



A MODERN PROBLEM FACED BY PRIMARY SCHOOL STUDENTS IN DISADVANTAGED REGIONS: THE TEACHER INFLUENCER

Yusuf KIZILTAŞ

Assoc. Prof. Dr., Van Yüzüncü Yıl University, Faculty of Education, Department of Primary Education, Van

ORCID: <https://orcid.org/0000-0001-9434-4629>

ysfkiziltas@gmail.com

Received: June 28, 2022

Accepted: January 18, 2023

Published: June 30, 2023

Suggested Citation:

Kızıltaş, Y. (2023). A modern problem faced by primary school students in disadvantaged regions: The teacher influencer. *International Online Journal of Primary Education (IOJPE)*, 12(2), 152-167. <https://doi.org/10.55020/iojpe.1136991>



This is an open access article under the [CC BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).

Abstract

Some young and inexperienced teachers working in rural and disadvantaged areas in the city center of Turkey have the habit of constantly producing digital content and sharing virtual videos in classrooms/schools. Thus, the students become the material of virtual trade. The process of becoming a teacher influencer and its effects on the students were examined in detail. The research had a phenomenology design as one of the qualitative methods. The data were collected from the teachers of various teaching areas (n=201). According to the findings, the majority of the teachers participating in the research thought that being a teacher influencer, and teacher influencers caused damage to the students and violated children's rights.

Keywords: Disadvantages regions, primary schools, teacher influencers, social media.

INTRODUCTION

The internet plays a crucial role in the change and development of teachers who have been seen as craftsmen of the spirit (Topçu, 2016) since the past. In this change, social networks such as digital platforms, online courses, and social media (Facebook, Instagram, Twitter) used for effective teaching are an important, influential and helpful part of teaching processes (Ajjan & Harsthone, 2008; Marcelo & Marcelo, 2021). Significantly, the integration of smartphones into our lives and the diversity of social media platforms are attractive to many teachers. These developments are undoubtedly a good opportunity for effective teaching. Similar ideas are found in the research conducted by Menteşe (2013). Moreover, Erçetin and Menteşe (2013) emphasized the importance of teachers using social media in a positive, controlled, wise, and constructive way for the new generation of students called 'digital natives'. However, the level of benefiting from them may get out of control over time. Undoubtedly, some teachers can be swept away in this cycle. Erişir and Erişir (2018) also emphasized this lack of control in teachers. Thus, teachers find themselves in an unauthorized and uncontrolled sharing of videos/photos (Küçükali & Serçemeli, 2019; Serin, 2019). On the other hand, the intermediary role of social media in making people famous in a short time and its ability to reach the masses sabotage this positive purpose and unconsciously feed this uncontrollability (Shelton et al., 2020). This situation is considered worrisome as Carpenter and Harvey (2019) stated. In this process, some teachers are attempting to turn this aspect of social media into an opportunity to become popular, as Serin (2019) puts it. Popularity here is essentially an effort to become an influencer. This role of social media providing students with digital content, information, projects, and many other activities, especially via smartphones, is succumbing to the ambition of becoming famous, popular, and an influencer over time. These determinations are also found in the results of the research conducted by Shelton et al. (2020). As a result, students are forgotten due to 'techno-neglect' towards students (Goodwin, 2018) in those who are immersed in digital devices. So, students turn into a tool rather than a goal. In other words, classroom environments and students used to create digital content on social media are now turning into springboards for teachers to become popular influencers. In this situation, the teacher asserts themselves more (Shelton et al., 2020). Along with digitalized teachers, students are treated as extras



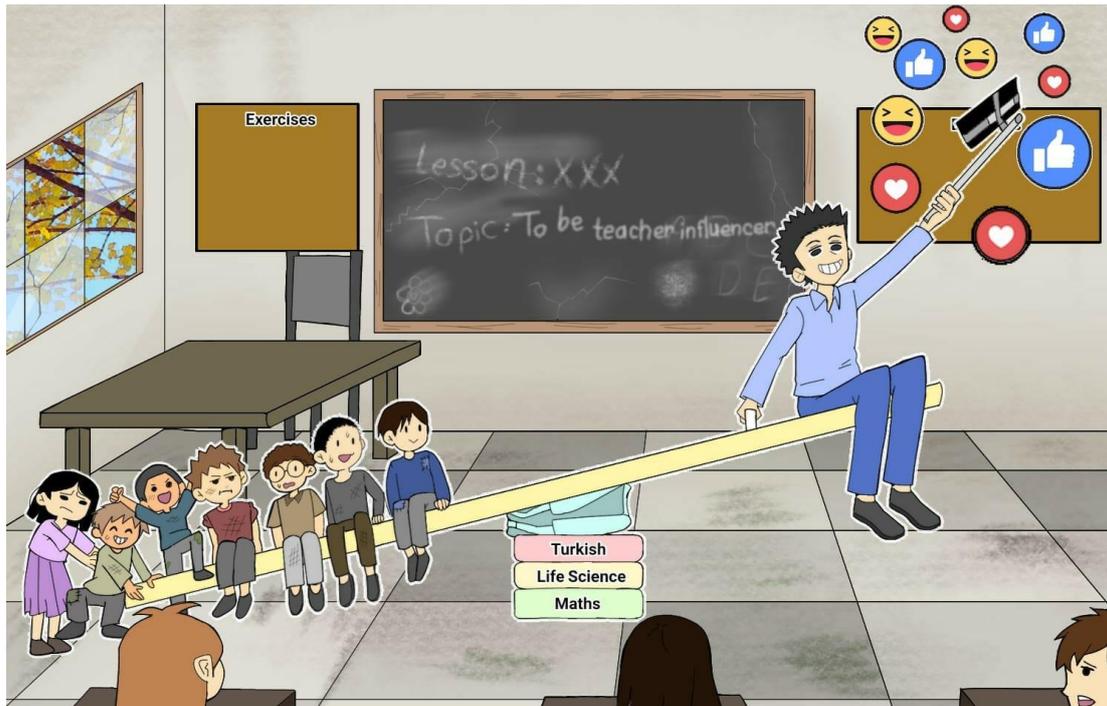
and decoration tools. Thus, as Selwyn (2010) states, teachers tend to use social media uncomfortably. Therefore, this process needs to be explained and discussed comprehensively.

Teacher Influencer

Popularity is a concept we frequently hear with the spread of social media. The idea of social media influencers (SMIs) in the literature section (Carpenter et al., 2022) meets this popularity. In this context, people become social media influencers on the way to create an audience and become famous by constantly sharing their experiences and various ideas on social media (Audrezet et al., 2018). These issues brought by sharing every moment, informing every moment, creating a virtual fan base, and seeking solace in that world are also expressed by Sayar and Yalaz (2019). In this context, they consider social media as "tribal narcissism". In other words, being an influencer essentially includes narcissism, more precisely, digital narcissism (Kittinaraporn, 2018). Narcissism, on the other hand, is a personality-related illness according to the DSM-IV criteria published by the American Psychiatric Association (APA) (Hopwood et al., 2012). However, this does not mean that being a social media influencer is wholly exposed to such a generalization. However, the masses who are afraid of missing the developments on the way to becoming an influencer (fear of missing out) feel a constant need to share without letting go of their smartphones for a moment (Kardaş, 2020). This is becoming an addiction and disease. Even being without a phone is defined as a particular problem (nomophobia) (Goodwin, 2018; Sayar & Yalaz, 2019). However, as it is understood in the research conducted by Brooks et al., (2021), individuals become social media influencers after being rated with a fine reputation as a result of their performance and the capital they have accumulated. After all, this is a virtual career (Altun, 2019).

