



# JER

Osmangazi Journal of Educational Research

Volume 7(1), Spring 2020

RESEARCH

Open Access

**Suggested Citation:** Altun, Ç., Çetin, F., Zengin, E., & Özen, H. (2020). Teachers' views on the use of social media: new generation surveillance mechanism. *Osmangazi Journal of Educational Research*, 7(1), 18-49.

**Submitted:** 08/05/2020 **Revised:** 21/05/2020 **Accepted:** 27/06/2020

## Teachers' Views on the Use of Social Media: New Generation Surveillance Mechanism

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**Abstract.** In this study, it was aimed to determine the opinions of teachers working in educational institutions affiliated to the Ministry of National Education on the use of social media in their schools and their reflections on school as a new generation surveillance mechanism based on Michel Foucault's 'Panopticon' metaphor and Scott's 'Hidden Transcripts' concepts. The study was carried out employing phenomenology. Ten teachers working in public schools in the city center of Eskişehir participated in the study. The data were collected through a semi-structured interview form developed by the researchers and finalized after expert opinions. According to the results of the research, it was understood that the use of social media was an indispensable part of the lives of the teachers within the framework of the school life however, sometimes it led to negativities such as misunderstandings, new burdens, and privacy issues that were reflected in school and daily lives. It was concluded that teachers had the idea that they were being watched through social media, perceived this as an element of anxiety and developed resistance practices against it. It was observed that teachers did not associate the issue of protection of private life and employee rights with the workloads of social media, and did not evaluate the effects of misunderstandings and private life arising from the use of social media within the framework of human rights. Therefore, it is necessary to increase the level of knowledge about human rights and employee rights in educational institutions.

**Keywords.** Social media, surveillance, teacher, new generation technology, panopticon.

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## INTRODUCTION

It is known that the word surveillance originates from French. When etymological dictionaries are examined, it is seen that it was first used in the 18th century. The word "oversight", which forms the body of the word surveillance in Turkish, first appeared in the inscriptions of Orhun in 735. ("inim köl tiginig küüzedü waiting/overseeing for my brother Kul Tigin). In the Turkish Language Association dictionary, surveillance means observance, supervision to work, patronage and detention in law. According to Tokgöz (2011), another definition of the concept of surveillance, in the first sense, refers to the accumulation of information that can be collected, used, and encrypted about individuals to manage their behavior; in the second sense, it involves direct monitoring of the behavior of some individuals by other individuals who have authority over them.

According to Foucault (2003), considering the relationship between power and knowledge, surveillance is the basic device for the survival of power. Surveillance has always existed throughout history. The fact of surveillance, which existed mostly in natural phenomenon in the early ages, has focused on man and his actions over time. Nowadays, people are being watched with various devices by putting forward concerns such as security and privacy and they even must monitor themselves, supervise and limit their behavior without the need for a concrete tool. Because chaos and complexity prevail where there is no social static. Therefore, the prior condition for social development is to control the order and statics established in modern societies, to discipline and to subject every area of life to a culture of surveillance (Akyol, 2014).

In every segment of society, almost every person is made visible with or without various devices at any time and in every way, like an individual under surveillance. While this visibility makes some people feel oppressed, others are not even aware if they are being followed. This phenomenon is experienced at every moment and in every area of the society, but it also manifests itself in educational environments. It is seen that stakeholders are exposed to the surveillance

mechanism consciously or unconsciously. It is thought that this situation will cause new problems in terms of psychological and social aspects in schools and stakeholders. In this study, an analysis was made based on Foucault's interpretation of 'Subject and Power' and 'Panopticon' to reveal the problem situation arising from the concept of surveillance.

Çelebi (2013) conducted a study on the relationship between knowledge, power and the subject. In this study, Foucault's analysis of the concept of power is discussed in the context of subject and knowledge and an inseparable relationship between power and subject is revealed. It has been observed that the circular relationship between power and knowledge creates and accumulates new information objects. As a result, it is understood that power is an important phenomenon shaping the information.

In the studies of Şentürk and Turan (2012) the concept of education management was discussed in the context of Foucault's analysis of power. In the study, it is suggested that Foucault's conceptualizations such as subject-power, forms of power, great closure and control societies, subjectivation and self-techniques can be presented as new perspectives in the structuring of educational policies. According to Şentürk and Turan (2012), modern society directs and disciplines the lives of individuals in a punitive system. It constantly supervises extraordinary, out-of-the-average existences. It carries out surveillance in the name of justice, aesthetics, knowledge, health and collective interest. As a result, managers should adopt an attitude that refuses to be transformed into 'the object of power' by using surveillance, monitoring, control and discipline tools in management processes and support human management processes.

Özüölmez (2019) examined Foucault's concept of Subject and Power through surveillance problem. The study addressed the situation that technological devices that facilitate people's lives and provide solutions to their problems in a limited time are also devices that record every moment of the individual's behavior by examining the "Arkangel" episode of the "Black Mirror" series. This section on the immensity of parental control shows how technology surrounds the lives of individuals by limiting their private lives. "Arkangel", which is accepted as a concrete indicator of Foucault's surveillance concept, draws attention in terms of questioning the technology as a surveillance mechanism.

In their studies, Sayılan and Özkazanç (2009) questioned the gender problem in a public high school in Ankara through practices of power and resistance. Because of the research, it has been determined that the school plays a role as the power focus in the reproduction of gender relations and

ignores the problem, and these rhetoric and behaviors cause the development of gender-based resistance in the school.

It is observed that studies related to the surveillance concept of Foucault have become widespread abroad in recent years. According to the results of the study conducted by Lotem Perry-Hazan and Birnhack (2019) it was revealed that the cameras that for surveillance in schools cause teachers to demoralize as well as develop resistance strategies. It is emphasized that such surveillance structures can change the communication and interaction between teachers and administrators. Therefore, it is stated that surveillance of teachers by technological devices is a factor that weakens teacher autonomy and increases their stress.

Azzarito (2009), in his study combining the concepts of physical education and panopticon, examined the body perception idealized by social norms and its effects on school. There were 28 students from two different high schools in the study and it was found that students' ideal body perceptions were based on racist and sexist foundations through surveillance. Hope, (2009) examined the surveillance of students' online activities in his study. In the study, internet restrictions and surveillance for students and the resistance of students to this subject were discussed. As a result of the study, it was determined that the students resisted the restrictions with role playing and counter-observation.

When the literature in Turkey is considered, it is seen that studies focused on surveillance in terms of daily life and work life, but studies on education and school are rare. Studies on school and education are generally metaphor studies, they are about simulation of school to prison and school security. When we look at the studies on school security, it is seen that those which touched on surveillance focused on school cameras (Dönmez & Özer, 2010; Karakütük, Özdoğan Özbal and Sağlam; 2017; Delice & Arslan, 2018; Asan, 2012). When foreign literature is examined, it is seen that studies focusing on risk perception and surveillance in schools are prominent (Taylor, 2013; Hope, 2009; Kingery, 2001; Monahan, 2006; Monahan and Torres, 2010). However, while Troman (2006), examined how the self-control of the individual emerged with the rituals of behavior in elementary schools, Hope (2015) examined how the "marketing" of the surveillance tools to schools was achieved as a result of the spread of the culture of fear through the media.

