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Reflections of Social Media, Television Series and Programs on Family Privacy According to Pre-Service Teachers' Views

Research Article

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ABSTRACT

This research aims to examine the views of pre-service teachers about the reflections of social media, television series and programs on family privacy. The case study design, which is one of the qualitative research designs, was used in the study. The data obtained in the research were analysed through content analysis. A semi-structured interview form was used as a data collection tool in the research. According to the findings of the study, pre-service teachers think that social media in general damages family privacy. Pre-service teachers claim the following reasons why social media damages family privacy, the need to share, social media addiction, sharing happiness, over-sharing; wannabe and informing according to the purpose of using social media tools. It is seen that the pre-service teachers who participated in the study do not consider that the television series is careful about family privacy. The pre-service teachers who participated in the research stated that television programs are not suitable for family privacy. They state that there are cookery and marriage programs on television in general and that these programs harm the family structure and family privacy, which is sacred and precious. Pre-service teachers state, in general, that there is no family privacy. Pre-service teachers express that family privacy should be known well and it should not be shared. If the family shares, the child will also share, and what other people think is also a factor.

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Keywords:
Privacy, social media, television series, television programs

Introduction

Family is "an economic and social union made up of parents, children and their blood relatives" (Mandaloglu, 2016). Family is the beginning point of the sense of being a community. Family, as a social

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system, is the basis of society. Society gains its identity beginning from the family. No community on earth can exist without family (Göksel, 2010). Family, the first social union in ancient Turkish communities, was the core of the whole social structure and was based on blood kinship. As a result of being the core of the social structure, the family is also the essence of the Turkish state understanding (Sakaoğlu, Açа, & Ergun 2015). While parents were given a sacred role in the old Turkish family structure, children were treated as part of this holiness. In the family based on blood kinship, the head of the family was male (Mandaloglu, 2016).

Even though Turks are scattered all over the world, the fact that they have protected their existence comes from the importance they place on the family structure. One proof of this is that there are more kinship names in the Turkish language than in any other language. With the adoption of Islam, Islam, as a religious system, has caused significant dynamic changes in Turkish society. The Turkish family structure has continued its development without leaving the ground line. Marriage ceremonies, traditions and customs related to family structure observed in Old Turks harmonized with the new religion and maintained their qualities (Türkdogan, 1992, Sakaoğlu et al., 2015). As a result, many characteristics of the Turkish family structure, which Islam does not definitively reject, have continued after the acceptance of Islam by Turks and they still have its traces today (Goksel, 2010).

The impact of technology, which is rapidly evolving and continuing to evolve, is seen in all aspects of life. It is possible to see the effects of all kinds of changes and developments occurring over time clearly in the family institution. The development of family identity, which began with the acceptance of Islam by Turks, continues to be influenced by the 21st century in which we live. It is obvious that the technology that developed with the industrial revolution created awareness on people, but this awareness has negative effects as well as positive effects. These effects are mostly seen on the individuals who make up the family. Especially the technology products that have the most effect on family structure and family relationships are television, computers, mobile phones and the internet. These products have had more negative effects on the family than their positive effects (Ekici, 2014). With technological developments in the 21st century, the function of the family concept has changed (Walker, Dworkin, & Connell, 2011; Doty & Dworkin, 2014; Van den Bulck, Custers,& Nelissen, 2016; Dworkin, Brar, and Hessel, 2018; Jiang, 2018; Nelissen & Van den Bulck, 2018; Dworkin, Hessel and LeBouef, 2019; McDaniel, 2019). While the family is the most important stop where an individual learns to socialize first, with the emerge of television and the internet the family has become a group of individuals who just share the same house. Social and emotional sharing decreased, and as a consequence of that, individuals began to seek out the attention, love and support from external sources rather than their family. Technological developments could be seen as an element that drives domestic relationships from sociality to individuality, often shaping the family with its negative effects (Ekici, 2014). Family members cannot come together because of extended hours of work and city life, and even if they do, they watch televisions in separate rooms or lack of communication due to the influence of smartphones. Because parents spend time in their rooms with their phones in their hands, a breakdown in communication between family members begins. If this breakdown in communication continues for many years, family members gradually forget each other because they are not involved in conversational sharing in the same environment, leaving the traditional family structure of 'us' to the concept of 'me', and thus the family will fail to do something together. Thus, the existence of the concept of family will become a subject of debate. In today's TV series, the concept of family and values related to family is vulgarised and the behaviours contrary to the Turkish family structure are seen normal. Children who cannot spend enough time with their family and feel the warmth of their family learn the concept of family in the way as described in the TV series. Individuals who learn this concept from TV rather than their family tend to do all illegitimate acts in their family life in their later age without regarding love and loyalty. As a consequence of all these, unhappy families and unhappy societies emerge.

