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Preschool Teachers' Perspectives on Sharing Children's Photos on Social Media: Empirical Findings

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ABSTRACT

The aim of this study is to explore the views of preschool teachers on the sharing of children's photographs on social media. This study used the case study method, one of the qualitative research designs. We selected the study group using a convenience sampling method. The sample of this study consists of 16 female teachers working in kindergartens and preschools affiliated with the Ministry of National Education in Nigde Province. The teachers in the study group were interviewed face-to-face, one-on-one, and the data were collected through in-depth interview techniques, and open-ended questions were asked to the teachers. Each interview lasted approximately 10-15 minutes. The data were analyzed using content analysis. The study found that all teachers took photographs of children throughout the day. The study found that teachers mostly photographed children during activity times, and most of them thought that there was no harm in this situation.

Keywords:

Social media, children's photos, digital world, preschool teacher.

1. Introduction

Social media has recently become an important part of our lives. Digital platforms such as Facebook, Twitter, and Instagram have changed the way people communicate, get information, and have fun. Social media emerged in the 1990s, and with the development of technology in the 2000s, digital platforms such as Facebook, Instagram, and YouTube became more important by increasing interaction and visual elements. Social media, which is a platform that enables communication, information sharing, and content production using internet technologies, consists of articles and other materials written by individuals on the internet. In short, social media is a platform whose content is created by users (Karakuş et al., 2020). Social media serves as a tool not only for disseminating information but also for communicating, sharing, and making private lives visible. A childhood that follows and even drifts after the digital world has emerged through applications that allow access to Facebook and Instagram accounts on social media without any age restrictions (Dursun, 2019).

Today, social media is one of the most important platforms used by people of all ages. These platforms can be used as a source of news and information, for advertising purposes, and to share personal and political views. Compared to the global population, the active use of social media in Turkey is higher, and this rate is 73.1 percent of the population in Turkey, while the same rate is around 59.4 percent for the world in general (We Are Social, 2023). Posts on social media platforms, whose characteristics are listed in this way, spread rapidly and become an open market for anyone with internet access in any place in the world. In the future, it is predicted that social media will be shaped by new technologies such as artificial intelligence and virtual and

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augmented reality, and a more personalized and engaging environment will emerge. This situation also raises ethical and legal concerns about the use of social media. As a result of this increased use and sharing, concepts such as security vulnerability (Bural, 2024), cyberbullying (Acar, 2024; Bolat & Korkmaz, 2021), abuse (Barut Bektaş, 2024), spread of disinformation (Sarıtaş & Koçak, 2024), invasion of privacy (Şimşek, 2019), and pedophilia (Steinberg, 2017) are on the agenda in the context of social media. It is necessary to protect children, who are the guarantee of our future, as much as possible in this environment, where it is known that digital data is not completely removed, even if it is deleted after being shared on the internet.

In recent years, there has been an increasing tendency for parents to share photos of their children on social media platforms. This is known as 'sharenting.' While this may seem like an innocent parenting behavior, it poses significant risks to children's digital safety and privacy. In the literature, sharenting is also called "Paylaşanababalık" in Turkish (Erişir & Erişir, 2018). When parents share their children's photos on social media using the hashtag (tagging) technique, the photos are made available to users around the world (Çimke et al., 2018). Thus, a child acquires the digital identity created by his or her parents from an early age until he or she reaches the maturity to use his or her own social media account (Keith & Steinberg, 2017). In fact, this situation leads to the creation of a digital identity through the sharing of photographs and other information belonging to the child without his/her consent. Although it is assumed that parents share in good faith, the digital footprints created cause some rights violations (Çimke et al., 2018). As children's privacy is disregarded, unintentional sharing may negatively affect their reputation and social interactions in the future. However, since it is difficult to control the dissemination of children's personal information, audio, and video in digital media, parents should protect their children's privacy and be cautious in their social interactions (Çimke et al., 2018).

