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An Applied Analysis: Master and Doctoral Students of Healthcare Management and Their Internet Usage for Scientific Research[1]

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ABSTRACT

In this study it is aimed to identify the academic competency of master and doctorate students in the field of healthcare management and to determine the level of research conducted in the academic field. The target population of the study is Istanbul, Sakarya and Ankara provinces and sampling is made up of master and doctorate students attending to state and private universities in these provinces. Five-point Likert Scale and a questionnaire made up of two sections are used in this study. In total 258 individuals (N=258) participated in the study. 0.920 was obtained as the Cronbach Alfa coefficient. Within the scope of analysis, Kolmogorov Smirnov, Mann Whitney U, Chi-Square and Kruskal Wallis H tests were used. As a result of the study, it was found out that internet usage levels of the master and doctorate students studying in the field of healthcare management were very low in terms of academic research and their use was not effective.
KEYWORDS: Internet, student, science, research, technique, academic, health, management

INTRODUCTION

In this study, academic competency of the master and doctorate students studying healthcare management and the level of research conducted in academic field are reviewed. Theoretical framework was established by means of literature review on the subject.

Problem Status

Information and communication technologies are widely used in our day. Internet technology stands out as the most widely used one among these technologies. However, when we review the level and content of this usage, it is seen that internet is mostly used for the purposes of Facebook, twitter, e-mail and chat. Internet and virtual media, which are important materials in scientific research and research techniques, provides those conducting academic study with convenience and opportunity to conduct research in a broader area. Scientific studies conducted in a number of countries in the world, articles, columns, books, proceedings etc. are accessible using the internet network. But we see that ratio of scientific research conducted in Turkey via internet is very low. Especially when the academic studies conducted by the master and doctorate students using internet are reviewed, it is possible to say that they are not capable of effectively using this technology. Inadequacy of the foreign language knowledge of the students and their not knowing how to access scientific resources or how to make research are among the most important reasons for this.

In the light of this information, it was thought that review of the internet usage levels of the master and doctorate students studying in the field of healthcare management would shed light on this subject and enable that the subject was addressed in a wider range. In this study it is aimed to identify the academic competency of master and doctorate students in the field of healthcare management and to determine the level of research conducted in the academic field.

Literature Review and Theoretical Framework

Internet is an important communication tool making significant contributions to human life by enabling access to all kinds of information within a short period of time and rapid communication with other people (Balta, 2008). Internet is defined as a technology emerging in line with the need to preserve, share the information generated and to easily access it (Okay, 2010).

To access, evaluate, organize, use and share the information in our day has gained considerable importance. As a result of these, it can be said that to use all kinds of tools, which will enable to transmit, use and disseminate the information among the individuals in the learning environment, has become mandatory (Karahan

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and İzci, 2001). The role of information technologies in the formation, transmission, development and sharing of information in an effective manner is indisputable (Halawi et al., 2006, p.384-397).

The use of computers and internet within the information and communication technologies is gradually increasing. However, effective and efficient use of these tools is based on the fact whether the users are capable of using them at the sufficient level or not, despite the increase in the prevalence ratios of the computers (Tekinarslan, 2008, p.187). In the process of information sharing and management, communication technologies have a key role (Mercader et al., 2006, p.16-18). Internet, in connection with the computer, has become one of the most important tools of accessing the information sources in business life in the most efficient manner (Özen et.al., 2004, p. 52-57).

Internet is used by millions of people all over the world with different motives. Internet users are from all ages, scales and professions in accordance with the information contained by internet (Uçak, 2000, p.320). The first thing that comes to mind as to the academic use of internet is the publication of the products generated as a result of research, education, communication with the experts in the field and scientific studies (Küçük, 2002, p.26).

With the current advancements in the internet, "research" concept has changed. Transfer of information to the electronic environment has made information sharing easy and removed the spatial boundaries. Now, academicians or ordinary citizens can access any information they require in a rapid and efficient manner from where they are with a computer connected to internet, thanks to information technologies and internet (Küçük, 2002, p.27).