Technological developments are progressing in parallel with the changes in family structure. 'In this context, there are great similarities between the changes from traditional societies towards technological modern societies and the changes from traditional family structure to core families' (Bayer, 2013). With the transition from the traditional family structure to the nuclear family structure, the number of individuals in the family decreased as well as the changes in their function and structure. With this change, there have been changes in the roles of men and women in the traditional family type. A definite difference in the roles has been replaced by a shared life of responsibilities. The male assumed some roles in the kitchen or childcare, while the female assumed some duties to contribute to the family income. The traditional family model in old Turks has been replaced by the modern era brought about by the age of technology, thus changing the hierarchical structure of the traditional family. With this change, the perceptions of privacy in families have also changed.

The fact that family members are social media users is seen as the biggest factor in the change of this perception (Madden, 2012). Many researches have been carried out abroad regarding the perception of privacy of social media users, and it is observed that these studies focus on social media, e-mail and young people (Youn, 2005; Hsu, 2006; Benisch, Kelley, Sadeh, & Cranor, 2011; Wang, Grossklags, & Xu, 2013; Walker, & Kieslerve Malone, 2016; Wisniewskia, Knijnenburgb & Lipfordc, 2017). These studies provide information about how they can protect privacy. Some researchers describe this situation as social engineering (Orgill, Romney, Bailey, & Orgill). Students should be informed about privacy issues in schools (Hutchinson, & Stafford (2005); Polonetsky & Tene, 2014; Peltsverger & Zheng, 2016). This research aims to examine the views of pre-service teachers about the reflections of social media, television series and programs on family privacy. Zhang-Kennedy, Abdelaziz, Chiasson (2017) designed an educational interactive ebook called Cyberheroes and evaluated it to assess its effectiveness at increasing children's online privacy knowledge and behaviour, and supporting child–parent privacy-related discussions.

Method

Research Model

The case study design, which is one of the qualitative research designs, was used in the study. Case studies are based on asking "how" and "why" questions, allowing the researcher to examine a phenomenon or event that s/he cannot control (Yildirim and Şimşek 2011). In this study, the pre-service teacher' views on family privacy were examined in depth.

The Research Working Group

The study group of the research consists of 23 4th-year undergraduate students from a State University in western Turkey. Simple random sampling method, which is one of the random sampling methods, was used in the study. The study group consists of the pre-service teachers who have studied media literacy.

Table 1. Working group of the research

Cinsiyet	*f*
Female	12
Male	11

When Table 1 is examined, it is seen that 12 of the teacher candidates are women and 11 are men.

Data Analysis in the Research

Content analysis method, which is one of the qualitative data analysis methods was used in the research. Content analysis is used in the processing of qualitative research data from the documents in four stages: (1) coding data, (2) finding themes, (3) Editing codes and themes, (4) ensuring validity and reliability, calculating

frequencies, and (5) defining and interpreting findings (Denzin and Lincoln, 2005). Data were encoded, themes were found, frequencies were calculated by editing the themes and codes. After this stage, the findings were defined and interpreted.

Data Collection Tool in the Research

A semi-structured interview form was used as a data collection tool in the research. In the semi-structured interview form, questions including the evaluations of pre-service teacher regarding family privacy were included. While preparing the form, the literature was scanned by the researchers. As a result of the literature review, a question pool was created to examine the family privacy of students from different perspectives. Questions were determined by taking the opinions of the field experts, and the opinions of prospective teachers about the questions were taken. After the questions were finalized, a pilot application was made. After the pilot application, the final corrections were made and the form was applied to the study group of the research. The form was applied face-to-face to the study group and recorded using a voice recorder.