Like many other groups, some teachers are starting to look for a place in this network, that is, in the process of becoming a social media influencer. It can be said that the concept of 'education influencer' (Carpenter et al., 2022; Marcelo & Marcelo, 2021) is close to this situation of teachers. Teachers in this context take part in this network by constantly sharing pictures and videos of students (Temel & Davulcu, 2021). Dobrilă (2021) also points out that teachers do not know their practical and correct use (Den Beem et al, 2020) by drawing attention to these posts and stating that this violates children's rights and privacy (American Board, 2016) and its risks. The violation created by this uncontrolled sharing (Erisir & Erişir, 2018; Keith & Steinberg, 2017), which makes a digital identity unaware of the students, eventually turns into the problem of being a teacher influencer, addiction (Picture 1). Shelton et al. (2020) also point out that this contradicts traditional teaching, which considers students' benefit.

Similarly, Warnick et al. (2016) draw attention to this issue, emphasizing that the effects on individuals/students turn into profit motives, confirming this situation. In addition, as a result of this trade, by providing material and aid support to schools (Carpenter et al., 2020), this situation is almost legitimized. In this trade, the more students and place content served, the higher they will be on their way to becoming influencers (likes, followers). In the research conducted by Cino and Vandini (2020), this situation is evaluated as creepy and it is stated that the teacher should be busy with teaching, not with likes and followers. As the purpose is not to teach, it is inevitable for the student to be used in the trade of becoming famous. Trying to be an influencer that almost commercializes schools (Saldaña et al., 2021) makes students become a part of virtual commerce. In other words, this trade emerges as an inevitable result of the problem of being a teacher influencer. Carpenter et al. (2022) state that followers are seen as customers by the influencers, which almost confirms this trade.



Picture 1. The photo taken by the teacher who wants to be an influencer during the lesson (Source: The picture was designed by the researcher, inspired by the Instagram shares of the influencers. It is representative).

The main purpose of an influencer teacher is to be famous (Küçükali & Serçemeli, 2019), to create an audience, to receive advertisements, and to increase the number of likes and followers. Schmidt (2020) pointed out that trying to get likes is an illness. On the other hand, Carpenter et al. (2022) emphasize that the primary goal of teacher influencers is to become popular on social media platforms and to make money using this popularity (Serin, 2019). These people are considered as micro-celebrity or brand ambassadors (Saldaña et al., 2021), unlike those who are ordinary and famous for activities that require effort in daily life (Senft, 2008). In addition, Selwyn (2019) states that the term *edo-famous* is used for teachers in this context. Microcelebrities advertise some brands with live broadcasts and organize various raffle contests (Saldaña et al., 2021; Shelton et al., 2020). Thus, a teacher influencer's pedagogical purpose remains in the background. Indeed, Carpenter et al. (2022) also state that teachers move away from being beneficial to their students and professions in this way. They instantly upload photos and videos to social media (Duran & Bayar, 2020). Aslan and Durmuş (2020) also mentioned these in their research. The scary thing is that sometimes students might do the video footage and every activity in the classroom is shared instantly. The student is abused both as a material and as a video shooter. This problem raises the question of 'When does the teacher have his lesson while doing all these?'. Selwyn (2019) states that this takes a lot of time, and this question emerges again. Şad and Demir (2019), on the other hand, expressed the opinions of teachers that the use of social media outside of school/class hours is more effective for students. Therefore, he states that social media can be an effective educational tool (Carpenter et al., 2022). On the other hand, the harms of uncontrolled digitalization (Schmidt, 2020), which are ignored and not restricted due to various excuses, are not subject to sanction, and teachers in this context are considered successful. In fact, from time to time, these teachers are rewarded and invited to various programs. Schroeder et al. (2021), on the other hand, admits that he was inspired by and received support from teacher influencers. However, there are examples from different countries indicating that this situation is serious, and this violation should be avoided (American Board, 2016). In Turkey, there are no sanctions other than an official letter sent by the Ministry of National Education to schools (MEB, 2017).



By issuing a circular letter numbered 2017/12, the Ministry of National Education warned about sharing student pictures/videos and teacher pictures/videos on social media channels such as Facebook, Instagram, Twitter, and Youtube (MEB, 2017). Obeying this rule varies according to the school and the teacher (Schmidt, 2020). It has been emphasized that legal action will be taken against those who share illegally. In the research conducted by Cino and Vandini (2020), the parents confessed their discomfort. They stated that it was a school procedure, and the school did not get their permission. They also said that this situation discomforts even some teachers. Serin (2019), on the other hand, draws attention to the fact that children who are not taken permission may take legal action against pictures, sounds, and images in the long run. It is also underlined that sharing photos/videos without permission will be punished with imprisonment according to articles 136, 137, 138, 139, and 140 of the Turkish Penal Code (TCK, 2004). However, no concrete sanction was encountered regarding this issue. Aw et al., (2020) also attribute the absence of enforcement to the lack of inspections.

On the other hand, teachers have problems using social media for professional or personal purposes. In other words, teachers do not have enough knowledge about using social media (Fox & Bird, 2015; Toker, 2021). Besides, the absence of sanctions encourages teachers' photo/video shooting even during break times. Serin states that most of the video shoots for classroom activities include child abuse (Serin, 2019; Toker, 2021) (Picture 2). These photos, videos, and comments are mentioned everywhere (Shelton et al., 2020) even in teachers' rooms. Over time, similar behaviors begin to emerge in students who follow in teachers' footsteps. Students become so immersed in social media that they forget their responsibilities at school (Duggan et al, 2015; Sakinah Nuraini et al., 2020). Ultimately, before reaching high school, the efforts of many students may turn into becoming social media influencers or YouTubers. The social, economic, and psychological consequences of this situation are worth investigating. Demirtaş (2017) draws attention to the fact that students spend time on social media rather than playing games during breaks.



Picture 2. Some teacher influencers record videos all the time rather than teaching (Source: The picture was designed by the researcher, inspired by the Instagram shares of the influencers. It is representative).



The concept of teacher influencer and studies in this field have not been fully touched upon in the literature in Turkey. However, in the literature, there are studies on the idea of being a popular teacher (Serin, 2019) and positive news titled "teacher influencers" (Ülkar, 2019). Though not directly related to the subject, in the international literature, a limited number of studies on teachers' efforts to become an influencer are found. (Carpenter et al., 2022; Marcelo & Marcelo, 2021; Shelton et al., 2020). These studies are also relatively new. Carpenter et al. (2022) point out that this relationship between social media and teachers was of limited interest to researchers and draw attention to the lack of research on this issue. Another point about the teacher influencers is that these teachers mostly work in certain regions of Turkey. Although these teacher influencers work in village schools in the western regions of Turkey (Ülkar, 2019), this phenomenon is more common in schools, especially in rural and disadvantaged areas in the city centers of Turkey. Teachers in these regions are also relatively younger and inexperienced teachers. It is possible to reach this opinion from the social media posts of teachers who are being an influencer. Cino and Vandini (2020) also stated in their research that young and inexperienced teachers make such posts more often. On the other hand, teachers who are being an influencer, are attracted by social media due to the reflections of the linguistic differences and deficiencies caused by bilingualism in the students in these regions (using words from the first language becomes the subject of dialectal humor), the unique geographical-cultural structure of the region, the low professional seniority of the teachers, the parents' not having enough information about the abuse, the weakness of the relationship among the parents, and the school. The excitement of the students, perhaps for the first time being filmed and photographed, leads them to accept the situation. Toker (2021) draws attention to the fact that disadvantaged groups who have language problems and poor students are abused in this regard.