It is possible to say that there exists a linear relationship between the science-oriented policies of the countries and their ability to use scientific data in the solution of various problems and their development levels. In parallel to this, the approaches employed by the countries in scientific research affect the life standards and prestige of the individuals (Uzbay, 2008). Within this context, in order for the spread of scientific researches throughout all segments of the society, various investments are made by the countries and activities are organized to serve this purpose. The main goal of these investments is to ensure that individuals understand the scientific research processes and interpret and benefit from the results (Ural and Kılıç, 2006). To achieve this, gains fit for this goal should be integrated into the basic education program, which is aimed to reach all individuals of the society. It is emphasized that the number of individuals with research capabilities in the Bologna process, which aims to improve the higher education process, should be increased (Higher Education Board [YÖK], 2009). Within this context, various arrangements are made to give the students attending to higher education programs research capabilities.

Scientific information is the systematic information obtained through the review of the relations between the incidents and concepts. Systematic information acquisition process is explained with the research concept. Research is defined as the process of gathering, grouping, analysis, interpretation, evaluation and reporting of the data in a planned and systematic manner to find solutions for the existing problems. Within this process, it is required to have certain information and skills. Accessing information with scientific methods is a skill that may be acquired with education (Quoted by Büyüköztürk, 1994). Skills of accessing, arranging, using information and communicating by means of this information are accepted as the basic skills, which can be given to the individuals through education (Köseoğlu, Yılmaz, Gerçek and Soran, 2007). Basically it is required to enable that the individual acquires all kinds of information and skills with the scientific methods and techniques through the said education (Karasar, 1974; Büyüköztürk, 1994).

Basic areas of the research education are grouped under four main topics as measurement, data analysis, research methods and techniques and computer services (Büyüköztürk, 1994; Karasar, 1974). Computer services, which are one of these areas, are also related to other areas of the education. Computers are one of the most important technological tools required to conduct scientific research. Computer skill has almost become a prerequisite in the scientific researches. Stages of scientific research such as literature search, data collection tool preparation, data analysis, putting the research into report form and presenting the research results require computer skills (İpek et al., 2010, p.128). Internet use is also associated with the computer use. Based on our research findings, it is possible to say that computer knowledge and consequently internet usage levels of the participants are not sufficient.

The students can review up-to-date and instant information with the researches covering databases and other information sources. They can communicate with one another using the electronic mail or electronic notice boards and discuss certain problems and conduct joint projects or research. They can access the articles in online journals using the library database. Information sources in internet environment are continuously increasing and now information can be traced via internet as soon as it is produced (Uzunboylu and Özdamlı, 2009, p.48).

Aim of the scientific research methods course is to review the basic concepts regarding science and research, function of science, research types, basic characteristics of social science researches, research methods, stages of scientific research, data collection and analysis methods, research report writing and use of research results (Kurt, 2009). Within the scope of this course, it is necessary to provide the postgraduate students with all kinds of capabilities for the use of internet in academic area and access to scientific information via internet.

However the postgraduate students do not have the sufficient capabilities regarding internet use in the scientific researches as supported by our study findings.

Regarding the subject, Akpınar (2011) stated that internet usage levels of postgraduate students were "medium level" (50%) based on the opinions of the students. This finding supports our study. In this study it is aimed to determine the academic capability of the postgraduate and doctorate students studying health management and their research levels in the academic area considering the fact that the computer and consequently internet usage levels of the postgraduate students are not sufficient in terms of access to academic information.

Problem Statement of the Research, Sub-Problems and Hypotheses

The problem statement, for which an answer is sought in the study, sub-problems and hypotheses to be tested are as follows:

Problem Statement of the Study

Are the internet usage levels of the postgraduate and doctorate students studying health management in scientific research techniques sufficient?

What is the capability level of the participants in academic terms?

What are the academic research levels of the participants?

Hypotheses

Alternative hypotheses of the quantitative research department are as follows:

H1: Participants' internet usage competencies and aptitude to follow the publications in their field via Internet on a continuous basis are independent from one another.

H2: Participants' internet usage competencies and aptitude to pay attention to whether the relevant information is valid and reliable are independent from one another.

H3: Participants' internet usage competencies and aptitude to make research at the internet libraries for their homework are independent from one another.

H4: Belief as to the fact that IT usage makes people successful in academic terms and aptitude to follow the publications in the field on a continuous basis are independent from one another.