Validity and Reliability

In order to increase the credibility of the data obtained from the research, it was included in the study by direct transfer from the study group. The researchers were given code by the researcher (Ö1, Ö2, Ö3…). In order to ensure the reliability of the data analysis, a second coder was included in the research. The reliability formula developed by Miles and Huberman (2015, p. 64) (Reliability = Number of consensus / (Total consensus + Number of differences of opinion) was applied in the research. According to the analysis, reliability coefficient was calculated as = .83. This finding obtained in the research is an indication that the codings obtained from the research are reliable. To ensure the structural validity of the research, participant diversification was made. The data obtained in the research were analyzed by different researchers to ensure that the findings and analyzes were consistent. The findings of the study were generalized and external validity was provided. In order to ensure the internal reliability of the research, other researchers were provided to analyze and verify the data (Merriam, 2013).

Findings and Interpretation

In this part of the study, the findings from the participants will be evaluated under four tables.

Table 2. Evaluation of Social Media Tools in Terms of Family Privacy

Codes	f
Violates family privacy	17
The need to post a share	1
Social media addiction	1
Sharing happiness	1
Going extreme in the shares posted	1
Intended purpose in using social media tools	1
Wannabe	1
Informing	1

When Table 1 is examined, it is seen that pre-service teachers generally find social media damaging for family privacy. Teachers claim the following reasons why social media damages family privacy; the need to share, addiction to social media, sharing happiness, over-sharing, wannabe, informative according to the purpose of using social media tools. Pre-service teachers' views on the subject are as follows:

Ö1 coded pre-service teacher: "Social media encourages people for the beautiful events in the immediate environment. When people see relatives who have gone out for dinner with their family, they question why they do not go out for dinner with their family, which strengthens the family ties."

Ö2-coded pre-service teacher: "The rapid spread of social media without any consciousness-raising first and the impact of the addiction to social media on people is known well. This causes a breakdown in the families' privacy."

Ö3-coded pre-service teacher: "I do not find sharing inconvenient unless it is exaggerated. Because traditional visits among families don't exist, and social media share is how people hear about each other now."

Ö4-coded pre-service teacher: "Social media tools damage family privacy. People can be friends on these platforms with the people that they don't know or that they may never know or that never exist through social media tools. Uploading family photos that we think are beautiful to these platforms can bring negative reviews as well as positive ones. These criticisms offend people and drive them to attitudinize."

Ö5-coded pre-service teacher: "When I look at privacy on social media, I see that there is no more privacy. I don't think it's right for people to share what they eat, drink, what they do to enjoy their evenings with their families, their meals, their love. People don't care about their birthday, their baby's fortieth-day celebration, or if their baby's first tooth comes out as I do."

Ö6 coded pre-service teacher: "In the past, when people went to their friends' house for a visit, they would get into the host family's bedroom because it was their private area". But now people are sharing their pictures in their bedrooms on social media so that everyone can see them. I think it shows that the concept of privacy is no more perceived as it used to be"

Ö7 coded pre-service teacher: "Social media negatively affects family privacy. People share photos of their families on social media, their homes, some of the events that they experienced in their houses. Sometimes other members of the family don't even know what is shared from their home. This negatively affects the privacy of individuals and families."

Ö8-coded pre-service teacher: "Bringing social media and family privacy concepts together seems to be very pointless to me because social media causes some problems such as disturbance to social order, violating family privacy, etc. under the name of development, civilization, emulating western world. We didn't have such facilities before, and we did not use to be considered underdeveloped or non-civilised? Our community has become the type of society that always wants more and more of everything. People are opening new social media accounts such as Facebook, Instagram, etc. then they start to share one, two, three photos, their stories, and then what we eat, drink. If we keep behaving in the same way, I am afraid some of us will start to post shares from their bedrooms. I think we are exceeding our limits. But it is fine if we use social media to share the latest and for communication purposes"

Ö10-coded pre-service teacher: "It's a situation which is causing family privacy to gradually disappear. The fact that people can reach each other more easily, especially with the development of technology, and even the people we don't know or are not close enough to know our family somehow learn about our family more or less is a proof that we have violated family privacy"

Ö11-coded pre-service teacher: "Today, we share our family life on social media with the start of the common use of social media very often. When we get in an event or go to a dinner, we take a picture with our family and share it. However, it would be a more productive way of spending time with our family if we spent time with our family rather than taking pictures."

