REPUBLIC OF TURKEY

FIRAT UNIVERSITY

INSTITUTE OF HEALTH SCIENCES

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

INVESTIGATING THE RELATIONSHIP BETWEEN INTERNET USE SELF-EFFICACY LEVELS AND ONLINE INFORMATION-SEARCHING STRATEGIES OF THE STUDENTS OF THE DEPARTMENT OF SPORTS MANAGEMENT

MASTER'S THESIS

DIYAR FAROOQ AHMED DALO

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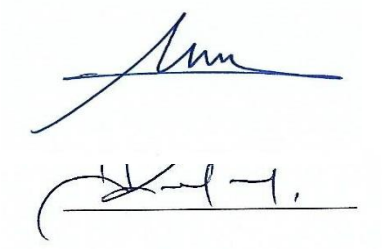
ETHICAL DECLARATION

I declare that I conducted this thesis with my own studies and there was no unethical behavior in any step of planning my studies, obtaining findings and writing. I further declare that I obtained all the information and data in this thesis according to academic and ethical rules and I presented references for the data, information and interpretations, which are in this thesis but not included in the findings of the thesis.

Diyar Farooq Ahmed DALO



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LISTS OF ABBREVIATIONS

BISD : Basic Ideas Sub-Dimension

COSD : Control Sub-Dimension

CRSD : Creativeness Sub-Dimension

CSD : Contraction Sub- Dimension

DSD : Decomposition Sub- Dimension

DISD : Disappearance Sub-Dimension

ESD : Evaluation Sub- Dimension

ISE : Internet Self-Efficacy

IP : Internet Protocol

OSD : Organization Sub- Dimension

OISS : Online Information searching Strategies Scale

OISSI : Online Information Searching Strategies Inventory

PSSD : Problem Solving Sub- Dimension

PTHSD : Purpose Thinking Sub- Dimension

RSD : Research Sub- Dimension

SE : Self-Efficacy

SMS : Sports Management Student

TCP : Transmission Control Protocol

TESD : Trial and Error Sub- Dimension

1. ABSTRACT

The purpose of this study is to investigate the relationship between the self-efficacy of internet usage and the online information searching strategies of the sports management students. In this study, a descriptive research (screening) method was used. The literature forming the basis of the study was obtained through a comprehensive literature review.

The study was conducted with 902 students who were studying sports in the Sports Management departments at Fırat University, Ardahan University, Ağrı İbrahim Çeçen University, Inonu University, and Erzincan University. Demographic information (12 items), an internet self-efficacy scale (17 items) and a scale measuring online information search strategies scale (25 items) were all prepared in order to obtain the statistical data from the students. Analyses of the data obtained from the scale forms were conducted using the SPSS 22.0 package program. Frequencies and percentages were calculated in configuration to show the distribution of the research group according to their demographic variables. Independent sample t-tests and one-way variance analyses (ANOVA) were used for the parametric data to assess the levels of difference depending on the independent variables. For the non-parametric data, the Kruskal Wallis test and the Mann-Whitney U tests were used. "Correlation Analysis" was conducted to determine the level of the relationships between the sub-dimensions. The statistical significance level (alpha (α) error level) was accepted as $p < 0.05$.

As a result of the study, significant differences were determined between the groups in the variables of gender, monthly income, type of education and age according

to the internet self-efficacy scale of the research group. In the online information searching strategies scale, significant differences were observed according to variables of gender, monthly income, type of education, age and the grade of sports education. It was concluded that internet self-efficacy of students receiving sports education was related to their online information searching strategies.

Keywords: Internet, Information, Self-Efficacy, Sports Management, Student

2. ÖZET

Spor Yöneticiliği Bölümü Öğrencilerinin İnterneti Kullanma Öz-Yeterlik Düzeyleri İle Çevrimiçi Bilgi Arama Stratejileri Arasındaki İlişkinin İncelenmesi

Bu araştırmanın amacı, spor yöneticiliğinde spor eğitimi alan öğrencilerin internete yönelik öz yeterlikleri ile çevrimiçi bilgi arama stratejileri arasındaki ilişkinin tespit edilmesidir. Bu araştırmada betimsel araştırma (tarama) yöntemi kullanılmıştır. Araştırmaya temel teşkil eden literatür verileri, konuyla ilgili kapsamlı bir literatür taraması yapılarak elde edilmiştir.

Araştırma, Fırat Üniversitesi, Ardahan Üniversitesi, Ağrı İbrahim Çeçen Üniversitesi, İnönü Üniversitesi ve Erzincan Üniversitesi'nde Spor Yöneticiliği Bölümlerinde spor eğitimi alan 902 öğrenci üzerinde yapılmıştır. Spor Yöneticiliği Bölümlerinde spor eğitimi alan öğrencilerden istatistiki verileri elde etmek için bir form (Demografik bilgiler (12 madde), İnternet Öz-yeterliği Ölçeği (17 madde) ve Çevrimiçi Bilgi Arama Stratejileri Ölçeği (25 madde)) kullanmıştır. Ölçek formlarından elde eden verilerin analizleri, SPSS 22.0 paket programı kullanılarak yapılmıştır. Araştırma grubunun, demografik değişkenlerine göre dağılımını ortaya koymak amacıyla frekans ve yüzdelik hesaplamalar yapılmıştır. Bağımsız değişkenlere bağlı farklılaşma düzeyini değerlendirmek için parametric verilerde "independent sample t-testi" ve "tek yönlü varyans analizi (ANOVA)" kullanılmıştır. Non-parametrik verilerde ise "Kruscal Wallis Testi" ve "Mann- Whitney U testleri" kullanmıştır. Alt boyutlar arası ilişki düzeyinin belirlenmesi için "Korelasyon Analizi"

yapılmıştır. İstatistiksel anlamlılık derecesi (alfa (α) yanılma düzeyi) ise $p<0.05$ olarak kabul edilmiştir.

Araştırmanın sonucunda, araştırma grubunun internet öz-yeterliği ölçeğine göre cinsiyet, aylık gelir, eğitim türü ve yaş değişkenlerinde gruplar arasında anlamlı farklılık belirlenmiştir. Çevrimiçi Bilgi Arama Stratejisi ölçeğinde ise cinsiyet, aylık gelir, eğitim türü, yaş ve spor eğitimi aldıkları sınıf değişkenlerine göre anlamlı farklılık tespit edilmiştir. Spor eğitimi alan öğrencilerin internet öz-yeterliklerinin, çevrim-içi bilgi arama stratejileriyle ilişkili olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: İnternet, Bilgi, Öz-yeterlik, Spor Yöneticiliği, Öğrenci.

3. INTRODUCTION

In the past two decades, internet usage has become widespread, and the internet has become one of the essential tools for daily life. In addition to speeding up access to information and making communication easier, the internet is becoming an area that offers new opportunities for people (1). Now, individuals are able to do their shopping, manage their money, and book holidays through the internet. However, the fact that the internet has permeated the lives of most people suggests a problem of how effective it is and how effectively it is used (2).