Mainly primary school students are affected by the teacher influencers. Selwyn (2019) also states that the teacher influencers are seen especially in primary school students. However, it is possible to encounter even the abuse of preschool children. Shelton et al. (2020) state the existence of this phenomenon from kindergarten to 12th grade in this process. Primary school students, whose willpower and questioning skills have not developed enough, think video recordings are part of teaching. The difference between this research from other studies is that: In this research, attention was drawn to the negative consequences of teacher influencer. It aimed to reveal the effect of the uncontrolled and unconscious use of social media by teachers on students. With this awareness, it may become possible for teachers to be more careful in using smartphones and taking videos in the classroom. In addition, sabotage of lessons and neglect of students will be prevented due to frequent video shootings without pedagogical content.

Research Questions

1. What are the views of primary school teachers on teacher influencers?
2. What kind of effects do teacher influencers have on students according to the teachers participating in the research?
3. How does being a teacher influencer relate to children's rights according to the teachers participating in the research?

METHOD

Research Model

In the research, phenomenology design, one of the qualitative research methods, is used. Phenomenology focuses on phenomena that we are aware of in daily life but do not have an in-depth and detailed understanding (Büyükoztürk et al., 2009). The concept of teacher influencer, which is becoming more and more widespread in Turkey with each passing day, is a phenomenon that needs to be examined in depth. The fact that teacher influencers are common in rural, and disadvantaged areas in the city center of Turkey, encourages further investigation of this phenomenon.



Research Group

The research participants are teachers of various teaching areas ($n = 201$) from the province of Van in eastern Turkey (Table 1). The sample was selected from all districts of Van province. Van is one of the most populated cities in the east part of Turkey. Many teachers are appointed to Van. Most of these teachers are young in Van. Namely, the teacher influencer is more common among young and inexperienced teachers. The density of young and inexperienced teachers in Van is an important criterion in this respect. Likewise, it is an important criterion that there are many teacher influencers in social media who work in Van. Therefore, Van was selected for this research. Criterion sampling, one of the purposive sampling methods, is used to select the sample. In criterion sampling, certain criteria were determined based on the purpose of the research; and individuals, events, or situations that meet the specified criteria are included in the research group (Büyüköztürk et al., 2009). In the current research, working as primary school teachers at schools in rural, and disadvantaged areas in the city centers of Turkey was the only criterion. Teacher influencer is mostly seen in primary schools. Therefore, teachers working in primary schools are also another criterion.

Table 1. Descriptive information of the primary school teachers.

Gender	Professional seniority	n	%
Male (90)	0-5 year	66	32.8
Female (111)	6-10 year	60	29.9
	11-15 year	39	19.4
	16-above year	36	17.9

Female teachers represent the majority of teachers participating in the research. The number of teachers with low professional seniority is the highest.

Data Collection

In this research, data were collected using face-to-face in-depth interview forms and online surveys. The reason for choosing this route is the personal requests of the participants for precaution and social distance due to the Covid 19 pandemic. Online surveying, which is used for online surveys, is one of the most frequently used techniques. It can be said that web-based online surveys are useful and effective because they make it possible to reach many people in a short time (Kumar & Naik, 2016). In-depth interviewing makes face-to-face interviews even more valuable by providing the opportunity to ask detailed questions and to elaborate on the answers given in the same way (Kümbetoğlu, 2005). Data were collected through an in-depth interview and online survey technique, and short-answer and open-ended questions were asked to the teachers. In the personal information form included in the form, the participants were asked about their gender, professional seniority, and teaching areas. The participants took part in the research voluntarily. The data collection process was carried out by the researcher himself. No support was received from an assistant researcher in this process. Face-to-face interviews lasted an average of 20 minutes. The data collected through the online survey were collected within 1 week. The opinions of academics working on 'Internet addiction' and 'children at risk' are used while forming the survey questions. After getting the views of three experts, one of the questions was removed, and the above questions were used to collect data. Likewise, the field experts evaluated the questions in terms of language and content. The online questionnaire was piloted on 20 teachers. After all these procedures, the in-depth interview form and online survey technique were finalized.

The original pictures (Picture 1, Picture 2) in the research were designed entirely by the researcher. While the researcher was designing these pictures, he was inspired by tens of thousands of contents shared by teachers. The designed picture is a summary that emerged after looking at the contents of approximately 30 teacher influencers' accounts. Expert opinions were also used to determine to what extent the photographs represent the teacher influencers.



Data Analysis

The data were analysed using content analysis. Content analysis is to gather similar data around certain concepts and themes and to interpret them in an understandable way (Yıldırım & Şimşek, 2008). Based on participants' responses, the themes, categories, and codes were created. To ensure the external reliability of the research, detailed explanations about the purpose of the research, research group, data collection tool, data collection procedures, and data analysis are given. After the data were transferred to the computer, the researcher arranged and cleaned them. Later, the data were shared with an expert who is competent in qualitative research. The data were also coded by an independent expert. The coding of the researcher and the expert was compared. According to Miles and Huberman's (1994) formula [Reliability = Consensus / (consensus+disagreement)] the percentage of consensus between two different encoders was calculated and 96% consensus was found. MaxQDA 2022 qualitative data analysis was used in the coding process of the data about the method and the process followed in the research.

RESULTS

The data were categorized under two titles: the teachers' views about the teacher influencer and the teachers' general opinions.

The Views of Teachers About Teacher Influencers

Table 2 shows the views of the teachers on teacher influencers.

Table 2. The views of teachers about the concept of teacher influencers.

Have you encountered their sharings during class hours?	<i>n</i>	%
Yes	127	63.2
No	74	36.8
What do you about these sharings?	<i>n</i>	%
Normal	59	29.4
No Idea	25	12.4
Harmful	117	58.2
In which category do teacher influencers usually fall?	<i>n</i>	%
Only young, inexperienced, and candidate teachers.	134	66.7
There is no special category.	67	33.3
In which regions do teacher influencers commonly work?	<i>n</i>	%
In rural	120	59.7
In city	81	40.3
What are the aims of teacher influencers?	<i>n</i>	%
to be an influencer	124	61.7
to provide students knowledge/skills	24	11.9
All	53	26.4
Is the concept of teacher influencer a habit/addiction?	<i>n</i>	%
Yes	140	69.7
No	61	30.3

The findings showed that the majority of the participants (n= 127) emphasized that teacher influencers shared content on social media during class hours. The teachers (n=117) considered that it is objectionable to share content on social media during class hours.

Moreover, the teachers (n=134) stated that the teacher influencers were generally inexperienced candidates and young teachers. The participants (n=120) also agreed that the teacher influencers mostly worked in rural areas. The number of those who say that the teacher influencers are also in the city center is also important (n=81). A significant majority of the participants (n=124) stated that the main purpose of teacher influencers was to be popular or an influencer. Lastly, the participants (n=140) pointed out that the concept of teacher influencer became among some teachers.