As the world continues to rapidly globalize and coexist in the internet world, it is undoubtedly educational institutions and children who are benefiting from this change. Social media, which people use to promote their work, is also a way for schools to promote their work, and the content of these posts is largely shaped by children. One of the pillars of this digitalization that we see at all levels of education is preschool institutions. As teachers are the main observers and witnesses of children's work during the day, they are also part of these sharing chains and growing social media accounts. In this context, the opinions and behaviors of teachers are important to clarify and better understand this issue. If we look at the institution, the family, and the child as a triangle with a roof, the teacher is in the middle of the triangle as a key player in education, providing communication.

If we look at the legislation on children in schools and the sharing of personal information and content in general, we can see that both the Convention on the Rights of the Child and the National Education Ministry regulations contain articles on the measures to be taken. Article 19 of the Convention on the Rights of the Child sets out the measures to be taken in relation to the privacy and protection of children: "All legal, administrative, social, and educational measures shall be taken to protect the child from physical or mental assault, violence or abuse, neglect or negligent treatment, maltreatment or ill-treatment of any kind, including rape, while in the presence of his or her parents or either of them, legal guardian or guardians, or any other person responsible for his or her care" (United Nations [UN], 1989). In Turkey, Article 7, which was added to the Ministry of National Education's 2023 regulation on preschool and primary education institutions, states that "images of students taken during in-school and out-of-school educational activities, social and cultural activities, excursions, and observation activities may not be shared on social media platforms and communication groups under any name. However, they can be published with the written permission of the parents and the student under the supervision of the guidance teacher" (Ministry of National Education [MoNE], 2014). Both teachers and parents have important responsibilities when sharing children's personal information and photographs.

Social media has a powerful influence that touches every aspect of our lives. It is necessary to use these platforms consciously and responsibly and to be aware of their potential risks. Social, legal, and other factors should be taken into account, especially when posting about children. Considering that approximately 1.3 billion photos are shared on Instagram every day (Aslam, 2024), it is not possible to predict how much data will be shared on social media and how it will be possible to identify situations within this data that may create negative situations for children. For this reason, the opinions of teachers regarding the sharing of children's photographs on social media and digital platforms are considered important. In the literature, there is a limited

number of studies on teachers' sharing of children's photographs on social media (Dönmez & Dağ, 2024; Duran, 2014; Kanat & Erkan, 2021).

Teachers' awareness of this issue and their practices in this area are also important. Especially in preschool educational institutions, it is not known what kind of problems arise when the process of obtaining permission from children to take and share their photographs and the child's opinion do not match when he/she reaches the maturity to make decisions about himself/herself. Preschool teachers' views on sharing children's photos on social media and their awareness of the issue are curious. The aim of this study is to investigate the views of preschool teachers on sharing children's photos on social media. This study seeks to answer the question, "How do preschool teachers perceive and evaluate the sharing of children's photographs on social media in terms of ethical, pedagogical, and privacy concerns?"

2. Methodology

2.1. Research Model

This study employed a case study method, a qualitative research design. Case studies are defined as a form of inquiry in which the researcher examines in depth a program, event, activity, process, or more than one person (Creswell, 2009).

2.2. Research Sample

The study group of the research was determined by using the convenience sampling method. Convenience sampling, which is one of the purposive sampling methods, provides speed and practicality to the research by selecting a situation that is easily accessible (Yıldırım & Şimşek, 2008).

Table 1. Demographic Characteristics of the Study Group

Variable	Category	f	%
Gender	Female	16	100
Years of Experience	0-5 years	1	6.25
	6-10 years	1	6.25
	11-15 years	7	44
	16-20 years	2	12.5
	21-25 years	3	18.75
	26-30 years	2	12.5
Workplace	Kindergarten	8	50
	Preschool	8	50
Education Level	Formal education	6	37.5
	Open education	9	56.25
	Master's degree	1	6.25

Note: The study group consisted entirely of female teachers working in kindergartens and preschools affiliated with the Ministry of National Education (MoNE) in Niğde province. A key limitation of this study is that all participants were female and worked exclusively in Niğde province.

