

Primary School Teachers' Perspectives on Children's Rights in The Digital Era: Implications for Social Media Practices and Child Protection

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ABSTRACT - Children's rights have become increasingly important in the digital era, particularly with the widespread use of social media by teachers, parents, and educational institutions. Although the United Nations Convention on the Rights of the Child (UNCRC) establishes children's rights to protection, privacy, participation, and development, concerns remain regarding teachers' awareness of these rights and their implications for social media practices. This study explored primary school teachers' understanding of children's rights and examined their perspectives on children's rights in relation to social media use. A qualitative case study design was employed involving 14 teachers working in a public primary school in Cyprus during the 2022–2023 academic year. Participants were selected through convenience sampling. Data were collected using semi-structured interviews and analysed through content analysis to identify recurring themes related to teachers' knowledge, perceptions, and practices concerning children's rights. The findings revealed that teachers demonstrated a reasonable understanding of children's rights related to health, education, and survival but possessed limited awareness of children's participation rights, privacy rights, and protection from digital risks. Although most participants recognised the importance of respecting children's privacy when sharing photographs or videos on social media, only a small number demonstrated comprehensive knowledge of digital privacy protection and the potential legal implications associated with online sharing. Participants further highlighted the need for curriculum improvement, professional development, public awareness initiatives, and stronger governmental support to enhance the implementation of children's rights within educational settings. This study contributes to the growing literature on children's rights by providing qualitative evidence regarding teachers' preparedness to protect children's rights in increasingly digital learning environments. The findings suggest that systematic teacher education programmes integrating children's rights, digital citizenship, and ethical social media practices are essential to strengthening child protection in schools and supporting the effective implementation of the UNCRC.

INTRODUCTION

The rapid digitalization experienced in our era has impacts on many areas ranging from education to culture, and from economy to social life. Children live in a world equipped with digital networks as digital natives from the moment they are born. This digital era provides children with the opportunity to access endless information networks as well as social networking sites (Timisi, 2011). The rapid and effective introduction of social networking sites used for socialization into our lives and the fact that these sites are used privately have been influential in the emergence of many problems regarding the rights of the child and child abuse (Güngör, 2021).

In our era, where communication and information technologies are developing very rapidly, social networking sites such as Facebook, Twitter, and Instagram have become indispensable elements influencing people both mentally and emotionally. The use of social media platforms since the beginning of the 21st century has enabled people to upload their own content, reply to other's content, or tag and share this content (Lupton, Pedersen, & Thomas, 2016). In line with rapid technological developments, the improvement in cellphone technology allows individuals not only to communicate and connect easily but also to share photos and videos on social network sites. It is stated that 136,000 photos are uploaded every minute on Facebook, which is one of the most-used social networking sites (Zephoria Digital Marketing, 2022). While sharing or commenting on social media platforms, it is essential to respect the personal rights, privacy, and freedom of other individuals. The impacts of social networking sites can be devastating, particularly in situations violating children's rights. Every adult was a child in a definite part of his/her life. Since children are incapable of making their own decision until they are legally considered adults and emancipated, every child needs support and relies on his/her family for nurture, shelter, and physical protection. However, every child is a member of the human family and not only possesses general human rights but also rights specific to the child. Taking these facts into account, it is stated that children's rights constitute the basis of human rights (Avci, 2011). In particular, teachers should take into consideration the dignity and rights of the child while sharing their students' photos and videos on social networking sites because well-raised children will play a crucial role in shaping the future well-being of humanity. From the moment of birth, each child needs special care, protection, and guidance due to his/her age and immaturity. In terms of morality and law, the rights of the child is a universal concept that covers all children across the globe and defines their specific rights including the right to care, shelter, nutrition, health, family life, education, personal development, and protection from harm including physical, psychological, emotional and sexual abuse (Çılga, 2001).

