PROGRAM OF THE 16TH INTERNATIONAL CONFERENCE
JUNE 14-16, 2013

Green Park Hotel
Taksim, Istanbul
Turkey
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Program Summary

Registration and Reception

Friday, June 14
4:00 - 5:00 PM

Hotel Foyer

Saturday, June 15

Presentation starts at 7:30 AM and continues until 6:00 PM.
Lunch and Tea/Coffee will be provided as follows:
Mid-morning Tea/Coffee: 10:30 - 11:00 am
Lunch: 1:00 - 2:00 pm
Mid-afternoon Tea/Coffee: 4:00 - 4:30

ASBBS is an interdisciplinary organization, papers in each session are drawn from a number of disciplines.

Please collect your name tag and receipt (onsite registrations) either on Friday or on Saturday, prior to start of presentation.

Please present your paper in 15-17 minutes allowing time for discussion of 3-5 minutes each paper) at the end of the session. Session Chairs, please end session on time.

There are 5 sessions and 28 papers. We encourage all participants to attend all sessions and participate in discussions.

The Meeting Room will have a PowerPoint projector and a laptop. You may either bring your PPT file in a removable drive or bring your own laptop.

Properly formatted papers submitted to the conference as of the conference date are included in the Conference Proceedings. If you wish to publish your paper in the Proceedings, please submit it to mendo@asbbs.org no later than June 30.

All papers presented at the conference will qualify for publication in the refereed ASBBS eJournal. Deadline for submission: August 1, 2013.

Session 1  
7:30 – 9:00  
Current Economic issues

Chair: Winnick, Andrew  
Cal State University, Los Angeles

Recent Trends in Income Inequality in the United States  
Rervani, Farahmand  
Pirouz, Kameer  
Montclair State University

The Political Economics of the Tea party Movement: A New Phenomenon Steeped in Tradition  
Winnick, Andrew  
Cal State University, Los Angeles

The Impact of Current Economic Crisis on Innovation Capacity in OECD Countries  
Tercan, Nuray  
Halk University, Turkey

The Affordable Care Act, 2010 and Small Business: An Early Analysis  
Mondal, Walia I  
National University

Session 2  
9:00 – 11:00  
Consumer and Marketing Issues

Chair: Yildirim, Egen  
Istanbul Commerce University, Turkey

Measuring Consumer Self-Confidence  
Yentaras, Velkan  
Kadir Has University, Turkey

Creating value in Franchise Systems: Aligning the Interests of Franchisors and Franchisees  
Costello, Thomas G  
Costello, Ayse Olcay  
Eastern Illinois University

Value Chain Connectedness as a Framework for Sustainability  
Heuer, Mark  
Susquehanna University

Towards a Behavioral Model of a Capitalist Business Enterprise  
El-Hodiri, Mohamed Ali  
University of Kansas
Session 2, Contd.
Consumer and Marketing Issues

Business Supply-Demand Elasticity Measurement and Market Structure

Tan, Senket
Izmir University, Turkey

Preliminary Investigation of Advertising Effects on Brand Personality and Lifestyle

Agbu, Zaene Bayarit
Izmir, Figen
Izmir Commerce University

Session 3
11:00 – 1:00
Current Issues in Finance and International Finance

Habib, Mohsin
University of Massachusetts, Boston

Performance of Emerging Market Mutual Funds

Habib, Mohsin
Izmir College

Analysis of Financial Products on Turkish Internet Banking

Sen, Elif
Izmir Commerce University

Neutral Taxation of Bonds

K, Joel
Izmir International University

and Effects of Preference Share Financing

Bus, Trevor
University of Singapore

Chinese Banking Corporation Limited

Relationship Exist Between Exchange Rates and Stock Prices?

A, Nelson
University of Malaysia Sabah

Impact of Ownership Structure and Management Reward on Firm Performance and

M, Mohsin
University of Massachusetts, Boston
LUNCH: 1:00 – 2:00

Session 4  2:00 - 4:00
Diverse Business Issues

Chair: Weaver, Richard  National University

Strategic Use of Twitter as a Public Relations Tool by Turkish Corporations
Cakir, Hilal Ordemir
Ortucker, Gulay
Istanbul Commerce University, Turkey

Technology in Performance Management in a Global Organization
Peters, Elizabeth
Chowdhury, Shamsul
Roosevelt University

The Impact of Total Quality Management on Business Performance of Managers of Fast Food SMEs in Southeast Nigeria
Ukema, Steve
Godfrey Okoye University, Nigeria
Anozie, Carol
Cross River University of Technology, Nigeria