As it is seen, teachers' views on surveillance and the impact of new generation technologies on surveillance are almost a little studied subject. With the development of surveillance technologies day by day, the effects of this phenomenon on education life need to be investigated in more depth.

This research is important as it is the first study in the literature on the effect of surveillance on the lives of teachers in the context of school life. However, it is aimed to present a new perspective on the relationship between technology and surveillance. According to the findings obtained from the study, it is hoped to contribute to minimize the pressures or sense of surveillance experienced by the teachers over the technological supervision elements and show the policy makers the necessity to establish a more humane systematic.

### **Theoretical Framework**

To understand Foucault's thoughts on surveillance better in the context of school and education, it is necessary to touch upon his analysis of the subject and power. In this context, concepts related to theory are explained below. The first concept that we encounter is the concept of "Subject and Power".

**Subject and Power.** Power is generally handled in its broader sense than its evocative state structure. According to Foucault, power is not a substance. Power is not an enigmatic thing that has to be studied for a long time. Power is just a kind of relationship between individuals (Foucault, 2003, p. 55). Based on this definition, power is not only a form of domination of political rationality over individuals but also a form of domination that reappears in every relationship of subjects. The word subject has two meanings: Subject, subject to someone else through supervision and addiction, or subject connected to their identity through self-knowledge. In both senses of the word reveals a form of power that subjugates and subordinates (Foucault, 2003, p. 63).

**Panopticon.** Michel Foucault bases his analysis of surveillance on the concept of panopticon. Panopticon is a cell surveillance structure designed in 1791 by Samuel and Jeremy Bentham. Panoptikon is designed in a round structure to ensure the centrality of the observer. The round structure contains windows facing the outside and inside. Cells are in the main building of the round building. These cells will face an empty square and arena inside. In the middle of this square, there will be the watcher's tower (Özdel, 2012). Thanks to this structure, the prisoner in his cell will not be completely sure if he is being watched and he will pay attention to his behavior with the concern that he can be watched at any time. Today, Panopticon is used as a metaphor that meets the way surveillance takes.

**Surveillance of Others.** Supervision and surveillance are embedded in the traditional structure of modern societies. Everyone in the society, all the elements in the hierarchical structure are spying on each other vertically or horizontally. This situation suggests that being watched and supervised by

someone is not only done by people, but also by many human-made mechanisms. Nowadays, people are always physically under surveillance on streets with mobese systems and identity transition applications. They voluntarily participate in surveillance through the phones they have, the computers in their homes and the programs they allow to be installed on their computers. Information about where people are and what they do is constantly shared by them. Through this shared information, companies can steer their advertising policies, individual advertisements and suggestions, not society, can be offered and people participate in this circle, which surrounds itself firmly. Surveillance has come to a very different point from the state's ability to acquire knowledge and power over people. Now people are spying on themselves.

**Self-Surveillance.** At the center of Foucault's panopticon and power debate is to encourage individuals to become their own surveilling. Encouraging self-control means that external surveillance effects are endless, even when intermittent (Murphy, 2018). Self-control is that the subject, who is aware that he is under the supervision of continuous or intermittent power, keeps himself/herself away from behaviors that are not affirmed by the power of the sanctions that he may encounter. From this point of view, anxiety is at the core of self-control.

**Confession.** According to Foucault, the method of confession has developed in the West and has covered everything, not just the confession of crimes over time. So, at last Western man has become a confessing animal (Işık, 2018). Today, people shape their personalities with confession. People try to make visible each item that they think constitutes personality. According to Foucault, this kind of confessing person is an invention of recent history. Surveillance has changed scale thanks to confessional subjects. What is desired is a transparent society. It is a dream of a transparent society that is both visible and readable in every part of it (Özmağas, 2019). Today's society has come closer to this dream. People are now forming themselves as volunteer confessors. Social media, which makes good use of the urge to approve, has popularized the disclosure and confession. Foucault states that man needs confession. He sees confession as a laundering mechanism that allows one to get rid of guilt, but unfortunately does not eliminate it. Christian spirit kneaded with maxim of open confession is good for the soul. Man confesses, purifies and frees herself while confessing. In contrast, sovereignty is on the side of the listener, not the speaker, but against the questioner, not the knowing and answering (Foucault, 2007, p. 68).

**Resistance.** Conceptual devices of the "excess power" theory, which Michel Foucault thinks the 20th century needs a solution, could not be developed. Within the framework of the socio-

economic problems perceived as the biggest problem of the 20th century, the excess of power was not fully understood and it was not thought that power could be a problem. Michel Foucault emphasizes that the real problem is the power relationship. Even though there is a solution to all other problems, the excess of power is permanent. Instead of looking at the validity or limits of power, Foucault focuses on the technique and technology of power, power is not homogeneously distributed or strictly controlled by a class (Foucault, 2003, p. 246). Foucault argues that to understand power we must focus on how power exists through knowledge. The way to understand power is not ideological or legal; it can be understood with the strategies developed in the power sub-units. The way to understand power is through understanding resistance. Michel Foucault assumes that there is resistance wherever there is power. Because there is no mere power. The word "resistance" often refers to a physical resistance. However, Michel Foucault's concept of resistance refers to an existential resistance, not physical. Foucault's lack of clear views on how micro and macro dimensions of the concept of resistance will be criticized. With the concept of 'Everyday Resistance', Scott (1985) tries to complete the missing part of Foucault while adding a new concept to the literature. There is not always great action in places where power is involved. Therefore, the subject develops his/her own micro resistance strategies. In his book, *Weapons of the Weak*, published in 1985, Scott elaborates on the concept of "everyday resistance". This book, which focuses on the field work he has done in a village in Southeast Asia, includes the opposition strategies developed by the villagers against power.

***Hidden Transcripts.*** Relatively weak peasants resort to other weapons in their arsenal. In these struggles, where power asymmetry is very intense, they do not have direct conflict capacities, and they have to protect their anonymity; foot dragging, whitewash, acting, ignoring, anonymous threats, sabotage, poaching, and similar behavior can be expressed as signs of resistance as hidden transcripts. These everyday forms of resistance, which Scott calls "weapons of the weak," either require little or no coordination and planning; they often form an individual self-help and generally avoid all kinds of direct symbolic conflict with authority or the norms of the elite (Scott, 2018, p. 29). Scott named these forms of resistance of the oppressed class as hidden transcripts, those who dominate themselves are public transcripts. Hidden transcripts mean that the emotions, that cannot be told but felt in a way, are kept in a measured way. These emotions, thoughts, that are hidden deep in places where the focus of power does not see or when the focus of power falls from power, will emerge.

