

Öğretmen Adaylarının Sansüre İlişkin Görüşleri İle Medya Okuryazarlığı Düzeyleri Arasındaki İlişki *

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Giriş

Bu araştırmada öğretmen adaylarının medya okuryazarlığı düzeyleri ile İnternetteki sansür hakkındaki görüşleri arasındaki ilişki belirlenmeye çalışılmıştır. Belirtilen amaca ulaşabilmek için aşağıdaki araştırma sorularına yanıt aranmıştır.

1. Öğretmen adaylarının internete ilişkin genel görüşleri nelerdir?
2. Öğretmen adayları sansürü ne ölçüde desteklemektedir?
3. Sansüre ilişkin görüşler, cinsiyete göre değişmekte midir?
4. Sansüre ilişkin görüşler ekonomik duruma göre değişmekte midir?
5. Sansüre ilişkin görüşler İnternet kullanım süresine göre değişmekte midir?
6. Sansüre ilişkin görüşler medya okuryazarlığı düzeyine göre değişmekte midir?
7. Öğretmen adaylarının sansüre ilişkin görüşlerinin gerekçeleri nelerdir?

Yöntem

Araştırma tarama yöntemi kullanılarak gerçekleştirilmiştir. 309 katılımcıdan toplanan verilerin incelenmesi sonucunda 299 katılımcıdan alınan verilerin geçerli olduğu görülmüş, istatistiksel hesaplamalar bu veriler üzerinden

* Bu çalışma, Centre for Croatian Studies, Department of Communication Sciences tarafından düzenlenen "Media Literacy in Digital Age – Cultural, Economic and Political Perspective" konferansında "The Relationship between Undergraduates' View on Internet Censorship, and Their Media Literacy Level " başlığıyla sözlü bildiri olarak sunulmuştur.

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gerçekleştirilmiştir. Katılımcıların demografik bilgileri ve İnternette sansüre ilişkin görüşlerine ilişkin verilerin elde edilebilmesi için veri toplama aracı oluşturulmuştur. Çalışmada, katılımcıların medya okuryazarlığı düzeylerinin belirlenmesi amacıyla Karaman ve Karataş (2009) tarafından geliştirilen medya okuryazarlığı ölçeği kullanılmıştır.

Katılımcılara ilişkin demografik bilgiler, betimleyici istatistikler kullanılarak incelenmiştir. Katılımcıların sansüre ilişkin görüşleri ile cinsiyet, sosyo-ekonomik durum, İnterneti kullanma süresi, İnterneti kullanma amacı ve medya okuryazarlığı düzeyleri arasındaki ilişkinin belirlenmesi için parametrik olmayan testlerden Mann-Whitney U ve Kruskal-Wallis testleri kullanılmıştır. Açık uçlu sorulara verilen yanıtlar ise içerik analizi yöntemi kullanılarak incelenmiştir. İçerik analizi sürecinde ilk olarak katılımcıların verdiği yanıtlar içerik analizi konusunda deneyimli iki araştırmacı tarafından dikkatlice okunmuş ve temalar çıkarılmıştır. İkinci aşamada yanıtlar araştırmacılar tarafından birbirlerinden bağımsız olarak tekrar okunmuş, yanıtlar üzerine her bir temanın kodu yazılmıştır. Daha sonra iki araştırmacı arasında farklı kodlanan temalar tartışılmış ve fikir birliğine varılmıştır. Son aşamada ise temaların yanıtlar içerisinde gerçekleşme sayıları ve yüzdeleri hesaplanarak veriler sayısallaştırılmıştır.

Bulgular

Araştırma bulguları, katılımcıların % 28'inin (n=85) herkesin İnternetteki bütün verilere ulaşamaması gerektiği, bazı bilgilerin sadece belirli kişiler için erişilebilir olması gerektiğini düşündüklerini ortaya koymuştur. Bunun yanında katılımcıların önemli bir çoğunluğu (%80, n=240) İnternetin demokratik hayatın vazgeçilmez bir parçası olduğu görüşünde birleşmektedirler. İnternetteki sansüre ilişkin katılımcı görüşleri, içerik türlerine göre incelendiğinde, öğretmen adaylarının %58'inin (n=175) cinsellikle ilgili içeriğin, %70'inin (n=210) şiddetle ilgili içeriğin, %76'sının (n=229) dini değerlere hakaret içeren içeriğin, %80'ini (n=238) ise milli değerlere hakaret içeren içeriğin sansürlenmesini istedikleri görülmektedir. Kadın öğrenciler erkek öğrencilere göre cinsel içerikli materyallerin ve şiddet içerikli materyallerin sansürlenmesine daha çok destek verdikleri ortaya konulmuştur. Farklı medya okuryazarlığı düzeylerine sahip öğretmen adaylarının sansüre ilişkin görüşleri yalnızca milli ve politik değerlere hakaret içeren yayınların sansürlenmesi konusunda farklılaşmıştır.