Trustworthiness, Justice and Mediating Lens
Clapham, Stephen E.
Caldwell, Cam
Proctor, Grover B.
Meyer, C. Kenneth
Drake University

Internet Usage of University Students and Reliability of Information Circulating on the Internet
Erdi, Husan
Kocaeli University, Turkey

Exploring the Relationship between Grades and Time Spent on Class Website
Weaver, Richard
National University
Session 5
4:00 – 6:00
VARIOUS Accounting Issues

Rolem, C.E. Topie
California State University, San Bernardino

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Huddah
college

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Ali Alhug
al Commerce University

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awaxi Sharad K
on University

of New Technology in Small and Medium Sized Enterprises (SMEs) as a
communication Tool
k, Yussuf
University, Turkey

of Balance of Payments Disequilibrium in OECD Countries: A Comparative Analysis of
Countries and OECD Key Partners
y, Ferimah
University, Turkey

Asset Type: Digital Assets
y, Alp
C.E. Topie
lker
ia State University, San Bernardino
Charles E.
c E. Cripps, Inc., USA
EDITOR'S NOTE: Papers in these Proceedings have been drawn from a variety of disciplines. Formatting for each paper as deemed appropriate by the authors has been preserved. Authors maintain copy right of respective papers.
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Iona College
INTERNET USAGE OF UNIVERSITY STUDENTS AND RELIABILITY OF INFORMATION CIRCULATING ON THE INTERNET

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Kocaeli University, School Of Communication, Turkey
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ABSTRACT

As internet and information technologies started to improve in a dramatic level, the resources that are being reached in terms of information has changed as well. Internet has become a source of information resource as well as entertainment, social platform, and socialization tool.

In this sense, university students have applied to electronic resources in their research papers and projects as well as applying to written resources in their academic advancement process. The extensive use of internet has arisen from the fact that the information and internet content can be disseminated well among social communication platforms and this brings out the notion that it is really easy to reach and share information in this age through the advancement of internet technologies. However, it needs to be debated that the contents and information that are being shared in the internet can possibly not be true and justified, thus can sometimes not be solely depended upon. In this sense, the university students that use this sort of information should be able to research their area of interest in other research platforms.

In this study, university student’s trust level to internet content as a source of information will be analyzed. In addition, the awareness level of university students in the process of using internet content will also be investigated. In this stage, highly acceptable scales will be conducted through the aid of a survey and finally the analysis results will be reported by the use of statistical methods.

INTRODUCTION

Internet by its nature offers tremendous benefits to users in terms of easiness to use. In the old times, including a content to internet environment was really hard and required an area of expertise. However, starting from the 2000’s, as Web 2.0 technologies evolved through the development of forum, blog, and social communication platforms, it became possible for everyone (who has interest on internet and technology activities) to post and share internet content on the internet. So, it can be said that content disseminators have taken an active role on
the internet activities. This transformation process has ended up in the huge improvement of information sharing on the web as it became easier to post and share information on the internet.

It is important to note that the reliability and trustworthiness of information that is being shared can only be revealed through the process of checking the original resources. In this interval, it can be claimed that fake content which is neither reliable nor trustworthy can be disseminated through the internet as well and research shows that there is an increase in the level of such information that is being disseminated on the internet. In order to prevent this from happening and make internet resources more reliable, the information resource should be blocked rather than preventing the flow of information. Because an information (most likely fake) that is being disseminated by another resource can only be monitored through the extensive work in blocking the dissemination from the original source of information. This poses a great threat since there may be multiple (or more) sources of dissemination from the original source. It is also cited that manipulation of information by public and private entities also pose another threat to users.

In institutes and scientific organizations, academic research, books, journals, news, and article studies as well as undergraduate studies, university students use internet resources intensely. In this globe, a questions should be asked whether the information that is being used is reliable or not.

In addition, research demonstrates that people rely heavily on the Internet for gathering information." Flanaginand Metzger' found that the Internet was used "to get information" more than were books, magazines, television, newspapers, the telephone, electronic mail, or face-to-face communication. At the same time, information seeking was by far the strongest motive for internet use in that study. (Flanagin Andrew J. and Miriam J. Metzger)

In another research, done in 2006, demonstrates that internet is a reliable resource. When asked where they get most of their news and information about science, 20% of all Americans say they turn to the internet for most of their science news. That translates to 40 million adults. This is second only to television, which is cited by 41% of Americans as the place where they get most of their science news and information. In addition, newspapers and magazines are each cited by 14% as their main sources for news and information about science. (Horrigan, John B.)