In the context of hidden transcripts, domination can take place in organizations implicitly. Institutional expectations regarding individuals' roles or the desire to create group satisfaction can also become a pressure factor on the individual (Scout, 1995). According to Scott (1985), in organizational relationships where the balance of power is not equal, people act as desired by the strong side to avoid conflict with authority. Individuals provide a false adaptation to their environment by ignoring their wishes and desires and can act by displaying behaviors other than their thoughts.

Today, new technologies are used for surveillance and control by the Ministry of National Education and National Education Directorates in school settings. Applications such as e-Okul, MEBBİS, EBA, exam platforms, school websites, ministry website serve not only information functions but also surveillance and supervision functions. Thanks to these mechanisms, many details such as exam and grade processes of teachers and distance education activities can be done remotely and cost-effectively. Thanks to these systems, positive developments have been observed on information acquisition, transparency and accountability. Access to ministries and schools has become easier. In addition to all benefits, the use of new technologies and social media for the surveillance of teachers brings various ethical problems and risks. Teachers can also be exposed to many workloads after hours via social media and the internet by their administrators, students and the parents of the students. Many different Whatsapp groups are set up to provide information flow and communication in schools. Administrators can contact all teachers at any time through these groups. These communication groups are also frequently used by students and their parents. However, when using these applications, problems are inevitable if the working hours and private life lines are not considered. A law or regulation addressing this type of communication in terms of employee rights has not been put into effect in our country yet.

In this social sense, making the person visible at any time may cause problems for the life of teachers. It causes teachers to have to work after hours, and try to solve students' and their parents' problems. At the same time, since social media is much more open to misunderstandings than face-to-face communication, the reflection of the misunderstandings and the problems that arise in this media into school life is another problem area. In this study, voluntary confession is used to express teachers' sharing on social media with their own consent, reluctant confession is used to express teachers' sharing on social media for any other reason obligatorily, purpose change is used to express the situation where communication established on social media goes beyond the first target determined. Resistance, false adaptation, avoidance of authority, and hidden transcripts emphasize the practices of teachers to get rid of the pressure they feel about social media. Resistance refers to

the opposition behaviors that individuals exhibit against the rules or situations expected to comply, whereas false adaptation implies the implementation of a behavior that is adopted and expected in the society with the idea of social acceptance or avoiding criticism, although it is not internally adopted. Self-surveillance involves limiting an individual's own actions to avoid any sanction while surveillance of others involves the members of the community's surveillance of each other. To measure teachers' perceptions of the concept of surveillance, the following questions were asked to teachers according to the themes determined.

1. Do you use social media? With whom and why are you communicating through social media in the context of school life? What are the most common social media tools that you use in this communication? How do you evaluate the benefits or damages of using social media tools within the framework of school life?

2. What are your thoughts on whether the use of social media tools within the framework of school life affects your daily life? Do you feel you are being watched over your social media accounts? What do you pay attention to when sharing in social media?

3. Do you resist using social media because of surveillance at school?

4. Do you think this is a surveillance tool when using social media at school?

## **METHOD**

In this study, the phenomenology pattern of qualitative research technique was used. The reason for this is that qualitative research is a preferred technique for the systematic analysis of the meanings arising from the experiences of those who are researched or planned to do. The most important feature of qualitative research is that it approaches people, assets and events in their natural environment. The phenomenology pattern focuses on the cases that we are aware of in our daily lives but do not have in-depth and detailed knowledge. The events, experiences, perceptions, orientations, concepts and situations in our lives emerge as facts (Şimşek & Yıldırım, 2018). Interview technique was used as data collection technique in the research. It is difficult to observe people's feelings, thoughts, and goals. Not all behaviors and perspectives that people show at a certain time or place can be observed. For these reasons, it is necessary to ask questions to people. The purpose of the interview is to understand the perspectives, feelings, experiences, thoughts, expectations, goals, perceptions and evaluations of the people (Patton, 2002).

## Study Group

To participate in the research, it is required to be actively using social media and volunteering for participation. 10 teachers working in public schools in Eskişehir city center participated in the study. 3 of the participants are men and 7 are women. K1 Guidance and Psychological Counseling Teacher, K2, K9-Turkish Language and Literature Teacher, K3- Visual Arts Teacher, K4-Maths Teacher, K5, K6, K10- English Teacher, K7-Turkish Teacher, K8- Vocational Teacher. K1 works in Preschool Education Institution, K2, K3, K4, K9, K10 work in Secondary Education Institutions, K5, K6, K7 work in Primary Education Institutions, K8 works in Adult Education Institution. 1 of the participants is between the ages of 30-35, 5 participants are between the ages of 36-40 and 4 participants are between the ages of 41-45 and over. Table 1 is given below.

**Table 1.** *Distribution of the Sample Group's Demographic Features*

Variables		1	2	3	4	5	6	7	Total
		Woman	Man						
<b>Gender</b>	n	7	3	-	-	-	-	-	10
	%	70	30	-	-	-	-	-	100
		Single	Married						
<b>Marital Status</b>	n	2	8	-	-	-	-	-	10
	%	20	80	-	-	-	-	-	100
		30-35	36-40	41-45					
<b>Age</b>	n	1	5	4	-	-	-	-	10
	%	10	50	40	-	-	-	-	100
		Guidance and Psychological Counseling	Turkish Language and Literature	Visual Arts	Maths	English	Turkish	Vocational	
<b>Branch</b>	n	1	2	1	1	3	1	1	10
	%	10	20	10	10	30	10	10	100

## Data Collection Tools

In this research, a draft questionnaire with 27 questions was prepared by scanning the related literature. The questions prepared were presented to the expert lecturers to ensure the content validity. Then, a pilot scheme was made and the documents of the scheme were shared with the expert lecturer. The content of the interview consisting of 22 questions were finalized by removing the questions that were not understood or had the same meaning with the expert's suggestion. In the questionnaire, there were questions which aimed to reach the opinions of teachers about the evaluation of social media and social media as a new generation surveillance mechanism. The digital voice recorder and note-taking technique were used together in collecting the data. Within the scope of the research,

face-to-face interviews were held individually with teachers working in schools in the city center of Eskişehir. The duration of the interviews was kept long to achieve enough data saturation. While 8 of the interviews were recorded by voice, 2 participants did not allow to record by voice. For this reason, 2 participants were interviewed with using the note-taking technique.

### **Validity and Reliability of the Study**

It is very important that the results are credible in scientific research. In this respect, validity and reliability studies are the most used methods in scientific research. In quantitative studies, the researcher is expected to test the validity and reliability of the data collection tools and research pattern very carefully and report the results to the readers. In qualitative research, validity and reliability are handled differently from quantitative studies (Şimşek & Yıldırım, 2018). Expressions such as credibility, researcher's competence, and accuracy of results should be included in a qualitative study. In this context, long-term interaction with the participants was established to increase credibility, and enough time was allocated for the meetings to collect the data in a healthy way. To ensure the internal consistency of the study, the data were coded separately by 4 researchers and they decided jointly.

