

Adults' Views on Privacy Education

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Abstract

The concept of privacy is a multidimensional concept that transforms according to time and culture. In addition to being variable, the fact that privacy is a right should not be overlooked. For this reason, it is important for children to gain privacy awareness. Children are primarily taught privacy awareness by their parents. For this reason, the opinions of parents, prospective parents or individuals in contact with children regarding privacy education are considered important. This study aims to examine adults' approaches to privacy education. For this purpose, seven questions were asked to the participants about what privacy education is, its scope, importance, by whom it can be given, what to pay attention to, what can be done while providing privacy education, and behaviors that may constitute a violation of privacy. It was concluded that 105 adults who participated in the study think that privacy education is a necessary and important education for individuals to know their personal rights and limits. While it was found that most of the adults evaluated the concept of privacy as primarily physical, some of them expanded the scope to include digital privacy, emotional, intellectual, information, space, and property privacy. Participants also emphasized the necessity of privacy education to protect children from abuse. They stated that privacy education should be provided by families and, psychological counselors, psychologists, and educators. When all the findings were analyzed, it was seen that adults did not have a comprehensive knowledge of privacy awareness, which is an acquisition that should start at birth.

Keywords: Privacy, Privacy Education, Privacy Violation, Qualitative Research, Content Analysis

Introduction

Although it is relatively more comfortable to talk about sexuality today, it is known that parents have many difficulties in giving information about sexuality to their children (Donat Bacioğlu & Tezel, 2020). The difficulty in discussing concepts related to sexuality leads to the result that children are not given adequate sexual education by their parents. Unfortunately, the fact that the concept of privacy is mostly perceived as physical and associated with sexuality creates a basis for not showing the necessary importance. Privacy is an important human need that offers individuals the opportunity to manage their personal and social relationships (Sezen & Erden, 2018). Therefore, privacy is a necessary achievement for personal and social welfare. Therefore, privacy is much more comprehensive than sex education and is a necessary outcome for personal and social well-being.

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Privacy, which has many different definitions in the literature, is a word of Arabic origin and means "secrecy" according to the Turkish Language Institution (2022). However, according to İzgi (2014), who considers secrecy only as a means of ensuring privacy, in life, one does not always hide in order to be hidden or to be protected from unwanted interventions of the other. Privacy does not mean that the individual isolates himself/herself by being aware of the boundary between himself/herself and others but that he/she has control over the area within this framework (İzgi, 2014). According to Güneş (2017), the concept of privacy is to educate the wishes and desires of the individual in a comprehensive expression in a human way so that the individual can both protect his/her private space and respect the private spaces of others. The boundaries of the private sphere are drawn through cultural understanding (Diler, 2014; Utma, 2018). In the Privacy Education Workshop Report (2017), the concept of privacy is defined as physical, emotional, intellectual, and social autonomy that does not violate the boundaries of others and determines its own boundaries. In addition to this definition, privacy areas are categorized as "physical privacy," "privacy of space and objects," "time privacy," "digital privacy," and "emotional and intellectual privacy."

Based on the undeniable fact that the education that starts in the family is important and effective, it is extremely important that the perception and awareness of privacy is properly grounded in the family in order to protect one's own privacy and respect the privacy of other people (Türkyılmaz, 2019). In addition, when privacy education is provided by parents in accordance with children's developmental periods, children gain self-control skills for their emotions. Providing education to children on the concept of privacy also helps them gain the awareness that they have the right to protect their bodies (Yalçın et al., 2023). The concept of privacy is of great importance in terms of protection from sexual harassment and abuse, which directly affects the personality development of children (Güneş, 2017).

In addition to these, today, as a result of the rapidly developing technology, digitalization finds a response in all areas of life; the individual's desire to exist on online platforms and the state of being accessible give rise to the problem of privacy and result in violations of private space (Karslıoğlu, 2014). Technological developments that cause privacy violations also cause changes in the social structure (Türkyılmaz, 2019). Therefore, the importance of privacy education becomes more evident in terms of individuals' adaptation to sudden changes in the social structure. Due to the role and importance of parents in the moral development of the child, their level of awareness about the concept of privacy is also very important. In this direction, it is necessary to determine the privacy education awareness of all adults who are parents and who are likely to become parents and to take necessary measures. Considering that non-parent adults interact with children in different roles at any time, it is very necessary for all adults in society to acquire privacy awareness.

When the studies on privacy are examined, it is seen that studies have been conducted on the views of school principals on privacy education. When the findings of Koçoğlu and Avcı's online interviews with school principals are examined, it is concluded that privacy education is important because it provides a safe life for the person, and studies on privacy education should be emphasized to raise awareness among students (Koçoğlu & Avcı, 2021). In the study in which questions were asked to families about the concept of privacy, it was concluded that the foundation of privacy education is laid in the family and that the attitudes of the parents participating in the study regarding privacy education are mostly correct (Yüksel, 2021). In another study examining the views of 25 mothers with preschool children on privacy education, it is emphasized that privacy education is a necessity and the necessary pieces of

training should be organized (Özaslan & Gültekin-Akduman, 2018). In a study conducted using the interview technique with 20 parents with children between the ages of 3-6 in order to emphasize the importance of privacy education to prevent sexual abuse by specifying the material and moral effects of child abuse on the person and statistical data, it is concluded that parents' awareness of the issue has increased, but their knowledge remains limited. In this context, it is revealed that parents need to obtain information about privacy education with a more holistic approach (Türkyılmaz, 2019). In another study conducted with 252 parents on the level of knowledge of parents of 6-12-year-old children about privacy education, it is emphasized that family type, family income level, and parental attitudes affect privacy education. In addition, parents emphasized that the publications in the media should be carefully examined (Yalçın et al., 2023).

