

Online social networks threats experienced by girls attending a child day care centre

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Annotation. *The article analyses the problem of threats experienced on online social networks by girls attending a Child Day Care Centre. In order to reveal what actions carried out by girls on online social networks pose a threat to them, a qualitative study of 20 girls from four Lithuanian Child Day Care Centres was conducted using the focus group method. The results revealed that majority of the girls from the risk group face the following threats to their security: publicizing personal information and sharing it with strangers; communication with strangers online and meeting with them outside the Internet; negative actions of Internet users. The study found that the girls from the risk group fail to recognize the threats of online social networks and do not realize their consequences, and their need to protect themselves in cyberspace is quite weak.*

Key words: *girls, risk group, online activities, threats in Internet social networks.*

Introduction

Activity in the Internet space is an important part of teenagers' daily life. It provides a lot of learning, leisure and communication possibilities. However, young people often face a variety of cyberspace hazards. During the transition from childhood to the adult world, search for one's personal identity is very intense. Therefore, teenagers often go to extremes; they confront a variety of contradictions, are willing to take risks in real as well as virtual space (Dowell, Burgess, Cavanaugh, 2009). In adolescence, the ability to critically assess the surrounding environment and resist threats is not formed. Therefore, at this age period young people are especially vulnerable (Zaleckienė, 2003).

Previous research (Livingstone, etc. 2011) identified the connection between the online action and online threats. Since teenagers are engaged in a wide use of social networks, they usually face unpleasant experience there (Vandoninck etc. 2014).

The society is especially concerned about the risks associated with the online information content and contacts, as well as the threats of a commercial nature. The first group includes the threats posed by provocative and harmful content of the spread information. Threats related to cyberspace users' interaction are manifested not only in communication via the Internet, but also beyond the cyberspace. Communication on the Internet can cause cyber bullying, sexual lure or threat to privacy. The commercial threats are expressed through commercial exploitation and gathering of personal data (Hasebrink, Livingstone, Haddon, 2009).

E. Dowell, A. Burgess, D. J. Cavanaugh (2009) identified the following forms of dangerous behaviour on the Internet: publication of personal information (name of school, e- address, sending one's photos); correspondence with strangers on the Internet (meetings with them in real life, developing relationships); online-initiated harassment (offensive jokes); online- initiated sex sites and mainline filters or blocks. Teenagers are often unable to identify who exactly reads and sees the information about their families and friends on the Internet (Dowdell, Bradley, 2010). Thus, personal data may be made available to those who can provoke negative, unpleasant situations for a social network user.

Young people's behaviour on online social networks is changing. It is becoming increasingly dangerous. The EU Kids Online (2010) study conducted in Europe suggests that one-third (30%) of the European children aged 9-16 has communicated on online social networks with someone with whom they previously have not met face-to-face. In Lithuania more than half (52%) of the children make contact with strangers via the Internet. This is the third highest rate in Europe after Estonia (54%) and Sweden (54%). In Lithuania nearly one fourth (23%) of the children had met with persons with whom they got acquainted online. Children living in Lithuania and Estonia are singled out in the European context by their willingness to continue the online relationship face-to-face (EU Kids Online, 2010).

Livingstone et al. (2011) revealed that nearly a quarter (21%) of 11-16-year-olds in Europe have received information of potentially harmful content created by other Internet users: related to hatred (12%), anorexia (10%), self-mutilation (7%), use of psychotropic substances (7%), suicide (5%), etc. In Lithuania children are not protected from pornographic material distributed on the Internet. A quarter of the children in the study (25%) were exposed to visual material of a sexual nature. It should be noted that parents are often unaware of these facts, and only one-third (27%) of the respondents said they knew that their child had seen views of a sexual nature on the Internet. In countries such as Estonia, Lithuania, Norway, Sweden and the Czech Republic, six out of ten children face one or more risks online.