Although children's rights have been discussed by international platforms as an element of human rights in the 19th Century, the rights of the child were first regulated independently in the 1924 Geneva Declaration of the Rights of the Child (Kurt, 2016). This declaration was followed by the 1959 United Nations Declaration on the Rights of the Child; following this declaration, the Convention on the Rights of the Child was adopted and proclaimed by the General Assembly of the United Nations on 20 November 1989. Ratified by 196 countries, this convention is the most important document ensuring global and legal recognition of the rights of the child. The United Nations Convention on the Rights of the Child is legally binding. The countries who have ratified the convention are legally bound to ensure its implementation. It is stated that this convention is an official and legal text including not only the recognition and promotion of children's rights but also the liabilities of the governments in protecting children from harm and helping them to develop to their full potential (Kozikoğlu, 2018). Under the terms of the convention, the rights of the child are classified under four headings: the right to life (meeting the basic needs of the child), the right to development (the rights that have an effective role in the development of the child such as the right to education, play and recreation, liberty of conscience, and freedom of religion), right to protection from all kinds of abuse, neglect, exploitation, and discrimination), and right to participate (gaining activity and self-expression in family, school and social life) (Akyüz, 2015). The "Convention on the Rights of the Child" is very important in terms of gathering all the rights of the child under a single umbrella and creating a framework for the child to determine his/her citizenship vision (Roche, 1999).

The Convention on the Rights of the Child is very important in terms of enabling children's healthy development. The first and most important factor in the development, socialization, and integration of the child into society is the family, and the second is the school. The child starts school with the knowledge and experience he/she has gained from his/her family and spends a large and important part of his/her time with his/her schoolmates and teachers throughout his/her school years (Gözütok, 2007). In a study conducted by Bloom (1976), it was stated that approximately 33% of the success of

an individual until the age of 18 is achieved during the preschool years, and almost 42% of his/her success is achieved in the primary education period. Although each child is unique and the learning capabilities of each child differ, the quality of education in early childhood not only plays a key role in the personal development of the child but also in his/her academic success. In this regard, it is stated that the reason for the differences in achievement between individuals is related to the educational experiences they receive during the preschool and primary education periods (Senemoğlu, 2001). This shows that children should be taught their rights and freedom at an early age and teachers have important responsibilities in this regard (Uçuş & Şahin, 2012). Firstly, teachers are required to be aware and sensitive to the rights of children. Teachers' perspectives on children's rights, their attitudes, learning, and teaching processes on the rights of the child are important. It is emphasized that enabling children to learn and experience their rights in the classroom setting is important in terms of raising individuals who are aware of their rights and responsibilities (Osler and Starkey, 1998; Gollob and Krapf, 2007; Parker-Jenkins, 1999). Since social networking sites have become a part of our daily lives in this digital era, teachers in particular should ensure that these sites are used without intervening in the private lives and confidentiality of others. Teachers should avoid taking photos and/or videotaping the students' lives, and/or their special moments in school and classroom settings and sharing these photos and/or videos on social networking sites that can be accessed by everyone without permission. It is stated that such unconscious behaviors may cause legal consequences for the respective teachers (Serin, 2019). This issue has been regulated in Turkish Penal Code Article 134 "Violation of privacy", Article 135 "Crime of recording personal data", and Article 136 "Crime of illegally giving or obtaining personal data. Obtaining personal data such as audio and/or video recordings unlawfully is considered a factor that aggravates the crime (Tezcan, Erdem, & Önok, 2019). Considering that a child is legally incapable to act until he/she is legally considered adult and emancipated, it should be seriously questioned whether a social media post that has been shared with the child's consent is considered "permitted" or not.

With the introduction of digital tools, a new concept called the "Right to be forgotten" has emerged. The right to be forgotten concerns adults as well as children who need protection more than adults. If the personal data is accessible on digital platforms without consent and if this may result in harm to the rights and freedoms of the child, the right to be forgotten is defined as the child's request to be forgotten on social networking sites and in the virtual world by having his/her personal data including the audio and visual recordings and images belonging to him/her erased (Serin, 2019). When national and international texts on children's rights are reviewed, it is seen that children's own views should also be taken concerning the content to be shared on the mentioned sites and platforms since the child is also an individual. In this regard, teachers need to provide children with information on what they intend to do with their personal data, ask for their views, and be aware that data protection and confidentiality should be at the core of data processing. In line with a thorough literature review on the issue, teachers need to have adequate information on the rights of the child. In fact, this issue is indicated in the circular issued on 07.03.2017 by the General Directorate of Legal Services of the Ministry of National Education of Turkey (MONE). The circular informs the directors, personnel, and teachers working in schools and educational institutions in provinces and districts that unlawful sharing of all kinds of audio, text, image, and video recordings belonging to students, and MONE personnel is against the Constitution, Law 1739 and international agreements and warns them that the Ministry of National Education will initiate the necessary legal actions if such personal information is shared illegally on the internet and social media (MONE Circular 2017/12).