The Teachers' Views about the Effects of Teacher Influencers on Students

The effects of teacher influencers on students are presented in Figure 1.

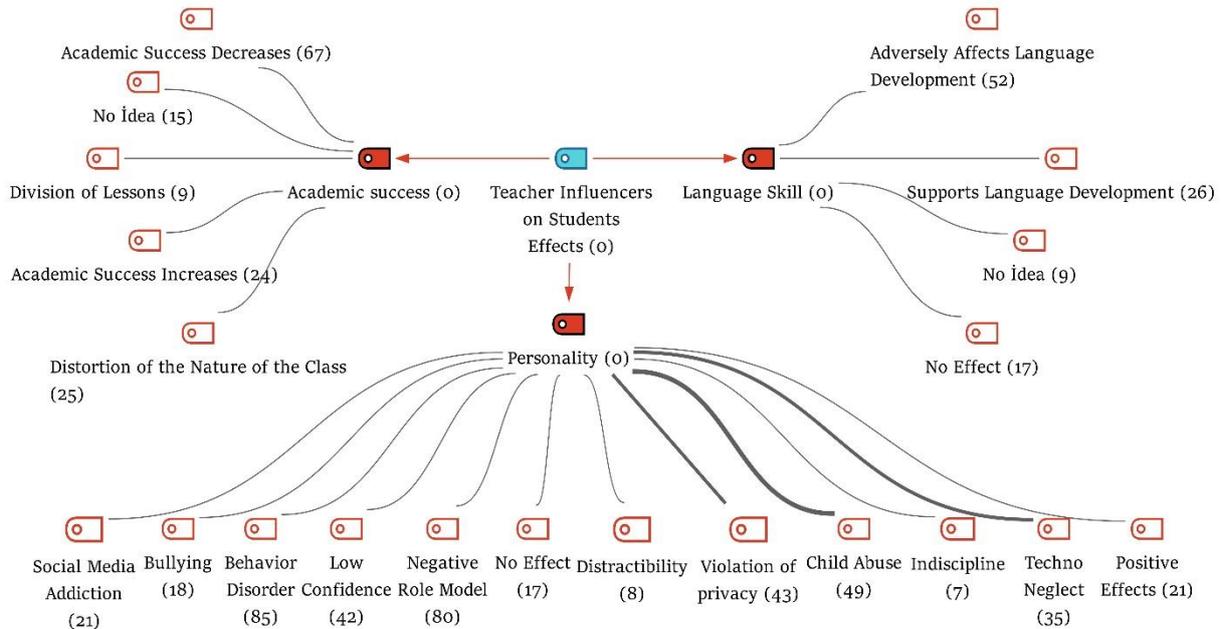


Figure 1. The effects of teacher influencers on students

The effects of teacher influencers on students were categorized as the effects on students' academic life, personality, and language skills. According to participant views, teacher influencers reduced the academic achievement of students (n=67). There are also participants who stated that teacher influencers increased students' academic success (n=24). On the other hand, it should be noted that there are also participants who did not have an opinion on this issue (n=15). Some of the participants' opinions are given below:

I think that teachers who aim to be an influencer and to get likes will not have any concerns about academic success. Therefore, I believe that teacher influencers will not add anything to students academically (T196).

Academically, the teacher who spends most of his time shooting videos causes children to fall behind. The same teacher tries to save this situation by saying that he or she couldn't catch up with the curriculum (T61).

As the findings revealed, the teacher influencers had various effects on students' language skills. According to some participants, the teacher influencers' sharing, and content preparation processes negatively affected students' language development (n=52). There are also teachers who disagreed with this view (n=26). The views of the participants were as follows:

There is a strange language used by teachers who try to be an influencer. With the increase in students' long-term interest in social media, the situation that they are exposed to will negatively affect their language skills (T9).

Using children's language differences, dialects, etc. as humor material will negatively affect the correct language use in these children (T20).

The students' language skills can improve, as their ability to express themselves in front of the camera increases (T78).

Teacher influencers also have various effects on students' personalities. The majority of the participants stated that teacher influencers are negative role models for students (n=80). In addition, the teacher influencers indicated that they committed both violations of privacy (n=43) and child abuse (n=49). Thus, students' self-confidence decreased (n=42), and behavioural disorders occurred over time (n=85). Other problems that teacher influencers created in students' personalities are given in Figure 1. Some of the participant comments are below.



The student, who knows that he/she will be shared in the virtual environment, creates a fake personality that is suitable for the virtual environment, independent of his own personality. This will create identity confusion and self-conflict in the student (T46).

I think that students who are in a funny situation may experience self-confidence problems in the future (T74).

The teachers' Views About the Teacher Influencers and Children's Rights

The teachers' views on teacher influencers and children's rights are given in Figure 2.

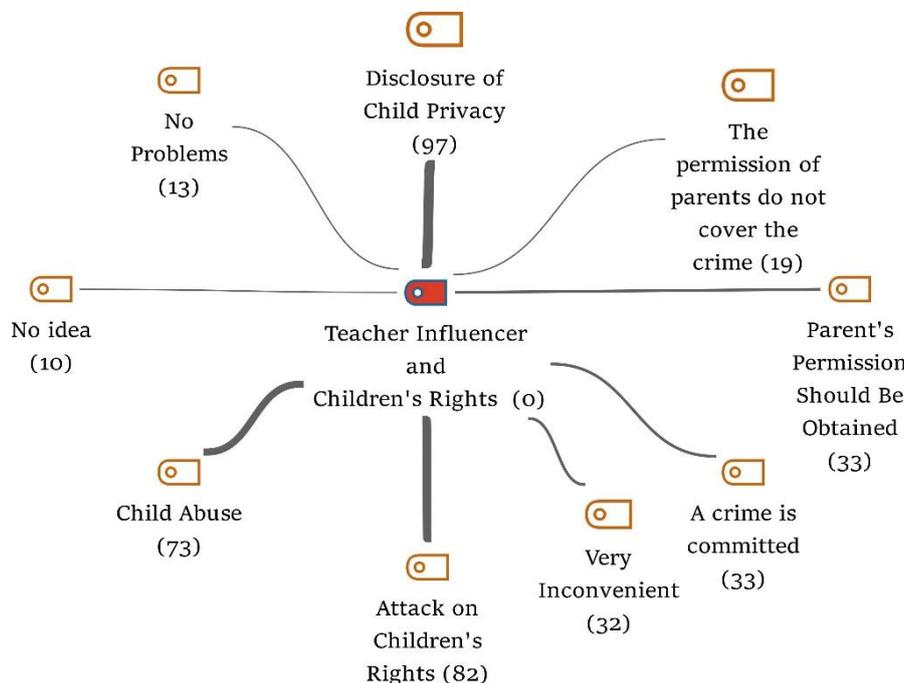


Figure 2. Teacher influencers and children's rights

Almost half of the participants stated teacher influencers violated children's private lives in their social media posts (n=97). In addition, it is emphasized that these were very objectionable posts (n=32) and violated rights (n=82). However, there are also participants who stated that this could not cover up the crime (n=19). Some of the participant comments are below.

The posts are violations of children's rights regarding the privacy of their private life. Sharing without permission and consent of children and without expressing their feelings and thoughts is a violation of privacy (T46).

Publicly shared social media posts are a crime in terms of violation of children's rights and the prevalence of pedophilia. It causes a violation of privacy (T96).