Self-efficacy is the belief that a person can perform the action he or she needs to accomplish in order to achieve a desired outcome. However, it also represents an individual's insight into their performance, their capacity to control events in their lives, and their belief in achieving a certain activity (3). Internet self-efficacy is defined as the individual's self-evaluation capability to carry out and organize the activities he or she needs to do over the internet (4). Individuals with internet self-sufficiency are willing to conduct research and can solve their problems by utilizing rapidly developing internet applications. Self-efficacy in terms of internet usage can be assessed in many areas, from using new communication possibilities, contributing to communities that can serve a specific purpose online, forming similar groups, and being able to solve technical problems (5). While similar self-efficacy has been found to affect student motivation in online training, internet self-sufficiency contributes to academic success in online training (6, 7, 8). Also, there are studies that show that

individuals with low self-efficacy have a lack of confidence when participating in online training (9, 10).

Nowadays, information is becoming essential in every field, as information online is increasing exponentially and is accessible and editable by all. Individuals no longer need training and participation in courses, whether it is shopping, banking, reservations, driving directions, weather, etc. For many more daily tasks, we use information on the freely available online. The web is a completely open environment, and every day millions of new documents, resources, news, etc. is constantly increasing, and it is becoming increasingly complex because of all the additional information content. Cognitive and metacognitive strategies that have to be used in this environment are brought about by passing through various cognitive processes such as the ability of individuals to access the information they are looking for easily and quickly; to reach accurate and reliable information; and to analyze, evaluate, and make decisions when accessing information. Cognitive strategies are defined as mental procedures or methods that are undertaken in the fulfillment of tasks that require internalization of a new type of knowledge or high-level thinking (11).

Especially in the educational context, it is very important for students to decide whether the information they search for is appropriate, reliable, and relevant, in addition to searching for information and accessing it for use as their primary source of information for homework, projects, and presentations. In contrast, it has been mentioned that it is becoming increasingly difficult for students to find accurate and reliable information, and it is often poor quality. Individuals are often confronted with

the problem of where they are online, where they are going, and what they will do; and researchers often do not focus on specializing search terms for children, young people and adults, and rationalizing the results, (12, 13). For this reason, seeking and processing information is a complicated operation including multiple acknowledgments and metacognitive strategies (14).

3.1. Sport Management

Sports management is the process of planning, organizing, leading and monitoring the efforts of members of a specific sports institution, using all the resources available to achieve the specific, desired goals. It is also a technique of coordination between the elements of work and sports products in sports bodies organized to achieve the objectives of these sports institutions and institutions. In addition, it also directs all efforts within the sports body to achieve its goals. It is clear from the above definition that the administrative function in the sports body—whatever its level, style or way—has the goal of achieving its tasks with the best possible efficiency. It has been noted that the achievement of functions practical is through a change in the method of managements within the body or the sports institution in order to improve their skills, competencies, and abilities in the framework of modernization of one element of the administrative elements or operations. This is done in order to achieve the overriding interest of the sports body or institution. Some of them also believe that sports management is a process of achieving the desired results by influencing people's behavior in an appropriate environment. The definition of sports management

expresses the view of many of its scientists, which is that it is still unclear. Some of them see it as decision-making, and some of them see it as the organization of materials that are used to achieve previously defined goals. Therefore, we can come up with two definitions (15):

- The first definition: Sports management is an activity that contains several key components and is done by individuals who are capable of using accessible sources to direct workers towards the specific, desired goals.

The second definition: Sports management is the process of planning, leadership and control of the efforts of the members of a sports institution, and the use of all resources to achieve the specific, desired goals.

3.1.1. Sport Management Functions

There are four functions in sport management (planning, organization, leading and controlling), which we will explain further in this part (16).

Figure 1. Sport Management Functions

3.1.2. The Scope of Sport Management

Sports management is not limited to large sports clubs; but effective and efficient sports management is equally important in all non-profit organizations as well as in small sports organizations such as government departments, universities, schools, etc. Therefore, it applies to every organization that has two or more people working together to achieve a set of desired goals (17).

3.1.3. Responsibilities of the Sports Management

We can define sports management as being responsible for achieving the organization's sports goals through efficient use of resources as well as high levels of efficiency. Efficiency means getting the maximum available resources available to you, while effective can be defined as doing the right thing to achieve your goal.

It also describes the achieving of the goals themselves. The director's resources also include human, financial, information, and physical resources (*Human resource*, *Finance resource*, *Material resources*, *Media resources)* (17).

3.2. Management Information

Management information is defined as data collection, processing and archiving for the production, retrieval, security and development of information to serve the organization's objectives; and disseminating it to various stakeholders in the design, operation, maintenance and evolution of information systems using information technology tools to provide more efficient uses for it. In the contemporary sense, sports

information management is planning, organizing, control and coordination activities of the information possessions and its exploitation and utilization; the main purpose of which is to appreciate the full growth of sports information resources, and their reasonable arrangement and operative use (18).

3.3. Internet

Over the past two decades, internet usage has progressed rapidly, and the internet has become established one of the essential tools for everyday life. In addition to more rapid access to information and facilitating communication, the internet is becoming an area that offers new opportunities for people (20). Now, individuals are making their purchases, managing their money and planning their holidays through the internet. However, the fact that the internet has such a purposeful role in the life of the individual advocates the problem of how effective it can be used (21). Self-efficacy is the belief that an individual can implement the action he or she needs to accomplish in order to achieve a desired conclusion. However, it epitomizes an individual's perception of their comportment, their capacity to control events and their belief in realizing a certain activity (14). Internet self-efficacy is well-defined as being a self-evaluation of the individual's ability to carry out activities he or she wants to do over the internet (22).

People who are able to use the internet fully are prepared to do exploration and can solve their difficulties by using rapidly evolving internet solicitations. Internet self-efficacy can be assessed in many areas, from using new statement potentials,

participating in communities that serve specific resolutions for the internet, founding similar assemblies, and being able to resolve practical problems (23). While similar self-efficacy has been starting to influence students' inspiration in on-line training, internet self-sufficiency also contributes to academic success in on-line training (24, 25, 26). In addition, there are scholarships that show that people with low self-efficacy have anxiety and lack the confidence to participate in online training (27, 28). Nowadays, information is becoming the primary source in every field, and the amount of information that is coming online is accessible and editable by all. Individuals no longer need large amounts of training, whether it is in spending, banking, asking directions, weather, etc. For many more regular tasks, we use information found online. The web is completely open, and every day many new papers, properties, newspapers, etc. are constantly accumulating. The more information that comes online, the more complicated things become. Cognitive and metacognitive strategies that have to be controlled in this environment are transported by passing through various reasoning processes, such as the capability of individuals to access the information they are looking for easily and speedily in order to find accurate and consistent information; and to examine, evaluate and make choices in the process of material access. Cognitive strategies are defined as cerebral procedures or methods that are undertaken in the fulfillment of tasks that require internalization of new knowledge or high-level intelligence (29).

Especially in the educational context, it is very important for students to decide whether the information they search for is appropriate, reliable, and relevant, in

addition to searching for information and accessing it for use as their primary source of information for homework, projects, and presentations. Tsai (2009) also proposed a three-dimensional background to investigate experiential searching strategies from a position of implicit against explicit strategies outline. They realized that reading time and estimated strategies were imperative forecasters and they therefore proposed a supplementary scrutiny trough during characteristic strategies. On the other hand, it was shown that practicing information searching strategies on the internet was required in order to solve an unrecognized problem for sport students. Online question titles could be one of the agents that impact upon student usage of online information searching strategies in order help him utilize online information for education effectively. Also, the educators must realize how sports apprentices search for information online, profiling student's information searching strategies online and scrutinizing the issues that are preferred for their searching strategies (14).