In their study conducted on the perceptions of social sciences teachers on the rights of the child, Kop and Tuncel (2010) concluded that the teachers who participated in the study did not have adequate knowledge about children's rights. In their study investigating the knowledge levels of preschool teachers on children's rights, and their methods for teaching preschool students their rights and freedoms, Akman and Ertürk (2011) concluded that the participating teachers' knowledge accumulation, teaching methods, and activities were not satisfactory. In his study titled "A study on the Efficiency of Classroom Teachers Having Knowledge Concerning Children's Rights in Terms of Administrative Perspective", Ateş (2017) stated that knowing children's rights will reveal positive results in terms of the administration, although there is an inadequacy in the use of the child's right to participate. In her study "Children's Rights Violation and Child Abuse in Social Media: Instamoms", Güngör (2021) discussed how the rights of the child are violated and child abuse occurs in the social media, and based on the results acquired through the sample, she concluded that five mothers had child rights violations and abuses in their social media accounts. In his study "Parents Exposing Their Children on Social Media: An Evaluation on Children's Rights", Dursun (2019) concluded that the child's rights to privacy and to

be forgotten are violated. When evaluating the studies conducted on the issue, it can be said that teachers do not have adequate knowledge about the rights and freedoms of the child and they sometimes violate these rights without being aware.

When reviewing the literature, no research study that examines the views of preschool teachers, who play a decisive role in children's academic success, regarding social media has been found. In the digital era in which we live, the increasing use of social networking sites, and the active use of student-teacher interaction in schools on social media platforms, cause violations of the child's right to privacy, the right to be forgotten on social media, and serious legal problems. In this regard, the aim of this study is not only to examine the views of primary school teachers about children's rights, but also to evaluate the social media apps used by teachers with regard to children's rights. To this end, answers to the following questions are sought in this study.

1. What rights do teachers think children have?
2. What rights do the teachers think children use or do not use?
3. What are the opinions of the teachers about the sharing of children's video and audio recordings and activities on social media?
4. What are the teachers' suggestions for the implementation of children's rights?

METHOD

Designed as a qualitative research, this study embraces the case study model which is one of the qualitative research methods. Qualitative research is defined as a type of research in which various non-numerical data collection methods such as document review and interview are applied, and the qualitative process is followed to reveal perceptions and events in the natural environment in a realistic and holistic way (Yıldırım & Şimşek, 2008). It is stated that the goal of qualitative research is to reveal the depth of description and meaning (Büyükoztürk, Çakmak, Akgün, Karadeniz & Demirel, 2008). It is stated that the qualitative research method is preferred in order to better understand the experiences, feelings, and ideas of individuals (Ekiz, 2009). This study has adopted the case study qualitative research approach to examine the views and feelings of primary school teachers about the rights of the child in depth. A case study is an in-depth examination of one or more events and people and focuses on the examined situation or factors (Yıldırım & Şimşek, 2008).

The Study Group of the Research

The study group of the research consisted of 14 teachers working in a state primary school, which is in Nicosia and in Cyprus in the 2022-2023 academic year. The researcher has adopted convenience sampling to determine the study group. Convenience sampling is defined as a method that allows researchers to collect data from participants who are close and easily available (Büyükoztürk et al., 2016). While determining the teachers to be interviewed within the scope of the study, special attention has been paid to the principle of voluntary participation and easy access. Table 1 presents the demographic characteristics of the teachers who voluntarily participated in the study.

Table 1. Demographic Characteristics of the Primary School Teachers who Participated in the Study

Characteristics	n	%
Gender		
Female	7	50
Male	7	50
Length of Service		
0-5 years	3	21
6-10 years	1	7
11-15 years	8	57
16 years or over	2	15
Educational Attainment		
Undergraduate education	10	71
Graduate education	4	29
Your Position		
Classroom teacher	5	36

continued

Preschool teacher	1	7
Branch teacher	8	57
Total	14	100
State of knowledge on children's rights		
I've received it as a course in university education	2	14
In-service training	2	14
Course, seminar	5	36
Internet, books, etc.	12	64
The social media app that you most frequently use		
Facebook	7	33
Instagram	8	35
Twitter	1	7
Other	3	18
I don't use social media	1	7