Ö12-coded pre-service teacher: "Because in ancient times it was not welcome to share an event or a situation with others. I still don't think it's more welcome. Frankly, I'm not a very keen individual to share my happiness."

Ö13-coded pre-service teacher: "Social media covers seventy per cent of our lives. In the meantime, family privacy is being directly violated and exploited by social media. As each person is one and only, every family must be only as well."

Ö14-coded pre-service teacher: "Social media affects us very much in terms of our family privacy. When someone in our immediate environment posts something on social media, we also need to post. This is how we transfer our home, family and emotions to social media."

Ö15-coded pre-service teacher: "I think we shouldn't share much about our lives too much on social media. I'm for keeping family life and such private things more private. Of course, we may want to share our happy moments, this is very natural, but everyone should see learn about my life. People can post negative comments about my family. I don't want to experience such things, so I think social media negatively affects family privacy because of the misuse of social media tools."

Ö16-coded pre-service teacher: "We share our happy moments on social media in general. I think happiness can be shared. Privacy is a deeper issue. People can share happy moments with their wife, children and relatives. After all, the people who we are friends on social media are the people we know and love. It should be the decision of the owner of the social media account to share or not."

Ö17-coded pre-service teacher said: "In terms of family privacy, social media tools sometimes go extreme. I think it's wrong for a person to post moments on Instagram or social media from their bedrooms. But sometimes such photos can be share. If people are using social media, they must be using it to throw such photos or follow what other people are doing.

Ö18-coded pre-service teacher: "I think social media should be used especially when individuals reach a certain age level. I don't think a person who doesn't have a healthy and proper psychology can use social media properly and ethically. We can claim that in some ways social media violates our privacy and negatively affects family life. But this is an event that develops entirely under the influence of the environment."

Table 3. Evaluation of TV Series with Regards to Family Privacy

Codes	f
I find TV beneficial with regards to family privacy	22
Responsibility belongs to families	1

When Table 2 is examined, it is seen that the pre-service teachers who participated in the research did not find television series adequate in terms of family privacy. One participant stated that the responsibility belongs to the families. Pre-service teachers' views on the subject are as follows:

Ö1-coded pre-service teacher: "Television series is not like social media organs, there are mainly good and bad events. We can't find a post with bad content on social media, so I don't find TV series useful. Discriminatory events with violent content change people's perception and distract them from valuing people for being human.

Ö4-coded pre-service teacher: "Television series significantly damage family privacy. The scenes of the series, contrary to our culture and traditions, are acted by the actors who are known and role models in the society as if the people were supposed to live as they do. Messages such as not being loyal to your husband and wife, husband-wife quarrels, or violence against women are presented to the audience as if they were

normal. When people receive these messages and encounter them in their family lives, they welcome them as normal."

Ö5-coded pre-service teacher: "Television shows may damage family privacy, but we or our families decide to watch them. While there are more important and useful programs to watch on television, we decide to watch a TV series that reflect the reality of life, and we are the ones that lead to corruption. We're the ones who sit next to the kids and let them watch such series with us while we watch. We can't just blame it on the TV series. We're as guilty as the series."

Ö7 coded pre-service teacher: "Television series can negatively affect the perception of family privacy, especially of young children. Kids take what they see in TV shows as an example. If there are negative examples of family privacy on TV series, it negatively affects the child's perception of privacy."

Ö10 coded pre-service teacher: "We see many violent events in television series, which also clearly damage family ties and they all damage family privacy. Seeing the same things over and over again after a while makes us insensible and makes us not aware of what we're doing. So they are banalising the concept of family privacy."

Ö12-coded pre-service teacher: "Television series do their job very well (!). They corrupt our distinguished culture. They encourage young people, even though we do not want to. No matter how far we try to stay, it affects us. I wish they'd never existed, so we could chat by candlelight."