For the formation of the Internet security policy, it is important to pay attention to children in the risk group, who often treat the Internet as a particularly favourable opportunity to establish relationships. S. Livingstone, E. Helsper (2008) highlight that the teens from the risk group also fall into the list of the most vulnerable groups in cyberspace because they consider the Internet as a particularly favourable opportunity for intimate and personal relationships, and do not see the dangers that lie therein. Adolescents, who are less satisfied with their lives, are using the Internet as an environment where they feel more self-confident, and treat it as a communication facility (Pociūtė, Krancaitė 2012; Livingstone, Helsper, 2007). Those who lack a good relationship with parents or peers are more likely to look for online communication (Wolak, Mitchell, Finkelhor, 2006).

When the most vulnerable groups are emphasized on the online social networks, the aspect of gender becomes vulnerable as well. G.M. Johnson (2011), V.Dowdel (2009), M.Solomonidou (2009) highlight that girls' and boys' online activities and their objectives differ: boys are more likely to use the Internet for leisure, they are more attached to sports, games or pornography web sites; while girls' engagement in social networks is more related to social networking and communication activities. Therefore, communication on online social networks of teenage girls might often lead to their vulnerability in the following aspects: harassment, psychological bullying,

persecution, taking advantage, sexual harassment, temptations, etc. (Dowdell, Bradley, 2010). Studies have revealed that girls are more likely to publicize sexual photos on social networks (Rafferty, 2009), they are more inclined to share information about their daily activities (Merten, Williams, 2009), and are more exposed to the threats of sexual nature (Wolak et al., 2008).

Analysis of the research suggests that adolescents who maintain relationships online should be informed about the Internet risks and ways how to avoid threats on online social networks (European strategy for a better internet for children, 2012). For the formation of the Internet security policy, it is important to pay attention to girls in the risk group, who often treat the Internet as a particularly favourable opportunity to establish relationships.

Safe Internet use is an important topic in today's society, but this concept isn't disclosed in a scientific context. The study results identified only the goals of safe online usage – promoting safer, especially for children, usage of Internet and new technologies, and the protection of children, the fight against illegal and harmful Internet content and conduct (EU Kids Online, 2010).

One of the most effective factors, ensuring child protection online, is participation of parents in the online actions of a child (Livingstone, etc. 2008).

However, girls from the risk groups usually grow in families of social risk. These are families affected by crisis due to the fact that one or few members of the family engage in the abuse of alcohol, drugs or the use of psychotropic or toxic substances or (and) are dependant on gambling. Furthermore, such people are unable or don't know how to take care of children due to acquired disabilities, poverty or lack of social skills. They might also engage in psychological, physical or sexual abuse or (and) use State support funds not for the interests of the family (the Act of financial social support for low-income families (single-living individuals) of the Republic of Lithuania, 2003). In order to ensure timely assistance to the families of social risk and their children, social support system of the family has been legitimated in Lithuania. Institutional assistance to children from such families is provided by Child Day Care Centres. Not only they ensure the social services, but education of children as well. By performing educational functions of the family, professionals of Child Day Care Centres can shape responsible attitude towards the safe use of online social networks for girls from the risk groups. In their studies foreign authors (Christofides et al. 2012; Barbovski et al. 2011; Valcke et al. 2011, etc.) analyse the problem of teenagers' involvement in social networks; however, little attention is given to teens in the risk group and their activities on the Internet. Only a few authors (Johnson, 2011; Lenhart, 2009) studied the risks of online activities of teens in the risk group by gender. In Lithuania only in recent years more attention has been given to this relevant problem. The following aspects of the issue were studied: teenagers' involvement in social networks and the threats arising in cyberspace (Žibėnienė, Brasienė 2013); Internet use and threat perception (Ruškus et al. 2010); participation in social networks and personality features (Pociūtė, Krancaitė, 2012); Internet pornography and boys' awareness raising (Ruškus, Sujeta, 2011).

The analysis of scientific studies has shown a lack of research revealing what kinds of threats the girls in the risk groups are facing online, and how they understand threats of social networks. Such research is important to find ways to ensure the safety of girls from the risk groups on social networks. Teenage girls from the risk group are amongst the most vulnerable groups of virtual communication access, so the responsibility-focused education for these girls with regard to Internet threats is necessary.