Tartışma

Araştırma bulguları incelendiğinde katılımcıların önemli bir kısmının İnternetin demokratik yaşamın önemli bir parçası olduğunu düşündükleri ve her türlü bilgiye erişimin bir insan hakkı olduğunu düşündükleri görülmüştür. Bu durum alanyazındaki benzer çalışmalarla koştur (Pew Research Center, 2014).

Bu araştırmanın sonuçları göstermektedir ki, öğretmen adayları politik konular dışında, kötü etkileri olabileceği iddia edilen içerik türlerinin sansürlenmesini desteklemektedirler. Öğretmen adayları İnternetin sansürlenmesinin gerekçesi olarak çocukların ve medya okuryazarlığı düzeyi düşük bireylerin İnternet üzerindeki içeriklerden zarar görebileceği düşüncesini öne sürmektedirler. İnternet'in sansürlenmesi görüşü, İnternette fazla zaman geçiren öğrenciler ve medya okuryazarlığı yüksek öğrenciler arasında daha az destek bulmaktadır.

Sonuç

İnternet üzerindeki zararlı içeriklere erişimin engellenmesi görüşü öğretmen adayları arasında yaygın destek görmüştür. Bununla birlikte, öğrencilerin "diğer" kullanıcıların zarar görebileceği düşüncesiyle sansürü desteklemesi bu tür çalışmalarda "üçüncü kişi etkisi" göz önüne alınarak çalışmanın tasarlanmasının daha etkili bir yaklaşım olacağı düşüncesini ortaya çıkarmaktadır.

The Relationship Between Undergraduates' View on Internet Censorship, and Their Media Literacy Level

Abstract

Rapid development of Internet and its convergence with mobile communications has enabled greater access to information and communication resources and provided a medium of expression. But this has also increased the concerns on offensive and harmful content on Internet. In this context, media literacy education provides children and young adults with the opportunity of developing their skills more, instead of limiting their access to information and undermining their intellectual development. The aim of this study is to determine young adults' (students in higher education) opinions about censorship and examine the relationship between students' opinions on censorship and their media literacy level. Participants of this study were

undergraduate students of an education faculty of middle sized, rural Turkish university. In order to collect data about participants' demographic information and views toward Internet censorship a data collection tool was developed by researchers. To investigate participants' levels of media literacy, the media literacy scale which was developed by Karaman and Karataş (2009) was used. Research findings showed that censorship is less supported among the students who spend more time on the Internet and who have high media literacy levels. However, students' support for censorship, assuming that other users may be affected negatively, shows that in this kind of studies, it would be more effective to design research by considering third person effect.

Key words: Media Literacy, Internet, Censorship

Introduction

Rapid development of Internet and its convergence with mobile communications has enabled greater access to information and communication resources and provided a medium of expression (Dutton et al., 2010). These developments, social media network in particular, provided users with the opportunities of both producing content, and reaching contents that are produced all around the world. Parallel to this situation, it brought out the discussion of how to apply censorship mechanisms that are already used in other mass communication areas, on the Internet.

The concept of censorship is based on the argument of the negative effects of pornography, violence, hatred and racism on children or young people. On the other hand, what is harmful, for whom, and who decides it, are considerably controversial issues. Etzioni(2004) states that it is the duty of the society, to decide on the content that children are allowed to access in the environment in which they grow.

On the other hand, according to Heins (2004), despite the fact that these arguments are well constructed, they are considerably superficial. Heins (2004) indicates that he agrees the ideas of Etzioni about accepting the difference between young people and adults about the media contents, but censorship and similar mechanisms limit the freedom of expression, and these mechanisms have no contribution to education of young people. According to Heins and Cho

(2003), freedom of expression is the basis of a free society, and individuals who grow up without having freedom of expression cannot be expected to form a healthy democratic environment. Heins and Cho (2003) also indicate that content gains meaning according to the discourse it is used, for instance, a law cannot detect content as harmful for young people only because it includes violence. Researchers also suggest that censorship will create some taboos and the content that is being censored will be more desired and more searched. Tullock (1968) indicated that censorship, which was being applied in mass communication devices, would result in more production on the edge of censorship limit.