In a study examining the findings obtained through semi-structured interviews with preschool teachers, it was observed that teachers working in the preschool period did not have sufficient knowledge about privacy education and that they did not consider the concept of privacy in all its dimensions and evaluated it in a limited way (Çalışkan, 2019). In a study examining adults' views on privacy education, interviews with 21 people revealed that adults do not have sufficient information about privacy education (İder, 2023).

In a study in which the training given in schools regarding digital privacy in Afyonkarahisar province was examined using the descriptive analysis technique, it was determined that the training provided to students mostly focused on neglect, abuse, digital privacy, family privacy, and cyberbullying. It is stated that the reason why these topics are emphasized in the training is the problems that individuals frequently encounter in daily life (Yiğitbaşı & Çelik, 2023). In addition to these studies, the Online Privacy Awareness Scale regarding digital privacy has been developed, and the analysis supports the fact that the scale is valid and reliable (Korkmaz et al., 2021).

When the international literature is examined, it is seen that the issue of privacy on digital platforms is mostly addressed. In the literature, there is a study on the online privacy of pre-adolescents in terms of the data collection of the advertising industry on websites (Miyazaki et al., 2023). As a result of this study, it is emphasized that relevant organizations should make regulations to minimize violations of children's rights and develop informative materials for children, families, and educators. Baxter and Czarnicka (2025) aimed to examine how social media phenomenon mothers violate their children's privacy by sharing content about their children. In the study, 5253 Instagram posts were analyzed. Mothers share their children in more than 75% of their posts and it is revealed that 46.4% of these posts are made for financial gain. In another study, it is stated that parents should not look at the websites their children visit or the messages they send, even for control purposes, and that children have the right to privacy. In another study, it is stated that parents should not look at the websites their children visit or the messages they send, even for control purposes, and that children have the right to privacy (Mathiesen, 2013). Another study is related to cognitive defense strategies for protecting online privacy (Andrews et al., 2019). The study shows that educational videos have significant effects on reducing internet sharing by children and young people. The findings also reveal the importance of the parental role. In another study in the literature, it is seen that the views of adolescents and their parents on the privacy boundaries in the physical and digital world and the differences in their views are examined (Cranor et al., 2014). As a result of semi-structured interviews with the 10 young people who participated in the research and their parents, it is seen that young people mostly disagree with their

parents regarding the limits of privacy. While parents think that none of their children's belongings are exempt from inspection, young people state that communication devices, especially phones, are private and should not be inspected by families. While parents treat privacy in the digital and physical worlds similarly, half of the young people state that they are different concepts. It is also noteworthy that parents stated that they had difficulty keeping up with changing technology.

It is noteworthy that there are few studies on privacy education in the national and international literature, and there is no comprehensive study examining the views of adults on privacy education. Therefore, determining the approaches of parents and adults who are likely to become parents later in life to privacy education is seen as important in order to create a basis for future academic studies.

Method

Qualitative research methods provide a more detailed understanding of the thoughts, beliefs and experiences of the participants. It makes it more possible to understand cultural factors. In this study, in which the views of adults on privacy education were examined, the interview technique was used because it was aimed to obtain more in-depth information. This research, which aims to reveal the views of adults on privacy education, is a "qualitative" study conducted by content analysis method. The interview technique is an effective technique based on understanding the views of the people participating in the research on a situation or subject (Karataş, 2017). Content analysis enables the content of a discourse to be analyzed objectively within the framework of certain rules (Metin & Ünal, 2022). In this study, content analysis is used to analyze the existence of categories/codes systematically identified in the data obtained through the interview technique. Content analysis, one of the qualitative research methods, is considered to be appropriate for the purpose of the study as it provides direct and deep information on a subject.

Participants

In the study, data were collected from adults over the age of 18 who were thought to be able to express the privacy education they received from their parents and their experiences on the concept of privacy. The study group was determined by the maximum diversity sampling method. For this reason, participants with different genders, ages, marital statuses, education levels, and financial incomes were included in the study. Only volunteers were included in the study among those who were determined by taking into account the relevant variables. A total of 105 people, 19 males (18.1) and 86 females (81.9), were included in the study. When the distribution of the participants by age is analyzed, it is seen that there are 55 people (52.38%) between the ages of 18-40 and 50 people (47.62%) between the ages of 41-65. Seventy-one people, constituting 67.6% of the participants, have undergraduate education and constitute the majority of the participants. There are 15 people at the postgraduate/doctorate level, with a rate of 14.3%. These rates are followed by 12 participants with a high school education level of 11.4%. It is seen that the number of participants with primary school education is 3.8%, with four people. It is seen that 3 of the participants have a secondary school level of education and constitute 2.9%. A significant portion of the participants are adults with a high level of education. When the distribution of income amount is analyzed, it is seen that 67.6% (71 people) of the participants have an income above 90,000 TL. While 11.4% (12 people) of the participants are in the range of 62,001-90,000, 2.9% (3 people) are in the range of 19,001-62,000. 3.8% (4 people) of the participants are in the range of 0-19,000 and are

characterized as having a low socioeconomic level. Considering the education level and income distribution of the participants, it is seen that their socioeconomic level is high. It is seen that the majority of the participants are married individuals, with a rate of 75.2% (79 people). The rate of married individuals is followed by single participants with 18.1% (19 people). Divorced participants make up 6.7% (7 people) of the distribution. Looking at the distribution of the adults participating in the study according to the number of children, it is seen that 75.2% (79 people) have children. The rate of adults who do not have children is 24.8% (26 people). According to the information obtained, 18.1% (19 people) of the study group consists of adults with one child, 44.8% (47 people) with two children, 11.4% (12 people) with three children, and 0.9% (1 person) with four or more children.