2.3. Data Collection Tools, Procedure, and Data Analysis

In this qualitative research, the in-depth interview technique was used as a data collection tool. The teachers in the study group were interviewed face-to-face, one-on-one, and the data were collected through in-depth interview techniques, and open-ended questions were asked to the teachers. "Do you take photos of children during the day?" "What time of day do you take the most photos?" "Who do you share the photos you take with?" "On what digital platforms do you share?" "What is the force that drives you to share photos?" "What happens if you don't take or share photos?" "Do the photos you take benefit you, children, and the educational environment, and if so, how?" And finally, "Do the photos you take harm you, children, and the educational environment, and if so, how?" Each interview lasted approximately 10-15 minutes. The in-depth interview technique enhances the value of face-to-face interviews by providing the opportunity to ask detailed questions and elaborate on the answers given in the same way (Kümbetoğlu, 2005).

The data were analyzed using content analysis. Content analysis involves collecting similar data around certain concepts and themes and interpreting them in an understandable way (Yıldırım & Şimşek, 2008). Themes, categories, and codes were created based on the participants' responses. In order to ensure the

external reliability of the study, a detailed description of the purpose of the study, the research group, the data collection tool, the data collection procedure, and the data analysis was included. After the questions were prepared by the three researchers who conducted the research, the reliability of the research was ensured by taking the opinion of an expert in the field of early childhood education and technology. After the data were transferred to the computer, they were organized by the researcher. The data were also coded by an independent expert. The codings of the researcher and the expert were compared. According to Miles and Huberman's (1994) formula [$\text{reliability} = \frac{\text{agreement}}{\text{agreement} + \text{disagreement}}$], the percentage of agreement between two different coders was calculated, and 94% agreement was found. In this study, validity was ensured by explaining how the data analysis was carried out and by detailing the findings. In qualitative research, validity is ensured by explaining in detail how the results were obtained and reporting the results in detail (Yıldırım & Şimşek, 2008). In addition, after the data were transcribed, they were shared with the teachers, and appropriate arrangements were made after receiving confirmation from the participants in accordance with their requirements to increase internal validity (Creswell & Miller, 2000).

2.4. Ethical

Ethical approval for this research was obtained from the Nigde Omer Halisdemir University Ethics Committee with decision number 2024/10-10. In addition, all ethical rules were followed, such as obtaining the necessary permissions before, during, and after data collection; the principle of volunteerism; the right to withdraw from the study at any time and not to answer any questions; keeping private information confidential; and not sharing the data with anyone.

3. Findings

This section presents the findings from the participants' responses to eight questions.

As part of the research, teachers were asked whether they took photographs of children during the day, and their responses were analyzed. The data relating to this analysis are presented in Table 2.

Table 2. *Do You Take Photographs of Children During the Day?*

Theme	Codes	f	Participants
Taking Photographs	Sometimes	9	Ö1, Ö2, Ö3, Ö6, Ö7, Ö9, Ö12, Ö14, Ö15
	Yes	7	Ö4, Ö5, Ö8, Ö10, Ö11, Ö13, Ö16
	No	0	

When Table 2 is analyzed, the teachers were asked whether they took photographs of the children, and it was determined that all of the teachers took photographs of the children. Although there was no answer, the answers were distributed in yes (7) and sometimes (9) codes. Among the participants who said yes, T8 said, "Yes, I usually take photos when we do big activities." T14, one of the participants who said sometimes, "I take pictures rarely, although not every day."

Within the scope of the research, teachers were asked in which time period they took photographs of children the most, and their responses were analyzed. The data related to this analysis are given in Table 3.