To this equation, which, in some countries, is tried to be built between children and young people and the freedom of expression and information; in more authoritarian countries, national, moral, religious and commercial concerns are added, and for the sake of society's good, reaching some of the content is banned (Faris & Villeneuve, 2008).

Protecting children from the content on the Internet and said to be harmful, both counterarguments toward the social aspects of censorship, and technically decentralized nature of Internet, indicate Internet censorship carries a social disapproval message rather than banning the content in question (Heins & Cho, 2003). In this situation, instead of controlling the content on the Internet from a central authority, it is more appropriate to find alternative user-centered solutions (Heins & Cho, 2003).

In this context, media literacy education provides children and young adults with the opportunity of developing their skills more, instead of limiting their access to information and undermining their intellectual development. Media literacy enables children and young adults evaluate, understand, question, and see implicit messages in the content, which they encounter on the Internet, and make good contributions to the society (Heins & Cho, 2003). In the literature there are no studies investigated the relationship between media literacy level and users' levels of being affected by the content, which is shared via media and thought to be harmful. On the other hand, some researchers claim that media literacy education can "an alternative to censorship" in being protected from harmful content on Internet (Heins & Cho, 2003; Hobbs & Jensen, 2009, p.4).

Austin and Johnson (1997) analyzed immediate and delayed effects of media literacy education on 3rd year students' process of deciding about alcohol consumption. As a result, it was concluded that media literacy education had a meaningful immediate effect on understanding real intentions behind alcohol advertisements, perception of reality, desirability, and social norms for alcohol use, and this meaningful difference continued during the delayed test for the levels of identification and perception of reality.

Media literacy education is accepted as "*far preferable alternative of censorship as a means of addressing concerns about the popular culture influence on youth*" (Heins & Cho, 2003, p.1). It is claimed that while censorship curtails young people's intellectual development, media literacy helps them to grow up as adults who can think critically. The aim of this study is to determine young adults' (students in higher education) opinions about censorship and examine the relationship between students' opinions on censorship and their media literacy level. To achieve the goal of this research, research questions below were asked:

1. *What are the general opinions of preservice teachers related to Internet?*
2. *In what scale do preservice teachers in our sample support censorship?*
3. *Do opinions related to censorship differ depending on gender?*
4. *Do opinions related to censorship differ depending on perceived economic conditions?*
5. *Do opinions related to censorship differ depending on the duration of using the Internet?*
6. *Do opinions related to censorship differ depending on media literacy?*
7. *What are the reasons of students' opinions related to censorship?*

Research Methodology

The model of this research is survey method. Descriptive survey method is used frequently to describe an event, a situation, or a relationship that happened in the past, or still happening (Karasar, 2005). In selecting the university and participants the convenience sampling method was used. The convenience sampling procedure is the most commonly used sampling technique in quantitative research. In this procedure sample is selected purely for convenience, thus limited in its generalizability (DeCuir-Gunby, 2008). Participants of this study were undergraduate students of an education faculty

of middle sized, rural Turkish university. For the study, 308 students filled the questionnaire and media literacy scale. However, nine questionnaires were not valid, since they had missing data, and at total 299 questionnaires and scales were analyzed. % 59 (n=175) of participants were female and %41 (n=124) was male. When the data were being analyzed considering departments of students; %42 (n=127) of them were attending the computer education and instructional technology department, %28 (n=83) was in the guiding and psychological counseling department, %16 (n=47) of participants were students of pedagogy program (The certification program for students of faculty of arts and sciences), %13 (n=39) was in the elementary teaching department, and remaining % 0.7 (n=2) were attending elementary mathematics education program and % 0.3 (n=1) was in the elementary musics education program. Age of participants was between 18 and 35, with a mean of 21.28 and standard deviation of 2.85.

In order to collect data, a data collection tool was constructed to gather participants' demographic information, views toward Internet censorship. In order to identify themes and items relevant for the questionnaire, related literature was reviewed, items of similar questionnaires were examined and supplemented with student interviews. Then, resulting questionnaire was reviewed by two experts and considering their feedback questionnaire revised. In order to investigate participants' views toward the Internet censorship, the questionnaire, which had 9 multiple-choice questions and 3 open-ended questions, was used. Open-ended questions were asked to enable students express the reasons of their opinions on censorship in detail.