The object of the study: online social network threats experienced by girls attending a Child Day Care Centre (CDCC). *The aim of the study* is to reveal and assess the threats experienced on online social networks by girls attending Child Day Care Centre.

The research organization and methods

In order to analyse the threats experienced on online social networks by girls attending CDCC, a qualitative study using the focus group method was conducted in May and July 2014. The discussion of the group members allows the researcher to better understand the participants, their experiences, attitude towards the problem (Seimour 2004; Litosseliti 2005; Cohen, Manion, Morrison 2008), and makes it possible for the study participants to discuss and specify the actual beliefs and attitudes, revealing the causes of the actions and highlighting contextual interpretation of the participants (Denz, Lincoln, 1994).

The study was carried out partly in a structured interview form, i.e.: the study provides basic guidelines, but they are not restrictive. In case there was a need, additional questions were asked. To achieve the goal of the research, the following steps have been applied: discussing the girls' actions on online social networks, determining threats experienced by girls on social networks and emphasizing the assessment of online threats for girls.

The study data were recorded after having received the permission of the Child Day Care Centre management, and with the girls' and their parents' consents. Later, the interview was transcribed into a written document, not correcting the language, because the authenticity offers a more realistic view of the girls' attitudes, moods and emotions concerning their activities on social networks. The content of the focus group interview responses was analysed using the qualitative content analysis method, which, according to F. Mayring (2003), is a valid method for producing specific conclusions based on the analysed text. The resulting data array was processed using four content analysis steps: 1) the multiple re-reading of the text; 2) abstraction of manifest categories, based on the "key" words; 3) dividing the contents of categories into subcategories; 4) interpretation and justification of categories and sub-categories with the help of evidence extracted from the text (Bitinas, Rupšienė, Žydzūnaitė, 2008).

The sample of the focus group is a non-probability, the target – convenient one. The selection of the participants in the study was defined by the gender and age criteria (girls, 11-14-year-old). The study included girls attending Day Care Centres, who are classified as a risk group. Four

Table 1. The Demographical data of the respondents

Sample size	n=20
Gender	Feminine (100%)
Age	11-14-year-old
Distribution of the girls according to the age groups	11-year-old – 5; 12-year-old – 5; 13-year-old – 4; 14-year-old – 6.
Distribution according to the type of the institution	Respondents of all groups attend Child Day Care Centres
Geographical distribution	The girls were interviewed at two Child Day Care Centres in Klaipeda and two Child Day Care Centres in the region of Klaipeda

focus groups of five girls were selected for the study. A standard research of the discussion group involves 4 to 8 groups. B. Bitinasetc (2008) claims that the number of groups have to be increased to the point when the amount of information received in the last group decreases to such a degree that it is no longer worthy to be include in the research as a new group. Since research data in the group 4 started to repeat itself, and girls didn't reveal any new information, it was decided that the number of groups would not be increased. J. Kitzinger (1994) recommends the formation of a mini, 4 to 6 persons, groups, because it is more efficient to run a deeper discussion and it gives a possibility to better reveal the experiences of the respondents. A more detailed characteristic of the respondents is presented in Table 1.

Empirical study results and their generalization

Three themes were presented for the discussion: activity of the girls from the risk group on online social networks, their experiences, and assessment of online threats for girls.

The focus group interviews made it clear that online social networks are an important part of the girls' attending CDCC leisure time. All study recipients, regardless of age (11-14-year-olds) are using the Facebook social network. Although according to its mission and security policy it is