Data Collection Tool

The study data were collected in 2024. "Sociodemographic Information Form" and 'Semi-structured Interview Form on Privacy Education' were used as data collection tools. The personal information form includes demographic questions such as age, gender, education level, income level, marital status, and number of children. The interview form consists of the following questions: "What does privacy education mean to you?" 'Is privacy education important, and if yes, please explain why?', 'What topics does privacy education cover?', 'What can be done to make children aware of privacy?', 'What should be considered when giving privacy education to children?', 'What kind of behaviors directed to children are considered within the scope of privacy violation?'. The comprehensibility of the questions was evaluated by counseling and measurement and evaluation experts. When the interview questions were asked, the fact that there were no additional questions from the participants indicating that the questions were not understood shows that the questions were valid and reliable. It is thought that there are questions that can be asked in different situations and times. Due to the sensitivity of the research topic, interviews were conducted face-to-face and one-on-one by appointment. All interviews were conducted by a single researcher. Interviews were conducted in a quiet, privacy-protected environment free from stimuli that could affect the participant. Interview durations varied between 10 and 30 minutes. The statements of the participants were recorded in the questionnaire form to be analyzed later.

Data Analysis

Qualitative research is analyzed in two ways: descriptive and content analysis. In this study, content analysis was applied. The researcher who collected the data and the researcher who analyzed the data are different. By analyzing the responses of the participants to the semi-structured interview form, themes related to the inductive method were formed and the findings supporting them were interpreted by the researcher. No analysis program was used in data analysis.

Findings

This study was conducted to examine adults' knowledge about privacy education. In this section, the findings regarding the themes and categories obtained from the interviews with 105 adults participating in the study are presented in detail respectively.

Participants' Knowledge of Privacy Education

In order to reach the participants' knowledge about the definition and scope of privacy education, questions about privacy education were asked to get their opinions. Some of the answers given by the participants to the questions are qualified to be included in more than one code. Therefore, some answers were included in different codes. The following questions were asked of the participants. Codes were created in line with the answers given.

1. What does privacy education mean to you?
2. Which topics does privacy education cover?
3. Why is privacy education important?
4. What can be done to make children aware of privacy?
5. What should be considered when providing privacy education to children?
6. What kind of behaviors directed at children are considered as violations of privacy?
7. Who should provide privacy education?

Table 1

Sub-Themes and Codes Related to the Theme of Privacy Education

<u>Theme</u>	<u>Sub-themes</u>	<u>Codes</u>
Privacy Education	Definition of Privacy Education	Physical Awareness
		Privacy of Private Life
		Recognizing and Protecting Personal Rights and Boundaries
		Honor/Moral Education
		Protection from Abuse
	Scope of Privacy Education	Inclusive/Required Education
		Physical Privacy
		Emotional/Intellectual Privacy
		Time Privacy
		Digital Privacy
		Privacy of Space/Property
		Teaching Personal Rights and Boundaries
		Protection against Sexual Abuse
		Moral/Religious Issues
		No Opinion

The Importance of Privacy Education	Creation of Social Welfare
	Protection of Children against Abuse and Bullying
	Protection of Personal Rights and Boundaries
	Building Self-Esteem and Respect for Others
	Self-awareness Development
	Healthy Development
	Protection of Private Space and Privacy of Private Life
	Formation of the Sense of Confidence
	No Opinion
What Can Be Done to Raise Awareness of Privacy	Establishing Communication
	Providing Education in Schools
	As a Model
	Using Books, Games, Drama, Visual Materials
	With Expert Support
	With Strengthening Family Relations
	No special effort required
	No Opinion
Matters to be Considered While Providing Privacy Education	Child Development Period Characteristics
	Providing Information on the Spot and at the Right Moment
	Not Creating Anxiety
	Using positive, simple, understandable language
	Considering the uniqueness of the child (Life Story, Socioeconomic Status)
	Establishing a Trusting Relationship with the Trainer
	Failure to Arouse Curiosity
	Being the Right Model/Guide
	Providing Accurate Information/Expert Support
	Being taught by same-sex teachers

	Carefully Prepared Training Programs
	Gender-neutral
	To be alone together
	Avoiding concepts such as prohibition, sin, and shame
	An education accompanied by religious advice
	No Opinion
Situations that may Constitute a Violation of Privacy	Physical Contact
	Not providing self-care skills in an age-appropriate manner
	Unauthorized intrusion into private space
	Unauthorized use of goods
	Not providing secure internet access
	Sharing someone else's thoughts and feelings without permission
	Types of Abuse/ Bullying/ Violence
	Asking Inappropriate Questions
	Lack of respect
	To force or pressure in any matter
	Sharing photos of children on social media
	Surveillance
	Any action that makes you feel unsafe
	No Opinion
Opinions on Who Should Provide Privacy Education	Family
	Teachers
	Doctor
	Psychological Counselor/Psychologist
	People the Child Trusts
	Family First, Then Specialists
	Religious Figures
	No Opinion

Definition of Privacy Education

As a result of the data obtained from the interviews with the participants, six codes were identified for the definition category of privacy education: "physical awareness and protection," "secrecy of private life," "awareness of personal rights and boundaries," "honor/morality education," "protection from abuse" and "inclusive/necessary education."