3.3.1. The Internet Historical Development

The internet began to take shape at the start of the Sixties, and its concept was to attach computer systems everywhere in the world in order to permit information sharing. This would help the United States to survive in some form during the Cold War in the event of a nuclear attack (30)

The degrees of net improvement are summarized as follows (30, 31):

- ARPA: President Eisenhower established the advanced research projects employer (ARPA) in reaction to the release of Sputnik, which contributed to the development of initiatives and research for the use branch of protection.
- ARPANET was created by using the advanced research initiatives corporation with the aim of sharing PC sources. The threat of nuclear conflict became the primary reason for the theoretical idea of disbursed networks. As a way to establish an effective network that would live on after a nuclear strike, statistics would be divided into small elements that would be quickly sent and reassembled without error.

In 1971, Tomlinson dispatched his first email message to himself, which was transmitted thru ARPANET. The message could additionally contain textual content, files, pictures, or different attachments dispatched over a network to a selected individual or institution of individuals. In 1996, e-mail traffic became greater than regular mail thanks to the appearance of the TCP/IP protocol. The preference for broadening packet-switching networks became less unusual after the emergence of networks around the sector at the introduction of a brand-new protocol (TCP) on ARPANET in 1974 (30, 31).

3.4. Internet and Qualification

Despite the increasing number of people using the web, there are still many who would benefit from internet access. The use of the internet may be useful of modern technology , as well as being another source of information gathering in all areas such

as sports, health, politics, science, etc. One of the reasons why individuals are not connected to the net is that they do not have smart electronic devices such as computers and smartphones, as well as self-efficacy of the internet; because self-efficacy is the belief in one's ability to achieve their personal and public goals. Competence plays a key role in influencing the activities one chooses to participate in and also in the confrontation. Difficulties and problems. This is a reflection of the setback or problem, especially in people with weak beliefs. They do not put much effort into the activities they create, because they have very little self-efficacy, which is insufficient to overcome those difficulties. There is more research on efficiency and internet usage such as e-mail, file opening, copying and pasting, etc. Many researchers have researched internet efficiency and have seen the most positive results on self-efficacy judgments online. In other previous studies, researchers have found that users are more satisfied when they are satisfied with their own uses and skills in getting information online. More people with fewer self-efficacies are less likely to perform behaviors than those who have a high degree of efficiency and redundancy. Self-efficacy and the internet have strongly linked factors and are influenced by social life, sports, science, etc. Sports management and the internet also have a large proportion of consensus on the self-efficacy of the athletes and the use of information technology, either currently or in the future. Savolainen (2002) simulates theoretical and sensible queries of community functionality within the case of the statistics that are being sought out. A schematic diagram of the ideas of community cognitive principles designed by Albert Pandora and Wessel, a version of network performance, was published in order to study the efficiency of the community "at work". Inside the classical and efficient network is

the location in a meaningful context by using five key components: community efficiency, self-efficacy and product expectations, emotional troubles which include neurological troubles, and interventions from the facts that are searched for the net. Special consideration is dependent on the outcomes among network performance and self-efficacy that the results suggest that the individual has, or has the potential to prepare and carry out, like locating online data (30, 31).

3.5. Online Information Searching Strategies (OISS)

Online information searching strategies were formulated in several previous studies that examined factors swaying search strategies. Internet self-efficacy, web experience, and epistemological beliefs played important roles in sports students' online searching strategies prior to domain-specific content knowledge influences, objective-setting processes, and general prior knowledge influencing the content use. Gender is an important research subject for internet usage in sports regarding differences in gender in online searching strategies. It was found out that boys were more active editors than girls in formulating more inquiries, clicking on more hyperlinks per minute, and following up on more hints. Boys are more successful searchers because of their horizontal search move, and they are inclined to sift information during the early periods of the search rotation. On the other hand, girls vertical search moves are extra emblematic of girls, as they are more rectilinear and thorough direction finders. Male sport students have more improved growing and

bureaucratic strategies than females, but no noteworthy differences are shown between their metacognitive strategies (14, 22).

In order to profile cognitive and metacognitive strategies used by sports management students while searching for information on the web, a structure was proposed for analyzing sports students' OISS. In this context, search strategies were separated into three domains: behavioral, procedural and metacognitive.

3.5.1. Behavioral Domain

Behavioral domain designated skills required for simple internet operation and triangulation are shown in two ways below (14, 22):

- Control aspect skills required for manipulating the internet searching application.
- Disorientation aspect: learner's self-consciousness of their searching placement.

3.5.2. Procedural Domain

The procedural domain has two important points as explained below (14, 22):

- Aspect of trial and error: Aptitudes in attempting distinction seeking approaches.
- Aspect of problem solving: Expertise and obligation to beat issues or frustrations resulting from searching.

3.5.3. Metacognitive Domain

The metacognitive domain-specified skills, that are essential to higher imperative and content-related reflective goings-on on the web have three important points (14, 22):

Procedural domain

- *Purposive thinking aspect:* Skills required for search of self-monitoring
- *Select main ideas aspect:* Skills to identify key concepts of information searched from the internet
- *Evaluation aspect:* Skills to judge and organize information attained from the internet

Tsai further developed an instrument the online information searching strategies inventory in order to evaluate sport student's online search strategies in a large scale with worthy reliability and validity. The major differences were shown in behavioral and metacognitive domain strategies including orientation perception, systematic control and information evaluation strategies. However, no substantial variances were found in procedural domain strategies. This suggested that procedural domain strategies could be context neutral, while behavioral and metacognitive domain strategies could be context dependent, i.e. contingent on students' prior knowledge and proficiencies relating to a specific search context or topic (14).

According to the interview results, this study further verified that control retardation, anxiety and disorientation often occurred when students were confronted with difficult tasks, limited motivation, and confusing instructions while searching for study-related information. Better control and in-depth evaluation strategies shown in their daily information searches were due mainly to online information availability, students' motivation, and related experiences. This result is comparable to current results, in that essential searching strategies were sufficient for well-structured problem-solving; although an exercise on innovative searching strategies is required for poorly constructed problem-solving. In addition, everyday inquiries are usually concerned more familiar topics, and use simpler tools like Google. Learning inquiries, however, involve less-familiar concepts and with more complex tools—for example, ProQuest. Therefore, it is reasonable to see such a result as this. Another conceivable motive for this finding may be due to interactions with students' inadequate self-efficacy in the direction of online learning (22). However, a further examination is needed to explore this possibility further. In reaction to these findings, we recommend that when teachers implement online information searching activities, the learning errands can assimilate interesting topics designed from a variety of life experiences and data. We also suggest that teachers clearly define the tasks assigned and give students ample time for information collection, thereby avoiding anxiety caused by time limits (14).

In addition, teachers are also encouraged to incorporate online problem-solving activities with the proposed task of encouraging dialogical or multi-voiced

argumentation (Driver, Newton, & Osborne); thus, promoting more in-depth evaluation on the information. Through mutual support and collaborative interaction, students are expected to be relieved from the Tsai and Liang (2012) with Hou and Tsai (2010) pressure caused by unaided information searching and disorientation. Meanwhile, teachers may also consider using role-playing or problem-solving strategies in order to recover learning motivation (24, 25).