H5: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I pay attention to whether the relevant information is valid and reliable are independent from one another.

H6: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can make research at the internet libraries for my homework are independent from one another.

H7: Participants' internet usage competencies and attitude of I can follow daily information in my field via internet are independent from one another.

H8: Participants' internet usage competencies and attitude of I can improve myself in my field via internet are independent from one another.

H9: Participants' internet usage competencies and attitude of I exchange information with my friends via internet are independent from one another.

H10: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can follow daily information in my field via internet are independent from one another.

H11: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can improve myself in my field via internet are independent from one another.

H12: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I exchange information with my friends via internet are independent from one another.

H13: Participants' internet usage competencies and reliability of the information obtained through internet are independent from one another.

H14: Belief as to the fact that IT usage makes people successful in academic terms and reliability of the information obtained through internet are independent from one another.

METHODOLOGY

Research Method and Scope

It is aimed to determine the academic competencies of the postgraduate and doctorate students studying health management and to assess the levels of research in academic field. Target population of this study is made up of the students of public and private universities in Istanbul, Sakarya, Ankara and Samsun provinces. Individuals attending to the study are randomly selected and students of some public and private universities are preferred for sampling. Within this scope, a questionnaire made up of two parts was applied to 258 participants. The questionnaire and questions used were prepared receiving the opinions of the experts: 1 expert in the field of Psychology, 1 expert in the field of Medicine and 2 experts in the field of Education. The questionnaire used in the study was applied to 50 individuals before the actual application and the data obtained from the test was tested with reliability analysis. As a result of the reliability analysis, 0.872 value was obtained as the Cronbach

Alpha coefficient. In the first part of the questionnaire, 30 questions were asked to determine the effective internet and IT usage levels of the participants and their opinions were analyzed with 5 point Likert scale. In the second part, personal information of the participants (age, gender, marital status, income, family properties etc.) was analyzed with the classifier scale as demographic variables.

Data Analysis

Within the scope of the analysis descriptive statistics, Kolmogorov Smirnov test, Mann Whitney U test and Kruskal Wallis H test were used. Also Chi-square and simple regression analyses were carried out in the study. The abovementioned tests were analyzed in the PASW Statistics 18 package program. To test the reliability of the scale created, Cronbach's Alpha analysis was conducted and 0,92 was obtained.

RESULTS

In this section, certain demographic properties regarding participants are represented in tables.

Table 1: Distribution of the Participants by Gender Variable

Male	**49%**
Female	51%

When the genders of the participants are reviewed, it is seen that the participants are predominantly made up of females with the ratio of 51%.

Table 2: Distribution of the Participants by Age Variable

22	**20%**
25	22%
27	28%
30+	30%

When the ages of the participants are reviewed, it is seen that participants at the age of 30 and above rank top with the ratio of 30%.

Table 3: Distribution of the Participants by Marital Status Variable

Single	**38%**
Married	37%
Other	25%

When the marital statuses of the participants are reviewed, it is seen that single participants outnumber others with a ratio of 38%.

Table 4: Distribution of the Participants by the Number of Siblings

1	**12%**
2	26%
3	28%
4	30%
5	4%

Most of the participants (30%) have 4 siblings.

Table 5: Distribution of the Participants by Income Status

501-1000	**50%**
1001-1500	50%

Incomes of the participants or their families were asked and the results given below were obtained. Those with an income between 501-1000 and 1001-1500 Turkish liras were determined as 50%.

Table 6: Distribution of the Participants by Sectors

Public	**52%**
Private	48%

Most participants' mothers or fathers work in the public sector.

Table 7: Distribution of the Participants by Health Status

Yes	**29%**
No	71%

It is seen that most of the participants stated that they did not have any health problem in reply to the question "Do you have any health problem?".

Table 8: Distribution of the Participants by Durations of Study and Research via Internet

1 Hour	**9%**
2 Hours	22%
3 Hours	39%
4 Hours	17%
5 Hours	12%

Hours spent by the participants for study and research were determined as average 3 hours and more.

Table 9: Distribution of the Participants by Views on Internet Usage

Yes	**20%**
No	80%

The participants stated that they considered themselves insufficient in response to the question reading "Do you consider yourself successful in terms of internet usage and are you successful with regards to the subjects you conduct research?".