It can be said that the majority of the opinions are that teacher influencers make posts that attack children's rights and abuse children. The number of teachers who are optimistic about this problem is also limited.

DISCUSSION, CONCLUSION, and SUGGESTIONS

In this research, the concept of teacher influencer, which is becoming more and more widespread in Turkey, has been investigated. The results are striking and interesting. It is worth discussing how consistent the results are with the various research results in the literature. In this context, the results of the research are discussed separately and meticulously.

According to the results, teacher influencers are significantly common (Shelton et al., 2020). In the studies (Carpenter et al., 2022; Duran & Bayar, 2020; Marcelo & Marcelo, 2021; Temel & Davulcu, 2021; Den Beem et al., 2020), it is understood that teachers' classroom shots (photo/video) are shared



on various social media platforms. According to Quintana and de León (2021), platforms such as Instagram are used more intensively (Selwyn, 2019; Shelton et al., 2020). Therefore, the teacher influencers, which have become widespread in Turkey, are also seen in different countries (Higgin, 2017). The 2017/12 directive sent by the Ministry of National Education to schools in Turkey is also proof of the existence and widespreadness of teacher influencers (MEB, 2017). In this sense, it is certain that there is a phenomenon of teaching phenomena in schools in Turkey. In this case, it is necessary to discuss how the phenomenon of teachers manifest themselves in schools and what these teachers do. Undoubtedly, this discussion will also be made under other research problems.

The first discussion about the situation of teacher influencers in schools is that this situation is negative. Another significant finding of the research is that the teacher influencer is very inconvenient for students and teachers. Considering the negative consequences of teacher influencers (Selwyn, 2019), the participants see this situation as objectionable. Information and findings about the inconvenient and worrying dimensions of teacher influencers are also found in different studies (Carpenter & Harvey, 2019; Cino & Vandini, 2020). Moreover, Higgin (2017) states that social media poses risks to student privacy and he reveals the drawbacks. In some studies, there are various reasons that make the teacher influencer inconvenient. Teachers' efforts to bring themselves to the forefront rather than doing activities with students are essential among these reasons (Shelton et al., 2020). Cino and Vandini (2020) describe this situation as 'creepy' because they emphasize that this problem causes many other issues. In this case, it is a fact that the teacher influencer is not so innocent and well-intentioned, contrary to popular belief. At first glance, teachers may appear to be doing activities. However, it is possible to say that they actually use students by putting themselves in the foreground.

According to the research findings, the concept of teacher influencer is mainly seen in candidate, inexperienced, and young teachers. Higgin (2017) states that one out of every ten teachers is only competent and knowledgeable about this subject. In this regard, teachers' inexperience and lack of knowledge are two important reasons why the concept of teacher influencer is experienced more frequently among teachers aged between 20 and 30 (Selwyn, 2019) in this context. As a matter of fact, when the findings and information in different studies are investigated, it is possible to see that this problem is experienced more intensely by candidates and teachers (Cino & Vandini, 2020). Similarly, it should be noted that there are studies stating that teachers do not know that the situation is a crime (Can, 2016; Den Beem et al., 2020). In this sense, the findings of this research are parallel with the literature. Undoubtedly, one of the reasons why the sample was chosen from the province of Van was the majority of candidates, were young and inexperienced teachers. In this discussion part of the research, it is understood that teacher influencer is more common among inexperienced, inexperienced and young teachers. This situation shows the need and necessity of administrative control. In the same way, it is important to explain to the teachers in question about the risks that these posts will cause.

It is concluded that the concept of teacher influencer is more common among teachers in rural areas of Turkey. The fact that the conditions (such as climate, development level and socioeconomic level) in rural areas of Turkey are worse than those in western provinces is a severe problem for some teachers (Kızıldaş, 2022). At the same time, these problems cause teachers to get bored. According to Young (1999), it is a strong possibility for teachers to turn to the internet and social media to avoid negativities in such a situation. This mental escape also causes various problems, such as social media addiction. In addition, the mother tongue of students in rural areas of Turkey is different from the country's official language. In this respect, students here have problems with the pronunciation of words due to insufficient use of Turkish (Gözükcük & Kıran, 2018). Teacher influencers also see these disruptions as humor and comedy material and share them. Therefore, teacher influencers are more common in rural areas as there are many linguistic differences in speaking of students in these regions.

According to the research results, the biggest goal of teacher influencers is to be popular. In other words, the pedagogical purpose remains in the background. There is also information in different



studies claiming that for teacher influencers, being popular prevents increasing student benefit and success (Carpenter et al., 2022; Cino & Vandini, 2020; Shelton et al., 2020). The research conducted by Serin (2019) draws attention to the fact that the purpose of teachers' sharing on social media is to gain popularity. Warnick et al. (2016) also draw attention to this problem and emphasize that pedagogical purposes remain in the background. On the other hand, there are also participants who say that the purpose of teacher influencers is to provide students with knowledge and skills (Davis & Yi, 2022). Teachers also present their content, especially on platforms like Teachers Pay Teachers. As the number of followers increases, so do their earnings (Reinstein, 2018). However, according to the teachers who participated in this research, the aim of a teacher influencer is to be a micro-celebrity, not pedagogy. If the aim is not pedagogy, then it is necessary to question the academic level of the classes. Likewise, it is important to discuss how this desire to be famous is reflected in the behavior of students.

According to the results of the research, this situation becomes a habit or addiction as phenomenon teachers frequently share. This habit reaches such an advanced level that there is a constant need to share. This habit, which also stems from digital narcissism, turns into a digital disease. According to Kardaş (2020), the need to constantly share is a reality, a consequence of social media habit and addiction. Likewise, Johnson (2014) draws attention to how such habits are associated with a disease in his research. He states that problems such as narcissism and neuroticism are more common. Kohn (2021) emphasizes that one dimension of narcissism includes arrogance and abuse, which is also pathological. According to Schmidt (2020), the brain begins to release dopamine as the shares increase because there is a constant need to get likes, which makes people happy all the time. In other words, the teacher influencer constantly records, and shares videos can get out of control over time. In such a case, classroom management may also be in the background. More importantly, for teacher influencers, habits can become more advanced over time.

It is also concluded that the teacher influencer has severe effects on students. Within the context of students' personalities, the concept of teacher influencer has negative consequences such as behavioural disorder, bullying, low self-esteem, social media addiction, techno-neglect, child abuse, negative role model, violation of privacy, indiscipline, and attention deficit. The adverse effects of teacher influencers on student personality show a certain level of consistency with various research results (Serin, 2019). Again, according to Serin (2019), the shares of teachers in this context also create psycho-social damage to students' personalities. He emphasizes that students are exposed to comments that offend them, and their psychology is negatively affected. Likewise, Goodwin (2018) states in his research that children want to be like their teacher influencers and fall into digital habits by accessing teacher influencers' recorded posts. In other words, he draws attention to the fact that digital shares make these teachers negative role models for students and claims that these shares are imitated. Umar and Idris (2018) also emphasize the role and importance of the teacher by stating that social media harms students' psychosocial behaviours. Selwyn (2019) states that intense sharing creates questions in people's minds. Therefore, he emphasizes that the primary purpose of this situation can be questioned. The question of whether the aim is to be popular or to be purely pedagogical may arise here. If the objective is to be pedagogical, this situation can be evaluated as abuse. It is emphasized that this problem has negative consequences. Tavşanlı and Akaydın (2017) also state that social media makes the teacher passive, negatively affects the interaction between teacher and student, and causes students to be neglected. At the same time, the findings that these platforms lead students to violence, cause behavioural problems, and act as negative role models are also found in the research of Tavşanlı and Akaydın (2017). It would be appropriate to say that permanent damage has occurred in the personalities of the students due to the phenomenal teachers. The consequences of losing control are very serious. On the other hand, some participants point out that teacher influencers positively affect students' personalities. This is in line with various research results (Gonzalez et al., 2018; Quintana & de León, 2021; Selwyn, 2019).