The role-playing method allows students to play a variety of specific roles, which aim to simulate daily life scenarios, helping students gain more experience from daily life information search contexts. Prior studies have found that such teaching methods can aid in refining students' motivation, communication skills, and team decision-making capacity. A recent study has attempted to document the internet information search proficiencies of Singaporean students in order to emphasize the importance of information literacy skills within the school curriculum. Future research can conduct a more comprehensive inquiry on student information searching behaviors when employing the above-mentioned teaching strategies. Another conclusion from this study is that there might be an effect of the interaction between search context and gender on students' online searching strategies. Based on the above results, when the search strategies were examined between contexts separately by gender, the significant difference in the metacognitive domain strategies originated only within the female students, and this modification came mainly from their valuation strategies (23, 26, 27).

This indicated that female university students might be more readily influenced by context than male students when they search and evaluate information through the

internet. Although several studies have surveyed gender variances in online usage or search strategies, little research has been reported regarding the relationships between gender, metacognitive strategies and online information evaluation. Therefore, future investigations should similarly examine the factors influencing students' metacognitive strategies for online information searching—for example, previous domain awareness and personal epistemological opinions. Recently, Tsai and Hsu examined and discussed students' OISS from both implicit and explicit perspectives. Implicit strategies indicated students' cognitive strategies, which are implicitly utilized by individuals during online searching and can be reflected by self-reported surveys, interviews or "think-aloud" protocols (14). Explicit strategies refer to students' behavioral strategies that are explicitly exhibited in discrete searching actions and can be experienced by screen-captured videos or log-files (28).

This study used self-reported surveys and interviews to examine students' implicit strategies for two different search contexts. Future studies could combine mutually implicit and explicit approaches to better understand students' online inquiry process. Meanwhile, recent studies have begun to use new research tools such as eye-trackers to explore deeply students' visual attention and implicit cognitive strategies utilized in digital learning environments (29).

Therefore, future educations are suggested using eye-tracking procedures to investigate students' implicit strategies for online searches. Also, the progressive sequential analysis might be used to better understand the consecutive patterns of students' online searching behaviors. During the process of finding information, there

are so many obstructions which can obstruct learners' commitments towards achieving their main goal. The internet is full of advertisements which interfere with learners' concentration meaning that the learners may fail to obtain relevant knowledge. There is a lot of information which requires sports students to filter a lot of content so that they can get the desired results that can propel them into their sporting careers. These ads make it costly to access information on the internet. Despite all these challenges, students are able to get information and knowledge which helps students to create and disseminate their work for their approval of the wider market. Most learners believe that internet learning will bring positive outcomes since they believe that the internet is more useful to them than their fellow students; and that to some extent, they feel that internet authors are better versed with knowledge than their teachers and are more competent. The results have shown that most sports students rely on the internet to help them pass exams, and often boycott lessons since they know that they can simply access the notes from the internet. The internet has made learners lazy—turning students into creatures who cannot use their brains to think and will instead go ahead in seeking basic answers from the internet. The internet has facilitated in exams cheating when teachers present tough questions to them and which seem to require them to internalize and figure out the way the acquired knowledge can be applied in the real life situation. This notion of internet bringing a positive out may fail especially is fake and has been dismissed by many scholars including Bandura who initiated the theory (32).

Malaysia is initiating infrastructure to support its internet development. This is because Malaysia has made tremendous steps forward in technology because of the

significant relationship existing between computer skills and the professed usefulness of the internet. The greater the support the higher the efficiency in using the internet to obtain new knowledge and skills. It is argued that self-efficacy behaves as a proximal element of behavior in this concept (33).

According to gist and Mitchel, self-efficacy is linked with expectancy. Where expectancy affects the action, they propose that behavioral outcomes should be highly valued. The outcome here is extremely reliant on the behavior of the learner. This is the reason behind most country joining in the trend to cement platform for internet to benefit the sport student in acquiring new ideas (34). Assimilating information technology into education has been endorsed for years by academics. Searching for information on the internet has come to be a collective learning activity in university coaching in all subject fields. Students are repeatedly required to search for information via the internet with instructions to polish and turn in their dissertations or research projects (24). However, online information probing and the dispensation is a multifaceted cognitive procedure including multifaceted cognitive and metacognitive strategies (14, 35, 36).

Many previous studies reported that students often had disorientation problems and were not be able to evaluate online information critically. Recent research designated that even graduate students and adult learners had troubles with specifying search terms, judging search results, and judging causes and information as well as adaptable the exploration procedure (24).

Tsai (2009) proposed a three-dimensional framework for analyzing search strategies. Subsequent to this education, an instrument was developed by Tsai, and metacognitive domain strategies were observed as being the most perilous strategies to regulate search consequences. In addition, he conducted a baseline study on 882 Australasian students' information literacy skills. He further observed searching strategies from a perspective of implicit versus explicit strategy frameworks. They found that interpretation time and valuation strategies were significant predictors and therefore advised a further inspection on implied strategies. On the other hand, Laxman (2010) found that training for Internet information searching strategies was required for students' ill-structured problem solving. Subjects or circumstances of online inquiries might be one of the reasons that can influence students' use of OISS (14, 23, 24).

Students efficiently and critically analyzed online information for knowledge. Educators and information librarians need to understand how students search online information and should profile students' OISS and inspect the factors manipulating their search strategies. Prior research on OISS was discovered in several previous studies to have factors that influenced search strategies or behaviors. For example, Rieh found that subject interest disturbs users' reception of web files. Others indicated students' cognitive styles. According to Corredor (2006), students' prior domain-specific content knowledge influences goal setting process and general prior knowledge influence content use. However, searching strategies are reliant on the nature of tasks or the contexts. Laxman (2010) found out that dissimilar levels of

searching strategies might be required for well and ill-structured problem solving. There are only a few studies that have unswervingly scrutinized the role of searching contexts for students' searching strategies. Gender is always an imperative research subject for internet usage. Regarding gender differences in online search strategies, authors found that boys were more vigorous searchers than girls in framing more interrogations, clicking on more hyperlinks per minute, and ensuring more hits, taking less time inspecting individual pages and soaring pages more recurrently. Some studies indicated that eighth-grade boys were dynamic searchers because of their parallel search moves, and they were inclined to sift information at the initial stage in the search cycle. However, perpendicular search moves were more distinctive of girls as they were more rectilinear and comprehensive route finders. Tsai studied high school students' online search strategies and testified that male students had better social and procedural strategies than females, but no noteworthy variance was noted between their metacognitive strategies. However, the interface between gender and exploration contexts has not been predominantly examined in the previous literature. Therefore, the current study also attempts to discover whether male and female students utilize OISS differently to each other in different search settings. Based on the above results, this study suggests that university students in general tended to perceive better online searching strategies for daily life than for learning subjects (14, 37, 38).

Information behavior is concerned with a great deal of activities and interactions which include emotions, motivations, technology, culture and personalities. The motivations for finding information include objective motivations to solve specific problems or making decisions; or subjective incentives whereby

information is needed to address misplaced knowledge or reduce anxiety. Emotions are also closely linked to individuals' subjective experiences. Information behavioral research must entail numerous outlooks. Instructors must impose various requirements for information and therefore, there is a need for students to interpret the query, gather the needed materials, evaluate the relevance and cite what they use in the correct manner. These tasks require online information-seeking using particular resources. Students who use rudimentary search strategies may end up having difficulties with online searching (39).