Table 10: Distribution of the Participants by the Technological Tools by Which Internet is used

Desktop computer	**9%**
Telephone	23%
Laptop computer	36%
PC tablet	32%

When the technological tools by which the participants use internet are reviewed, it is seen that 36% use internet by means of their laptop computers.

Table 11: Distribution of the Participants by the Foreign Language Competency

Yes	**33%**
No	67%

It is seen that 67% of the participants stated that they did not consider themselves sufficient in response to the question reading "Do you consider yourself sufficient in terms of Foreign Language knowledge?".

Table 12: Distribution of the Participants by the Impact of the Use of Internet and Computer Technologies on their Educational and Academic Success

Yes	**43%**
No	57%

It was determined that the participants did not think that internet and computer usage made them successful as a response to the question reading "Do internet and computer technologies make you successful in educational and academic terms?".

Table 13: Distribution of the Participants' Views Regarding Internet Usage Levels

	Never	Rarely	Sometimes	Frequently	Always	X	SS
I can use Internet.	31%	14%	19%	26%	11%	2,73	1,41
I can surf on Internet between the web pages with ease.	26%	36%	25%	9%	3%	2,28	1,05
I can create an E-mail account for myself.	22%	28%	31%	14%	6%	2,54	1,15
I can send and receive Electronic Mail (E-mail).	25%	28%	23%	17%	8%	2,54	1,24
I can attach file to an electronic mail and send it to my friends.	17%	21%	27%	18%	17%	2,95	1,32

I can create an account on MSN Messenger.	26%	27%	25%	12%	10%	2,53	1,26
I can add new persons to my list on MSN Messenger.	12%	18%	24%	19%	28%	3,33	1,35
I can send-receive files via MSN Messenger.	15%	16%	20%	21%	28%	3,31	1,41
I can follow innovations in technology and relevant subjects in my field via Internet.	43%	10%	5%	23%	18%	2,62	1,62
I can register at the chat and forum web sites. I can create all kinds of information relevant to my field of study and share this information on the blogs and receive feedbacks.	43%	14%	29%	11%	2%	2,16	1,16
I know the courtesy rules of the chat and forum web sites.	17%	29%	14%	9%	30%	3,05	1,51
I can add a website I frequently visit to the frequently used list.	17%	24%	26%	15%	18%	2,93	1,33
I know the general settings of Internet Explorer. (For example: I can change the opening page, page type)	35%	19%	19%	21%	6%	2,44	1,31
I can read the files in text, presentation, and sound and picture format.	22%	28%	29%	15%	6%	2,55	1,15
I can download files via Internet.	27%	32%	23%	10%	9%	2,41	1,22
I can save all kinds of articles, proceedings, books and films aimed for my field of study on my computer and I can read and analyze these files.	46%	19%	22%	10%	3%	2,05	1,17
I can easily follow where and how the researches conducted and publications in my field of study are published via Internet.	43%	25%	18%	13%	2%	2,06	1,12
I pay attention to whether information available on Internet in my field is valid and reliable or not.	31%	30%	26%	10%	3%	2,24	1,09
I can access the subjects I want through the search engines.	36%	33%	15%	13%	4%	2,16	1,16
I can conduct research for my homework at the libraries on the internet.	22%	14%	36%	11%	16%	2,84	1,33
After finding a piece of information on the Internet, I can save it on my computer in the appropriate format to work on.	12%	25%	22%	23%	17%	3,07	1,28
I can print the subject I have found on the websites.	36%	22%	29%	9%	5%	2,23	1,16
I know what FTP (File Transfer Protocol) is and I can use it.	16%	37%	22%	16%	9%	2,66	1,19
I can follow relevant news via Internet on a daily basis.	16%	27%	30%	17%	10%	2,78	1,20
I can create a webpage and make the necessary arrangements.	22%	22%	24%	16%	16%	2,80	1,36
I can benefit from the subjects in my field, which may contribute to my personal development, via internet.	23%	21%	26%	11%	18%	2,80	1,39
I can use multiuser programs on the Internet with my friends and I can exchange information.	24%	28%	29%	14%	5%	2,46	1,13
I consider those with whom I establish bilateral relations when I exchange information in my field of study via Internet as the members of my family because this contributes to my success.	22%	24%	27%	14%	13%	2,72	1,30
I am aware of the importance of information security on Internet because I deem myself sufficient in this regard.	34%	22%	25%	14%	5%	2,32	1,21
I believe sharing the information I obtained via Internet with other internet users will be to my benefit as well as internet usage and studies I conduct via Internet.	21%	33%	29%	12%	4%	2,44	1,08