Another result of the research is that the concept of teacher influencers has positive and negative effects on students' academic and language skills. Goodwin (2018) states that excessive dependence



on digital devices has a negative impact on children's language skills. Accordingly, using digital devices too much causes neglect of the students and reduces interaction between teachers and students. When the interaction decreases, communication is also negatively affected by this situation. Therefore, the necessary prerequisites for developing language skills may not be met by students. On the other hand, according to the research conducted by Tavşanlı and Akaydın (2017), it is concluded that students who have language problems, especially in the disadvantaged region such as Eastern and Southeastern Anatolian Regions of Turkey, learn Turkish better thanks to the videos and cartoons on social media. However, there is no information about the positive effects of teacher influencers on this situation. The concept of teacher influencers has positive and negative effects on students' academic skills (Tavşanlı & Akaydın, 2017; Umar & Idris, 2018). In other words, the teacher influencer's uncontrolled and excessive sharing makes disadvantaged students even more disadvantaged. The academic achievement level of disadvantaged students also decreases. Turkish language skills are also not developing. Because, due to the video shootings, the lessons are not held on a regular basis.

It's also concluded that the concept of teacher influencer leads to different results in terms of children's rights. According to Serin (2019), the fact that the posts are made by the children's own teachers does not change the fact that children's rights, which must be protected according to children's law, are violated. Because teacher influencers' shares often include content that causes child abuse (American Board, 2016). Likewise, Stokes and Simos (2012) draw attention to the fact that teachers lose their jobs due to their neglect and mistakes in using social media. Davis and Yi (2022) show that teachers share videos and pictures of students singing and dancing as if they create a new brand with the students. They emphasize that students are part of this process knowingly or unknowingly. Undoubtedly, these explanations can be presented as concrete evidences of abuse and violation. Thus, as Selywen (2019) states, students become part of their teachers' way of earning money. In other words, children are abused and neglected (Higgin, 2017). It is unknown where the sharing of teacher influencers will lead. It is difficult to predict what these shares will lead to. Children are not told of these risks. Therefore, the rights of children are violated. Their private lives and images are disclosed.

However, the findings of this research pointed out that teacher influencers discredit children by humorously sharing their accents and disadvantages. The agreement on children's rights also emphasizes in Article 19 that states and families should take essential measures on child abuse and violation, and such events and witnesses should be reported to authorities. Moreover, in the Turkish Criminal Code, articles from 135 to 140 mention child abuse. These articles highlight that sharing the personal data of children is a crime and results in a prison sentence. In the Code, Article 137 states that if public officials misconduct using their positions, then the punishment will be aggravated (TCK, 2004). Thus, teacher influencers misconduct as public officials by sharing the personal data of their students. There are also articles in the Constitution of the Republic of Turkey. Article 41 states: "the State shall take measures for the protection of the children against all kinds of abuse and violence."

Lastly, another finding of the research is that permission should be taken from the parents before sharing any content. Higgin (2017) particularly emphasizes the necessity of parents' permission. He also states that if students' names and faces are to be disclosed in the posts, this should be especially stated while taking permission. However, he states that the content should be shared in a way that is not public. He also underlines that school and student locations should not be shared. Selywen (2019) states that the permission documents should be examined before the posts are shared. He states that the posts are worrisome in this sense, as they cause violations of the laws for the protection of children and child privacy. On the other hand, Toker (2021) emphasizes that taking permissions does not make sense if there are abuse and crime in the contents.

Suggestions

Suggestions to the Ministry

Articles 134, 135, 136, 137, and 138 of the Turkish Penal Code on 'child abuse' and privacy (TCK, 2004) can be shared about teacher influencers. It is possible to inform the teachers that these posts



constitute a crime. In addition, the importance of the circular numbered 2017/12 of the Ministry of National Education should be reminded to teachers. The group that violates the directive should be prohibited from filming in classrooms and schools. According to Article 28 of the Civil Servants Law No. 657 in Turkey, teachers cannot work in jobs that generate additional income (DMK, 1965). However, teacher influencers earn money in the process of becoming brand ambassadors and microcelebrities. Teachers should be informed about this. Administrative sanctions should be imposed on teachers who earn money by sharing posts and students as brand ambassadors. To prevent internet addiction in South Korea, internet use of children under 16 is limited by the 'Cinderella' Law from 12 am to 6 am (Nadia Nabila & Quie, 2019). Some laws can also be enacted in Turkey for teacher influencers. With this law, teachers may be restricted from sharing during class hours at school. Teachers can be restricted from shooting and sharing videos during the lesson. 'Cyber security commissions' should be established in schools and national education directorates. These commissions should supervise teacher influencers. Teachers should be given seminars on the issue to increase their awareness of the consequences of this problem. The Ministry of Family and Social Policies of the Republic of Turkey has a unit that monitors parents' shares. This unit is known as the 'Social Media Working Group'. A similar unit should also be established by the Ministry of Education.

Suggestions to the Researchers

Interviews can be made with teacher influencers. Academic success and behavioral status of students can be followed in the classrooms of teacher influencers.

Suggestions to the Teachers

Content sharing that violates children's rights should be avoided. It has been revealed that taking videos during lesson in the classroom causes students to be negative role models. Such behavior should be avoided. It is a fact that companies and organizations that sponsor videos advertise in their aid to schools. Students should not be used for these advertisements.

Limitations

Research data is limited to data collected from only one province. Likewise, it is limited to data collected only from teachers.

Ethics and Conflict of Interest

The author declare that the study has not unethical issues and that research and publication ethics have been considered carefully. The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article. The ethical committee approval was obtained for this research from Van Yüzüncüyıl University Scientific Research Ethics Committee with the decision numbered 28.02.2022-7599 dated February 23, 2022.