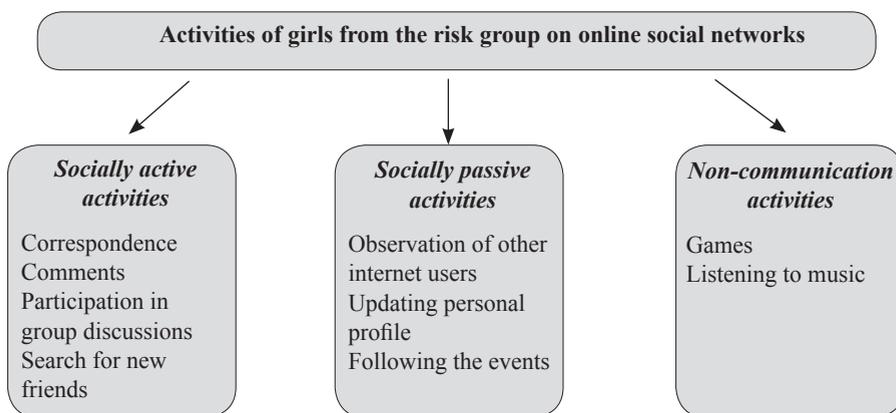


Fig. 1. Activities of girls from the risk group on online social networks

intended for individuals from 13 years of age, many younger girls taking part in the study ignore this restriction and freely participate in this social network. The study revealed three groups of activities that adolescents from the risk group are engaged in on online social networks: socially active and passive activities, and the activities, which are not associated with communication (see. Fig. 1).

The study results suggest that the main activity of the girls in social networking is focused on communication with friends, their observation and their profile customisation. The girls' non-communication activities include games and music. It can be assumed that the girls actively or passively seek to maintain and / or expand their social contacts, to establish romantic relationships on the Internet: "... looking for friends, guys, looking what they're doing, commenting; we communicate on a daily basis" (FTV, 13 m.). Similar activities have been emphasised by other

authors dealing with teenagers' display on the Internet (Burke et al. 2010; Pociūtė, Krancaitė 2012).

The analysis of the girls' participation in social networking experience revealed that the threats teenage girls face on the Internet, can be divided into three groups: 1) the threat to personal data privacy; 2) threats arising in the process of communication with strangers; 3) online harassment.

Threats to personal data privacy. Table 2 provides the results of the study, which helped to distinguish the first group of threats faced by adolescents attending CDCC (see. table 2).

Table 2. Threats to the privacy of personal data

Category	Subcategory	Supporting statement
Threat of losing a personal profile	Loss of access to the profile	"I often allow my friend Marius to play on Facebook. He changes the password and I cannot enter; in this way I have lost access to five accounts" (FTIII, 12-year-old) "I often forget my passwords and cannot enter my Facebook" (FKI, 12-year-old.)
	Theft of identity	"I always have my Facebook data stolen; I have already had some profiles created and every time someone steals it. <...> It is difficult for me to create a profile, so I have to ask my friends to do it and then they connect and write under my name, etc. ." (FPIV, 11-year-old)
Threats of losing personal data	Revealing personal contacts	"After my phone number was posted online, I tend to give it only to the people I have known online for a longer time" (FTII, 13-year-old); "Once, when I gave my contacts to a guy, he then posted them on the Internet and there were many calls and messages so I had to change the phone number" (FTI, 14-year-old); "I often get asked for a photo, sometimes I send one and we exchange phone numbers" (FPIV, 14-year-old).
	Publicising of personal photos and videos	"My friend posted my photos which I didn't want to show to others on Facebook" (FPIV, 11-year-old); "I haven't had anything publicized, but it happened to my friend from the city: her former boyfriend posted her nude photos on the Internet " (FAV, 13-year-old); "When I split with my boyfriend he had many photos where I am not fully dressed and made a video from those photos, it was his revenge..." (FAIII, 14-year-old).

As shown in the table, this subject topic fell under two categories: the risk of losing personal profile and the loss of personal data. The analysis of the first category identified two sub-categories: loss of access to the profile and identity theft; the analysis of the second category also allowed to distinguish two sub-categories: revealing of personal contacts and photos and publicising of videos. The results revealed that the younger girls often forget or lose the access to their online profiles. Granting friends access to their profiles often leads to identity theft, etc. Another aspect of girls' online behaviour is sharing personal information with others. Teenagers say that they are asked to share their personal information with other Internet users. They tend to meet these requirements, if they receive feedback from their "online" friends: "... I often get asked to send a photo, but I do not send one before I get one first, if everything goes well, then I shall send my photo too. I get asked for my (phone) number, but I rarely give it, unless it is a person I get

along well; often we just exchange e-mail addresses” (FTII, 13-year-old). Teenagers do not avoid sharing photos, e-mail addresses or phone numbers with friends on social networks and admit that they often face the negative consequences of publication of personal information online.