Malliari and Kyriaki-Manessi (2007), scrutinized library catalogue transaction logs and found users employing few radical search features. The different searching strategies used by expert and novice users alike may lead to different search results, which can be viewed as an important indicator of learners' performance and outcomes derived from web-based educational environments. Other library catalogue scholars have distinguished short queries, simple keyword searches and the rare use of the Boolean system. Library catalogues require advancement in conceptual knowledge of information retrieval, semantic knowledge search application, and technical knowledge about abilities and syntax, as stated by Borgman (1986). Most of the time, students tend not to understand these elements. Individual characteristics also influence students' searching strategies. The found that students with particular domain knowledge conducted more successful explorations than those with no background. What students search, how they search and how they judge the end results all influence student behavior. Wu and Tsai (2012) investigated students searching for understanding and

resources within web surroundings. They essentially applied two differing approaches. In the first strategy, they searched for the information that they needed, whereas in the second strategy, they searched for comments about research and information they obtained from the web (14, 40).

Students' personal searching uses systems external to the library (e.g., Google), that have an impact on library-related search strategies and their expectations of the library catalogue. Although search engines and library catalogues have some unique features, library catalogues are also a little more complex, as they require advanced knowledge and skills in constructing search strategies. Strategies for students to deduce the literature on web-centered information searches show that more study is needed. Students should be trained about how they successfully benefit from the awareness for educational purpose on the web, what kind of information is dependable etc. (41).

Self-efficacy is well-defined as ‘people's principles about their competences to yield designated stages of performance that use influence over events that affect their lives, Bandura defined self-efficacy as students' ability to feel capable of conducting electronic searches to retrieve relevant information, and noted higher stages of self-efficacy among frequent library database users. Self- efficacy depends on cognitive processing of a particular piece of information. A high level of self-efficacy suggests that the individual believes he/she can succeed and accomplish something. This is a predecessor to academic self-conception. Self-efficacy varies along the dimensions of magnitude and strength Bandura (2000) (42).

In terms of magnitude, self-efficacy is limited to the levels of difficulty of the task. Strength has to do with differences between strong and weak expectations. In terms of generality, an individual's experience may generally contribute to an overall sense of efficacy. Low self-efficacy can result in a failure to retrieve internet-based information. Self-efficacy helps in understanding students' varying personalities and characteristics. They have determined that internet self-efficacy fosters better information-searching strategies and knowledge outcomes in internet-based environments. A student's level of self-value and internet competence is necessary for those with low internet self-efficacy beliefs as they strive to increase confidence in their internet self-efficacy beliefs. They have concluded that internet self-efficacy can nurture better data searching strategies and learning consequences in internet-based environments (14).

Individuals with different levels of commitment to learning often use different levels of commitment to the information accessed from the web. According to Tsai, criteria in Web-based learning environments include the helpfulness of the information and the degree of student commitment. These standards are guided by student's prior knowledge of the researched topic. Students' research strategies and their obligations of information cover two different constituents. Students' research strategies consist of more fundamental behaviors like assessing the information, whereas commitments of the information entail categorizing the tactics used by students to find information from the web (42).

It advanced a theoretic framework to help in identifying the obligation of web users who are in quest of information. Conferring to this theoretic framework, students are characterized or defined according to three aspects with respect to their search strategies for and their pledge to accessing valid information in the Web environment (43, 44):

- *Standards for Accuracy*: These are the standards used in measuring the reliability and accuracy of web information. Once the students see information about the researched topic on the web, they can discuss with their teacher or friends or they can research using books and other printed materials to define the exactitude of the information. Students are hence able to know if the site is well-known for publication valid information, if the source is an official institution, if the source is an occupational website, or if the source is one that was recommended by experts.
- *Standards for Usefulness*: These standards are used to measure the relevancy of the accessed information. The website should have information that is appropriate and applicable to the research aim. If the content talks about the definite purpose of the search; offers information links to other sites; endorses their learning and research of the topic; offers a high level of information; offers videos or pictures to help students better understand and examine the information in the internet environment, then the site should also be easy to access and the required information should be easy to access as well. Those

sites that require passwords or registration are not considered as user-friendly rather those that can be retrieved with one or two clicks of the mouse.

- *Search Strategy*: This strategy helps students to easily summarize the information and conduct more searches on different search engines such as Google Chrome, which makes it possible for integration of the derived information.

Within the three mentioned aspects of Tsai's framework, the first two items contain standards for sport students' commitment to obtaining reliable and readily available information when using the web environment for their investigation. The standards help the students to be fully equipped meaning that they do not become victims of plagiarism. These standards are called as implied machinery. The third item contains searching strategies which are considered explicit components. Content, elaboration and multiple sources are ascribed as advanced sophisticated whereas authority, technical and match are ascribed as simple information search strategies since they are less refined. They are specific and so much detailed and observe clarity. A gauge was developed by Wu and Tsai based on theoretical frameworks and was used in evaluating college students when they were searching for data on the Web. In the previous decade, incorporating technology into science education has been familiar as one of the essential issues for informative reform and inventions. Sport science was among the science disciplines being integrated with science. In recent years, the internet's popularity has attracted much attention, prompting efforts towards integrating web-based learning undertakings into the programs. One of the greatest

benefits of web-based learning activities is to allow students to participate in learning as active and self-directed participants. However, students with experience only of traditional didactic teaching approaches may have difficulties familiarizing themselves with this new approach. In didactic methods where the teacher dominates the lesson, the learners are mostly passive (45).

According to Bandura (1996), self-efficacy influences people's choice of activities, how much effort they will spend, and how long they will sustain effort in dealing with stressful situations. Self-efficacy expectations toward emerging traditional computer-based learning systems are likely to influence how participants use the system (46, 47, 48). Users with low self-efficacy will lack confidence in their ability to use the system to achieve desired results; therefore, they are more likely to accept rather than question system-generated information. In contrast, users with high self-efficacy tend to be more persistent in their learning and more confident in their ability to use the system (49).

Web-based learning actions often involve information-searching functions, as web-based environments are connected with information sites worldwide. However, it seems to be difficult for internet novice users to search for information effectively and efficiently using the web (50, 51). Disorientation is one of the complications that novice searched tend to come across while browsing cyberspace. It has been reported that users' cognitive strategies, especially information processing skills, determine a successful search on the internet (52).

An individual needs a strong belief in their abilities that lead to mobilizing motivation and cognitive sources and the series of actions that required for successful completion of a specified job. Prior to self-efficacy is selecting a job and making an attempt to do it. The individual assesses the job and obtains information about their capabilities and evaluates their capabilities in regard to the job and summing it up (53, 54).

Personal efficacy determines whether the individual has the capability for that special behavior or not. Self- efficacy beliefs that have been considered as the core of cognitive-social theory are effective on humanistic performance (55). Sport self-efficacy determines beliefs about the mathematician's abilities for organizing and taking the routes needed to achieve advancement. He considers self-efficacy as the athletes' beliefs about their abilities. Sports self-efficacy beliefs determine how athletes feel, think, motivate themselves and behave (56).

Sports self-efficacy has an effect on thinking patterns of athletes and could be effective in raising or lowering sporting performance, especially if the athlete has a high level of self-efficacy. More likely, he chooses the challenging aims and his successful performance levels and motivation will rise. High levels of self-efficacy help individuals to continue their efforts in order to achieve their goals.