Table 1 presents the demographic characteristics of the participants. As shown in the table, a total of fourteen teachers consisting of 7 males and 7 females participated in the research. The length of service of the participating teachers differs: while three teachers had 0-5 years of seniority, one teacher had 6-10 years, eight teachers had 11-15 years, and two teachers had 16 years or over seniority in the profession. Considering their working positions, it is seen that five of them were classroom teachers, one was a preschool teacher, and eight of them were branch teachers. When the teachers' knowledge about the rights of the child is examined, it is seen that two of them received it as a course during their university education, five of them participated in a course on the issue, and twelve of them used the internet, books, etc. to get information on children's rights. Considering the social media apps that the participating teachers most frequently use, it is seen that seven teachers use Facebook, eight of them Instagram, one of them uses Twitter, three of them use other social media apps and one of them is not a social media user.

Data Collection Tools

A personal information form and a semi-structured interview form were used to collect data. The personal information form was used to collect data about the teachers who voluntarily participated in the study voluntarily. A semi-structured form developed by the researcher was used to obtain the views of the teachers with regard to the rights of the child. The interview form consists of open-ended and easy-to-understand questions regarding the teachers' information on the rights of the child, what rights children use and do not use, what the teachers need to pay attention to in social media apps with regard to children's rights, and their suggestions concerning the implementation of children's rights. The opinions of two experts were taken to determine whether the questions in the interview form were comprehensible and consistent with the goals of the study. The consistency check of the experts was determined as 95%. A pilot study was conducted with two teachers and it was determined that the interview form questions were comprehensible, clear, and appropriate for the purpose. Then, the interview form was finalized. The data were acquired through face-to-face interviews held between the researcher and the teachers who voluntarily participated in the study. The interviews with the teachers were carried out face-to-face individually in a suitable environment on a predetermined day and time. During the interviews, voice recordings were taken with teachers who gave their permission. Each interview lasted approximately 20-25 minutes. The questions in the interview form were asked orally to the teachers who did not allow audio recording, and notes were taken by the researcher.

Data Collection and Analysis

The obtained data were analyzed descriptively and evaluated with content analysis. Content analysis is expressed as one of the reproducible techniques used to summarize certain words and content in the text by coding with determined rules (Şimşek, 2013). According to the researchers, content analysis has four basic steps consisting of coding the data, determining the themes, organizing, and finally analyzing and interpreting the findings. Considering these stages, the questions in the interview form were examined. While presenting the research data enriched with the expressions taken from the

teachers' opinions, the teachers' answers have been given with abbreviations as "T1, T2, T3" to ensure confidentiality. Finally, the data organized in line with the themes have been interpreted.

In order to ensure external reliability, the information of the teachers who contributed to the study has been given in detail, and for internal reliability, the data have been coded separately by two different persons including the researcher. The reliability formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{consensus} + \text{disagreement}}$) suggested by Miles and Huberman (1994) was used to calculate the percentage of agreement between the coders, and the reliability was calculated as 95%. This result shows that the reliability of the coding is significantly sufficient (Miles et al. Huberman, 1994).

RESULTS

Overview of Findings

The content analysis of the interview data generated four overarching themes that describe teachers' perspectives on children's rights within the context of educational practice and social media use. These themes reflect teachers' understanding of children's rights, their perceptions of children's rights implementation, their views regarding children's privacy in digital environments, and recommendations for strengthening children's rights education.

The four themes are:

1. Teachers' Understanding of Children's Rights
2. Teachers' Perceptions of Children's Rights in Educational Practice
3. Children's Rights and Social Media Privacy
4. Strategies for Strengthening Children's Rights Education

Collectively, these themes demonstrate that while teachers possess a satisfactory understanding of children's fundamental rights, important gaps remain regarding children's digital rights and the ethical implications of social media use.

Theme 1: Teachers' Understanding of Children's Rights

The first theme explored teachers' conceptual understanding of children's rights. Overall, participants demonstrated a general awareness of children's fundamental rights, particularly those relating to education, health, protection, and equal opportunities.

Most teachers associated children's rights with ensuring children's access to education, providing safe learning environments, and protecting children from abuse or neglect. These responses indicate that participants primarily viewed children's rights from a welfare and protection perspective.

Representative responses included:

"Every child has the right to receive education regardless of their family background."

"Children should grow up in a safe environment where they are protected and respected."

Several participants also referred to children's right to express their opinions and participate in classroom activities. However, these references were considerably less frequent than discussions concerning protection and education.