## **RESULTS**

Based on the research findings, 4 main themes were reached on the opinions of teachers on the use of social media and the evaluation of social media as a new generation surveillance mechanism. The first theme that we reached was *confession*. This means to try to make each item that people think it constitutes their personality visible to other people. This main theme was divided into 2 sub-themes as *usage purposes* and *purpose change*. Usage purposes sub-theme was divided into 2; *voluntary confession* and *reluctant confession*. The second main theme reached was *anxiety*. Anxiety theme expresses the concerns about the right of privacy brought using intensive social media. Anxiety main theme was divided into sub-themes of *right of privacy*, *focus shift* and *avoidance of authority*. The third main theme of the study was *resistance*. The resistance theme refers to the behavior patterns that teachers develop with the instinct to protect themselves against surveillance mechanisms. This main theme consisted of *avoidance* and *false adaptation* dimensions in *hidden transcripts* sub-theme. The fourth main theme of the study was *surveillance*. Surveillance theme refers to teachers being followed by the school administration, students, parents and colleagues in various ways. The

surveillance main theme consisted of three sub-themes: *self-surveillance*, *surveillance of others* and *misunderstandings*.

### Confession

To reach the first sub-purpose of the research, we determined what were the social media usage goals of teachers and the social media tools that teachers use the most. Within the framework of the main theme of confession, 2 sub-themes were reached as *usage purposes* and *purpose change*. Social media usage purposes sub-theme consists of *voluntary confession* and *reluctant confession*; the volunteer confession was divided into dimensions of *get word (to be informed)*, *digital visibility for development*, *sharing* and *stalk*, the reluctant confession title was divided into *administrative demand*, *social pressure* and *refusing reluctant confession*. As the second sub-theme, the *purpose change* sub-theme was discussed. Also, it was understood that the social media tool that most used by all participants was WhatsApp according to the statements of the participants. This application was followed by Instagram, Facebook, Twitter and e-Twinning platform. The codes and frequencies of the themes and findings reached are presented in Table 2.

**Table 2.** *Confession*

	Theme / Sub-Theme	f	Codes
	Confession	f	%
	<b>Voluntary Confession</b>	23	50.0
	Get Word	9	40.0
	Digital Visibility for Development	5	21.0
<b>Purpose Usage</b>	Sharing	5	21.0
	Stalk	4	18.0
	<b>Reluctant Confession</b>	13	28.0
	Administrative Demand	3	23.0
	Social Pressure	6	46.0
	Refusing Reluctant Confession	4	31.0
<b>Purpose Change</b>		10	22.0
	<b>Total</b>	<b>46</b>	<b>100.0</b>

**Voluntary Confession.** Voluntary confession was a concept that told teachers' willingness to display their own lives, thoughts, in front of people, without the influence or pressure of others. According to the study data, volunteer confession sub-theme also consisted of sub-themes that were get word, digital visibility for development, sharing and stalk.

**Get Word.** 9 teachers (K2, K3, K4, K5, K6, K7, K8, K9, K10) who participated in the research stated that they used social media for information. For example; K7 stated that she used social media

to be informed about artistic and cultural activities in the region where she lives. The statement of K7 was given below.

*K7: "My main goal is to be aware of concerts, theaters, etc. events in the region where I live."*

**Digital Visibility for Development.** However, 7 participants (K3, K4, K5, K6, K7, K8, K9) emphasized that they could learn many things from social media and see social media as a source of information and innovation. The following example was reported by the interviewee;

*K9: "I use social media to reach different ideas and worlds."*

**Sharing.** 5 teachers (K1, K4, K6, K7, K10) stated that they used social media for sharing. For example, K1 stated that he usually shared places he visited and saw.

*K1: "On Social media I usually share places I visit."*

K4 also stated that the reason for being active on social media was sharing. However, unlike other interviewees she stated that the sharing she made could contribute to the development of people and their learning.

*K4: "I also share and follow what is shared because I believe that people can teach each other something by sharing."*

**Stalk.** The teachers (K2, K3, K5, K9, K10) participating in the research reported that they used social media for stalking as well as for obtaining and sharing information. For example, K2 stated that the use of social media had strengthened her sense of curiosity and made easier for people to follow each other's lives closely. In a sense she stalked people on social media which meant to follow people secretly on social media.

*K2: "In the remaining time I can see people, what did they do or where did they go. I wonder people's lives. In a sense I can follow people secretly, stalk on social media."*

According to these findings, teachers stated that they used social media to be informed about the artistic and cultural activities in the region to obtain information. In addition, it was emphasized that being visible and active on social media would contribute to personal development. Teachers could learn many things from social media and it was a tool for innovation. Social media was also used for sharing by teachers. It was stated that these shares were generally about the regions to be traveled, which led to new learning. Finally, the interviewees mentioned that they used social media for stalking.

**Reluctant (Involuntary) Confession.** Reluctant confession meant that teachers had to share on social media without their wishes but by the pressure of their superiors, or by the imposition of social norms by their colleagues. According to the study data, the reluctant confession sub-theme consisted of administrative demand, social pressure and refusing reluctant confession.

**Administrative Demand.** The teachers (K2, K5, K6) who participated in the research stated that they used social media reluctantly due to administrative pressure. K2 stated that she shared in the social media groups of school to substantiate.

*K2: “In the seminars everyone shares photos to convey the message I am here, so we try to prove to our administrators that we attended the seminar.”*

On the other hand, K5 stated that she perceived the requests conveyed by the administration as a legal obligation, even through social media and that was why she shared. K5 also exemplified a friend who thought it was important for the administrators to see if we attended the seminars or not. This example showed us that administrators required teachers to use their social media accounts. At the same time, teachers were aware of this situation and took preventive measures against possible pressures.

*K5: “If there is message from WhatsApp and it is blue ticked, you have a legal obligation.... My friend also compulsorily took a photo in front of the first slide of the training she attended and shared it on Instagram and she admitted that she did this to prove that she was attending the course and to show this to her manager.”*

K6 also drew attention to the same problem, but stated that teachers could make fake posts about the trainings they attended. For example, behaviors such as taking photographs at the beginning of training and then leaving the field of education showed that teachers feel the surveillance over them and at the same time they resisted to the surveillance with their play performances. Teachers' views on the subject were as follows:

*K6: “Yes, of course, the tasks are mine. I agree with these tasks. No problem however sharing my tasks on social media to show others is flattery and it bothers me. Some of my friends take a photo and share it at the very beginning of the given task, then leave there.”*

**Social Pressure.** Six teachers (K1, K2, K4, K5, K6, K9) who participated in the study stated that they used social media with the concern that they would not shame to others due to social

pressure. For example, K5 stated that if she did not write, she thought that it would be a shame against others and she did not want to damage their social relations.