In this context, three different statements were given to the students:

1. *I am against censorship because...*
2. *I support censorship because...*
3. *I am neutral about censorship on some of the content on the Internet because...*

Students were asked to select one of these statements and express their reasons in detail. In this study, in order to detect participants' levels of media literacy, the media literacy scale which was developed by Karaman and Karataş (2009) was used. The likert type scale was composed of seventeen items, which were collected in three factors named as "being knowledgeable", "analyzing and reacting", and "judging, being aware of implicit messages". Karaman and Karataş (2009) stated that reliability coefficient of the seventeen- item scale is

calculated as .84. Reliability coefficients (cronbach alpha) of the factors of the scale are calculated as .72 for being knowledgeable, .70 for analyzing and reacting, .70 for judging, and .68 for being aware of implicit messages. Within the level of data analysis, questionnaires and scales, which were filled by participants, were analyzed individually.

Demographic information of the participants was analyzed by using descriptive statistics. Normality assumptions were violated within data, and therefore nonparametric tests were applied. In order to examine the relationship between participants' views toward the censorship and gender, socio-economic status, duration of using the Internet, aim of using the Internet, and level of media literacy, non-parametric tests Mann-Whitney U and Kruskal-Wallis were used, and the answers of open-ended questions were analyzed by using content analysis method in which information gathered is coded into emergent themes (Yıldırım & Şimşek, 2005). Within the process of content analysis, firstly, answers of participants were read and two researchers who are experienced in their fields determined the themes. Secondly, answers were re-read by the researchers individually, and codes of the themes were written on each answer. After that, themes that were coded separately by two researchers were discussed, and they reached a consensus. At the last stage, data were quantified by calculating the numbers, and percentages of themes in the answers.

Findings

When the answers of the participants' were analyzed, to the question "which statement is the best for your economic condition?" which was asked to reveal participants' perceptions of their economic conditions, majority of participants selected the answer of "we purchase some goods in addition to mandatory expenses" (63%, n=190). To the same question, 19% (n=58) answered "we can afford to buy anything we want", 13% (n=40) selected "we can barely afford the minimum mandatory expenses". Other participants' perceptions of their economic conditions were "we have difficulty to afford minimum mandatory expenses" with 2% (n=8), and "our financial status is stable (we are wealthy)" with 1% (n=3).

General opinions of participants' related to Internet

In order to examine general opinions related to Internet, answers to four statements on the data collection tool were analyzed. (See Table 1). 28% (n=85) of participants agreed that it is unnecessary to be able to reach all the information via Internet, and some of the information should be reachable by administrators only. While 55% (n=163) of the participants were against this opinion, 13% (n=51) of participants had changeable views. About filing the information of the users who surf on the Internet, 20% (n=60) of the participants stated that digital traces should not be deleted while 60% (n=182) of the participants were against that opinion. 19% (n=57) had changeable views about this issue. Great majority of the participants (80%, n=240) stated that Internet is a very important part of a democratic lifestyle. 8% (n=24) were against this opinion, ones who had changeable opinions were 12% (n=174). Almost half of the participants (48%, n=174) claimed that Internet is controlled by secret services of developed countries. Only 12% (n=35) of the participants were against this idea. In the research, among the questions which were asked in order to determine the views related to Internet, the highest rate of changeable views were seen in the answers of this question (30%, n=90).

Table 1. General Opinions of Participants Related to Internet

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Not everybody has to know everything; some information must only be available to authorities	34	11	51	17	51	17	92	30	71	24	299	100
Internet browsing histories of users should be archived for later use	15	5	45	15	57	19	82	27	100	33	299	100
I believe the Internet is an important element of a democratic life	124	41	116	39	35	12	19	6	5	2	299	100

I believe the Internet is controlled by the secret services of the developed countries	45	15	129	44	90	30	27	9	8	3	299	100
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Opinions of participants related to Internet censorship

In order to investigate opinions related to Internet censorship, 5 content types and 5 statements related to censorship on these contents are given in data collection tool. Participants were asked to select the best choice that suits their views among the statements given. 58% (n=175) of the participants supported censorship on sexual content. Rate of the participants who were against this opinion was 24%. (n=70). 18% (n=54) of the participants had changeable views about censorship on sexual content. A considerable part of the participants (70%, n=210) supported censorship on contents which include violence in the Internet. For this type of content, the rate of the participants who were against this idea was 16% (n=48), while the rate of the participants who had changeable views was 14% (n=41). Among participants, rate of the ones who supported censorship on the contents which include violence for religious sentiments on the Internet was 77% (n=229), while rate of the ones who were against this opinion was 15% (n=45) and the ones who had changeable views was 8% (n=25). The content type, for which participants supported censorship the most, was the content which violates national values. For this type of content, majority of participants supported censorship (80%, n=238). Rate of the participants who were against censorship for this type of content was 12% (n=37), and rate of the ones who had changeable views was 8% (n=24).