REFERENCES

- Ajjan, H., & Hartshorne, R. (2008). Investigating faculty decisions to adopt web 2.0 technologies: theory and empirical tests. *Internet and Higher Education*, 11(2), 71-80. <https://doi.org/10.1016/j.iheduc.2008.05.002>
- Altun, Ş. (2019). *Sosyal medya ve şöhret kültürü: Youtube örneği* [Social media and fame culture-youtube example], (Unpublished master's dissertation). Istanbul Gelisim University, İstanbul, Turkey.
- American Board. (2016). 10 social media rules for teachers. 27 April 2022 retrieved from <https://www.americanboard.org/blog/10-social-media-rules-for-teachers/social-media-for-teachers/>
- Aslan, E., & Durmuş, S. (2020). Okul öncesi dönemde güncel bir ebeveyn davranışı: Sharenting [A current parent behavior in preschool: Sharenting], *Journal of Early Childhood Studies*, 4(1), 135-151. <https://doi.org/10.24130/eccd-jecs.1967202041185>
- Audrezet, A., Kerviler, G., & Moulard, J. G. (2018). Authenticity under threat: When social media influencers need to go beyond self-presentation. *Journal of Business Research*, 117, 557-569. <https://doi.org/10.1016/j.jbusres.2018.07.008>



- Aw, S., Widiarti, P. W., Setiawan, B., Mustaffa, N., Shahizan Ali, M. N., & Hastasari, C. (2020). Parenting and sharenting communication for preventing juvenile delinquency. *Informasi*, 50(2), 177-186. <http://doi.org/10.21831/informasi.v50i2.36847>.
- Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer celebrification: How social media influencers acquire celebrity capital. *Journal of Advertising*, 50(5), 528-547. <https://doi.org/10.1080/00913367.2021.1977737>.
- Büyüköztürk, Ş., Çakmak, E., Akgün, Ö., Karadeniz, Ş., & Demirel, F. (2009). *Bilimsel araştırma yöntemleri* [Scientific research methods], Ankara: Pegem Publishing.
- Can, V. (2016). *Öğretmen adaylarının çocuk ihmal ve istismarına yönelik bilgi ve farkındalık düzeylerinin değerlendirilmesi* [Assessment of candidate teachers' knowledge and awareness levels towards child neglect and abuse], (Unpublished master's dissertation). Dicle University, Diyarbakır, Turkey.
- Carpenter, J. P., & Harvey, S. (2019). There's no referee on social media: Challenges in educator professional social media use. *Teaching and Teacher Education*, 86, 102904. <https://doi.org/10.1016/j.tate.2019.102904>
- Carpenter, J. P., Morrison, S. A., Craft, M., & Lee, M. (2020). How and why are educators using Instagram? *Teaching and Teacher Education*, 96, 103149. <https://doi.org/10.1016/j.tate.2020.103149>
- Carpenter, J. P., Shelton, C. S., & Schroeder, S. E. (2022). The education influencer: A new player in the educator professional landscape. *Journal of Research on Technology in Education*, 1-16. <https://doi.org/10.1080/15391523.2022.2030267>.
- Cino, D., & Vandini, C. D. (2020). "Why does a teacher feel the need to post my kid?": Parents and teachers constructing morally acceptable boundaries of children's social media presence. *International Journal of Communication*, 14, 1153-1172.
- Davis, S., & Yi, J. (2022). Double tap, double trouble: Instagram, teachers, and profit. *E-Learning and Digital Media*, 19(3), 1-20. <https://doi.org/10.1177/20427530211064706>.
- Demirtaş, S. (2017). *8. sınıf öğrencilerinin sosyal medyayı eğitsel kullanmaları ile sosyal medya tutumlarının değişkenler açısından incelenmesi* [Examination of eighth graders' educational use of social media and social media attitudes in terms of variables], (Unpublished master's dissertation). Pamukkale University, Denizli, Turkey.
- Den Beemt, V. A., Thurlings, M., & Willems, M. (2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, Pedagogy and Education*, 29(1), 35-55. <https://doi.org/10.1080/1475939X.2019.1695657>
- DMK. (1965). *657 sayılı devlet memurları kanunu* [Public servants law], (Md. 28). Ankara: Resmi Gazetesi.
- Dobriľă, M. C. (2021). Online education during pandemic: Sharenting vs. children's right to their own image and education. *Revista Românească pentru Educație Multidimensională*, 13(1), 431-446. <https://doi.org/10.18662/rrem/13.1/380>.
- Duggan, M., Lenhart, A., Lampe, C., & Ellison, N. B. (2015). Parents and social media. Pew Res. Cent, 1-37. 19 March 2022 retrieved from <https://www.pewresearch.org/internet/2015/07/16/parents-and-social-media/>
- Duyar, A., & Bayar, E. (2020). Öğretmenlerin sosyal medya kullanımına ilişkin görüşleri [Teachers' opinions about using social media], *Iğdır University Journal of Social Sciences*, 24, 425-447.
- Erçetin, Ş. Ş., & Menteşe, M. (2012). What is happening to the students on social media?'. *Humanity & Social Sciences Journal*, 7(2), 104-109.
- Erişir, R. M., & Erişir, D. (2018). Yeni medya ve çocuk: Instagram özelinde "sharenting" ("paylaşanabalık") örneği [Children and the new media: example of "sharenting" specified to Instagram], *New Media*, (5), 50-64.
- Fox, T., & Bird, A. (2015). The challenge to professionals of using social media: teachers in England negotiating personal-professional identities. *Educ. Inf. Technol.*, 22, 647-675. <https://doi.org/10.1007/s10639-015-9442-0>
- Gonzalez, P. A., Cañizares Alvarado, C. A., & Patiño Mosquera, G. A. (2018). Las redes sociales como factor de decisión: Millennials frente a la generación X. *Rev. Econom. Política*, 1, 9-28. <https://doi.org/10.25097/rep.n27.2018.01>
- Goodwin, K. (2018). *Dijital dünyada çocuk büyütme*. [Raising your child in a digital world]. Trans. T. Er. İstanbul: Aganta.
- Gözükcük, M., & Kıran, H. (2018). İkinci dili Türkçe olan ilkököl öğrencileriyle iletişim kurmada karşılaşılan sorunlar ve çözüm önerileri [The problems faced in communicating with elementary school students whose second language is Turkish and solution suggestions], *Pamukkale University Journal of Social Sciences Institute*, 32, 225-236. <https://doi.org/10.30794/pausbed.424365>.
- Higgin, T. (2017). Protecting Student Privacy on Social Media: Do's and Don'ts for Teachers. 19 March 2022 retrieved from commonsense.org/education/articles/protecting-student-privacy-on-social-media-dos-and-donts-for-teachers