Table 3. *In Which Time Period Do You Take Photographs the Most?*

Theme	Codes	f	Participants
Timing of Photographs Taken	Event Times	8	Ö1, Ö2, Ö3, Ö4, Ö8, Ö11, Ö12, Ö16
	Specific Days and Weeks	5	Ö1, Ö4, Ö7, Ö9, Ö14
	Non-Routine Activities	4	Ö5, Ö6, Ö13, Ö15
	Collective Events	4	Ö4, Ö5, Ö9, Ö15
	Project	1	Ö10

When Table 3 is analyzed, the teachers were asked in which time period they take photographs of children the most, and five codes were determined as activity times (8), specific days and weeks (5), non-routine activities (4), collective activities (4), and projects (1). Teacher T3, one of the participants who said about activity times, "In the activities we have done, I draw in line with the interest and wishes of the children." Teacher T14, one of the participants who said specific days and weeks, said, "I take photos during all the activities we will do during specific days and weeks of activities." Teacher T6, one of the participants who answered non-routine activities, said, "I take photographs outside the routine in activities that attract interest." Among the participants who answered collective activities, teacher T5 said, "I take photos in different activities and collective activities." Among the

participants who gave the project answer, teacher T10 said, "I take photos on the days when we implement workshop, Erasmus, and e-Twinning activities."

Within the scope of the research, the teachers were asked the question "With whom do you share these photos you take?" and the answers given were analyzed. The data related to this analysis are given in Table 4.

Table 4. With Whom Do You Share These Photographs You Have Taken?

Theme	Codes	f	Participants
People to whom the photographs were shared	Parents	16	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10, Ö11, Ö12, Ö13, Ö14, Ö15, Ö16
	School Administration	3	Ö4, Ö5, Ö15
	Project Pages	1	Ö10

When Table 4 is analyzed, the teachers were asked with whom they share the photos they take, and the answers were distributed under the titles of parents (16), school administration (3), and project pages (1). All teachers stated that they share with parents. Among these participants, teacher T14 said, "I only share it in the class WhatsApp group I created with my parents." Among the participants included in the school administration code, teacher T15 said, "I share with parents and school administration." The participant teacher T10, who gave the answer of project pages, said, "I share project pages and the photograph of my own child with parents."

Within the scope of the research, the teachers were asked on which digital platforms they share, and the responses were analyzed and reflected in Table 5.

Table 5. Which Digital Platforms Do You Share On?

Theme	Codes	f	Participants
Sharing Photographs on Digital Platforms	WhatsApp	16	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö7, Ö8, Ö9, Ö10, Ö11, Ö12, Ö13, Ö14, Ö15, Ö16
	Instagram	1	Ö4
	School Website	1	Ö4
	ESEP, Telegram	1	Ö10

When Table 5 is analyzed, the teachers were asked on which digital platforms they share, and the responses were distributed under the codes of WhatsApp (16), Instagram (1), school website (1), and ESEP-Telegram (1). All of the teachers stated that they shared on WhatsApp. Based on these responses, participant teacher Ö15 said, "WhatsApp, in the family group." Participant teacher T4, who responded on Instagram and the school's website, said, "I post on the school's website, Instagram, my own Instagram, and parents' group." Participant teacher T10, who gave the ESEP-Telegram response, stated, "I share ESEP on Telegram."

Within the scope of the research, teachers were asked the question, "What is the force that pushes you to share photos?" The answers given were analyzed and reflected in Table 6.

Table 6. What Is the Force That Drives You to Share the Photos?

Theme	Codes	f	Participants
The Motivating Effect of Sharing Photos	Parents	13	Ö1, Ö2, Ö3, Ö4, Ö5, Ö7, Ö9, Ö11, Ö12, Ö13, Ö14, Ö15, Ö16
	My Request	5	Ö4, Ö6, Ö8, Ö9, Ö10
	School Management	2	Ö2, Ö15
	Colleagues' Activities	1	Ö3

When Table 6 is analyzed, the participant teachers were asked, "What is the force that pushes you to share the photos?" and the answers were distributed under the codes of parents (13), my own will (5), school administration (2), and activities of colleagues (1). Teacher T5, one of the participants who gave the response of parents, said, "Parents are curious about what their children do here, and sometimes they want to see their children when they are not with them." Among the participants who gave the response of school management, teacher T15 said, "School management and parents. The school management did not force us in this regard, but we film when there are different activities." Teacher T4, one of the participants who gave the response "My own will," said, "I usually share with parents and my own will." Teacher T3, the participant who responded to the activities of colleagues, said, "Parents and other teacher friends constantly ask for sharing."