Table 2

Findings Related to the Category of Privacy Education Definition

Codes	Participants	N	Percentage(%)
Physical Awareness and Protection	F1, F9, F16, M22, F23, F36, F40, F44, M45, F47, F54, F62, F63, F66, F79, F84, F91, F93, F96	19	18,09
Secrecy of Private Life	F2,F4, F9, F14, F23, M24, F25, F26, F27, M28, F29, F31, M33, M34, F40, F41, F44, F46, F51, F54, F55, F76, F87, M89, F97, F98, F102	27	25,7
Recognition of Personal Rights and Boundaries	F4, F5, F7, F8,M10, F11, F14, F15, F16, F20, F23, M24, F25, F27, M28, F29, F30, M33, F35, F36, F38, F39, F40, F42, F44, M50, F51, F52, F54, F55, M56, F57, F58, F59, F61, F62, F63, M67, F68, F70, F72, F73, M75, F76, F77, F80, M82, F83, F84, F85, M88, F91, F93, F100, F103, F104	56	53,3
Honor/Moral Education	F26, M28, F37, M71, F78, M90, F92, F101	8	7,6
Protection from Abuse	M34, M50, F72	3	2,85
Inclusive/Required Education for Raising Privacy Awareness	F3,F6, F12, F13, F17, F18, F19, M21, M32, F37, F43, F48, F49, M53, F60, F64, F65, F69, M74, F81, F86, F95, F99, F105	24	22,85

It is seen that the answers given by the majority of the interviewed participants, with a rate of 53.3% (56 people) to the definition of privacy education, are the knowledge of personal rights and boundaries. Participants also emphasized the confidentiality of private life with a rate of 25.7% (27 people) regarding the definition of privacy. In this direction, the opinions of some of the participants are as follows:

"Privacy Education is the child's realization of his/her and other people's privacy/private space, protecting his/her private space while in society, respecting the privacy of other individuals, and being able to protect his/her own boundaries." (F14)

"It refers to education that enables the individual to recognize and know the physical and social boundaries of both himself and the other person." (F16)

“Developing the child or young person’s individual social values and ethical judgments. Privacy should not only refer to sexuality. It should also include other people’s privacy.” (M28)

“According to psychiatrists, I understand privacy as the preference of the mother in diaper cleaning and care of the baby starting from infancy, the care of the individual by people he/she trusts, taking into account his/her feelings, and privacy education as the realization of the privacy needs of individuals and taking care of this.” (F49)

“I think that children should be aware of their own and other people’s privacy, protect themselves, respect the privacy of others, draw boundaries around themselves by knowing their own body and rights.” (F54)

“I think it is a contribution that leads people to understand how they can protect themselves against the outside and how they should have boundaries.” (F84)

Scope of Privacy Education

As a result of the data obtained from the interviews with the participants, 11 codes were identified as "physical privacy," "emotional/thoughtful privacy," "time privacy," "space/item privacy," "teaching personal rights and boundaries," "protection against sexual abuse," "moral/religious issues," "privacy of private life," "sexual education" and "no idea."

Table 3

Findings Related to the Category of the Scope of Privacy Education

Codes	Participants	N	Percentage(%)
Physical Privacy	F1,F3, F4, F5, F6, F7, F9, M10, F13, F14, F15, M21, M22, F23, M24. M33, M34, F35, F39, F42, F43, F44, F46, M50, F51, F52, F54, F55, M56, F61, F64, F65, F66, M67, F69, F70, M74, F79, F81, F83, F84, F85, F86, F95, F96, F97, F98, F99, F100, F105	50	47,6
Emotional/Intellectual Privacy	F7, F8, F9, M21, F36, F42, F46, F54, F55, F66, M67, F70, F77, F83, F84, F96, F105	17	16,19
Time Privacy	F39, F97	2	1,9
Digital Privacy	M33	1	0,95
Privacy of Space/Property	F7, M24, F39, F54, M56, F97	6	5,71
Teaching Personal Rights and Boundaries	F4, F11, F16, F17, F23, F25, F26, F27, F29, M32, M33, M34, F36, F37, F38, F39, F40, F47, F48, F54, F57, F59, F60, F61, F64, F65, F68, F69, F72, F73, F78, F80, F86, F87, F91, F93, F94, F100, F102	39	37,14
Protection against Sexual Abuse	F3, F4, F13, M22, F23, F31, M33, F36, M45, M50, F65, F73, F77, F79, F99	15	14,28
Moral/Religious Issues	M10, M28, M88, M90, F93	5	4,76
Privacy of Private Life	F2, F3, F5, F8, F9, F12, F20, F23, F25, F26, F27, F29,	33	31,4

	F37, F40, F41, F43, F44, M45, F48, F51, M53, F62, F63, F65, M71, F72, F76, F77, F84, F85, F86, M89, F104		
Sex Education	F15, F18, F20, M21, F30, M33, F38, M45, F62, F81, M82, F86, M89, F95, F101, F102, F103	17	16,19
No Opinion	F49, F58, M75, F92	4	3,80

When the views of the participants on the scope of privacy education are examined, it is seen that 47.6% emphasized bodily privacy, 37.14% emphasized teaching personal rights and limits, and 31.4% emphasized the privacy of private life. The views of some of the participants on the scope are presented below:

"Privacy education covers topics such as the child's recognition of his/her body, knowing his/her private areas, distinguishing between good touch and bad touch, emotion education, reactions to behaviors that violate his/her boundaries, and respect for the boundaries of others." (F23)

"The concept of privacy, which is used as a basis for sexuality education at an advanced age, may include topics such as learning about personal space, private areas, adopting the concepts of social and personal boundaries, safe touch, development of refusal skills, i.e., the ability to say no, and digital privacy." (M33)

"It has sub-headings such as body, space, and time. It also covers topics such as consent, being able to say no, safe network and the people in this network, refusal of offers of help from strangers, offers of places to visit and food and drink, good touch, bad touch, private parts of the person." (F39)

Importance of Privacy Education

As a result of the data obtained from the interviews with the participants, nine codes were identified for the category of the importance of privacy education as "formation of social welfare," "protection of children against abuse and bullying," "formation of self-esteem and respect for others," "development of self-awareness," "healthy development," "protection of private space and privacy of private life," "formation of a sense of trust," "no idea."