Discussion

These findings suggest that teachers possess stronger awareness of children's survival and protection rights than participation rights. This pattern is consistent with previous studies indicating that educators commonly prioritise children's welfare while giving comparatively less attention to children's participation in decision-making processes (Akman & Ertürk, 2011; Kop & Tuncel, 2010).

The findings further demonstrate that teachers generally perceive themselves as protectors of children's rights rather than facilitators of children's agency. Although protecting children remains a fundamental professional responsibility, rights-based education also requires teachers to recognise children as active participants capable of expressing views and contributing to decisions affecting their learning.

Theme 2: Teachers' Perceptions of Children's Rights in Educational Practice

The second theme examined teachers' views regarding the implementation of children's rights within schools. Participants generally believed that children's basic rights were respected in their schools, particularly about education, health, equality, and safety. Teachers reported that schools provided supportive learning environments where children were treated regardless of gender, socioeconomic background, or individual differences.

However, several participants acknowledged that certain rights, particularly participation rights, were not always fully implemented in everyday classroom practice.

Typical responses included:

"Children should have opportunities to express themselves more."

"Sometimes adults make decisions for children without asking what they think."

Teachers further recognised that increasing academic demands occasionally limited opportunities for children's active participation in classroom decision-making.

Discussion

These findings indicate that schools have made considerable progress in promoting children's fundamental rights, yet challenges remain in implementing children's participation rights consistently.

Participation represents one of the four fundamental principles of the UNCRC. Nevertheless, allowing children to actively contribute to classroom decisions requires a shift from traditional teacher-centred instruction towards more democratic and child-centred educational approaches.

The findings therefore suggest that rights-based education should extend beyond policy compliance and become embedded within everyday pedagogical practice.

Theme 3: Children's Rights and Social Media Privacy

The third theme emerged as the most significant finding of the study. Participants expressed growing concern regarding children's privacy when photographs and videos are shared through social media platforms.

Most teachers acknowledged that parental consent should always be obtained before sharing children's images. However, only a small number demonstrated comprehensive understanding of broader digital privacy issues, including children's long-term digital identity, online permanence, and future misuse of digital content.

Representative quotations include:

"Parents should always give permission before photographs are shared."

"Once something is uploaded online, it may remain there forever."

Several teachers admitted uncertainty regarding existing legal regulations governing the publication of children's photographs through school social media accounts.

Discussion

This finding represents the principal contribution of the present study. While teachers generally recognised the importance of obtaining parental consent, many demonstrated limited awareness that children's digital rights extend beyond parental permission alone.

The findings suggest that children's privacy should be understood as an independent right that requires careful ethical consideration irrespective of technological convenience.

These findings support previous research highlighting increasing concerns regarding children's digital footprints and the ethical responsibilities of educators in online environments (Serin, 2019). As schools become increasingly active on social media, teachers require greater professional guidance regarding responsible digital communication and child protection.

Theme 4: Strategies for Strengthening Children's Rights Education

Participants proposed several recommendations for improving children's rights education. The most frequently mentioned recommendations included:

- providing regular professional development for teachers;
- integrating children's rights into teacher education programmes;
- increasing public awareness through community campaigns;
- strengthening cooperation between schools and families;
- developing clearer governmental policies regarding children's digital rights.

Teachers consistently emphasised that effective implementation of children's rights requires collaboration among educators, parents, policymakers, and society.

Representative responses include:

"Teachers need continuous training."

"Families also need to understand children's rights."

"Government policies should become clearer regarding social media."

Discussion

These recommendations indicate that teachers recognise children's rights as a shared social responsibility rather than solely an educational issue. Professional development emerged as the most important recommendation because participants believed that teachers require continuous learning to address emerging challenges associated with children's rights in rapidly evolving digital environments. The findings further suggest that strengthening children's rights requires coordinated action involving educational institutions, governmental agencies, parents, and wider communities.

Overall Discussion

Overall, the findings demonstrate that teachers possess satisfactory awareness of children's fundamental rights but comparatively limited understanding of children's rights within digital environments. The study highlights an important distinction between traditional children's rights, including education, protection, and health, and emerging digital rights, including privacy, online identity, informed digital consent, and ethical social media use.

This distinction reflects the changing nature of childhood in contemporary society. As children's lives increasingly extend into digital environments, educational professionals require new competencies that integrate children's rights with digital citizenship and ethical technology use.