*K5: "So it would be a shame if we don't write. Our relationship is broken."*

K9 also emphasized that it should not be a shame. However, the word, labeled she used was remarkable. Also, the teachers (K2 and K9) expressed perceptions that teachers used social media to prove that they regularly attended the trainings and seminars and not to have problems with the administration. On the other hand, they might be exposed to an exclusion by their colleagues or superiors when they did not use social media.

*K9: "I leave messages to school groups not to be shame or not to be labeled. These are sometimes real, sometimes fake, compulsory shared posts that prove that teachers and students are attending an event... This bothers people."*

*K2: "Signature is important in our profession. You are here or not. If you are here, you sign. On the other hand, at some events, you can't sign any papers so you need to prove that you are there in a different way. I also shared it to give the message that I am here too"*

**Refusing Reluctant Confession.** 4 teachers (K3, K5, K7, K9) who participated in the study reported that they did not share anything on social media until now and they wouldn't share by the pressure of their superiors, colleagues or by the imposition of social norms. It was seen that the teachers refused reluctant confession behavior. The quotations for this finding were given below.

*K5: "I share only because I want it myself."*

*K7: "I don't approve of the school administration waiting for an answer from us on social media outside of working hours and I do not participate in these situations."*

*K9: "I am not in a character to share according to anyone's pressure or will."*

**Purpose Change.** Purpose change referred to the change of teachers' purpose of social media usage reluctantly. Regarding the second sub-theme of confession, it was first determined whether the use of social media was appropriate for its purposes and how this affected teachers. All the interviewed teachers, with no exception, reported that social media accounts established for intra-school communication deviated from the first objectives. These groups were no longer used only for exchange of information and this sometimes-caused problems in their schools. Six teachers (K1, K3, K5, K6, K7, K9) who participated in the study stated that this situation caused discomfort to them.

For example, K1 stated that the administration made warnings about the subject due to deviation from the purpose of the groups.

*K1: “The groups diverge from their purpose. Occasionally at the meetings there are warnings not to send private messages like celebration messages.”*

K5 and K7 stated that they were uncomfortable with the messages unrelated to school such as disease, birth, celebration, etc. in WhatsApp school groups. Even though teachers were uncomfortable with this situation, it was seen that they expected the administration to take measures in this regard, but they did not make any suggestions.

*K5: When someone gets sick, 50 of the 52 employees write “get well soon”. The situation really disturbed me.”*

*K7: “I think it is insincere. I feel uncomfortable that this is too stereotyped.... We decided to send celebratory messages only on official holidays or religious holidays. Otherwise, messages on different topics are very disturbing.”*

K9 stated that they did not have anything to do with deviation from the purpose of school communication groups, and that the school administration took precautions regarding the issue. This could be addressed in terms of the concept of hidden transcripts.

*K9: “When we were able to do nothing, we expected from the administration. When they could not cope with the problem of discussing non-school issues in the school WhatsApp group, they closed the group to others' comments except the administrators.”*

When teacher comments were analyzed, it was understood that the teachers who were forced to share informally by the school administration continued reluctantly to their sharing perceived as digital evidence not to bust up with their administrators. In addition, being passive user of social media may lead to exclusion among teachers. So most of the them were reluctant participants because of social pressure. In the context of school life, however, it was seen that situations related to the use of social media other than the purpose of sharing information in school groups became a problem that was expressed even at the general meetings. In some schools this purpose change phenomenon was clearly stated, but in some schools, it was said as hidden transcripts in the background.

## Anxiety

The second sub-theme of the research was teachers' concerns about their use of social media. It referred teachers' anxiety that their use of social media might cause violations in their private lives. According to the findings right of privacy, focus shift, avoiding authority sub-themes were reached within the framework of the main concern. Frequency (f) and percentages (%) of the findings regarding the themes and codes obtained were presented in Table 3.

**Table 3.** *Anxiety*

Theme/Sub-theme	Codes	
<b>Anxiety</b>	<i>f</i>	%
Right of Privacy	10	37
Focus Shift	9	33.3
Avoiding Authority	8	29.7
<b>Total</b>	<b>27</b>	<b>100.0</b>

**Right of Privacy.** Right of privacy was the right of the individual to determine who, how and how much to share information about her/him. All the teachers participating in the research stated that they had apprehensions and concerns about their right of privacy. Four teachers (K1, K3, K8, K9) thought that other people could access their personal data, share it, or abuse it.

K1: *“I am concerned that my personal accounts can be hacked and used for different purposes. People (3<sup>rd</sup> parties) know the time and the place in which you are. This is a negative situation. I'm worried.”*

K3: *“Due to the possibility of downloading, it is possible to use interventions on these sites in different places on different sites very easily. This is a high probability and this possibility is worrying. I still have to use it.”*

K8: *“Social media accounts can be hacked or stolen...Someone can write a message with our name. These worry me a lot. But I can't do without it. So, I keep using it.”*

K9: *“(For Surveys) It is very likely that my personal data will be shared. I'm worried about.”*

K4 and K7 stated that despite the measures taken, personal privacy could not be protected. Opinions about this finding were as follows;

K4: *“I mean, no matter how you adjust your settings, I think that it cannot be hidden and someone will follow you. This is worrying.”*

K7: *“No matter how much precaution I take, I know that I always leave my footprint and that someone is following those footprints very tightly. I'm being watched from all sides. I always have this anxiety.”*

**Focus Shift.** Focus shift, referred to teachers' difficulties in giving their attention to the work or environment due to their intense use of social media during the day. Except one (K1), all teachers (K2, K3, K4, K5, K6, K7, K8, K9, K10) stated that social media was a waste of time in daily life and the school administrations requested the school work from teachers out of working hours. It could be concluded that this caused restriction of the time teachers could spend with their family or devoted to themselves. The opinions of the teachers about this were as follows;

K2: *“That’s why it was wasting time. It makes easy to contact us outside of working hours. Therefore, it creates workload after school.”*

K5: *“(for overtime messages) It is too much, so including 12:00 am, it takes me a lot of time.”*

K6: *“I cannot follow if there are a lot of shares ...It is tiring. It makes losing time... disrupting my daily routine.”*

K7: *“It definitely affects me and I'm also disturbed by this. The teachers work at home too. I read my exam at home or do my preparation at home. For all that reminding me of my responsibilities, duties or deficiencies through social media at home after work also affects me negatively.”*

K9: *“After the work is over, you can be contacted about your work easily and asked to do something and you have to do it.”*

K10: *“I think it's addictive, I waste time.”*

**Avoiding Authority.** Avoiding authority referred to the fact that people wanted to hide their real thoughts from the focus of authority, and situations where they couldn't act according to their real feelings and thoughts while they have authority focus. The 8 teachers (K1, K2, K4, K5, K6, K7, K8, K9) who participated in the study stated that they were afraid of the administrators while using social media, they did not want to share the same environment with them, they played a role in social media groups or environments where they were administrators, and they seemed different from them.