Girls attending Child Day Care Centres are particularly likely to reveal a lot of personal information on OSN. The younger girls are likely to face threats due to lack of data security skills, “... there is information about me (name, surname, school, and city), you can see my friends “ (FPII, 11-year-old); “<...>. “Most likely you will see my photo, date of birth and e-mail address, phone number” (FPIV, 12-year-old). These girls’ actions can be described as potentially posing a threat to them. Other authors also highlight the risk of openness in the public area. M. Mačėnaitė (2011) notes that girls in search of social communication on the Internet often neglect safety. Summarising the girls’ experiences it can be said that sharing personal data and excessive disclosure of personal data often pose a threat to them.

Threats arising in the process of communication with strangers. The analysis of the girls’ responses revealed that teenage girls often suffer various threats during online communication (see. Table 3).

Table 3. Threats occurring in online communication with strangers

Category	Subcategories	Supporting statement
Threats of communication in social networks	Messages from strangers and offers to date	<p>“There are different cases, but often strangers write and ask to be accepted as friends...” (FTII, 14-year-old);</p> <p>“Yesterday, I received an invitation for a date, but I could see that he was an unfamiliar adult man, so I did not accept the message.” (FDI, 13-year-old);</p> <p>“Strangers often write and ask: “What are you doing?”; invite to meet, say nice things...” (FDI, 12-year-old).</p>
	Sexual seduction, persecution	<p>“Many foreigners write to me, want to ‘hook’ me, offer all kinds of things <...> kind of declare their love, ask to marry them and many more things, but I do not communicate with them, only with some from Spain” (FKV, 13-year-old);</p> <p>“Many (boys) write, ask what I’m doing, ask for a kiss, etc. But I have never met anyone, as my friends live far away, they are not from Klaipėda, but we correspond and will meet some time.” (FKIII, 13-year-old).</p>
	Meeting strangers outside the Internet	<p>“Often when we are with my friend, we play a joke, invite someone to meet somewhere but we do not go, and I think they do not like it when nobody comes”;</p> <p>“Many ask to meet, but I do not fall for that, though I went a few times with my friend to see some guys, but we did not meet... I did not like them” (FTI, 14-year-old);</p> <p>“I have met some; everything was fine. One guy brought me many roses, then we went to Akropolis ice arena, then for shakes, and we still communicate” (FKV, 13-year-old).</p>

The study data allowed to identify the threats posed to girls from the risk group in social network communication: messages from strangers and suggestions to date, sexual temptations, persecution, meetings with strangers outside the Internet.

The study found that girls from the risk group often receive calls or messages from strangers on online social networks. Part of teens said that they have received tempting offers of a sexual nature from strangers. During the discussion, it became clear that some of the girls communicate with foreign citizens on the internet with real hopes for future meetings: “... with some from Spain I communicate, because when I go to my sister in Spain, it will be good to have friends there, I will be able to meet them “(FKV 13-year-old). The study results revealed that in search for romantic relationships, older adolescents (13-14-year-olds) do not avoid the risk and venture into real encounters with strangers from the Internet, often just to play a joke; and at the last moment they simply withdraw. Such girls’ intentions are rather frivolous.

The study also revealed cases when the older girls met with their virtual friends in real life. Their experiences and feedback from these meetings are positive, and they do not avoid telling about the received gifts, the visited places, etc.: “I met somebody, it is quite normal. One guy brought me a lot of roses, we went to the Acropolis ice arena, then went to drink cocktails, and now we communicate “(FKV 13-year-old). The CDCC girls tend to interact with strangers online, though they get risky suggestions; however, the teenagers do not understand the potential threat of such communication. The study data confirms the results of other studies (Barbovski et al. 2011), that taking risks and meeting with strangers is very typical of the adolescents; however, communication with strangers from the Internet is dangerous.

Online harassment. The focus group data analysis showed that girls from the risk group experience anxiety due to a wide range of negative actions in the online environment (see. Table 4).