Table 4

Findings Related to the Category of Importance of Privacy Education

Codes	Participants	N	Percentage(%)
Creation of Social Welfare	F1, F2, M10, F16, M28; F37, F39, F41, F49, M56, M71, M90, F92, F93, F98	15	14,28
Protection of Children against Abuse and Bullying	F6, F7, F8, F9, F13, F14, F17, F18, F19, F20, M22, F23, F27, F31, M34, F35, F36, F43, F44, M45, F48, M50, F52, M53, F55, F57, F61, F62, F64, F69, F70, F73, M74, F77, F79, F85, F86, M88, F91, F94, F95, F101, F102, F103	44	41,90
Protection of Personal Rights and Boundaries	F4, F7, F11, M21, F25, M33, F37, F40, F42, F46, F58, F59, F60, F62, F63, F65, F68, F69, F80, F83, F87, F96, F97, F104,	25	23,80

F105				
Building Self-Esteem and Respect for Others	F4, F23, F25, F26, F30, F31, F36, F38, F40, F49, F60, F61, F63, F64, F65, F79, F85, F100, F105	19	18,09	
Self-awareness Development	M10, F12, F15, F16, F18, F26, F65, F76, F84, F97, F99	11	10,47	
Healthy Development	F16, M24, M28, F29, M32, F39, F54, F65, M67, F72, F78, F81, M82, M89, F91, F105	16	15,23	
Protection of Private Space and Privacy of Private Life	F3, M33, F47, F48, F51, F62, F65, F83, F96, F97	10	9,52	
Formation of the Sense of Trust	F38, M89, F102	3	2,85	
No opinion	F66, M75	2	1,90	

When the views of the participants on the importance of privacy education are examined, it is seen that 41.9% emphasized its importance in protecting children against abuse and bullying. In addition, 23.80% stated that privacy education is necessary for the protection of personal rights and boundaries. Some of the participant's views on the importance of privacy education are presented below:

"Yes, because these issues must be addressed first and foremost for the best interest of the child and must not be ignored. Parents should not neglect or should be made aware of this. I think protecting the child's body, respect, and perception of themselves is a prerequisite for protecting their mental health and respecting the boundaries of other people. If children and families become aware of these issues, I believe that the foundation of our mental health and ethical values as a society can be laid with these issues. Because it would not be realistic to expect a healthy world without raising healthy individuals." (F39)

"It is important to respect children's privacy and their sense of privacy. I read from a psychiatrist that babies prefer their mothers to clean their diapers and are uncomfortable with other people. He said that kissing babies' bottoms causes psychological damage. Assoc. Prof. Dr. N... K.... That's why I cleaned my child's diapers myself. I didn't kiss his butt. I sent him to a nursery that pays attention to privacy. I didn't need any extra training. Now, he pays attention to the privacy of people, especially me. However, children should still be given privacy in education if necessary, such as warning a child who wants to go into the host's bedroom when you are visiting." (F49)

"It is important for them to know and protect their own private space, to protect and respect the private space of others, to learn how to set healthy boundaries for themselves and the environment, to realize their feelings against being forced to do something, and learn how to say no, to make sense of information about sexuality, to get what is right and wrong from the people they trust the most." (F65)

"It must be given in the right way. Children should be taught their own private boundaries and how to protect them. Life is a clash between good and evil. Children are at the center of life and are the most essential element, the guarantee of the future. If a child does not know his/her private areas (sexual, physical, labor, physical, and

psychological), he/she can be subjected to psychological pressure in any field. The main duty of parents is to provide children with privacy education at the same time as providing them with the first language acquisition.” (F70)

“Yes, it is important because privacy is examined not only in terms of body parts but also in terms of personal information, thoughts, feelings, etc. I think it is appropriate to raise awareness of our children on this issue.” (F97)

What Can Be Done to Raise Privacy Awareness

As a result of the data obtained from the interviews with the participants, eight codes were identified for the category of what can be done to raise awareness of privacy: "establishing communication," "providing education in schools," "as a model," "using books/games/dramas/visual materials," "with expert support," "by strengthening family relations," "without any special effort," "no idea."

Table 5

Findings Related to the Category of What Can Be Done to Raise Privacy Awareness

Codes	Participants	N	Percentage(%)
Establishing Communication (Providing information about privacy by talking to children)	F1, F2, F3, F5, F6, F8, F11, F15, F20, F23, F25, F27, F29, F31, M32, M34, F39, F40, F41, F43, F44, F48, F49, F51, F54, F55, M56, F59, F60, F63, F64, F70, F73, F76, F77, F80, F81, F86, F87, F92, F94, F95, F99, F101, F102, F103	46	43,80
Providing Education in Schools (Students - Parents)	M22, M28, M34, F37, F38, F41, M45, F46, F47, F52, F54, F78, F79, M82, F83, F85, F87, M88, F91, F94, F97, F98	22	20,95
As a Model	F4, F5, F7, F16, F23, M24, F27, M32, F36, F39, F40, F41, F43, F44, M56, F60, F62, F68, M71, M74, F84, F87, M90, F96, F100	25	23,80
Using Books, Games, Drama, Visual Materials	F9, M10, F12, F13, F15, F19, F23, M24, F30, F31, F38, F42, M50, F52, F62, F65, F69, M71, F73, F85, M89, F97, F104, F105	24	22,85
With Expert Support	F15, F17, F19, F26, M33, F38, F58, F61, F66, F70, F72	11	10,47
With Strengthening Family Relations	F14, F27, F35, M67, F102	5	4,76
Without any special effort	M75	1	0,95
No Opinion	F18, M21, M53, F57, F93	5	4,76

When the opinions of the participants about what can be done to raise privacy awareness are analyzed, 43.8% of the participants agree that talking to children and telling them information about privacy is the

method that the majority of the participants agree with. In addition to communication, 23.8% of the participants agree with the view that children can gain privacy awareness as a model. The use of materials is also among the answers given by 22.85% of the participants. Some of the views of the participants are as follows:

"While providing privacy education, first of all, the child should be correctly defined what private (intimate) areas are. Parts of the body, such as lips, legs, chest, and buttocks, are included in the private area. It can be taught that the private parts of the body (genitals/chest) should be hidden by reminding the child from 1.5-2 years of age. When parents touch the child, explaining the reason and asking permission will help the child develop a sense of body and private space. Parents or relatives should refrain from joking about private areas when petting or playing with children. Moving to another room while dressing children helps to establish the perception of privacy. Thus, children know that not everyone should see their bodies. Children should be told that no matter how close relatives or friends they are, it is wrong to want to look at or touch intimate areas and that no one should do this. When such a situation happens to them, they should be told that they should object, protect their bodies, shout, ask for help, and run away. It should be made clear to children to tell their parents if there is a situation like abuse. They should be told that there is nothing to be ashamed of, that no one judges them, and that it is normal for parents to help them." (F27)

"From an early age, parents can use techniques such as games, etc., in accordance with the developmental characteristics of the child and explain this subject by repeating it at intervals until the child grasps it, and if necessary, expert help can be sought. Training on this subject should be given at regular intervals in schools. (F38)

Knowing one's own boundaries, being able to say no, talking about consent and its importance, awareness that private areas are not to be touched, how to distinguish between good and bad touch, allowing and giving opportunities to clean private areas after a certain age, respecting personal space and boundaries and respecting private areas." (F39)

"I think that raising awareness of privacy can be achieved by first being a role model. Role modeling should start by getting permission from children for any contact (hugging, kissing, holding their hands, squeezing their cheeks). In this way, the child will also see that everyone's body is private." (F100)

Issues to be Considered While Providing Privacy Education

As a result of the data obtained from the interviews with the participants, in the category of issues that should be considered while providing privacy education, the following were identified: "characteristics of the child's developmental period," "giving information on the spot and at the right time," "not causing anxiety," "using a positive/plain/understandable language," "taking into account the uniqueness of the child," "establishing a safe relationship with the person providing education," 16 codes were identified as "not arousing curiosity", "being the right model/guide", "giving the right information/specialized support", "being given by same-sex teachers", "carefully prepared education programs", "not making gender discrimination", "being alone", "avoiding concepts such as forbidden/sin/missing", "an education accompanied by religious advice", and "no idea".

Table 6*Findings Related to the Category of Issues to be Considered While Providing Privacy Education*

Codes	Participants	N	Percentage (%)
Child Development Period Characteristics (Age)	F3, F7, F16, F20, M22, F23, M24, F25, M28, F29, F31, M33, F38, F39, F42, F43, M45, F47, M50, F61, F62, F65, F66, F68, F73, M74, M89, F95, F97, F98	30	28,57
Providing Information on the Spot and at the Right Moment	F41, F46, F48, F64, F70, F81, M88	7	6,6
Not Creating Anxiety	F5, F7, F8, F11, F13, F15, F19, M24, M32, M34, F35, F39, F41, F44, F49, F51, F52, F54, F55, F57, F59, F60, F62, M67, F68, F69, M71, F73, M75, F79, F83, F84, F92, F102, F104	35	33,3
Using Positive, Simple, Understandable Language	F1, F8, M10, F12, F13, F14, F17, M24, F26, F27, F30, M32, F35, F36, F37, F62, M67, F73, M74, F76, F80, F99, F101	23	21,9
Considering the Uniqueness of the Child (Life Story, Socioeconomic Status)	M10, F40, F63, F78, M90, F105	6	5,71
Establishing a Trusting Relationship with the Trainer	M56, F85	2	1,9
Failure to Arouse Curiosity	F60, F86	2	1,9
Being the Right Model/Guide	F4, F6, F23, F37, F43, M56, F57, F77, F94	9	8,57
Providing Accurate Information/Expert Support	F5, F9, F48, F58, F91	5	4,76
Being Taught by Same-sex Teachers	M28, M53	2	1,9
Carefully Prepared Training Programs	M28, F103	2	1,9
Gender-neutral	F59, F72	2	1,9
To be Alone Together	F2, F92	2	1,9
Avoiding Concepts such as Prohibition, Sin, and Shame	F70, F100	2	1,9
An Education Accompanied by Religious Advice	M82, F93, F96	3	2,85

No Opinion

F18, M21, F87

3 2,85

It is seen that 33.3% (35 people) emphasized the importance of not causing anxiety while providing privacy education. In addition, observing the developmental period of the child is another important issue, with a rate of 28.5% (30 people). The views of some participants are presented below:

"I think it is necessary not to overwhelm the child with unnecessary sexual knowledge and information and to take into account his/her age, to keep the line, to express the questions about sexuality in an age-appropriate way as much as he/she asks, and not to scare the child too much and make the child paranoid." (F39)

"Attention can be paid to their culture, family structure, and socioeconomic status. Knowing the child's psychological past history (traumatized events)." (F40)

"By showing exemplary behaviors and showing that this education takes place a lot in our daily lives, it can be ensured that children attract more attention by selectivity in perception. For example, in the daily routine, I did this and that with appropriate and immediate information." (F46)

Situations That May Constitute a Breach of Privacy

As a result of the data obtained from the interviews with the participants, the categories of situations that may constitute a violation of privacy are "physical contact", "not respecting", "not providing self-care skills in accordance with age", "intrusion into private space", "unauthorized use of objects", "not providing safe internet access", 14 codes were identified as "sharing someone else's feelings and thoughts without permission", "types of abuse/bullying/violence", "asking inappropriate questions", "forcing/pressuring about anything", "sharing children's photos on social media", "spying", "any action that makes you feel unsafe", "no idea".