Within the scope of the research, teachers were asked the question “What happens when you do not take or share photos?” and the answers given were analyzed. These analyses are reflected in Table 7.

Table 7. *What Happens When You Do Not Take or Share Photos?*

Theme	Codes	f	Participants
Consequences of not taking a photograph	Nothing's happening	10	Ö1, Ö2, Ö4, Ö5, Ö6, Ö8, Ö9, Ö10, Ö11, Ö14
	Parents demand	4	Ö3, Ö7, Ö13, Ö16
	I get a reaction	1	Ö12
	I'm becoming a teacher who doesn't work	1	Ö15

When Table 7 is examined, the participant teachers were asked the question, “What happens when you do not take or share the photos?” and the answers given were analyzed under the codes of nothing happens (10), parents demand (4), I get a reaction (1), and I become a teacher who does not work (1). Among the participants who answered that nothing happens, teacher T1 said, “*Nothing happens.*” Teacher T16, one of the participants who gave the response “Parents demand it,” said, “*When a long time passes, parents make a request.*” Teacher T12, the participant who answered, “I get reactions,” said, “*We can get reactions from time to time.*” The participant teacher T15, who gave the answer “I become a teacher who does not work,” said, “*You become a teacher who does not work.*”

Within the scope of the research, teachers were asked whether the photographs taken and shared contribute to you, children, and the educational environment, and if so, what? The analyses are presented in Table 8.

Table 8. *Do the Photographs Taken and Shared Contribute to *You, *Children, *Educational Environment, and If So, What?*

Theme	Codes	f	Participants
Benefits of Photographs Taken and Shared	Parent and child are happy	7	Ö2, Ö5, Ö6, Ö9, Ö11, Ö12, Ö13,
	Keeps a Souvenir	7	Ö1, Ö7, Ö8, Ö9, Ö12, Ö13, Ö16
	None	2	Ö1, Ö15
	Parents are informed about the activities	2	Ö6, Ö14
	Portfolio	1	Ö3
	Knowledge transfer between colleagues	1	Ö4
	Project contribution	1	Ö10

When Table 8 is examined, the participant teachers were asked whether the photographs taken contribute to you, children, and the educational environment, and if so, what are their contributions? The answers were analyzed under the codes of keepsake (7), parents and children are happy (7), no contribution (2), parents are aware of the activities (2), portfolio contribution (1), information transfer between colleagues (1), and project contribution (1). Teacher T16, one of the participants who gave the response “It leaves a memory,” said, “*I don't think it contributes; it only leaves a memory.*” Among the participants who answered that parents and children are happy, teacher T12 said, “*It makes children happy and motivates them, and it is a memory for parents.*” Teacher T15, one of the participants who said no, said, “*It is also a matter of debate how productive it will be to teach with a mobile phone in one hand during the lesson. For this reason, I think that MoNE should make definite decisions on this issue and not allow this situation. No school in the state needs advertisement. The state always does the best. Everyone should know this.*” Teacher T6, one of the participants who answered that parents are informed about the activities, said, “*When we make the parents a partner, they are both happy and informed about the activities.*” The participant teacher T3, who talked about the contribution of the portfolio, said, “*The photographs taken allow us to see what we have done like a portfolio.*” Participant teacher T4, who talked about the contribution of knowledge transfer between colleagues, said, “*Of course it has a contribution. It is a sample study for other educators. The methods and techniques used are shared, and information transfer is provided.*” Participant teacher T10, who talked about the project contribution, said, “*There is in terms of projects. Filming is done with a focus on the activities carried out.*”

Within the scope of the research, the teachers were asked whether the photographs taken and shared have any harm to you, children, and the educational environment, and if so, what? And the answers given were analyzed. The analyses are given in Table 9.