Besides academic studies, projects, and thesis studies, in the occupation of journalism, it is important to double-check the information that is being offered to the public audience in the concept of ethics and ethical behavior. Having debated about the issue of internet resources being applied to academic studies, it should be known that such information can be misleading and thus creates a huge problem in terms of reliability of information gathering and sharing.

INTERNET AS AN INFORMATION SOURCE

Information is both an individual and communal phenomenon. For the individual, as Plato formalizes it, information is a justifiably believed truth. Similarly, for the community, information is the sphere of shared information and wisdom that is accepted as valid by the majority of people with access to that knowledge-space. (Wilder Hilary and Sharmila Piry Ferris)

Following the industrial revolution in the 21st century, it has been easy to reach resources as there has been a shift towards information age. In this age, information communication technologies have been prospered and electronic systems have been improved as a tool to intercommunicate within partners (Akıcı Vural, 2006: 1). Such technologies as
capturing technologies, warehousing technologies, processing technologies, communication
technologies, visual technologies have been highly popular in the era of 21st century in the

Besides information Technologies, the development of internet medium is seen with
information technology in 21. Century. For billions of people around the world, the Internet has
become an essential component of their everyday social and business lives. And though they
rarely give it a moment’s thought, the search engines that help them navigate through the
plurality of pages, images, video clips, and audio recordings found on the World Wide Web have
also become essential. (Bughin, Jacques et al.)

Internet technologies have been applied to education, have stimulated electronic
commerce, “have been used to develop online communities and cultures,” and have helped
organizations develop communication via intranets.” (Flanagin Andrew J. and Miriam j .
Metzger)

On the other side, the size, style, content, visual characteristics of the internet information
may vary depending on the disseminating organization. It is seen that information on the internet
may be gathered in various ways. Libraries, books, newspapers, journals, media bulletins,
brochures are other means of reliable information resources that need to be referred upon. In
addition, internet pages, news portals, blogs, e-libraries, google etc can be cited as reliable
resources only if the original resources can be justified in order to be considered as reliable. At the
same time, TUBITAK, ULAKBIM, and TUIK are the major state supported resource centers
which are highly reputable in terms of the reliability of the information.

In this sense, information gathered from the internet resources may vary from written
resources in terms of style and content. This is highly acceptable due to the fact that information
started to be digitalized.

As information is being digitalized and combined with the electronic technologies, a new
era has been launched in terms of communication and information technologies. In this sense,
information produced in the communication process can be integrated into the internet resources.
Besides, global communication process, entertainment, and information services in the
telecommunication industry has been improved and this brought efficiency in the business
environment along with dramatic cost minimization incentives. As a result personalized media
and individual choice have been the two driving forces of individuals who have chosen to be a
part of the cyber environment. Thus cable TV, compute based communication services, and
electronic banking have been the new outcomes of mass media in contrast to the old traditional
media (Timisi, 2003:114)

Most importantly, through the aid of all the advances cited above, consumption behavior
and style have changed in parallel to the internet age and globalization. As depicted, information
technologies have advanced and the dissemination on the internet became accessible to everyone
who is interested on internet technologies. A major determinant of this scope has been the
interactive usage opportunities. In this sense, the ones who have used the new communication
platforms have transferred themselves into a more reactive and communication oriented
environment. As communication styles have changed, there obviously has been a change in the
consumption behavior (Kadioğlu, 2012: 156)
SCOPE OF STUDY

The problem of determining the reliability of the information on the internet has become increasingly important as more and more people get their information from the internet (Vedder Anton and Robert Wachbroit). Also the internet users collecting data have to be “mature” of internet to avoid manipulation of data traps. This “maturity” can be described as and self confidence about collecting information and navigating on Internet with “Internet Literacy”. University students designing and reporting academic researches are generally weak about gathering information from knowledge databases via Internet. This problem can be accepted as the main reason of unreliable knowledge on their reports and assays.

In this research, it’s aimed to describe how university students consider their behaviors on internet while searching process.

METHOD

In this study, a survey has been used in the context of quantitative research techniques. Cronbach Alpha Value has been cited as 0.96 and a scale by I. Sahin (I. Şahin, 2009:471) called “Educational Internet Usage Capabilities Scale” has been used by adding age and gender to the current scale. 200 surveys have been delivered to the university students. However, 41 have been eliminated. As a result, 159 surveys have been taken into consideration in the analysis process.

Based on the data, SPSS for Windows 15.0 program has been used. In the analysis, frequency analysis, variance analysis, regression analysis, correlation analysis, and cross tables have been used.