The type of content, for which most of the participants were against censorship, was the content which violate political values. For this type of content, rate of the participants who supported censorship was only 13% (n=40). Conversely, 72% of the participants were against censorship on the content, which violate political values, and 15% of the participants had changeable views. According to the data obtained, except from the content type, which included political values, for the four content types, great majority of participants support censorship (See **Hata! Başvuru kaynağı bulunamadı.**).

Table 2. Opinions of Participants Related to Internet Censorship

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Access to sexual content on the Internet must be banned	79	26	96	32	54	18	47	16	23	8	299	100
Access to violent content on the Internet must be banned	92	31	118	39	41	14	30	10	18	6	299	100
Access to Internet content that are offensive to religious values must be banned	135	45	94	32	25	8	27	9	18	6	299	100
Access to Internet content that are offensive to nationalistic values must be banned	153	51	85	29	24	8	21	7	16	5	299	100

Relationship between participants' opinions on Internet censorship and gender

According to the results of Mann-Whitney U Test, which was applied to reveal whether opinions related to censorship varied by gender, it is seen that opinions of women related to censorship of the sexual content ($U=7903.5$, $p=.000$) and violence ($U=9374.5$, $p=.035$) were meaningfully different from men. When results of the analysis were examined, it was seen that women want the content, which include sexuality to be censored more than men do. On the other hand, there was no meaningful difference between men and women related to their opinions about censorship on the content which violate religious beliefs ($U=10280.5$, $p=.408$), national values ($U=9873.5$, $p=.148$), and political values ($U=9912$, $p=.180$).

Relationship between participants’ opinions related to censorship and perceived economic condition

In order to understand whether participants’ opinions differ depending on their perceptions of their economic conditions, Kruskal Wallis H test was applied. (See Table 3). when results of the analysis were examined, it was seen that opinions related to censorship on the contents which include sexuality ($\chi^2(4)=1.478$, $p=.831$), violence($\chi^2(4)=1.013$, $p=.908$), and violating religious ($\chi^2(4)=5.952$, $p=.203$) and political values ($\chi^2(4)=8.152$, $p=.086$) did not vary depending on perceived economic conditions.

In addition, participants’ opinions on censorship on the content which violate national values was found to be varied depending on perceived economic condition ($\chi^2(4)=10.960$, $p=.027$). In order to investigate the groups among which did the difference occur, Mann-Whitney U test was applied. According to the test result, it was seen that the group which selected the choice “we have difficulty to afford minimum mandatory expenses” supported the censorship of the content which violate national values more($U=4465$, $p=.017$), compared to the groups which selected “ we can purchase some goods in addition to mandatory expenses”(U=463, $p=.045$), and “ we can afford to purchase anything we want.” (U=106.5, $p=.005$) items.

Table 3.Relationship Between Opinions Related to Censorship and Economic Condition

	Economy	N	Mean Rank	df	Chi-Square	Sig
Sexual	We have difficulty to afford minimum mandatory expenses	8	144.25	4	1.478	.831
	We can barely afford the minimum mandatory expenses	40	154.63			
	We can purchase some goods in addition to the mandatory expenses.	190	146.12			
	We can afford to purchase anything we want	58	159.16			
	Our financial status is stable (or We are wealthy)	3	172.50			

Violence	We have difficulty to afford minimum mandatory expenses	8	126.13	4	1.013	.908
	We can barely afford the minimum mandatory expenses	40	156.86			
	We can purchase some goods in addition to the mandatory expenses.	190	150.37			
	We can afford to purchase anything we want	58	147.43			
	Our financial status is stable (or We are wealthy)	3	148.50			
Religious	We have difficulty to afford minimum mandatory expenses	8	114.06	4	5.952	.203
	We can barely afford the minimum mandatory expenses	40	159.56			
	We can purchase some goods in addition to the mandatory expenses.	190	144.83			
	We can afford to purchase anything we want	58	166.97			
	Our financial status is stable (or We are wealthy)	3	117.50			
National	We have difficulty to afford minimum mandatory expenses	8	88.94	4	10.960	.027*
	We can barely afford the minimum mandatory expenses	40	147.63			
	We can purchase some goods in addition to the mandatory expenses.	190	145.42			
	We can afford to purchase anything we want	58	173.34			
	Our financial status is stable (or We are wealthy)	3	183.33			
Political	We have difficulty to afford minimum mandatory expenses	8	202.38	4	8.152	.086
	We can barely afford the minimum mandatory expenses	40	150.23			
	We can purchase some goods in addition to the mandatory expenses.	190	143.72			
	We can afford to purchase anything we want	58	158.86			
	Our financial status is stable (or We are wealthy)	3	233.67			