K2: *“I don't like that the administrators are members of those groups. Frankly, I refrain from them, I can't act like myself.”*

K4: “I can write message and communicate more comfortably in the group we set apart from the administrators.”

K5: “Of course, if there are no administrators, I can express myself more freely in that group.”

K9: “For example, if there are administrators in a group, I hesitate when I’m writing my thoughts.”

## Resistance

In the third theme of the research, the resistance behaviors of the teachers in the use of social media were discussed. Resistance referred the behavior patterns that teachers develop with the instinct to protect themselves against surveillance mechanisms. According to the findings, hidden transcripts sub-theme was reached under the theme of resistance. The hidden transcripts sub-theme was divided into the dimensions of avoidance and false adaptation (role playing). Within the framework of the avoidance dimension, we reached avoiding pressure, avoiding criticism, ignoring, avoiding surveillance, putting censorship and limited sharing. Frequency (f) and percentages (%) of the regarding themes and codes were presented in Table 4.

**Table 4.** Resistance

Theme / Sub-Theme	Codes	f	%
Resistance			
Hidden Transcripts		16	100
Avoidance		9	56.0
Avoiding Pressure		1	11.0
Avoiding Criticism		2	22.0
Ignoring		2	22.0
Avoiding Surveillance		1	11.0
Putting Censorship		1	11.0
Limited Sharing		2	22.0
False Adaptation		7	44.0
Total		16	100

**Hidden Transcripts.** In the context of hidden transcripts, we sought for the domination that could take place in organizations implicitly. Institutional expectations regarding individuals' roles or the desire to create group satisfaction can also become a pressure factor on the individual. Thus, avoidance and false adaptation were found as categories under the sub-theme of resistance according to the teachers' perceptions.

**Avoidance.** Avoidance referred to the situation in which teachers refrain from doing a job or being selfless about something. Except one, all teachers (K1, K2, K3, K4, K5, K6, K7, K8, K9) stated

that they developed different avoidance behaviors. These avoidance behaviors of teachers were examined with the dimensions of avoiding pressure, avoiding criticism, ignoring, avoiding surveillance, putting censorship and limited sharing. Two of the participants (K2, K5) stated that they developed various strategies to avoid pressure.

*K2- "I actually share a momentarily story because I dislike to disclose myself as a characteristic feature. I saw something beautiful at that moment. It is instantaneous. But if it is a post, it is permanent; then they (the people saw the post) can ask why did you come, why did you come out, I share something that is not permanent to avoid this."*

*K5- "I think I've learned to live without noticing the cameras. I'm ignoring"*

Two of the participants (K1, K9) stated that they developed avoidance strategies with the idea that their shares could be abused and they could be labeled or criticized because of their sharing.

*K1 - "... Because if it is accessible, people cannot say their thoughts exactly. If they say it, they might think it could be abused against it."*

*K9- "... I leave a message not to be labeled."*

Two of the interviewees (K5, K8) stated that they exhibited ignoring behavior.

*K5- "I ignore the messages that received late."*

*K8- "I'm not even looking if it sends a stereotyped message. In this case it is best to ignore."*

Five of the participants (K1, K3, K5, K7, K8, K9) stated that they did not communicate with the students on social media, did not share something contradict their personalities, they did not follow people whom they did not like or let them follow themselves. Also, they mentioned that they used different usernames to avoid surveillance. In addition, the teachers stated that they had their passwords cracked, with the worry that the tablets given by the Ministry of National Education would be used in the tracking of teachers with various software. The quotations about the thoughts were given below.

*K1- "As a teacher, I took precautions by not accepting any of my students from social media as my friends."*

*K3- "I take precautions by paying attention not to share posts that will reveal my personality."*

*K7- "I adjust my social media settings in a way that prevents people I feel uncomfortable with their surveillance as much as possible and I take my precaution."*

K8- *"I take measures by keeping my account settings confidential."*

K9- *"I made someone cracked the password of the tablet given to me by Ministry of National Education. I don't like any kind of follow-up, so I take precautions myself."*

K9- *"I use my username differently. I don't want people to find me by searching my name. To avoid surveillance."*

One of the interviewers (K5) stated that she applied censorship to her shares.

K5- *"I mean, I would definitely like to write freely but since I am a civil servant, I put a first censorship in my sense."*

Seven of the interviewers (K1, K2, K3, K4, K5, K7, K8) stated that they limited sharing on social media. Teachers' views on the subject were as follows;

K1- *"I share the places I visit more, restrictedly."*

K3- *"I only share posts related to my work."*

K4- *"I try to control myself in terms of not sharing too much. I share limited number of posts."*

K7- *"I am not willing to fill in any questionnaire through my ID number or system."*

K8- *"I have been sharing for a long time by asking questions such as what I have been giving, whom I want to impress, in what way I am trying to be satisfied. This caused me to limit my posts quite a lot."*

**False Adaptation (Act, Backstage Behaviors).** It referred to the behavior of teachers behaving differently than they felt or thought while using social media. Seven of the interviewers (K1, K2, K3, K4, K6, K7, K9) stated that they tend to act differently than they felt or thought while using social media.

K1 - *"Is it possible that the evidence turned into a document? I saw that this was an indication of something, when everyone did, I did too, I joined a little herd, I behaved differently than I was."*

K2- *"Because when we use social media, we take roles or act according to the rules."*

K3 - *"People can use two social media accounts to show themselves differently. Since people are not so free, they do this, use fake accounts to tell their real thoughts and relax."*

K4- *"If you do not have a chance to avoid, I think we should adapt and act."*

K6 - *"This issue maybe bothers people and me too so I can play a role just to look cute."*

*K7- “It requires me to act from time to time. If I am unhappy or unwilling, knowing that I am being watched at that moment and the reaction or warning that I will encounter cause me to exhibit avoidance behavior and therefore I play a role.”*

In the theme of resistance, it was observed that teachers displayed avoidance and false adaptation behaviors in the context of hidden transcripts. Almost all the teachers stated that they developed different avoidance behaviors. These avoidance behaviors of teachers were examined with the dimensions of avoiding pressure, avoiding criticism, ignoring, avoiding surveillance, putting censorship and limited sharing. Some of the interviewees stated that they avoided sharing in case their shares could be abused, they could be labeled or criticized because of their sharing. Some interviewees reported that they did not communicate with the students on social media, did not share something contradict their personalities, they didn't follow people they didn't like or let them follow them and used different usernames to avoid surveillance. In addition, the teachers explained that they had their passwords cracked, with the worry that the tablets given by the Ministry of National Education would be used in the tracking of teachers with various software. Finally, the interviewees stated that while using social media they tended to behave differently than they thought and they played role.

### **Surveillance**

In the fourth theme of the research, how teachers saw social media as a surveillance mechanism was examined. Surveillance referred to teachers being followed in various ways by school administration, students, parents and their colleagues. According to the opinions of the participant teachers, 3 sub-themes were reached within the framework of surveillance. These sub-themes were self-surveillance, surveillance of others and misunderstandings. Frequency (f) and percentages (%) of the findings regarding the themes and codes were presented in Table 5.