Table 9. *Do the Photographs Taken and Shared Have Any Harm to *You, *Children, *Educational Environment, and If So, What?*

Themes	Codes	f	Participants
Damages of Photographs Taken and Shared	None	10	Ö1, Ö2, Ö3, Ö4, Ö5, Ö6, Ö10, Ö11, Ö12, Ö16
	Waste of time	2	Ö7, Ö9
	Boredom of other children	1	Ö8
	Parents react to visual disturbance	1	Ö9
	Distorting education	1	Ö14
	Damage to moral development	1	Ö15
	Possibility of being used for malicious purposes	1	Ö13

When Table 9 is analyzed, the participant teachers were asked whether the photographs taken and shared have any harm to you, children, and the educational environment, and if so, what kind of harm, if any. The answers given were analyzed as none (10), waste of time (2), boredom of other children (1), reaction of parents for image distortion (1), distorting education (1), damaging moral development (1), and possibility of being used for bad purposes (1) codes. Among the participants who answered "No," teacher T4 said, *"There will be no problem because my Instagram account is a secret account,"* while T16 said, *"I don't think there is any harm."* Among the participants who answered as a waste of time, T7 said, *"Yes, there is; it is a waste of time."* The participant teacher T8, who gave the answer that other children are bored, said, *"Other children get a little bored while taking photos one by one."* The participant teacher T9, who gave the answer of image distortion from parents, said, *"It is a waste of time. I can get comments from parents such as not good, blindfolded, and the top is not good,"* he said. Participant teacher T14, who responded in the direction of distorting education, said, *"Our profession is teaching, not photography... In fact, this photography business has become such that those who share many photos are seen as good teachers, and those who do not are seen as bad teachers. This situation distorts education. Confident, quality education does not need advertisement. I think one of the damages caused by the developing technology to the perspective of education is photography during education."* The participant teacher T15, who answered that it harms moral development, said, *"It is definitely harmful. First of all, it is unethical for the photographs of individuals under the age of 18 to be on public social media. Taking photos just by pretending to do it harms the education and moral development of children. It is also a matter of debate how productive it would be to teach with a phone in one hand during the lesson."* The participant teacher S13, who talked about the possibility of being used for bad purposes, said, *"I do not find it appropriate to share photos on digital media and social media. Sharing and activation of unnecessary people can have negative consequences. People with psychological disorders use these photos for inappropriate purposes."*

4. Discussion and Conclusion

The study found that all teachers took photographs of children throughout the day. Similarly, the results of the study conducted by Duran (2014) showed that most of the teachers took photographs of children and shared them on digital platforms. In the study conducted by Dönmez and Dağ (2024), it was found that among the unethical behaviors of teachers, preschool teachers revealed the behavior of sharing photographs and videos of children without permission. This situation indicates that there is a need for supervision and monitoring of how the current legislation of the Ministry of National Education on taking and sharing children's photos is implemented in schools. Collecting data on permissions to take and share children's photographs through the e-school system can be useful in monitoring the process.

In this study it was found that teachers mostly took photographs of children during activity times. In some research findings, it is stated that teachers take photographs during activities and share these photographs (Dönmez & Dağ, 2024; Kanat & Erkan, 2021; Kesicioğlu, 2019). In the study conducted by Kanat and Erkan (2021), it was found that the vast majority of teachers were concerned about parental permission to take and share photographs of children during activities, and a small number of teachers shared them without revealing children's faces.

In the study, it was determined that teachers mostly shared the photos with parents, some of them shared them with the school administration, and a few teachers shared them on project pages. Although it seems reasonable to take photos of children with the permission of the parents and share them with the parents, parents who do not have sufficient awareness may share their children's activity photos inappropriately on social media. Considering that the consent of the children and their lack of sufficient maturity level in these

posts are to be made by the parents, the posts made by the parents may lead to different dangerous situations for the child and the family in the future (Duygulu, 2019).