Relationship between the duration of using the Internet and opinions related to censorship on Internet

According to the results of Mann-Whitney U test, which was used to determine if opinions related to censorship differ depending on the time spent on using the

Internet, it was seen that there were a meaningful difference between the group which spends more than two hours on Internet and the group which spends less than two hours on the Internet, in terms of the content which include sexuality($U=8039.5$, $p=.000$), contents which include violence($U=8519$, $p=.001$), contents which violate religious values ($U=9205$, $p=.012$), and violate political values ($U=9068$, $p=.008$). In addition, participants who spend more time on the Internet are more against the censorship on the content which contain sexuality, violence, violating religious values, violating political values, compared to participants who spend less time on the Internet. There were no meaningful difference between the opinions related to the content which violate national values depending on the time spent on the Internet ($U=10036.0$, $p=.181$). Findings related to these data are given in Table 4.

Table 4. Relationship Between Duration of Using the Internet and Opinions Related to Censorship on Internet

	Time for Internet	N	Mean Rank	Sum of Ranks	U	Sig
Sexual	Less than two hour	128	172.69	22104.50	8039.5	0.000
	Two or more	171	133.01	22745.50		
	Total	299				
Violence	Less than two hour	128	168.95	21625.00	8519.0	0.001
	Two or more	171	135.82	23225.00		
	Total	299				
Religious	Less than two hour	128	163.59	20939.00	9205.0	0.012
	Two or more	171	139.83	23911.00		
	Total	299				
National	Less than two hour	128	157.09	20108.00	10036.0	0.181
	Two or more	171	144.69	24742.00		
	Total	299				
Political	Less than two hour	128	164.66	21076.00	9068.0	0.008
	Two or more	171	139.03	23774.00		
	Total	299				

Relationship between the opinions on Internet censorship and level of media literacy

In order to detect if opinions of the participants differ depending on the level of media literacy, a comparison made between the opinions related to Internet censorship of the two groups which ranked highest 25%, and the one which ranked the lowest 25 % from the media literacy scale by using Mann-Whitney U test (See Table 5).

According to the results of Mann-Whitney U test, there were no statistically meaningful differences between the two groups in terms of the censorship on the content, which include sexuality (U=2639.5, p=.261), violence (U=2509.5, p=.447), and violate religious values (U=2527, p=.476). According to the results of the analysis, the group that has a higher media literacy level are more against censorship than the one which has less in terms of the content which violate national values (U=2361, p=.035) and content which violate political values (U=2324.5, p=.012).

Table 5. Relationship Between the Opinions on Internet Censorship and Level of Media Literacy

Content	Media Literacy	N	Mean Rank	Sum of Ranks	U	Sig
Sexual	Lower (%25)	75	79.35	5951	2639.5	0.261
	Higher(%25)	75	71.65	5374		
	Total	150				
Violence	Lower (%25)	75	72.93	5470	2509.5	0.447
	Higher(%25)	75	78.07	5855		
	Total	150				
Religious	Lower (%25)	75	73.18	5488.5	2527	0.476
	Higher(%25)	75	77.82	5836.5		
	Total	150				
National	Lower (%25)	75	68.77	5157.5	2361	0.035*
	Higher(%25)	75	82.23	6167.5		
	Total	150				
Political	Lower (%25)	75	83.96	6297	2324.5	0.012*
	Higher(%25)	75	67.04	5028		
	Total	150				

Reasons of students' opinions related to Internet censorship

In order to understand and have deep information about the reasons of participants' opinions related to Internet censorship, how they completed open-ended statements were analyzed by using content analysis method. From 299 participants, whose questionnaires were valid, 260 of them answered open-ended questions. Out of these participants, 131 (50,38%) of them preferred to complete "I am against Internet censorship, because...", 69 (26,54%) of them preferred to complete "I support Internet censorship, because...", and 60 (23,08%) of them preferred to complete "I am neutral on censorship for some content on the Internet because...".

As a result of the content analysis, 131 answers given to the statement "I am against Internet censorship, because...", are classified under 10 themes. While participants were using "Freedom of expression" (57 times) most frequently, "need and freedom to access of information" (34 times), "an individual is responsible for his/her life. No pressure is acceptable" (17 times), "censorship is useless" (16 times), "censorship limits individuals' development" (14 times), "censorship limits society's' development" (8 times), "who will decide what is harmful or beneficial for whom"(7 times), and "censorship is for protecting some groups' interests" and "censorship prevents society from developing" (4 times).