**Table 5.** *Surveillance*

Theme / Sub-Theme	Codes	
Surveillance	f	%
Self-surveillance	18	52.0
Surveillance of others		
Those who think they are being watched by their colleague	4	22,2
Those who think they are being watched by their students	6	33,3
Those who think they are being watched by their administrators	5	27,8
Those who think they are being watched by students' parents	3	16,7
Misunderstandings	16.0	48.0
Total	34.0	100.0

**Self-Surveillance.** As a result of the research, it was found that all teachers supervised their shares and paid attention to some issues while sharing not to have a trouble. K1 stated that he checked his sharings himself. For example, he didn't want his sharings to be seen by anyone else than his friends so he set the social media privacy setting as only for friends. Teachers' views on this situation were as follows;

*K1: "Actually I usually share with my friends; I mean that you know there are some options on social media like only for friends, for everybody. I don't like sharing with everyone so I don't choose this option. First, I check my posts myself."*

On the other hand, K3 explained that he did not share anything to disclose his thoughts, feelings, life etc except for his work. K8 also stated that there were intense fear and anxiety behind the self-control mechanism.

*K3: "Mostly things that don't give information about me ... let people know only things about my works. Just pay attention to it, I don't share different kind of things."*

*K8: "I am anxious. Because of fair. It is not clear what purpose it will be used for. My social media accounts can be hacked. They can share different things on behalf of me. We have experienced such kind of things before. So, I do my own supervision before sharing."*

On the other hand, K10 stated that even if she contradicted her thoughts, she preferred to approve people's ideas in order not to attract attention and not to confront with them. She also noted that she paid great attention to ethical and moral values. The statements of K10 were as follows:

*K10: "While sharing, I have criteria such as not touching on the most sensitive spot of people, not getting reaction, not sharing something completely selfish and immoral. And I definitely share with consideration to the age groups that follow me."*

**Surveillance of Others.** According to the opinions of the teachers participating in the research, the surveillance of colleagues/students/administrations and parents were reached under the theme of surveillance of others. Six teachers (K2, K3, K4, K5, K6, K8) who participated in the research thought that they were surveilled by their students.

*K2: "My students follow me, but I generally do not accept, but I know they follow me."*

*K3: "Not now, there were among my students at school before. I feel like being followed through my Instagram account."*

K5: *“I had not attended the class with officer’s permission. Because of a photo labeled before in a different place, the students thought that I had received reports and did not attend the classes. The students thought I deceived by saying I was sick. Although I was on duty, I was in a difficult situation.”*

K8: *“I like to be followed by my students. I like the impressions I received, the likes I received, and comments on my works.”*

5 teachers (K1, K2, K5, K7) thought that they were surveilled by their administrations.

K1: *“Of course, we are being followed by our administrative supervisors.”*

K2: *“I don't think they have any special efforts to spy on but I think supervising is the responsibility of the school principal.”*

K5: *“I feel that I am in a much more unsafe ambiance. It is disturbing to be constantly followed by my institution I work and my superiors.”*

K7- *“Other than that, for example I am aware of being watched from the camera while keeping watch; my manager even informed me about another corner of the corridor that I watched. This made me feel very uncomfortable and vulnerable.”*

4 teachers (K1, K2, K3, K4) stated that they thought they were surveilled by their colleagues.

K1: *“Thanks to my colleagues’ speeches knowing where I’ve gone, I find out that they follow me.”*

K2: *“Of course, we are being followed by our colleagues, both on social media and in the school.”*

K3: *“My friends in my old and new school follow me on social media in the same way.”*

K4: *“From time to time, I witness that while some of my colleagues follow me with envy, others follow with disdain.”*

3 teachers (K1, K2, K3) stated that they were surveilled and followed by parents.

K1: *“Thanks to social media, parents can now easily follow the teachers.”*

K2: *“The parents' eyes are also on us, of course. They wonder how we study, how much homework we give what we do in our private life, and they follow us.”*

K3: *“I think I was also watched by parents.”*

**Misunderstandings.** Except for one of the teachers (K9) who participated in the research, all of them (K1, K2, K3, K4, K5, K6, K7, K8, K9) reported that they faced misunderstandings arising from social media either in their daily lives or in school environment and witnessed the cases related to misunderstandings. Some of the teachers' views on the subject were as follows;

*K1: "An inquest was commended against the teacher. Because the teacher shared a photo on WhatsApp group first whereas the person who took this post and shared it elsewhere was the parent."*

*K6: "Sometimes the smart keyboard gets the words different than we want. This causes misunderstandings."*

*K7: "when I put a dot at the end of the sentences, I saw that it caused a perception as if I used a command line or a very clear finish or an imperative."*

*K8: "I fell out with my friends due to misunderstandings, for example."*

When the opinions of the teachers were examined, it was understood that the teachers first surveil themselves and took precautions about their shares. Also, the teachers felt the behavior of being watched as surveillance of others such as their colleagues, students, administrators and the parents of their students. While some teachers were disturbed by this behavior and some teachers were satisfied with this surveillance. Some teachers expressed that they accepted the surveillance phenomenon, it was a requirement and they were used to it. According to teachers' opinions, it was understood that communicating over social media caused misunderstandings due to lack of emotions, gestures and facial expressions when compared to face to face communication.

## **DISCUSSION AND CONCLUSION**

The purpose of this research was to determine the perceptions of teachers regarding the use of social media and evaluation of social media as a new generation surveillance mechanism. Based on the research findings, four themes were reached. The first theme reached was confession. The theme of confession is divided into two sub-themes as usage purposes and purpose change. Usage purposes sub- theme was divided into two; voluntary confession and reluctant confession. The second main theme reached was anxiety. Anxiety theme expresses the concerns about the right of privacy brought by the intense use of social media. Anxiety main theme was divided into sub-themes of right of privacy, focus shift and avoidance of authority. The third main theme of the study was resistance. The resistance theme referred to the behavior patterns that teachers develop with the instinct to protect

themselves against surveillance mechanisms. Resistance theme consisted of avoidance and false adaptation dimensions in hidden transcripts sub-theme. The fourth main theme of the study was surveillance. Surveillance theme referred to teachers being followed by the school administration, students, parents and colleagues in various ways. The surveillance theme consisted of three sub-themes: self-surveillance, surveillance of others and misunderstandings.