Ö16-coded pre-service teacher: "Television series have already crossed the line in terms of violation of family privacy. Children who do not know that they are stepchildren, who fall in love with their siblings and then they understood that they are not brothers... tribal series, family-specific problems that are learned by everybody, all of which damage family privacy. When we were a child, we used to be told not to tell anyone what happened in the family. The current generation has already transformed into individuals who watch these series and tell what happens in the family to others"

Table 4. Evaluation of TV Programs in terms of Family Privacy

Codes	f
I find TV programs nonsense	23

When Table 3 is examined, the pre-service teachers participating in the research claim that television programs offer absurd contents in terms of family privacy. Pre-service teachers' views on the subject are as follows:

Ö3 coded pre-service teacher: "Especially marriage and cooking shows tend to offend other family types."

Ö5 coded pre-service teacher: "Television programs harm family privacy. Thankfully the discontinued marriage programs are one of the main factors of this damage. These pretended relationships, based on money, interest and ratings, do not only damage family privacy, but also our society. Programs made under the name of criminal chasing shows treat disgusting stories on the screen and publicly humiliate relevant families. It's not the TV presenters who should be investigating the crime, it's the cops, prosecutors and detectives."

Ö8-coded pre-service teacher: "Marriage programs, cooking programs, the programs which bring separate ones together, etc. disrupt society. Can't people get married or cook without these programs. How did our parents get married in the past when there were not such programs, or how did my mother learn how to cook dried beans and rice?"

Ö12-coded pre-service teacher: "Marriage, as a sacred, precious, which requires persistence is portrayed on TV screens as if it were a child's play. This is very disgusting. I find them extremely unnecessary."

Ö16 coded pre-service teacher: "In general, magazine programs are the programs that drive us crazy. Who did what with whom, who was not loyal to his wife, who bought an island for his/her son or daughter. Who paid alimony worth 125 thousand TL? There should not be such programs that interfere in people's family privacy. In general, TV series, social media organs and programs not only damage family privacy, but also every aspect of life."

Ö18-coded pre-service teacher: "The people who watch television programs are often those who want to escape or forget the difficulties of daily life. We're looking for ridiculous chaos that we cannot live in our lives on such TV shows. And while we're watching these programs, we don't think about privacy. Even if we are not the kind of person who may participate in those programs, family life and their liveliness draw our attention at that moment. So this is purely a question of supply and demand."

Table 5. Pre-service Teachers' Views regarding Family Privacy

Codes	f
There is no family privacy	19
We should know family privacy and should not share it	2
If the family shares its privacy, then the child will also do the same	1
The concern of what other people think	1

When Table 4 is examined, the pre-service teachers participating in the study state that family privacy does not exist in general. Pre-service teachers claim that teachers should know about family privacy and should not share it with others. If the family shares their privacy, then the child growing up in that family will share, and what people think. Pre-service teachers' views on the subject are as follows:

Ö4 coded pre-service teacher: "We were the children who didn't even use to eat our food in the street considering that it would be a shame. We were a generation that respected our family privacy. But now we even know what meals the other people eat. We don't wonder where other people are, but they let us know about such things via social media although we do not wonder about them"

Ö5 coded pre-service teacher: "When we are appointed as full-time teachers in the future, we will need to know the parents of children very often, and sometimes, when necessary, we will also learn about their privacy. It's okay for us, but family has some privacy. This privacy is not shared even with second-degree relatives."

Ö8 coded pre-service teacher: "I am not hopeful for the generation, Z generation is coming as a very active in using the media, the internet, social media. If the mother and father share their family life, children and private issues with social media, naturally, the child sees no harm in sharing their privacy. I think the further effort should be made to raise families' consciousness about such tools and media literacy."

Ö9-coded pre-service teacher: "By an unknown force, people are constantly forced to feel like they have to share everything about their private lives. In this case, people think about what other people could say when they make an important decision about their private lives, and they act according to the thoughts of others. For example, a couple who do not agree no matter how hard they try, cannot divorce considering what other people think if they do, and thus their life goes beyond endurance."

Ö10 coded pre-service teacher: "Family privacy is very important, if we take into account that the personalities of children are shaped between the ages of 0-6 in the society, it affects the personality of the child directly or indirectly. This is why we need to grasp some of the points, especially in terms of TV and internet, and help our children to grasp."

Ö12-coded pre-service teacher: "Due to the influence of our increasingly degenerating culture, we are also losing a lot in our family privacy. We declare a lot of things that are part of our family private as if they weren't. I see it as a situation that shouldn't happen."