69 participants completed the item "I support Internet censorship because..." and as a result of the content analysis made for these results, 9 themes were reached. The most repeated theme was; "some content on the Internet may have negative effects on little ones." This theme is repeated for 33 times, and in terms of repetition, the following theme was "unconscious people may be affected negatively." (8 times). Other themes, which include that some of the content may result in "negative effect on moral values", "negative effect on society's' development", "perverting some religious values by constructing a new thinking system", "perverting national values by constructing a new thinking system", and the thought of the possibility of some content to be existed which may infringe personal rights are repeated for five times. Participants noted that they supported Internet censorship, because it can be harmful for national security, and 2 participants noted that they supported Internet censorship because it can cause social unrest. 6 users who completed the statement 'I am

against censorship, because...” did not give any basis of their thoughts, they just noted that they were against censorship.

Table 6. Reasons of Students’ Opinions Related to Internet Censorship

I am against	f	%	I support	f	%	I am neutral	f	%
No reason	9	5	No reason	6	8	No reason	1	2
Freedom of expression	57	33	Some content on the Internet may have negative effects on little ones	33	42	Censorship should be protested because it may infract the freedom of expression, on the other hand it might be supported since younger users may be affected negatively.	16	27
Need and freedom to access of information	34	20	Negative effect on moral values	5	6	who decides on the content to be censored	3	5
censorship prevents society from developing”	4	2	Negative effect on society’s’ development	5	6	Freedom of expression- unconscious people may be affected negatively	6	10
Censorship is useless	16	9	Thought of the possibility of some content to be existed which may infringe personal rights	5	6	Freedom of accessing information- possibility of negative affect on children	3	5
An individual is responsible for his/her life. No pressure is acceptable	17	10	Perverting some religious values by constructing a new thinking system	5	6	Younger users may be affected negatively-a person is responsible for his own life, external pressure is unacceptable	2	3
Censorship is for	4	2	Perverting national	6	8	Foresee the	22	37

I am against	f	%	I support	f	%	I am neutral	f	%
protecting some groups' interests			values by constructing a new thinking system			implications of the censorship		
Censorship limits society's' development	8	5	Harmful for national security	38	4	Political issues-possibility of negative effect on children	1	2
Youtube	2	1	It can cause social unrest	28	3	Political issues-abusing national/religious feelings	3	5
Censorship limits individuals' development	14	8	Unconscious people may be affected negatively	8	10	Censorship is useless-violating personal rights	3	5
Who will decide what is harmful or beneficial for whom	7	4						
TOTAL	172			78			60	

Discussion

When the results of the analysis are analyzed, it is seen that an important part of the participants think that Internet is an essential component of democracy and individuals have a right to reach all kinds of information on the Internet. These findings are parallel to the results of the studies carried in literature (Pew Research Center, 2014). In addition, almost half of the participants think that Internet is controlled by secret services of developed countries. This situation may be considered as a result of the current news related to the effectiveness of secret services on the Internet.

When the data of the study are analyzed, it is seen that rate of the participants who support censorship on sexual content is 58%. This rate is almost the same as another study carried by Özkan and Arıkan (2009) with another university's students in Turkey. In both studies it is seen that more than half of the participants support censorship on sexual contents. This situation indicates that a considerable part of participants support websites that contain sexual contents. In addition, censorship on the websites which include violence, violate religious and national values, are supported widely by participants of the study. A

research study carried by Pew Research Center (2014) also shows that 52 % of Turkish citizens support censorship on the Internet. Despite the data obtained in this research related to the censorship on sexual content is very similar to the findings of the research carried by PEW research Center, censorship on the contents which contain violence, religious or national intolerance can be claimed to be supported by a wider part of the public. The least supported censorship type is the one on the political tendencies/values. For this type of content, only 13% of the participants mentioned that they support censorship. Dramatic change on the rates of the participants, who support censorship depending on the content type, shows that participants do not have a general understanding of censorship on the Internet, and they decide depending on the content type.

A considerable number of participants both think that users have a right to access all kinds of information on the Internet and support censorship on the content, which include violence, violating religious and national values. Out of 261 participants, who answered open-ended questions related to their opinions on Internet censorship, 131 of them explained why they did not support Internet censorship. Findings of open-ended questions are in conflict with the findings of the analysis of the answers related to the questions about censorship on the content which include violence, sexuality, and violate religious and national values. No data is obtained in order to find the reasons of this conflict within this study. However, it can be thought that this study may provide some provisions related to this conflict depending on the context of the study. While this study was in progress, some social media websites such as YouTube and Twitter were widely under the discussion of censorship because of political issues in Turkey. This discussion was based on widely shared political claims and claims related to some politicians on websites Twitter and YouTube, which were said to be false. Thus, they were harmful for personal rights, and these websites must have been banned.