- Hopwood, C. J., Thomas, K. M., Markon, K. E., Wright, A. C., & Krueger, R. F. (2012). DSM-5 Personality traits and DSM-IV personality disorders. *J Abnorm Psychol.*, 121(2), 424-432. <https://doi.org/10.1037/a0026656>.
- Johnson, M. (2014). *Personality and executive functioning as explanatory variables in media technology use and responsiveness to media technology* (Unpublished master's dissertation). The University of Birmingham, Birmingham, England.
- Kardaş, F. (2020). *İrade eğitimi* [How to train your willpower]. İstanbul: Timaş Publishing.
- Keith, B., & Steinberg, S. (2017). Parental sharing on the internet child privacy in the age of social media and the pediatrician's role. *JAMA Pediatrics*, 171(5), 413-414. <https://doi.org/10.1001/jamapediatrics.2016.5059>
- Kızıldaş, Y. (2022). Bilingual students, language conflict, language - culture shock: Situations faced by teachers assigned to eastern regions of Turkey. *Journal of Theoretical Educational Science*, 15(1), 191-215
- Kittinaraporn, J. (2018). *The innovation of social media and dijital narcissism* (Unpublished doctoral dissertation). Thailand.
- Kohn, A. (2021). *Şımarık çocuk: Bir şehir efsanesi* [The myth of the spoiled child]. (Trans. Y, Ataman,). Ankara: Görünmez Adam Publishing.
- Kumar, K., & Naik, L. (2016). How to create an online survey using google forms. *International Journal of Library and Information Studies*, 6(3), 118-126.
- Küçükali, A., & Serçemeli, C. (2019). *Çocukların sosyal medyadaki mahremiyet hakları ve "sharenting" üzerine bir uygulama: Atatürk Üniversitesi örneği* [Children's privacy rights in social media and an implementation on "sharenting": the case of Atatürk University], *The Journal of International Social Research*, 12(68), 1176-1186. <https://doi.org/10.17719/jisr.2019.3905>
- Kümbetoğlu, B. (2015). *Sosyolojide ve antropolojide niteliksel yöntem ve araştırma* [Qualitative method and research in sociology and anthropology]. Bağlam Publishing.
- Marcelo, C., & Marcelo, P. (2021). Educational influencers on Twitter. Analysis of hashtags and relationship structure influencers educativos en Twitter. Análisis de hashtags y estructura relacional. *Comunicar Media Education Research Journal*, 68(4), 1-10. <https://doi.org/10.3916/C68-2021-06>.
- MEB. (2017). *Okullarda sosyal medya kullanımı*. 19 March 2022 retrieved from https://drive.google.com/file/d/0BxCYXmeNe_fSszJTNVc4MkRJUDA/view?resourcekey=0-3Oj7_UdPB_ngr7jrpCOM8w
- Menteşe, M. (2013). *Sosyal medya ortam ve araçlarının eğitimde kullanımına ilişkin okul yöneticilerinin ve öğretmenlerin görüşleri* [The perspectives of school managers and teachers regarding use of social media tools and platforms in education], (Unpublished master's dissertation). Hacettepe University, Ankara, Turkey.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage Publications Inc.
- Nadia Nabila, S. K., & Quie, K. E. (2019). Imposing penalty for internet addiction in Malaysia: Lesson from South Korea. *International Journal of Recent Technology and Engineering (IJRTE)*, 7(6S5), 1601-1605.
- Quintana, J. G., & de León, E. V. (2021). Educational influencers on Instagram: Analysis of educational channels, audiences, and economic performance. *Publications*, 9(43), 1-21. <https://doi.org/10.3390/publications9040043>.
- Reinstein, J. (2018). *Teachers are moonlighting as Instagram influencers to make ends meet*. 23 March 2022 retrieved from <https://www.buzzfeednews.com/article/juliareinstein/teachers-instagram-influencers-school-tpt-pinterest>
- Sakinah Nuraini, N. L., Cholifah, P. S., Putra, A. P., Surahman, E., Gunawan, I., Dewantoro, D. A., & Prastiawan, A. (2020). Social media in the classroom: A literature review. *Advances in Social Science, Education and Humanities Research*, 501, 264-269. <https://doi.org/10.2991/assehr.k.201204.050>
- Saldaña, C. M., Welner, K. G., Malcolm, S., & Tisch, E. (2021). Teachers as market influencers: Towards a policy framework for teacher brand ambassador programs in K-12 schools. *Education Policy Analysis Archives*, 29(109), 1-36. <https://doi.org/10.14507/epaa.29.5654>.
- Sayar, K., & Yalaz, B. (2019). *Ağ-Sanal dünyada gerçek kalmak* [in Turkish]. İstanbul: Kapı Publishing.
- Schmidt, M. (2020). *Ekran çocukları* [in Turkish]. İstanbul: Remzi Publishing.
- Schroeder, S., Shelton, C., & Curcio, R. (2021). Creating the consumer teacher: Edu-influencers and the figured world of K-12 teaching. *American Educational Research Association Annual Meeting*, Virtual Conference.
- Selwyn, N. (2019). *Rise of the "social media teacher": the ups and downs of being 'edu-famous*. 30 March 2022 retrieved from <https://lens.monash.edu/@education/2019/06/28/1373473/the-teacher-as-social-media-celebrity>
- Senft, T. M. (2008). *Camgirls: Celebrity and community in the age of social networks*. New York: Peter Lang Publishing



- Serin, H. (2019). Sosyal medyada çocuk hakları ihlalleri: Ebeveynler ve öğretmenler farkında mı? [Violation of children's rights through social media: Are the parents and teachers aware of it?], *Eskisehir Osmangazi University Journal of Social Sciences*, 20, 1-27. <https://doi.org/10.17494/ogusbd.555107>
- Shelton, C., Schroeder, S., & Curcio, R. (2020). Instagramming their hearts out: What do edu-influencers share on Instagram? *Contemporary Issues in Technology and Teacher Education*, 20(3), 529–554.
- Stokes, K., & Simos, M. (2012). *South Australian schools warned as incidence of cyber bullying of teachers skyrockets*. 23 March 2022 retrieved from <http://www.news.com.au/technology/southaustralian-schools-warned-as-incidence-of-cyber-bullying-of-teachers-skyrockets/story-e6frro0-1226478414345>
- Şad, S. N., & Demir, M. (2019). Öğretmen ve öğrencilerin sosyal medya üzerinden etkileşim kurma ve kurmama nedenlerinin örtük program açısından incelenmesi [Investigation of teachers' and students' reasons to interact and not to interact on social media in terms of hidden curriculum], *Bolu Abant İzzet Baysal University Journal of Faculty of Education*, 19(1), 346-360. <https://doi.org/10.17240/aibuefd.2019.19.43815-456001>.
- Tavşanlı, Ö, F. & Akaydın, B, B. (2017). Sınıf öğretmenlerinin bakış açısıyla sosyal medya okuryazarlığı [Social media literacy from the perspective of primary school teachers], *The Journal of International Social Research*, 10(48), 517-528.
- TCK (Türk Ceza Kanunu). (2004). *Kişisel verilerin kaydedilmesi*, Article 135. 11 February 2022 retrieved from <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.5237.pdf>
- Temel, M., & Davulcu, E. (2021). Çocuk istismarı iddialarının yönetiminin iletişimsel boyutu [The communicative dimension of the management of child abuse allegations], In H. Aydın, & M. Eken, Çocuk istismarı ve multidisipliner yaklaşım [Multidisciplinary approach to child abuse], (p. 117-142). Ankara: Nobel Publishing.
- Toker, T. (2021). Türker Toker yazıo: Sosyal medya paylaşımında çocuk istismarı: Bu paylaşım benim için mi eğitim için mi? 25 March 2022 retrieved from <https://onedio.com/haber/turker-toker-yazio-sosyal-medya-paylasiminda-cocuk-istismari-bu-paylasim-benim-icin-mi-egitim-icin-mi-977275>
- Topçu, N. (2016). *Türkiye'nin maarif davası* [in Turkish]. İstanbul: Dergah Publishing.
- Umar, T. I., & Idris, M. (2018). Influence of social media on psychosocial behaviour and academic performance of secondary school students. *Formerly Journal of Educational Policy and Entrepreneurial Research*, 5(2), 36-46. <https://doi.org/10.26762/jee.2018.40000013>.
- Ülkar, E. (2019). Sosyal medyanın fenomen öğretmenleri. 31 March 2022 retrieved from <https://www.hurriyet.com.tr/egitim/sosyal-medyanin-fenomen-ogretmenleri-41076055>
- Warnick, B. R., Bitters, T. A., Falk, T. M., & Kim, S. H. (2016). Social media use and teacher ethics. *Educational Policy*, 30(5), 771–795. <https://doi.org/10.1177/0895904814552895>
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in social sciences]. Ankara: Seçkin Publishing.
- Young, K. S. (1999). *Internet addiction: Symptoms, evaluation, and treatment innovations in clinical practice*. <http://netaddiction.com/articles/symptoms.pdf>