Table 7

Findings Related to the Category of Situations That May Constitute a Violation of Privacy

Codes	Participants	N	Percentage(%)
Not Providing Self-care Skills in an Age-appropriate Manner	F65	1	0,95
Physical Contact	F5, F7, F9,M10, F11, F12, F13, F14, F15, F18, F19, F20, M22, F23, M24, F25, F29, F30, F31, M32, M33, F35, F36, F38, F39, F41, F42, F43, F44, M45, F47, F49, M50, F51, F52, F54, M56, F60, F61, F62, F64, F65, F66, F68, F69, F72, F73, M74, F78, F79, F81, F83, F84, F85, F86, F87, M88, M90, F92, F93, F95, F99, F101, F102, F104	65	61,9
Lack of Respect	F3, F40, F43, F49, F51, F59, F60, F62, F96	9	8,57
Violation of Private	F4, F6, F7, F8, F9, F16, F17, F20, F25, F26, F27, M32,	32	30,47

Space	F36, F37, F38, F39, F40, M45, F49, F52, M56, F58, F60, F61, F65, F66, F68, F72, F80, F85, F87, F97		
Unauthorized Use of Goods	F7, F8, F9, M24, F68	5	4,76
Not Providing Secure Internet Access	M10, F65	2	1,9
Sharing Someone Else's Thoughts and Feelings without Permission	F26, F54, F77, F98	4	3,8
Types of Bullying/Violence	F3, F12, F15, M21, F42, F46, M56, F57, F64, F70, F72, F76, F83, F91, F104	15	14,28
Asking Inappropriate Questions	F5, M10, F23, M32, F81	5	4,76
To Force or Pressure in any Matter	F7, F8, M21, F23, F25, F44, F48, F54, F59, F64, F68, F69	12	11,42
Sharing Photos of Children on Social Media	F63	1	0,95
Surveillance	M24, M74, F77, F86	4	3,8
Any Action that Makes You Feel Unsafe	F11, M34, F55, F62, M67, M88, M89, F91, F100, F105	10	9,52
No Opinion	F1, F2, M53, M71, M75, M82, F94, F103	8	7,61

Regarding the situations that may constitute a violation of privacy, the majority of the participants (61.9% (65 people) consider physical contact. 30.4% of the participants (32 people) also considered the violation of private space as a violation of privacy.

"I think in our society, the most common violation of boundaries/rights is "children don't understand" (F16)

Revealing something that the individual does not want anyone to know, everyone learning his/her secret, revealing something that is in his/her body, being asked by parents to tell or show things that they do not want their children to tell or show, saying things like "Let the child kiss the elders" under the name of respect for the elders even if the child does not want to, etc." (F54)

"After the age of 3, allowing the child to walk around the house or outside naked, bathing with the parent or sibling, having the adult clean the toilet even after the age of 5, entering the child's room without knocking, hugging the child without permission, not separating the beds with the parent, dressing and undressing in the presence of strangers, dressing and undressing in the presence of the child, using the sexual areas as objects of affection, not being able to control exposure to pornographic photos and videos on the Internet." (F65)

"Any behavior in which the child feels insecure can be considered as a violation of privacy." (F100)

Opinions on Who Should Provide Privacy Education

As a result of the data obtained from the interviews with the participants, eight codes were identified: family, teachers, doctor, psychological counselor/psychologist, people trusted by the child, family first, and then experts, religious figures, and no idea.

Table 8

Findings Related to the Category of Opinions on Who Will Provide Privacy Education

Codes	Participants	N	Percentage (%)
Family	F1, F6, M10, F13, F14, F20, M21, M34, F49, F52, F54, F58, F59, F61, F62, F63, F64, F65, F68, F70, F72, M74, F76, F77, F79, F80, F81, M82, F84, F86, F87, M89, M90, F91, F98, F101	36	34,28
Teachers	F7, F52, F54, F58, F59, F63, F80, M82, M89, F95	10	9,52
Doctor	F92, F102	2	1,9
Psychological Counselor/Psychologist	F3, F4, F7, F9, F12, F15, F16, F17, M22, F25, F27, F29, F30, M33, F35, F36, F40, F48, M53, F57, F59, F66, F73, F81, F83, F91, F94, F95, F100, F102, F103, F105	32	30,47
People the Child Trusts	F35	1	0,95
Family First, Then Specialists	F2, F5, F8, F11, F23, M24, F26, M28, F31, M32, F37, F104, F38, F39, F41, F42, F43, F44, M45, F46, F47, M50, F51, F55, F60, M67, F69, M71, M75, F78, F85, M88, F96, F97, F99	35	33,3
Religious Figures	M56, F93	2	1,9
No Opinion	F18	1	0,95

When the opinions of the individuals participating in the study are examined regarding who will provide privacy education, the family is the most preferred option, with a rate of 34.2% (36 people). On the other hand, 33.3% of the participants (35 people) stated that this education should start with the family and then continue with the support of experts. 30.4% of the participants (32 people) emphasized that only psychological counselors and psychologists should provide privacy education.

The marital status of the adults who participated in the study and whether they were parents or not were analyzed differently, and there were some striking findings regarding this issue. When the responses of single and non-parent adults are analyzed, it is seen that the majority of them have comprehensive knowledge about privacy education. In addition, a few of the participants stated that it is appropriate to provide privacy education on religious grounds by people who teach religion. Some participants emphasized the importance of this issue for society by stating that they find it very important that this issue is on the agenda and that they wish to continue working on this issue.

Discussion

This study focuses on privacy, which is an important acquisition for individual and social welfare. It is essential that parents and adults who are likely to be parents have the right information about the concept of privacy since the awareness of privacy in individuals should be properly grounded in the family. In addition, privacy awareness is also necessary for a healthy relationship with oneself and with other individuals in one's social environment. One element that will reduce privacy violations is the full awareness of privacy held by all adults who engage with children. In our country, ignoring such an important issue on the grounds of some cultural grounds brings along some individual and social problems. For this reason, it is considered extremely important to bring the concept of privacy to the agenda.