In this study, it was determined that teachers mostly shared photos of children via the WhatsApp application, and a few of them shared them via Instagram and the school website. The finding of the study conducted by Balcı and Tezel Şahin (2018) supports the finding of this study and states that the WhatsApp application is a fast and effective interaction tool and is advantageous for communicating with parents. Although WhatsApp applications are more reliable because they are end-to-end encrypted and not shared with third parties according to their current policies, it should be checked and monitored in their updates and new contracts which information is shared or not. This may be the reason why teachers mostly share children's photos via WhatsApp. However, the photos sent by teachers can still be transferred to different platforms by parents. In the study conducted by Kaya and Kaya (2023), TikTok posts related to preschool were analyzed, and it was determined that no attention was paid to the fact that children's faces were not visible in the posts. Again, in a study conducted by Kesicioğlu (2019), it was determined that most of the posts made on the Instagram platform were made by women and teachers, who did not pay attention to the fact that children's faces were not visible in the shared content. This situation shows that those who share do not have sufficient awareness at the point of sharing data about children.

In this study, it was stated that the driving force that pushed teachers to share photos was mostly the demands of parents, and some of them stated that they shared the photos at their own request, and some of them stated that they shared the photos because the school administration asked them to do so. In their research, Montag et al. (2015) found that the use of smartphones has become an integral part of people's daily lives, and the WhatsApp application has become a driving force in terms of usage. This finding is consistent with the findings of this study and is similar to the fact that the majority of teachers share photos and content related to children through the WhatsApp application. At the same time, this driving force of the WhatsApp application (unlimited sharing of content over the internet, etc.) may influence teachers to use and share this platform more. In this century, some teachers prefer technological applications such as WhatsApp to communicate educational activities and some messages to parents who do not have the opportunity to meet with teachers at school due to parents' busy work schedules (Balcı & Tezel Şahin, 2018). In addition, some of the teachers in this study stated that administrators can request photographs. This may be due to requests by school administrators from higher authorities or for reasons such as publication on the school website or school visibility studies.

Another finding of the study was that although most teachers stated that there would be no problem if students were not photographed, some teachers stated that there might be a demand from parents, and some stated that there might be a perception of a teacher not working and a reaction from parents. In support of the findings of this study, Aslan and Durmuş (2020) reported that parents encouraged their children to be in the front row during the photography activities and requested the photographs taken from the preschool teachers and then shared them on their social media accounts. Although the majority of teachers said that nothing would happen if children were not photographed, it is thought-provoking that in the other finding of the study, all of them said that they took photographs of children during the day.

In this study, the majority of teachers stated that sharing photographs of children makes the child and parents happy and builds a memory; some teachers stated that it provides information to colleagues, and some teachers stated that it has positive contributions in terms of providing information to parents. In the study conducted by Aslan and Durmuş (2020), the fact that most of the mothers indicated collecting memories as a reason for sharing about their children is consistent with the findings of this study.

Another finding of the study was that while most of the teachers stated that sharing children's photos would not cause any harm, some teachers stated that it would cause a waste of time, some stated that it would distort education, and some stated that it could lead to malicious use. Another study revealed that important information such as children's names, ages, beliefs, and addresses can be accessed by following the data of social media posts (Minkus et al., 2015). It is stated that the information and photos shared in the case of WhatsApp can only be seen by people who are in the person's contacts or know the phone number, and this feature provides a more reliable environment compared to other social media accounts (Aslan & Durmuş, 2020). Despite the risks of personal data security, health problems, insomnia, and tension, it seems that it is

not possible to prevent individuals from using technologies such as the internet, tablets, smartphones, and social media, and therefore it is necessary to work and focus on how to make the use of technology and social media more effective and efficient (Uyanık Aktulun & Elmas, 2019). Social media and current technologies can benefit children when used appropriately, consciously, and purposefully, and can harm children when used inappropriately (Uyanık Aktulun & Elmas, 2019). Sharing through social media can provide continuity in education by enriching the learning environment, allowing families to work with their children on the decided topics, concepts, and skills, and sharing through research (Uyanık Aktulun & Elmas, 2019).

Although both international conventions and laws and the legislation of the Ministry of National Education have established the basic principles of sharing data about children, it is seen that there is a need to raise awareness about what to pay attention to when sharing data about children, especially among teachers, administrators, and parents. For this reason, educational institutions and teachers should support the awareness of students and parents regarding the use of social media (Kaya & Kaya, 2023).

6. References

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