According to Table 13, negatively significant determinations were made as to the internet usage levels of the participants. In line with these determinations, 31% of the participants do not use Internet in any way. Ratio of those, who cannot follow the relevant information in their fields of study via Internet, is 53%. Ratio of those, who cannot download files via Internet, is 59%. 65% of the participants lack the skill to download a file via Internet and read it. 67% of the participants are not able to follow the publications in their field of study via Internet. 68% of the participants stated that they failed to access the subjects they were searching with the search engines. 44% of the participants make no use of Internet.

Findings Regarding Hypotheses

In this part of the study, hypotheses determined in line with the problem put forward in the study are tested by means of statistical methods. Within the scope of the analysis, Chi-Square test, Kolmogorov Smirnov test, Mann Whitney U test and Kruskal Wallis H and regression analysis were used.

Evaluation of internet usage sufficiency and competency of conducting research relevant to the field of study by means of Kolmogorov-Smirnov test:

Table 14: Kolmogorov-Smirnov Test Results

Variables Compared	n	Kolmogorov-Smirnov Z	p
Do you consider yourself sufficient in terms of Internet usage and are you successful in the subjects you make research?	258	7,877	,000
I can easily follow where and how the researches conducted and publications in my field of study are published via Internet.	258	4,066	,000
I pay attention to whether information available on Internet in my field is valid and reliable or not.	258	3,145	,000
I can conduct research for my homework at the libraries on the internet.	258	2,870	,000

H1: Participants' internet usage competencies and aptitude to follow the publications in their field via Internet on a continuous basis are independent from one another

H1 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Participants' internet usage competencies and aptitude to follow the publications in their field via Internet on a continuous basis are not independent from one another.

H2: Participants' internet usage competencies and aptitude to pay attention to whether the relevant information is valid and reliable are independent from one another

H2 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Participants' internet usage competencies and aptitude to pay attention to whether the relevant information is valid and reliable are not independent from one another.

H3: Participants' internet usage competencies and aptitude to make research at the internet libraries for their homework are independent from one another

H3 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Participants' internet usage competencies and aptitude to make research at the internet libraries for their homework are not independent from one another.

Evaluation of the belief as to the fact that IT usage makes people in academic terms and competency in conducting research in the field of study by means of Kolmogorov-Smirnov test:

Table 15: Kolmogorov-Smirnov test results

Variables compared	n	Kolmogorov-Smirnov Z	p
Do Internet and computer technologies make you successful in your field of study in academic terms?	258	6,086	,000
I can easily follow where and how the researches conducted and publications in my field of study are published via Internet.	258	4,066	,000
I pay attention to whether information available on Internet in my field is valid and reliable or not.	258	3,145	,000
I can conduct research for my homework at the libraries on the internet.	258	2,870	,000

H4: Belief as to the fact that IT usage makes people successful in academic terms and aptitude to follow the publications in the field on a continuous basis are independent from one another

H4 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Belief as to the fact that IT usage makes people successful in academic terms and aptitude to follow the publications in the field on a continuous basis are not independent from one another.

H5: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I pay attention to whether the relevant information is valid and reliable are independent from one another

H5 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Belief as to the fact that IT usage makes people successful in academic terms and attitude of I pay attention to whether the relevant information is valid and reliable are not independent from one another.

H6: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can make research at the internet libraries for my homework are independent from one another

H6 is refuted due to Asymp. Sig. (2-tailed) (0,000)<0,05. Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can make research at the internet libraries for my homework are not independent from one another.