Conclusion

Privacy management an important research topic (Bartsch & Dienlin, 2016; Lankton, McKnight, & Tripp, 2017; Peters, Winschiers-Theophilus, & Mennecke, 2015). Privacy, which means an individual's desire to control or influence one's personal information (Belanger & Crossler, 2011). In this research pre-service teachers claim positive and negative effects of social media on family privacy. Positive effects of sharing their family experience about a place they go to with others can affect other families and can strengthen their domestic relationships. Pre-service teachers claim that people are informed about each other through post on social media and that people hear about each other, which is thought to be very positive. "For what purpose and how we use social media will determine its function and impact area (Aydin, 2013, p. 144)". The more we use social media, positive or negative, the more the impact area will expand. In their research, Akgül and Hekimoğlu Toprak (2019) state that there is a transformation in people's privacy. A very large proportion of the individuals who participated in the research was found to have shared their personal information such as their first name, last name, date of birth, educational status, relationship status, residential area, work etc. Instagram users seem to be cautious about social media even though they use social media. In parallel with this research, the individuals who participated in the research of Akgül and Hekimoğlu Toprak (2019) stated that social media had positive and negative sides and that individuals were sceptical about Instagram. Participants in the study of Semiz Türkoğlu (2018) view the time spent on social media as the time that allows users to communicate with their social environment, rather than leisure time, and they consider that time period as a specially reserved moment. In other words, in parallel with this research, they claim that social media strengthens people's relationships with their environment. Recently, the youtube application that young people use the most has revealed the YouTuber profession. While this digital profession has an important power in revealing the privacy and secrets of the professions in social life forms, this power is gradually increasing by allowing the participation of followers with the advertisements of Youtubers in the digital environment (Yurdigül, & Elitaş, 2018). This privacy can be taught by educating children from a young age and reading books. In researches, many negative messages are included in preschool books (Yılmaz and Özdemir Eren, 2017; Karagöz, 2018).

Researchers have explored privacy extensively among different forms of relationships especially within family and health contexts (Breshears & DiVerniero, 2015; Lewis, Matheson, & Brimacombe, 2011; McNealy, & Mullis, 2019; Petronio, 2010) According to the pre-service teachers, the unconscious use of social media is a social media addiction, and social media is damaging family privacy. They claim that posts on social media have caused the loss of family privacy. People build relationships with the people that they do not know on social media, share about their special days (food, celebration of the fortieth day of their babies or his/her growing first teeth, etc.)), and they even share post from their bedrooms. "Sharing information that can be learned by recognizing a person in social media environments rather than real-life relationships causes individuals to become an information objects. So individuals transform into an object of information. In this respect, the state of being visible within the society, peek culture becomes widespread and it start to normalize as it becomes widespread (Aydın, 2013, p. 143).

Pre-service teachers do not consider that television series are careful enough about family privacy. They claim that television series generally deal with violent contents, humiliation, discriminatory, disloyalty, violence against women, and all of these events negatively affect society and harm family privacy. One pre-service teacher has implied in sarcastic language that such events are the duty of television channels. Television channels care more about personal values than social values. Of the personal values highly

represented in the series, the most important ones are wealth, prestige and authority, which are power values; happiness, which is a pleasure value; ambition, which is a success values; creativity and independence, which are self-orientation values (Yurderi and Eminağaoğlu, 2018, p. 1007). From this point of view, it could be said that the loss of family privacy in the TV series affects first the personality of individuals and then the society. Wannabe lives on the TV series encourage similar post on social media, destroying their sense of privacy. In his research, Zavalsız and Soydaş Dağcı (2019) claims that television series do not reflect traditional Turkish family structure, that the events reflected in the TV series are fictional and exaggerated, and that the series make the society lazy. In his study, Bayram (2018, p. 93) states that as a result of the false needs created as a result of consumption pressure in the Turkish series, in which the events usually take place in a palace or a luxury residence and reflect a standard of living that everyone would like to have, a new social structure the members of which aim to lead a life as the characters in the TV series do is tried to be created. Kirtepe (2014) conducted a research and concluded that television series provide the basis for changes in the perceptions of the individuals in the society regarding social values as well as the impact on the behaviour of the individuals who make up the society.