From a theoretical perspective, the findings reinforce rights-based educational approaches by demonstrating that children's rights should be interpreted dynamically in response to technological and societal change.

From a practical perspective, the findings suggest that teacher education programmes should incorporate digital ethics, children's online privacy, and responsible social media practices alongside traditional children's rights education.

Summary of Findings

The study identified four interconnected themes that explain teachers' perspectives on children's rights:

- Teachers demonstrated strong awareness of children's protection and education rights.
- Children's participation rights received comparatively less attention.
- Knowledge regarding children's digital privacy remained limited.
- Teachers strongly supported continuous professional development and policy improvements to strengthen children's rights implementation.

Taken together, these findings indicate that effective protection of children's rights in the digital era requires not only legal knowledge but also ethical awareness, digital competence, and sustained professional learning among teachers.

CONCLUSIONS

This study explored primary school teachers' perspectives on children's rights, with particular emphasis on the implementation of children's rights within educational settings and the emerging challenges associated with social media use. The findings demonstrate that teachers generally possessed a sound understanding of children's fundamental rights, particularly those relating to education, protection, health, and equal opportunities. However, the study also revealed important gaps in teachers' awareness of children's participation rights, digital privacy, and the ethical implications of sharing children's information and images through online platforms.

One of the most significant contributions of this study lies in its identification of the growing disconnect between traditional understandings of children's rights and the emerging demands of digital citizenship. Although participants recognised the importance of obtaining parental consent before publishing children's photographs or videos, relatively few demonstrated comprehensive understanding of children's digital rights, including online privacy, digital identity, and long-term protection against digital exploitation. These findings indicate that protecting children's rights in contemporary educational settings requires competencies extending beyond legal compliance to include ethical decision-making and responsible digital practices.

The study contributes to the existing body of knowledge by extending discussions on children's rights into the context of digital education and social media. While previous studies have largely focused on children's rights from legal or policy perspectives, this study provides qualitative evidence regarding teachers' professional interpretations and everyday practices. Consequently, the findings offer valuable insights into how children's rights are understood and implemented within real educational environments.

From a practical perspective, the findings suggest that ministries of education, teacher education institutions, and schools should strengthen professional development programmes focusing on children's rights, digital citizenship, online privacy, and ethical social media practices. Integrating these components into both pre-service and in-service teacher education programmes would better prepare educators to address the increasingly complex ethical challenges associated with children's participation in digital environments.

Although the study provides important insights, several limitations should be acknowledged. The research was conducted in a single public primary school using a qualitative case study design involving a relatively small number of participants. Consequently, the findings should not be generalised beyond similar educational contexts. Future studies are encouraged to include teachers from different educational settings and countries, employ mixed-methods or longitudinal research designs, and further investigate children's digital rights in relation to emerging technologies such as artificial intelligence, digital learning platforms, and online educational communities.

Overall, the study highlights that protecting children's rights in the digital era requires a holistic educational approach integrating legal knowledge, ethical awareness, digital competence, and collaborative partnerships among teachers, families, schools, and policymakers. Such efforts are essential for ensuring that children's rights remain fully protected within rapidly evolving digital societies.

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CONFLICT OF INTEREST

The authors declare that there are no financial, professional, personal, or institutional conflicts of interest that could have influenced the work reported in this manuscript.

AUTHORS' CONTRIBUTION

Leyla Şahin Akin: methodology, investigation, data curation, formal analysis, writing; original draft, project administration.

Emine Yılmaz Bolat: conceptualization methodology, validation, supervision, writing including review and editing.

Muhammed Erdal: investigation, data curation, validation, writing including review and editing.

AVAILABILITY OF DATA AND MATERIALS

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

DECLARATION OF GENERATIVE AI

During the preparation of this manuscript, the authors used ChatGPT (OpenAI) solely to improve the clarity, grammar, and readability of the manuscript. Following the use of this tool, the authors carefully reviewed and edited the content and accept full responsibility for the final version of the manuscript.

ETHICS STATEMENT

This study involved human participants and was conducted in accordance with established ethical principles governing educational research. Prior to data collection, participants were informed about the objectives of the study and their rights as research participants. Informed consent was obtained from all participants before the interviews commenced. Participation was entirely voluntary, and participants were informed that they could withdraw from the study at any stage without penalty.

All interview data were anonymised, and participants' identities were protected using participant codes during transcription, analysis, and reporting. The collected data were used solely for academic purposes. Ethical approval: Not applicable.

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