The views of the adults interviewed within the scope of the research on privacy education have been examined, and the lack of knowledge and differences of opinion on this issue is also revealed. Limiting privacy education to sexual education or physical awareness constitutes only a part of this lack of knowledge. It is also noteworthy that only one of the adults participating in the study evaluated digital privacy within the scope of privacy education. The fact that the society has not yet sufficiently recognised the contributions of technology to human life as well as the privacy violations it may cause is a situation that can be evaluated to the detriment of children and young users who do not have the necessary awareness, especially in terms of technology use. In addition, the emotional, intellectual and temporal dimensions of privacy are often ignored. However, the world of emotions and thoughts is as private as the body of the individual. Forcing a child who does not want to share his/her feelings or thoughts to ask one question after another is also considered a violation of privacy. The child should be allowed to want to spare time for himself/herself, and the withholding of time by adults without the child's consent is also considered a violation of privacy. Therefore, privacy awareness is also a border awareness. Every unauthorized and non-consensual attempt on one's borders may constitute a violation of privacy. A person may also violate his/her own privacy from time to time. A person may cause risky situations for himself/herself by sharing more information than necessary through social media posts. At this point, the necessity of privacy education is mentioned.

In Türkyılmaz's (2019) study, it is stated that parents express privacy education as personal space and protection from sexual abuse, and that they evaluate privacy less as a right by addressing all its dimensions. Yalçın et al. (2023), in his study, reveals that families do not have enough information about privacy education. İder and Tavukçuoğlu (2023) also stated in their study that parents do not have sufficient knowledge and sensitivity regarding privacy education and that they mostly define privacy in terms of the body and the relationship between boys and girls, and that they do not address the dimensions of privacy in terms of objects, space and information. In Özaslan and Gültekin-Akduman's (2018) study, parents defined privacy education as teaching private areas and teaching protection. The findings of the study coincide with the findings in the literature.

In the study, the participants stated that they consider privacy education extremely important and necessary. This necessity was expressed in terms of social welfare, protection of children against abuse and bullying, healthy development, self-esteem and respect for others. In Özaslan and Gültekin-Akduman's (2018) study, parents emphasized the necessity of privacy education, especially to prevent

abuse. In Türkyılmaz's (2019) study, all of the participating parents without exception stated that privacy education was necessary, which supports the findings of the study.

The significance of privacy awareness training is demonstrated by the participants' statement of informing kids or setting an example as the most effective technique to increase privacy awareness. Undoubtedly, it is necessary to have the right knowledge to be the right model. Participants emphasized the importance of not causing anxiety and arousing curiosity while providing privacy education. The importance of using positive and understandable language considering the developmental period of children is also stated. The answers given regarding the use of materials bring the following question: "Are there enough materials to provide children with privacy awareness? Do the existing materials address privacy in all its dimensions? Among the participants' answers, there are different subjective ideas due to the diversity of their socio-cultural structures. Some participants stated that religious figures should give privacy education in light of religious knowledge. In Türkyılmaz's (2019) study, the participants stated that privacy education should be provided to children by parents as role models, by talking through case studies and through a systematic, pedagogical education.

It is often overlooked by participants that privacy education should begin in the family. It can be said that the thought that the family is not sufficiently equipped may have led to these statements. In this direction, it is very important to provide privacy awareness to parents and prospective parents. In Türkyılmaz's (2019) study, it is seen that the view that the foundation of privacy education should be laid in the family is dominant. In addition, the participants stated that privacy education should be reinforced by teachers in educational institutions and should continue throughout life.

In the early childhood period, which is the most effective in the personality development of the child, the child spends his/her time with the mother, father or caregivers. Meeting the child's physiological needs, personal hygiene and toilet training are important steps in raising privacy awareness in children. Therefore, the privacy perception of parents and caregivers is the most important factor affecting the child's privacy perception.

The cause for numerous infractions nowadays is shown by the fact that most participants believe that privacy violations are only related to physical touch. Only one participant mentioned that parents shared children's photos on social media. In this direction, the study clearly shows that society has not reached the necessary level of awareness about the violations caused by digitalization. Some participants used very general expressions.

In the study, the participants mostly stated that privacy education should be given by the family, psychological counselors or psychologists, and first by the family and then by experts. When the literature is examined, it is seen that in Türkyılmaz's (2019) study, 65% of the participants stated that privacy education should be provided by the family. In addition, the common point of the participants is that privacy education should be given in preschool education institutions.

In the study, the socio-economic level of the study group is thought to be high considering their education and income levels. However, it is seen that the participants do not have comprehensive and sufficient knowledge about privacy education.

People interact with themselves and other individuals. Every adult who interacts with individuals, especially in infancy and childhood, where privacy awareness will be gained, should develop a

minimum level of awareness of the concept of privacy. In this sense, it is obvious that privacy awareness is not only an acquisition that parents should know but also an acquisition that every individual should acquire for themselves and other people.

In this study, it is assumed that the selected sample represents the universe and that the real situations of the participants are reflected sincerely and impartially with the "Sociodemographic Information Form" and "Semi-structured Interview Form on Privacy Education" in which demographic characteristics, opinions of adults on privacy education can be determined. The research is limited to the information obtained from the semi-structured interview form and sociodemographic information form directed to adults between the ages of 18-65. The results of the research will form a scientific basis for future studies.

The concept of privacy has a very wide scope and dynamic structure as it is related to every period of life and every human situation. Therefore, studies on the concept of privacy are considered important for the benefit of the individual and society. The importance of privacy awareness can be emphasized by examining the relationship between the level of privacy awareness and different psychological structures. Practices can be organized to protect children's privacy on online platforms. Preparing adult education programs and providing training on privacy education should be seen as a priority requirement. In this direction, training programs can be prepared for individuals who are in close contact with children, especially for prospective parents, parents, and teachers at preschool, primary, secondary, and high school levels, based on the fact that privacy education starts at birth. The short and long-term effects of the prepared privacy education programs can be examined by implementing them.

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