The concept of internet self-efficiency is an important extension of the initial concept of human self-efficacy proposed by Bandura and suggests that people repeatedly do not act optimally even if they recognize very well whatever to do (57, 58). This is in line with the fact that self-referential contemplations intervene in the

relationship between knowledge and action. People who find the internet difficult to use and have little self-assurance in their abilities to use online assets may be told that they have a low level of self-efficacy. Despite the fact that in-service teachers report being the prolific internet users, and previous studies have found that instructors use various online resources as their primary sources of information, teachers often estimate their search familiarity as being very average (59, 60).

Unsatisfactory search experiences reduce teachers' motivation to retrieve information online and they are the reason teachers stick to a few educational sites prepared specifically for particular subject teaching or to give an advantage to information sources in print format (61, 62). To form Internet self-efficacy, encouraging previous involvement and success in pursuit task accomplishment have been established to be the greatest powerful sources in the midst of teachers. However, high internet self-efficacy does not always prophesy good e-skills and online search performance, as was shown in a study by Albion Online. Search consequences mainly depend on the chosen search strategy, which represents the ways people deal with information online and can distinguish between reliable and false information (63, 64, 65).

Three distinctive online search strategies exist (66):

- The top-down scheme, where scholars start with a few common keywords and then narrow their search by using more precise keywords until the necessary information is found.
- The bottom-up strategy, where searchers look for specific keywords and then analyze the returned results until the necessary data is found.
- The mixed strategy, where searchers put together both top-down and bottom-up approaches conferring to their information needs.
- A typical internet user relies on the top-down strategy by entering two words per query on average. If the result does not satisfy the user`s needs, typically one word is added or deleted from the initial query to continue the search. This shows that users follow a trial-and-error approach instead of trying to use innovative search options. It has been claimed that greater self-efficacy may aid an individual in improving web search strategies and support data selection and estimation, simplifying the individual's performance online. Low self-efficacy, in contrast, has proven to be related to fear of failure and of not being able to locate the necessary information (3).

Success or lack of success on the sports field depends on many factors, including the aims of the athlete, personal characteristics, his relationship with other athletes, the understanding of the coach from the athlete and many other mental and social factors such as competitive anxiety. These are all factors that can affect the

quality and performance of the athlete and their results (67). Three main aspects have been distinguished in the experience of competitive anxiety: cognitive anxiety, physical apprehension, and assurance. Cognitive anxiety is the mental component of anxiety and is determined with negative expectations and cognitive concerns about the self, probable situations, and outcomes (for example, probability of failure). Physical anxiety is the physical component of anxiety and shows the perception of the individual from physiological responses and negative provocation, and self-confidence is defined as the belief of the individual about mastering the ability to do assignments successfully Burton (68, 69, 70).

Indeed, competitive anxiety is deliberately created in sporting competitive situations. Studies have shown that there is a noteworthy relationship amid modest anxiety and fastidiousness of the athletes (69, 71). Perfectionism is a personality trait consisting of a multi-dimensional construct that is characterized by a striving for perfection and setting high criteria for performance along with a tendency toward fully critical evaluations of the personal behavior and oversensitivity toward mistakes (72, 73).

The set of study evidence distinguishes two aspects of perfectionism (43, 74, 75):

- *First aspect:* This has been defined as positive, safe or compromised perfectionism and includes some aspects of perfectionism that are related to perfectionist efforts, like having excellent personal criteria, setting exact criteria for personal performance, and an attempt at being perfect. This aspect of fastidiousness is connected with a good compatibility index such as competent

coping, advanced self-protective styles, safe attachment, affirmative emotion, endurance, intra-personal dealings, high educational performance and sports success.

- *Second aspect*: It has also been defined as negative, perilous or unabated and embraces aspects of fastidiousness that are connected with serious evaluations of personal performance, and concern about mistakes. This dimension of perfectionism is correlated with anxiety, stress, and negative emotions.

In addition to this variable, another variable considered in this research of the role of self-efficacy in sport is the mediator on competitive anxiety. Self-efficacy is demarcated as the conviction of the individual about their ability to do special things in order to achieve the favored results. According to Bandura's self-efficacy theory that refers to the effect of thoughts on behavior and emotion of individuals, the perception of individuals of their abilities has an effect on their motivation level, thinking patterns and behavioral and emotional reactions in stressful situations (21). According to cognitive-social theory, individuals with high self-efficacy levels are less vulnerable to extreme emotional excitements compared to individuals with lower self-efficacy and are more prepared for resisting emotional excitement (44).

One of the valid indexes of self-efficacy that is related to both health and physical activities is the sports self-efficacy that is considered an important variable in sport behavior (76). In general, the findings of this study are important, necessary and can be applied fully. First of all, this study will fill a part of the knowledge gap with

regard to competitive anxiety, and second, it focuses on the study of connection amid sports self-efficacy with success (77).

Indeed, competitive anxiety is created in competitive sporting situations. Studies have shown that there is are substantial connections between competitive anxiety and the perfectionism of the athletes. The highlighted pertinent issues help the student in the department of management to be the key driver of the versatile knowledge they have gained. They anchor their searching strategies on health and physical activities (69, 78).

Perfectionism and competitive anxiety are two competing elements. Thus, there are research strategies that come up with the appropriate information with regard to sporting discipline. It is anticipated that the effects of this study be used by sports coaches, competitors, psychoanalysts and counselors to lessen and treat modest anxiety. Also, this investigation can pave the way for these types of study by presenting theoretical and practical data in this field that has been studied less, and in the end, the authorities and planners of football boards in the cities, and the Iranian international football federation are expected to use the findings to improve value and the number of football sports fields (79, 80, 81). Nakano and Madigan et al. showed that negative perfectionism could lead to an upsurge in the anxiety level of individuals since perfectionist individuals always seek to do their tasks or jobs accurately and perfectly; and this could always result in some sort of anxiety for them. In general, sports are naturally followed by competition that causes anxiety for athletes. In this state, the athlete faces problems and difficulties, and is no longer capable of using all of his skills

and abilities. It is here that sports self-efficacy reduces along with their performance levels, and this is among the main concerns of the authorities and coaches or the sport managers that has resulted in increasing numbers of studies about the behavior of athletes and their reactions in competitive conditions. Despite the destructive effects of competitive anxiety on the athletes and their performance in sports situations, few investigations have focused on this important point and the factors that affect footballers (82, 83).

3.6. The Research Purpose and Importance

The purpose of this study is to determine the relationship between self-efficacy and online information search strategies of sports educated students in sports management. Also, the aim of this study is to determine how students who study in sports management use the internet for information, personal gains, performance gains and emotional gains and concerns. In this study, the following questions will attempt to be answered:

- What is the level of internet self-efficacy of sports management?
- What is the level of online information search strategies of sports administrators?
- How does the level of internet use differ for sports management students according to online information search strategies?

• How does the sports management differ between internet use of students and the online search strategies?

• Are there statistically significant differences according to demographic information (gender, age, marital status, monthly income, etc.) of internet self-efficacy and online search strategies of sports management students?

When examining the literature on the topic, the internet is growing rapidly and is vitally important in the lives of individuals. The internet is an easily accessible network and through it, one can access different communities and different cultured covering the entire world. This shows that the internet has many different purposes.

On the other hand, the general strategies that individuals use in different online search tasks and in different online environments need to be determined. Indeed, teachers and researchers in web-based environments need to identify the basic knowledge search strategies they use to deal with the information on the internet, where they have a large amount of knowledge, and to be able to demonstrate the improvements and deficiencies of the students and to develop these strategies.