Pre-service teachers say that they find television programs absurd when they consider them in terms of family privacy. They claim that there are cookery and marriage programs on television in general, that these programs harm families, family privacy, which is sacred and precious. They also claim that, magazine programs violate the private life of people, and that this negatively affects individuals. Serttaş (2017) found that television characters disclose their privacy for psychological reasons such as being fame, feeling alone, the need to be approved, family problems, childhood and adulthood period without love, as well as some sociological reasons such as finding a job, finding accommodation, and being involved in the media sector. Serttaş also found that many emotions, concepts and institutions such as love, beauty, virginity, family and so on have been transformed into commodities, the common point in such programs is that, regardless of the subject, human stories are dramatized and brought to the fore, thus justifying the report of the details considered intimate. Meder and Çiçek conducted a research and found that women evaluate the functionality of daytime programmes in general and their impact on the individual and female identity in particular in the context of the satisfaction of more superficial and personal immediate needs, rather than the intellectual, comprehensive, multifaceted assessment of social life. Because of these programs, women trapped in their house. Çaylı Rahte (2010) stated that women's programs are a means of socialization for the average audience, identification with the lives of “others” and separation from “others”.

Pre-service teachers claim that new generation has no respect for privacy that they use the media actively but unconsciously, and that sharing of private life has become a necessity today. When it comes to social media, Facebook comes to mind first. Facebook was first used to share content (Murphy, 2000). This social network has quickly become popular among young people (Boyd & Ellison, 2007; Bonds-Raacke & Raacke, 2008). People started to reach each other through this network (Christakis & Fowler, 2009). The fact that individuals share their entire lives in this network has enabled these networks to become a surveillance tool (Jarvis, 2012). Privacy control by Facebook has become complicated over time (Bilton, 2010). Facebook, a tool called “privacy checkup” which enables users to control the level of privacy and privacy in their accounts, has been introduced (Underwood, 2014). Despite all this, the desire to know everything about everyone caused people not to protect their privacy (Niedzviecki, 2009). Information shared on social media reveals the possibility of being kept in an environment forever (Bauman & Lyon, 2013). As a result of this research, people see the sharing of private life as a necessity and share their private information with other people via social media. Individuals through virtual identities created through social networks it shares every moment of their personal lives with the world (Karagülle, 2015). Sepetçi (2017) conducted a study and found that individuals sharing their privacy on social media, i.e. violation of their privacy, does not bother them. Kalaman (2017) found that individuals have high levels of disclosing their privacy on facebook. Akgül and Hekimoğlu Toprak

(2019) found that students do not hesitate to disclose their personal living space even if they seem to care about their privacy display behaviour; that one of the main factors affecting privacy disclosures is income level status; as material income level increases, disclosure rate also increases. Bostanci (2019) found that digital parents express that social media negatively affects privacy. Budak (2018) claimed that the idea of unlimited and transparent communication through social sharing sites can transform the regular relationship types into a transparent and permeable form. A significant majority of the participants of Taşadelen and Çataldaş's (2017) survey express their opinions that the posts made on social media violate the private life of individuals. Acılar and Mersin (2016) research has shown that students who do not use Facebook have more privacy anxiety than those who use facebook. Privacy is an important value for people (Diler, 2014). As a result, the information shared on social media, the photos are people's private information. Because television series and programs often expose individuals to negative examples, the sense of privacy in individuals and Turkish society begins to disappear. Teachers are the guarantee of the future. The fact that pre-service teachers claim that privacy is violated on social media, television series and programs is something to be considered seriously by the society. The formation of the child's personality, the family's upbringing and attitudes have an important influence on their behaviour (Jago, Davison, Brockman, Page, Thompson, & Fox, 2011; Gündoğdu, 2017). Özaslan and Gültekin Akduman (2018) found in their research that mothers should receive education regarding the privacy education of children.

Suggestions

- Individuals in the communities should be given social media training.
- Teachers, as community leaders, should give seminars and lectures to raise public awareness about how family privacy should be protected.
- Education should be given on how we can progress into the future without forgetting Turkısh traditions.
- The concept of privacy should be given to children beginning from an early age.

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