Table 4. *Online harassment*

Category	Sub-categories	Supporting statement
Online harassment	Cyber-bulling	<p>“It happens that somebody starts harassing, usually classmates, write something bad or comment awfully” (FAV, 11-year-old.);</p> <p>“Some cannot stop, if they do not like something, there is no end.. Messages, comments and even terrible posts on the wall”;</p> <p>“those who are mocking are the same who do this in the yard or at school <...>, it hurts of course <...>” (FDIV, 13-year-old);</p> <p>“one girl I know started accusing me of luring away her boyfriend so she and all her friends started attacking, writing messages, bad-mouthing about me, etc. “ (FTIII, 14-year-old).</p>
	Offensive comments and messages	<p>„Once I posted my childhood photo, so they started commenting that I need to have my teeth altered, to lose weight, etc.“(FKI, 13-year-old);</p> <p>“It may happen in various ways, sometimes you write something not very good, so you get back ten times more, they start writing nasty things<...>”(FDI, 12-year-old);</p> <p>“It sometimes happens that you do not communicate with somebody, don’t answer the messages, then they write something loathsome on the Facebook wall” (FPIII, 13-year-old)</p>
	Threatening and offensive messages	<p>“It happens that somebody does not like you, so they start insulting, bad-mouthing, due to this I had to close one Facebook account, as they bullied me too much” (FTI, 14-year-old);</p> <p>“I was threatened and slandered, but I managed to retort and they could not say anything more” (FDI, 12-year-old).</p>

Results of the study show that there are three negative action groups: electronic bullying, offensive content of comments, threatening and abusive messages. Teenage experience negative actions from other Internet users and sometimes they themselves mistreat others.

Part of the girls said that they faced constant offensive actions in the cyberspace from others, and some of those actions are a continuation of the real life bullying. Other offensive actions start only in the Internet space, in the event of certain incidents among adolescents. Teenage girls from the risk group participating in the study said that they often suffer abusive, offensive, or even threatening actions on social networks because of their appearance, relationships, speeches, etc. Foreign research results also show that information in the online space publicized by teenagers is often used against them in order to offend, insult, revenge, etc. (Christofidis et al. 2012).

Girls of the risk group often misbehave in respect of other Internet users and admit that due to that a threat to their own security arises: *“and I often go on the ‘rampage’, or just some other girls ‘enrage me’, so they should be shown what is right”* (FDIV, 13-year-old); *“Sometimes when we do not have what to do, we look at other profiles, laugh at others’ photos”* (FKV 13-year-old). It is important to note that the online space ensures the anonymity and allows the adolescents to feel very boldly there, but often it also creates preconditions to suffer insults, negative comments from other people or even to become a tool for revenge. A social network user’s easy removal from the list of friends becomes a stimulus to undesirable actions in the virtual environment.

In summary, the statements made by girls of the risk group attending CDCC about participation in online social networks and their experience on them illustrate that negative actions of other persons and the teens themselves on the Internet cause their negative experiences and disrupt their successful socialization.

It confirms the statement by S. Vandoninck, L. d’Haenens and D. Smahel (2014) that the perception of children regarding online threats is highly dependant on their knowledge how online actions might turn into problematical or harmful situations. Issues considered problematic by adults are not necessarily related to negative or harmful experience among children. The study showed that girls receive requests to share their personal information and do not see anything wrong in that. They are particularly susceptible to satisfying such requests, if they receive feedback from their *“online friends”*...<...> *I often get asked to send a photo, but I do not send it till I get that person’s photo; if everything goes well, then I also send mine. They ask for a (phone) number, but I rarely give mine, except to somebody I communicate with well; usually we exchange e-mail addresses”* (FVV, 13 year-old). Teenagers do not see threats in meeting with strangers, but rather consider this as a norm. The older recipients particularly express the opportunity and experience of such meetings. Their experiences and feedback from such meetings are positive; they do not avoid telling about the received gifts, the places visited, etc. Often their friends’ positive experiences of online communication which end in long-term friendships support their attitudes: *“I think everything is normal here, many communicate this way, half of my friends found “boyfriends” on the Internet and are dating now”* (FTIII, 14-year-old). Many of the girls said that they feel brave and confident, they do not think that online threats can actually affect them: *“I do not see what to be afraid of, if you see (a guy) and like him, then you may meet him, but if I see some kind of “abnormal guys”, then I do not meet them”* (FTI, 14-year-old). Many of the girls involved in the study believe that friends, girlfriends or they themselves are capable of protecting themselves from online threats: *“I also wouldn’t be afraid as I communicate with him*