In addition, it is important that the most reliable information on the internet is more easily accessible and in the shortest time. Also, the searcher should have the skills to analyze, evaluate and make decisions.

In this study, the relationship between students' self-efficacy towards online search strategies will attempt to be revealed. We are in the age of information and communication and this work have special importance in this period.

4. MATERIAL AND METHOD

In this thesis, the descriptive research method was used. The literature data that will form the basis of the thesis study has been obtained by a comprehensive literature review. The sample group of this study consisted of 339 students (37.58%) from sport education institutions from Fırat University, 173 students (19.17%) from sports education institutions from Ardahan University, and 167 students from sports education institutions from Ağrı İbrahim Çeçen University (18.52%), the sport education institutions at İnönü University (13.08%) and 105 students from the sport education institutions of Erzincan University (11.65%).

A form was created for obtaining statistical data from students receiving sports training at the Sports Management Departments in these universities (Demographic information (Gender, age, marital status, monthly income, class level, type of education and information about the internet), Internet Self-Efficacy Scale (17 items) and Online Information Search Strategies Scale (25 items). The information about the scales that have validity and reliability are as follows:

Internet Self-Efficacy Scale *(ISE Scale):* This was developed by Kim and Glassman (2013), and Akın et al. (2014) conducted the adaptation study of the scale into Turkish. The Internet Self-Efficacy Scale is a measurement tool consisting of 17 items and five sub-dimensions (creativity, differentiation, organization, communication, and research). The scale has a rating of 7 ("1"Never confident, "7"I feel very confident). The lowest score is 17, and the highest score is 119. The scale gives both total scores

and total results. Higher scores show a higher level of internet self-efficacy. The scale sub-dimensions of Internet Self-Efficacy Scale are as follows (84, 85):

- Creativeness Sub- Dimension (ESD)
- Decomposition Sub- Dimension (DSD)
- Organization Sub- Dimension (OSD)
- Contraction Sub- Dimension (CSD)
- Research Sub- Dimension (RSD)

Scale factor loads range from 0.58 to 0.95. The factor loadings of the items belonging to the subscales ranged from 0.58 to 0.89 for the creativity sub-dimension; from 0.65 to 0.95 for the distinction sub-dimension; from 0.82 to 0.87 for the organization sub-dimension; from 0.72 to 0.93 for the communication sub-dimension; and from 0.77 to 0.76 for the research sub-dimension. Cronbach's alpha internal consistency reliability coefficients of the scale were found to be 0.91 for the creativity sub-dimension; 0.90 for the distinction sub-dimension; 0.89 for the organization sub-dimension; 0.82 for the sub-dimension of communication; 0.77 for the sub-dimension of research; and 0.91 for the whole of the scale. According to these results, it can be said that the Turkish version of the scale is a valid and reliable instrument (85).

Online Information Searching Strategies Inventory *(OISSI):* Tsai (2009) created online information search strategies consisting of three main areas and seven sub-dimensions. The sub-dimensions related to this scale are as follows (13):

- Disappearance Sub-Dimension (DISD)
- Evaluation Sub- Dimension (ESDI)
- Purpose Thinking Sub- Dimension (PTHSD)
- Trial and Error Sub- Dimension (TESD)
- Basic Ideas Sub- Dimension (BISD)
- Control Sub- Dimension (CSDI)
- Problem Solving Sub- Dimension (PSSD)

In order to adapt the Mazman Online Information Search Strategies Inventory into Turkish, the validity and reliability studies of the Turkish version of the scale were done by Aşkar and Mazman (2013). As a result of the exploratory factor analysis, there were four items under the disappearance factor, four items under the evaluation factor, four items under the purposeful thinking factor, three items under the trial and error factor, three items under the factor of discrimination, four items under the control factor, and four items under the control factor and the problem-solving factor. A structure consisting of seven factors and 25 items was obtained. The internal consistency coefficient of the whole scale was found to be 0.91, and the internal consistency coefficients of the sub-factors were 0.88, 0.79, 0.79, 0.82, 0.75, 0.74 and 0.64, respectively. The scale was prepared in a 6-point Likert form and the answers ranged from “It does not fit me at all” to “It fits me completely.” The lowest score to be taken from the scale is 25 and the highest score is 150. The higher scores obtained from the scale represent advanced online information search strategies, and a high score

for any sub-factor of the scale indicates that the strategy for that factor has been improved (86).

The data obtained from the scale forms were analyzed using the SPSS 22.0 package program. As a result of the data obtained from 902 students who were educated in sports education institutions, the normality test was carried out to determine whether the IOY Scale and the BOLET scale and its sub-dimensions fulfilled the normality assumption (skewness and kurtosis values). As indicated in Table 1 and Table 2, it was determined that the baseline and skewness values of the IOI Scale and ÇBASE scale and its sub-dimensions were between +1.5 and -1.5. Thus, it was seen that normality was realized. Because, as shown in Tabachnick and Fidell (2007), the skewness and kurtosis values between +1.5 and -1.5, this indicated that the distribution can be interpreted as normal. The data obtained in this context are as follows (87):

Table 1. Sub-dimensions of the Internet Self-Efficacy Scale (ISE Scale) and Normalness Test Results.

Scale and its Subscales	N	Mean	SD	Skewness	Kurtosis
ISE Scale	902	4.66	1.23	[-0.375; 0.081]	[-0.097; 0.163]
Creativeness Sub-Dimension (ESD)	902	4.55	1.38	[-0.264; 0.081]	[-0.528; 0.163]
Differentiation Sub-Dimension (DSD)	902	4.73	1.44	[-0.372; 0.081]	[-0.393; 0.163]
Organization Sub-Dimension (OSD)	902	4.87	1.39	[-0.586; 0.081]	[-0.028; 0.163]
Contraction Sub- Dimension (CSD)	902	4.66	1.54	[-0.441; 0.081]	[-0.467; 0.163]
Research Sub- Dimension (RSD)	902	4.58	1.66	[-0.311; 0.081]	[-0.721; 0.163]

Table 2. Sub-dimensions of the Online Information searching strategies (OISSI Scale) and Normalness Test Results

Scale and its Subscales	N	Mean	SD	Skewness	Kurtosis
OISSI Scale	902	3.90	0.96	[-0.524; 0.81]	[0.354; 0.163]
Disappearance Sub-Dimension (DISD)	902	3.56	1.15	[0.072; 0.081]	[-0.446; 0.163]
Evaluation Sub- Dimension (ESDI)	902	4.01	1.13	[-0.390; 0.081]	[-0.161; 0.161]
Purpose Thinking Sub-Dimension (PTHSD)	902	4.06	1.21	[-0.461; 0.081]	[-0.296; 0.163]
Trial and Error Sub-Dimension (TESD)	902	3.76	1.14	[-0336; 0.081]	[-0.390; 0.163]
Basic Ideas Sub- Dimension (BISD)	902	4.21	1.29	[-0.581; 0.081]	[-0.164; 0.163]
Control Sub- Dimension (CSDI)	902	3.83	1.01	[-0.452; 0.081]	[0.008; 0.163]
Problem Solving Sub-Dimension (PSSD)	902	3.93	1.16	[-0.447; 0.081]	[0.012; 0.163]

Frequency and percentage calculations were made to determine the distribution of the research group according to the personal variables and the independent variables. In order to evaluate the differentiation level according to gender, monthly income and type of education, the Independent Sample (T-Test) was used. An ANOVA (F Test) was used to determine the differentiation according to age and class level variables. Statistical significance level (alpha (α) error level) was accepted as $p < 0.05$. "Pearson correlation analysis" was conducted to determine the level of the relationship between the dependent variables. The correlation relationships between dependent variables were evaluated according to Table 3 (88):

Table 3. Values Regarding the Relationship between the Dependent Variables

r	Correlation
0.00-0.25	Very Low
0.26-0.49	Low
0.50-0.69	Middle
0.70-0.89	High
0.90-1.00	Very High

5. FINDINGS

This research is concerned with investigating the relationship between the internet use self-efficacy levels and online information searching strategies by the students of the Department of Sports Management. The findings obtained from the data are presented in this research.