Another finding of this study is that women support censorship on the content, which includes sexuality, more than men do. This finding is in accordance with the other findings of another study carried out on the same subject in the literature. Lambe and Reineke (2009) indicated that more women support censorship on the sexual content compared to men. Another finding of the study is that participants, who were in bad economic condition, were more sensitive

about the content that contain national intolerance and tend to support censorship more.

In order to understand who support the Internet censorship in USA Depken (2006) conducted a survey research. Findings of the study showed that people who are male and spend more time on Internet are more against the censorship on Internet. Similar to this situation, Lambe and Reineke (2009) stated that there is an inverse ratio between the duration of using Internet and supporting censorship on pornographic content on the Internet. Findings of this study also support the view about the relationship between users' opinions on Internet censorship and the time they spend on the Internet.

One of the main findings of this study is that media literacy level does not create a difference on the users' opinions related to Internet censorship. On the other hand, this study suggests that students who have low levels of media literacy support censorship on the content, which violate national and political values. This data may gain more meaning when it is analyzed with the data obtained by using content analysis from participants' reasons of their answers to the open-ended questions. The most widely claimed reason for supporting censorship is the possibility of having a negative effect on children. This situation suggests that while analyzing the relationship between media literacy level and supporting Internet censorship, third person effect hypothesis should be taken into consideration. According to the third person hypothesis, which was developed by Davison (1993), when people think of the negative effects of mass media instruments, they think that messages carried out through media has more positive/negative effect on other people more than themselves.

According to Davison, both supporters and the applicants advocate this limitation not because it's negative effects on themselves and their acquaintances, but because of the thought of others' might be affected negatively. This situation might be the reason why participants who have higher media literacy levels, think that some of the content might be harmful for children and the ones with lower media literacy levels.

When reasons of participants' opinions related to censorship are analyzed, it is understood that the ones who are against censorship see the freedom of expression and access to information as essential parts of democracy. Parallel to this thought, students also state that censorship cannot save an individual or a

society from harmful content. Another view seen on the content analysis is that an individual is responsible from his/her own life and any limitation or construction coming from outside would result in negative effect on individual and social development. Views stated by the participants who are against censorship, are like a summary of the other results of the studies carried against censorship and based on theory or research in literature. Most of the reasons of the views on censorship are based on the possibility of negative effect of some of the content on children and the ones with lower media literacy levels. Few participants mentioned that they support censorship because of national security, society's peace and moral values. When these reasons are considered as a whole, it is seen that participants support censorship not because they are worried about themselves, but they are worried for children, the ones with lower media literacy levels, and society's peace and security. This situation shows that it is essential considering third person effect, people are inclined to think that others' are more influenced from harmful content than they are themselves, on the studies related to censorship in order to interpret the results appropriately. In this context, findings of the study support the claim that, to understand perceptions on censorship third person effect must be considered (Gunther, 2005). An important part of the students who declared neutral opinion on censorship, claimed that they were neutral since that could not foresee the results. It can be interpreted that participants' inability to express opinions about banning some of the content on the Internet and possible consequences of this action, shows that media literacy levels of university students participated in the study are considerably low.

Results and Suggestions

Internet was seen as a free communication tool which was hard to be controlled when compared to other mass media. On the other hand, many governments started to limit the content and control the Internet by using different kinds of tools and methods. Similar to this situation, contents which contain pornography, violence, national and religious intolerance, and racial expressions are increased on the Internet. In this context, media literacy started to be discussed in the literature as a tool to provide users and public with the opportunity to access the Internet without being harmed. Findings of this study suggest that preservice teachers in our sample support censorship on the content which has possible negative effects, except from political issues.

Students show children or people with low levels of media literacy may be harmed as a reason for their support for censorship.

Censorship is less supported among the students who spend more time on the Internet and who have high media literacy levels. However, students' support for censorship, assuming that other users may be affected negatively, shows that in this kind of studies, it would be more effective to design researches by considering third person effect. Besides, qualitative researches which analyze users' concerns and alternative solutions related to the contents on the Internet may provide a detailed demonstration for understanding user perceptions and opinions related to Internet.

This study is carried with the attendance of students of a middle sized university in Turkey. Thus, it may not be appropriate to generalize the results to all university students in Turkey. In addition, students are given items such as "content which contain violence" and "content which contain sexuality", and they were asked whether they support censorship on these kinds of content on the Internet, or not. It is possible for participants to misinterpret these concepts. Thus, although students who support censorship on a particular content are considered as a group in this study, things they oppose may be different from each other.

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