on the phone and already know what kind of person he is; just in case for the first time maybe I would take somebody along”(FKI, 13-year-old).

The study results suggest that girls of the risk group fail to understand and assess potential or already incurred threats on the Internet. Disclosure of personal data in the public domain, inclusion of strangers into friends and contacts lists, communicating with them, and sharing contact data show that adolescents from the risk group lack the capacity to adequately evaluate the online threats.

Perception of the online threats is very important in encouraging the youth to take preventive measures (Vandoninck etc. 2014). Children and youth who are aware of the online threats are encouraged to focus on avoiding the problematic situations online, or preventing them from occurring again.

The study results encourage further empirical research and the search of preventive measures in the process of working with girls from the risk group, on purpose to ensure their safety on the online social networks.

Conclusions

The participation in online social networks by the girls attending a Child Day Care Centre is characterized by socially active (correspondence, comments, etc.), socially passive (profile access management, observation of friends, etc.) and non-communicative activities (games, listening to music).

Girls from the risk group are subjected to various kinds of threats on online social networks: threats to their privacy; threats occurring in online communication with strangers and online harassment. Loss of access to the profile and identity theft, disclosure of personal contacts and personal photos, and publicity of videos pose a risk to the privacy of the girls on the Internet. In online communication girls are exposed to threats of strangers' messages and suggestions to friendship, sexual temptations, persecution, meetings with strangers outside the Internet. On Internet social networks the girls face electronic bullying, infringing content comments, messages, and threats. Younger teens are likely to face threats to their privacy, and the more experienced older ones – the risk of communication on the Internet.

Public display of personal data on the online social networks, including adding strangers to the list of friends, interacting with them and sharing your own contact data show that girls from the risk groups are unable to assess potential threats or the ones already experienced on the online social networks. Positive assessment of threatening situations and belief that threatening situations cannot touch their safety reveal that the need to protect themselves online, among girls from the risk groups attending Child Day Care Centre, is quite weak.

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VAIKŲ DIENOS CENTRĄ LANKANČIŲ MERGAIČIŲ PATIRIAMOS GRĖSMĖS INTERNETO SOCIALINIUOSE TINKLUOSE

Rasa Skališienė

Santrauka

Straipsnyje analizuojama Vaikų dienos centrą lankančių rizikos grupės mergaičių patiriamų grėsmių interneto socialiniuose tinkluose problema. Siekiant atskleisti, kokie mergaičių veiksmai interneto socialiniuose tinkluose kelia joms grėsmę, atliktas kokybinis tyrimas taikant *focus* grupės metodą, kuriame dalyvavo 20 mergaičių iš keturių Lietuvos vaikų dienos centrų. Tyrimo rezultatai atskleidė, kad dažniausiai rizikos grupės mergaitės susiduria su tokiais jų saugumui gresiančiais pavojais, kaip antai asmeninės informacijos viešinimas bei dalijimasis ja su nepažįstamaisiais; bendravimas su nepažįstamaisiais internete ir susitikimai su jais už interneto ribų; negatyvūs interneto vartotojų veiksmai. Tyrimu nustatyta, kad rizikos grupės mergaitės negeba atpažinti grėsmių, kylančių joms interneto socialiniuose tinkluose, nesuvokia jų padarinių, o jų poreikis apsaugoti save virtualioje erdvėje yra gana silpnas.

Pagrindiniai žodžiai: Vaikų dienos centras, rizikos grupės mergaitės, veikla internete, grėsmės interneto socialiniuose tinkluose.