUSSION

It is known that in every culture, every age, children are exposed to violence in various forms in the history of humanity. Usually, violence in school shows a wide range of bullying to fighting suicide to killing. The sexual abuse of children or any sexual contact with them by an adult or older adolescent is not a new phenomenon. Child abuse is common in many countries and in different cultures. There are many techniques and various educational programs as parent education program and child sexual abuse psycho-educational training program to prevent child abuse in the world. This study aims to expose the potential threats such as child sexual abuse, adult victimization, and the safety high-risk factors in Turkey. Turkey has a child population of around 25 million and this population accounts for 35% of the total population of the country. Turkey does not have an integrated law and policy framework in the field of children's rights. The results of this study indicated that the participants (0-18 years of age) were not well prepared against for security and other individual risks (e.g. child abuse

and neglect, vandalism, domestic assault, gang activity, verbal abuse). Abuse is a criminal offense that has many aspects and should not be neglected. Abuse includes all physical or emotional violations that cause children's health, growth and development to be adversely affected. Child abuse is an important health problem that adversely affects child health and development. Instruction programs implicate that the risk factors that contribute to the possibility of child abuse and further, the necessity of suspicion on the cases. According to the previous research, the gender factor needed to be considered when preparing instruction programs.

According to the Five Factor Personality Model, which has undergone significant improvement during approximately fifty years, related states of individuals can be determined with various tests by applying character analysis. But these tests are not enough to explain individual actions. In order to form nodes in social networks, the two sides need to let cooperation by accepting confidence as a precondition. So, trust factor affects communication quality and sharing information, thus it ensures the creation of social networks by allowing individuals to move collectively. Unlike social groups, social networks shift shapes very rapidly in constant change because they do not have any obligation to carry common values among their members. For these networks, trust is the most important factor to occur. Trust is an intuitive action in many aspects by providing resources for beliefs and anticipations and supporting people in the process of understanding. It is defined as a positive expectation that one benefits personally from the other or at least, does not suffer from being abused or harmed. The lack of confidence, which is the most important reason for miscommunication, causes people to not understand emotions and expectations of people around them in daily life. The five-factor structure is accepted as a valid and important resource in determining personality traits that define human beings. With character analysis, it is possible to detect how individual characteristics reflect on social networks. As well as personal characteristics, personality, values, beliefs, attitudes, and behaviors also affect individual behaviors. In this study, personality traits were analyzed according to their level of extroversion and openness to development in order to establish a connection between personality traits and social media use and assault and safety concepts. Studies have shown that these two dimensions have effects on social networks. Because social networks are heterogeneous platforms that are structured according to their structure, they can have a positive or negative effect on the behavior of individuals. Correa and his team (2010) found a positive correlation between social media use and Extroversion - Openness to Experience, and a negative correlation with Emotional Balance in their study conducted with 959 persons. In a study conducted by Gosling and colleagues (2011) at the University of Texas with 133 participants, they found significant associations and differences between five key personality traits and participants' use frequency of Facebook



and information they share on their page. Social networks are areas in which users communicate with other persons with virtual identities, and define themselves as a member of this virtual community. Efficiency level is provided by updating their profile pages and increasing their connections on these platforms. Positive emotions that are easily observed as energetic, exciting, cheerful are evaluated within the scope of extroversion. Therefore, extroverts are easier to adapt to their social and professional lives than others. In Table 3 has been examined the relationship between social network usage and personality traits who extraversion and openness. The data analysis showed the majority of the children who use SNS were extrovert and open, indicating that the children were open to any threat from SNS. Finally, the relationship SNS use and the mean scores obtained from Multiple Choice Quiz. The children using Facebook or other social media sites are often exposed to more risk like violent, sexual comments or images, alcohol, tobacco, and drug use. The results showed there were a significant relationship between SNS use and Safety and Privacy Risk Levels. Overall, to help the children to live in a more secure environment, their families should be trained. Family competencies should be evaluated regularly and they do not have a satisfied level regarding these competencies, they can be included family education programs. By doing such a consciousness-raising program, the level of unfairness can be lessened.

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