When the findings of the study were examined, it was seen that teachers voluntarily used social media to be aware of the subjects such as artistic and cultural and educational activities in their regions, to exchange information, to follow professional and current developments for their personal development, to communicate, to share and to watch other people's lives. Although the underlying causes are different, teachers are involved in social media as 'information oriented'. The fact that social media makes it easier to obtain information also appears in similar findings in the literature (Çelik, 2017). However, some of the participants stated that they use their social media accounts due to administrative demands and social pressures even if they were not willing. Teachers participating in the research were worried that some of the social media tools (such as WhatsApp) may cause exclusion among teachers if they were passive. It was understood that teachers were reluctant to participate in these practices. In this case, it can be said that teachers' use of social media in relation to school life is a result of pressure. The provisions of 'Everyone has the right to demand respect for his/her private and family life. Inviolable confidentiality of private life and family life. Everyone has the right to request protection of personal data about him. This right also includes informing about personal data related to the person, accessing this data, requesting correction or deletion of it and learning whether it is used for its purposes. Personal data can only be processed in cases stipulated by law or with the express consent of the person. The principles and procedures regarding the protection of personal data are regulated by law.' are included in paragraph 1 and 3 of article 20 of the Constitution titled 'Confidentiality of private life'. In this context, what people can and cannot do with their mobile phones, what applications they will use, whether they will leave their mobile phones open or not concerns the private lives of the individuals within the framework of the law. However, putting pressure on teachers to use social media violates the right of teachers to privacy. Today, social media applications are becoming more and more widespread, and it is a growing danger in terms of privacy of individuals (Efil, 2018). According to the results of the research, it was seen that some social media tools were accepted as digital evidence by school administrations and teachers continued reluctantly to share with these social media tools in order not to have a problem with them. The reason

why teachers accepted these practices and participated reluctantly can be defined as the teachers' avoidance of conflict (confrontation) with their administrators.

In the modernity society, the positive contribution of information technologies to people's life cannot be denied. However, it was seen that the different use of social media except from the purpose of sharing information in school groups became a problem in the context of school life. This case could be clearly talked in some schools, but it was spoken as hidden transcripts behind the stage in some schools, but it had not been revealed (Akın, 2014). It can be said that this situation differs from the management model adopted by the school administrations, and such problems can be overcome in institutions where the school climate is open to communication, but in schools where the fear climate prevails, these problems are raised only behind the scenes and cannot be shared fairly with the administration. In the theme of anxiety, the opinions of all participants showed that they did not have hopes for privacy in the context of digital privacy and security. In a sense, the participants were aware that their data in the virtual world were indelible marks. According to the findings, the participants thought that they were being surveilled within the framework of the use of new generation technological devices and they were concerned that their privacy could be violated. In this context, despite the surveillance and supervision, it was seen that there was a general acceptance that there was a lack of security in all participants regarding the privacy of private life. The concept of panopticon evolves as digital panopticon with the internet, social media and social networks, and with similar studies (Fidan, 2019). It supports the argument that they leave traces of themselves (personal information) on digital media through social media. Despite all these risks, it was stated as a common view that it was not possible to give up voluntary participation in such shares. Despite having the feeling of being watched continuously, similar findings about not being able to give up the use of these applications were also found in Özdel's (2012) study.

Generally, the teachers stated that social media applications disrupt daily work, took away one's right to stay with himself, distract attention and caused loss of time due to intensive sharing. In this context, it was understood that teachers experience problems and they were subject to focus shift in their daily lives and work efficiency. According to the study of Çelik (2017), it was found that such intense use of social media created a dependence on the internet at the pathological level in teachers. In the social networking sites investigation published in 2017, opinions of people from different professions (academician, writer, journalist, editor, etc.) were included. Accordingly, the mother, father or children preferred sharing on social media to spending their time with each other. Families are crunching, divorce rates are increasing, family drama is experienced. The fact that teachers' family

lives may be adversely affected due to the use of social media is also supported by research applied to different samples where the technology causes limitations in our social life (Bayraktutan, 2005; Çelik, 2017). Finally, the participant teachers stated that they did not want to share the same environment with the administrators in social media. This situation appeared to be avoiding authority. Social media applications used as a new generation surveillance tool had strong effects on teachers' daily lives. However, these practices have not been sufficiently evaluated in the context of a violation of a person's right to privacy. Private life or privacy generally refers to a field and the right that people can decide on, in what place, time and conditions, and to which extent they can communicate with others.

In the theme of resistance, it was observed that teachers displayed avoidance and false adaptation behaviors in the context of hidden transcripts. Almost all the teachers stated that they developed different avoidance behaviors. At the beginning of the precautions taken was that the teachers behaved in a way they did not feel or think. Participant teachers stated that they demonstrated actions and played a role when they felt the effect of surveillance. Teachers also stated that they were acting as not communicating with students on social media, not sharing their personality, not following people they would be uncomfortable with, and using a different username to avoid surveillance. In the study of Perry-Hazan and Birnhack (2019) similar results were reached that the cameras that for surveillance in schools cause teachers to demoralize as well as develop resistance strategies. Although some of the teachers were knowledgeable about surveillance on social media, they did not think that surveillance was carried out on the next generation technology tools such as tablets, smart boards, Mebbis, e-Okul, EBA portal used outside the cameras in the school environment. However, although they stated that they did not perceive these practices as a surveillance mechanism, they stated that they developed avoidance behaviors against surveillance through social media and new generation technologies. The contradiction experienced at this point was remarkable. Also different from this study, Hope (2009) studied with the group of students not teachers and a result of that study, it was determined that the students also resisted the restrictions with role playing and counter-observation.

Within the scope of teachers' views on surveillance over social media, it was seen that all the teachers who participated in the research undertook self-surveillance in order not to have problems and paid attention to some points while sharing. It also appeared in Özdel's (2012) study, where people tended to delete and censor a post while sharing it. It was understood that teachers were subject to the surveillance of someone else besides self-control. While some of the teachers who accepted the

existence of surveillance of others such as students, colleagues, administration, parents were disturbed by these control mechanisms, others liked it and stated that it was a necessity and they were used to it. At this point, it can be said that surveillance is now accepted as a part of our lives.

According to the research results, it was understood that misunderstandings in the use of social media occurred very frequently and by almost everyone. According to the teachers' responses, it was concluded that communicating over social media caused much more misunderstandings due to lack of emotions, gestures and facial expressions compared to face-to-face communication. In studies conducted in the literature, Balcı and Şahin (2018) supported the conclusion that communication through applications such as WhatsApp was more prone to misunderstandings because it did not contain gestures and mimics. As a result, in this century, when communication and information have changed dimensions, change and development take place rapidly. In this context, teachers use social media applications voluntarily or involuntarily in the rapidly changing world conjuncture, while accepting some social media tools as surveillance mechanisms and not perceiving some tools as surveillance elements. It was observed that teachers did not associate the issue of protection of private life and employee rights with their workloads from social media and they did not evaluate the effects of misunderstandings, anxieties to private life resulting from the use of social media within the framework of human rights. Therefore, it is necessary to increase the level of knowledge about human rights and employee rights in educational institutions.

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## Conflict of Interest

No conflict of interests in this article.

## Funding

No funding was received.

## Ethical Standards

Indicate if there is ethics committee approval. Otherwise, by stating that you have carried out the research within the framework of the Helsinki Declaration; the participants are volunteers, informed consent is obtained, etc. Indicate whatever measures are taken regarding ethics.

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