Evaluation of internet usage competency and taking advantage of the Internet use by means of Kruskal-Wallis test:

Table 16: Kruskal-Wallis Test Results

	I can follow relevant news in my field via Internet on a daily basis.	I can benefit from the subjects in my field, which may contribute to my personal development, via Internet.	I can use multiuser programs on the Internet with my friends and I can exchange information.
Chi-square	2,983	,010	,166
Df	1	1	1
P	,084	,922	,684

H7: Participants' internet usage competencies and attitude of I can follow daily information in my field via internet are independent from one another

H7 cannot be refuted due to Asymp. Sig. (2-tailed) (0,084)>0,05. Participants' internet usage competencies and attitude of I can follow daily information in my field via internet are independent from one another.

H8: Participants' internet usage competencies and attitude of I can improve myself in my field via internet are independent from one another

H8 cannot be refuted due to Asymp. Sig. (2-tailed) (0,922)>0,05. Participants' internet usage competencies and attitude of I can improve myself in my field via internet are independent from one another.

H9: Participants' internet usage competencies and attitude of I exchange information with my friends via internet are independent from one another

H9 cannot be refuted due to Asymp. Sig. (2-tailed) (0,684)>0,05. Participants' internet usage competencies and attitude of I exchange information with my friends via internet are independent from one another.

Evaluation of IT usage competency and taking advantage of Internet usage by means of Kruskal-Wallis test:

Table 17: Kruskal-Wallis Test Results

	I can follow relevant news in my field via Internet on a daily basis.	I can benefit from the subjects in my field, which may contribute to my personal development, via Internet.	I can use multiuser programs on the Internet with my friends and I can exchange information.
Chi-square	1,279	4,118	,014
Df	1	1	1
P	,258	,042	,906

H10: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can follow daily information in my field via internet are independent from one another

H10 cannot be refuted due to Asymp. Sig. (2-tailed) (0,258)>0,05. Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can follow daily information in my field via internet are independent from one another.

H11: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can improve myself in my field via internet are independent from one another.

H11 is refuted due to Asymp. Sig. (2-tailed) (0,042)<0,05. Belief as to the fact that IT usage makes people successful in academic terms and attitude of I can improve myself in my field via internet are not independent from one another.

H12: Belief as to the fact that IT usage makes people successful in academic terms and attitude of I exchange information with my friends via internet are independent from one another

H12 cannot be refuted due to Asymp. Sig. (2-tailed) (0,906)>0,05. Belief as to the fact that IT usage makes people successful in academic terms and attitude of I exchange information with my friends via internet are independent from one another.

Table 18: Mann-Whitney U Test Results

	I am aware of the importance of information security on Internet because I deem myself sufficient in this regard.
Mann-Whitney U	4708,000
P	,162

H13: Participants' internet usage competencies and reliability of the information obtained through internet are independent from one another

H13 cannot be refuted due to Asymp. Sig. (2-tailed) (0,162)>0,05. Internet usage competency and reliability of the information obtained through internet are independent from one another.

Table 19: Mann-Whitney U Test Results

	I am aware of the importance of information security on Internet because I deem myself sufficient in this regard.
Mann-Whitney U	**6683,000**
P	**,011**

H14: Belief as to the fact that IT usage makes people successful in academic terms and reliability of the information obtained through internet are independent from one another

H14 is refuted due to Asymp. Sig. (2-tailed) (0,011)<0,05. Belief as to the fact that IT usage makes people successful in academic terms and reliability of the information obtained through internet are not independent from one another.

Regression analyses:

When the relation between language competencies of the participants and taking advantage of Internet is reviewed: The statement reading "Since I know a foreign language, I follow the news relevant to my field of study on a daily basis" has a higher impact of 1,538 units. The statement "Also foreign language knowledge avails in the subjects which may contribute to my personal development" has a higher impact of 1,560 units.

Table 20: Regression Analysis Results

(I can follow the news relevant to my field of study on a daily basis.)

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta	B	Std. Error
1	Do you consider yourself competent in terms of your foreign language knowledge?	1,538	,051	,882	29,981	,000

a Dependent Variable: **I can follow news relevant to my field of study on a daily basis.**
b Linear Regression through the Origin

Table 21: Regression Analysis Results

(I avail myself from the subjects, which may contribute to my personal development, via Internet.)