DESCRIPTIVE STATISTICS

Below are the gender and age characteristics (Table 1, 2, and 3) of 159 university students who have completed the survey

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>62</td>
<td>39,0</td>
<td>39,0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>97</td>
<td>61,0</td>
<td>61,0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>159</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>
Table 2: Distribution of Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>5</td>
<td>3,1</td>
<td>3,1</td>
<td>3,1</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>13,8</td>
<td>13,8</td>
<td>17,0</td>
</tr>
<tr>
<td>22</td>
<td>27</td>
<td>17,0</td>
<td>17,0</td>
<td>34,0</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>25,2</td>
<td>25,2</td>
<td>59,1</td>
</tr>
<tr>
<td>24</td>
<td>32</td>
<td>20,1</td>
<td>20,1</td>
<td>79,2</td>
</tr>
<tr>
<td>25</td>
<td>16</td>
<td>10,1</td>
<td>10,1</td>
<td>89,3</td>
</tr>
<tr>
<td>26</td>
<td>7</td>
<td>4,4</td>
<td>4,4</td>
<td>93,7</td>
</tr>
<tr>
<td>27</td>
<td>8</td>
<td>5,0</td>
<td>5,0</td>
<td>98,7</td>
</tr>
<tr>
<td>28</td>
<td>2</td>
<td>1,3</td>
<td>1,3</td>
<td>100,0</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100,0</td>
<td>100,0</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Gender * Age Crosstabulation

<table>
<thead>
<tr>
<th>Gender</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>15</td>
<td>17</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>16</td>
<td>20</td>
<td>25</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>97</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>22</td>
<td>27</td>
<td>40</td>
<td>32</td>
<td>16</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>159</td>
</tr>
</tbody>
</table>

Through the scale of 30 questions used in the research, the Cronbach Alpha value has been found as .954 (Table 4)

Table 4: Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.954</td>
<td>30</td>
</tr>
</tbody>
</table>

Based on the 28 questions that are being answered, the average values are the dependable variable of the research. Independent variables such as age and gender has also been measured by the Independent Sample Test

Table 5: Group Statistics for Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Male</td>
<td>62</td>
<td>3.4873</td>
<td>.77785</td>
</tr>
</tbody>
</table>
Based on the test results, it has been found that there is no significant relationship between gender and average values (p=0.976; p > 0.05). By looking at the group statistics for gender, it has been found that the results are fairly similar for both gender.

The average age of the sample is 23.26. The values that exclude the average age (either above or below) and their scale averages along with the relationship therein has been confirmed by the Independent Sample Test which is extended in Table 7 and Table 8.

Table 7: Group Statistics for Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>65</td>
<td>3.5055</td>
<td>0.77969</td>
<td>0.09671</td>
</tr>
<tr>
<td>&lt; 23</td>
<td>94</td>
<td>3.5372</td>
<td>0.80829</td>
<td>0.08337</td>
</tr>
</tbody>
</table>

Table 8: Independent Samples Test for Age and Average Values

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>Average</td>
<td>.044</td>
<td>.834</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the test results, it has been found that there is no significant relationship between age and average values (p=0.834; p > 0.05). By looking at the group statistics for age, average values seem to be similar for both age groups.
Table 9 shows the scale average values in terms of age and gender variables with the correlation values.

**Table 9: Correlations Between Gender, Age and Average Values**

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
<th>Age</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson</td>
<td>1</td>
<td>-.229</td>
<td>.037</td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.004</td>
<td></td>
<td>.641</td>
</tr>
<tr>
<td>N</td>
<td>159</td>
<td>159</td>
<td>159</td>
</tr>
<tr>
<td>Age</td>
<td>-.229</td>
<td>1</td>
<td>-.052</td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.004</td>
<td></td>
<td>.513</td>
</tr>
<tr>
<td>N</td>
<td>159</td>
<td>159</td>
<td>159</td>
</tr>
<tr>
<td>Average</td>
<td>.037</td>
<td>-.052</td>
<td>1</td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.041</td>
<td></td>
<td>.513</td>
</tr>
<tr>
<td>N</td>
<td>159</td>
<td>159</td>
<td>159</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

Based on the findings of table 9, in terms of age and gender variables, there is a negative correlation at a level of 0.01 which is significant and double sided. However, it is seen that there is no significant correlation between age and gender variables in regards to scale average values.

**CONCLUSIONS**

In conclusion, within the 159 participants that have answered the survey, it has been found that the university students’s level of confidence and trust to internet resources while conducting research is cited as medium. For male participants, the ratio of average self-confidence has been calculated higher. It has also been found in the research that the self-confidence is not directly associated with the age. In this sense, social, economic, and cultural variations can be studied in further research in the related field.

**REFERENCES**


Timisi, Nilüfer (2003), Yeni İletişim Teknolojileri ve Demokrasi, Ankara: Dost Kitabevi