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**	**B**	**Std. Error**
1	Do you consider yourself competent in terms of your foreign language knowledge?	1,560	,056	,867	27,872	,000

a Dependent Variable: **I avail myself from the subjects, which may contribute to my personal development, via Internet.**
b Linear Regression through the Origin

CONCLUSION AND EVALUATION

Views of 258 students, who attend to the department of health management, as to internet usage competencies and use of internet in research were analyzed. According to this, the results given below summarize the study.

- The participants are made up individuals with an income below 1500 Turkish liras and with one of their parents working at the public sector.
- The Participants generally use laptops to use Internet and spend 3 or more hours studying on Internet daily. However they define their competencies in terms of Internet as insufficient. When all these setbacks are taken into account, the participants do not think that Internet and computer use makes them successful.
- One of the most important problems encountered while accessing the relevant resources on the Internet is the foreign language knowledge. Especially, the fact that a considerable part of the foreign literature

is in the English Language forces the participants because it is seen that foreign language knowledge of the 67% of the participants is insufficient.

- Answers given to 30 questions posed regarding the internet and technology use of the participants are as follows.
- Most of the participants (44%) do not use Internet in an effective manner.
- 66% of the participants have a problem with surfing comfortably between the websites on Internet.
- More than half of the participants cannot create an e-mail account for themselves.
- More than half of the participants have trouble exchanging e-mails.
- Those capable of exchanging e-mails have problem with file transfer.
- Those, who cannot create account on MSN, are more than half of the participants.
- Those, who can use MSN, do not have problem adding new accounts to their list.
- Participants do not have problem with file transfer via MSN.
- Ratio of those, who cannot follow information regarding their field of study via Internet, is 53%.
- More than half of the participants have problem with sharing information at the forums.
- 47% of the participants do not know the rules of courtesy at the forum websites.
- 41% fails to add the websites to the frequently used toolbar.
- Ratio of those, who are not knowledgeable about the settings of Internet explorer, is more than half.
- Ratio of those having trouble with the formats is more than half of the participants.
- Ratio of participants who cannot download files via Internet is 59%.
- 65% of the participants cannot download files via Internet and read these.
- 67% of the participants cannot follow the publications in their field of study via Internet.
- Most of the participants (61%) do not pay attention to whether the information they obtain via Internet is reliable or not.
- 68% of the participants state they cannot access subjects they want via search engines.
- Only 28% of the participants can access the information they want via online libraries.
- 40% of the participants can save a file on their computer to work on the file later.
- More than half of the participants cannot take a printout via Internet.
- More than half of the participants (53%) do not know what FTP is.
- Only 27% of the participants can follow daily information and news relevant to their field of study via Internet.
- 45% of the participants cannot create a webpage.
- 44% of the participants cannot take advantage of Internet in any manner.
- More than half of the participants (52%) cannot use multiuser projects via Internet.
- Ratio of the participants exchanging information and having close relations with other people via Internet is 27%.
- 56% of the participants do not consider themselves competent in terms of information safety on Internet.
- 55% of the participants think that information sharing will not provide any benefit for them.
- The statement I can follow the publications in my field of study via Internet on a continuous basis is a factor affecting the internet usage competency and belief as to IT usage makes people successful.
- The statement I pay attention to whether the information available in the field of study on Internet is valid and reliable or not is a factor affecting the internet usage competency and belief as to IT usage makes people successful.
- The statement I can conduct research on the Internet libraries is a factor affecting the internet usage competency and belief as to IT usage makes people successful.
- Internet usage competency and the statements I can follow daily information in my field of study via Internet, I can improve myself via Internet and I can exchange information via Internet are independent from one another.
- Internet usage competency and the statements I can follow daily information in my field of study via Internet and I can exchange information via Internet are independent from one another. This factor only has an impact on the statement “I can improve myself via Internet”.
- Reliability of the information obtained via Internet is not a factor affecting the Internet usage competency while IT usage affects the statement “IT usage makes people successful in academic terms”.
- Incompetency of the participants in terms of foreign language knowledge is express (67% incompetent). However when the regression analysis results are reviewed, it is seen that foreign language knowledge has an impact on taking more advantage of the Internet and following daily news in the field of study.

As a result, it is seen that Internet usage competencies of the participants are not satisfactory and Internet is mainly used for communication and socialization (Facebook, chat, e-mail etc.) purposes and the participants do not have the desired level of use in terms of obtaining scientific data in the academic field.

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