1. Findings for the Demographic Variables of the Research Group

Table 4. The Distribution of the Research Group According to the Universities of Sports Management Department

University Name	N	%
Firat University	339	37.58
Ardahan University	173	19.17
Agri Ibrahim Cecen University	167	18.52
Inonu University	118	13.08
Erzincan University	105	11.65
Total	**902**	**100.00**

As shown in Table 4, 37.58% of the Sports Management students of the Physical Education and Sports College were included in the study group from Inonu University and 11.65% of them were from Erzincan University.

Table 5. Distribution of Research Group by Gender Variable Analysis.

Gender	N	%
Male	609	67.5
Female	293	32.5
Total	**902**	**100.00**

As shown in Table 5, 67.5% (N 609) of the participants were males and 32.5% (N 293) were females.

Table 6. The Distribution of Research Group by Age Variable analysis.

Age	N	%
18-21 years	395	43.8
22-25 years	453	50.2
26 years and older	54	6.0
Total	**902**	**100.00**

As shown in Table 6, 50.2% (N 453) of the participants were between 18 and 25 years, 43.8% (N 395) were between 18 and 21 years and 6% (N 54) were 26 and older.

Table 7. The Distribution of the Research Group by Monthly Income Analysis.

Monthly Revenue	N	%
0-500 TRY	73	8.1
501 TRY and A above	829	91.9
Total	**902**	**100.00**

Table 7. showed that 8.1% (N 73) of the students had an income of 0–500 Turkish Lira and 91.9% (N 829) had an income of 501 Turkish Lira or higher.

Table 8. The Distribution of the Research Group by Class Type Variable.

Class Level	N	%
1.Class	430	47.7
2. Class	265	29.4
3. Class	140	15.5
4. Class	67	7.4
Total	**902**	**100.00**

Regarding the research group of class, a type is composed of 47.7% (N 430) first class, 29.4% (265) second class, 15.5% (N 140) third class and 7.4% (N 67) group class students as revealed in Table 8.

Table 9. The Distribution of the Research Group by Education Type.

Education Type	N	%
Teaching 2	493	54.7
Teaching 1	409	45.3
Total	**902**	**100.00**

Table 9 shows that 54.7% (N 493) were at Teaching 1 and 45.3% (N 409) were at Teaching 2.

2. Findings of the Research Group for Computer and Internet Usage.

Table 10. Findings analysis by the Research Group of Computer Usage Scale.

Computer Usage scale	N	%
Never Use	64	7.1
At Beginning Level	192	21.3
Middle	359	39.8
Good	246	27.3
Professional	41	4.5
Total	**902**	**100.00**

Table 10. The computer usage scale of the research group was 7.1% (N 64) never use, 21.3% (N 192) at the beginner's level, 38% (N 359) were middle, 27.3% (N 246) were good and 4.5% (N 41) were professional.

Table 11. Findings analysis of the Research Groups by Internet Usage scale.

Internet Usage scale	N	%
Never Use	23	2.5
At Beginning Level	114	12.6
Middle	312	34.6
Good	373	41.4
Professional	80	8.9
Total	**902**	**100.00**

Table 11. The Research Groups analysis by the Computer Usage period of the participants was 41.4% (N 373), 34.6% (N 312), 12.6% (N 114), 8.9% (N 80) professional and 2.5% (N 23) they have stated that they use the internet according to the groups in the search.

Table 12. Findings analysis of the Research Groups by Computer Usage period.

Computer Usage Period	N	%
0-3 years	254	28.15
4-6 years	275	30.48
7-9 years	185	20.50
10 years and older	185	20.50
Total	**902**	**100.00**

According to Table 12, the computer usage period of the participants was (28.15%, 0-3 years), (30.48%, 4-6 years), (20.50%, 7-9 years) and (20.50%, 10 years and above. In the study the 902 students who participated (89 students were composed of 0-3 years), (275 students 4-6 years, (185 students 7-9 years), (185 students 10 years and above).

Table 13. Findings analysis of the Research Groups by Internet Usage period.

Internet Usage Period	N	%
0-3 years	152	16.85
4-6 years	308	34.14
7-9 years	240	26.60
10 years and older	199	22.06
Total	**902**	**100.00**

Table 13. According to the Research Groups by Internet Usage Time analysis (16.85%, 0-3 years), (34.14%, 4-6 years), (26.60%, 7-9 years), (22.06%, 10 years and above) Computer Usage Period is seen. 902 students who participated in the study, (152 student 0-3 years), (308 student 4-6 years), (240 student 7-9 years), and (199 student 10 years and over).

Table 14. Findings Distribution According to Research Group of Daily Computer Usage.

Internet Usage Period (Daily)	N	%
0-1 hour	412	45.67
2-3 hours	252	27.93
4-5 hours	140	15.52
6-7 hours	66	7.30
10 hours and above	32	3.54
Total	**902**	**100.00**

According to Table 14, the percentages of computer usage by students' participants in this survey were 45.67% (0-1 hours), 27.93% (2-3 hours), 15.52%, (4-5 hours), 7.3% (6-7 hours) and 3.54% (10 hours) of daily computer use. 902 students participated in the study (412 students, 0-1 hours), (252 students, 2-3 hours), (140

students, 4-5 hours), (966 students, 6-7 hours) and (32 students 10 hours and over) is the use of daily computer use.

Table 15. Findings Distribution According to Research Group of Daily Internet Usage

Internet Usage Period (Daily)	N	%
0-1 hour	127	14.1
2-3 hours	259	28.7
4-5 hours	222	24.6
6-7 hours	168	18.6
10 hours and above	126	14.0
Total	**902**	**100.00**

Table 15 shows that the participants' average daily internet usage was 14.1% (0-1 hours), 28.7% (2-3) hours, 24.6% (4-5 hours), 18.6% (6-7 hours) and 14%, (10 hours and above). The 902 students participated in the study consisted of 127 students (0-1 hours), 259 students (2-3 hours), 222 students (4-5 hours), 168 students (6-7 hours) and 126 students (10 hours and over).

Table 16. Findings Distribution of the Research Group to the Question Response "What's Your Internet Usage Purpose?"

Internet Usage Purpose	Never		Very Frequent		Sometimes		Frequently		Very Frequent	
	N	%	N	%	N	%	N	%	N	%
Research and Information	53	5.9	137	15.2	368	40.8	272	30.2	72	8.0
Contact	39	4.3	102	11.3	256	28.4	334	37.0	171	19.0
Socialization	42	4.7	158	17.5	228	25.3	309	34.3	165	18.3
Entertainment and Games	93	10.3	138	15.3	298	33.0	224	24.8	149	16.5
Others:(……)	77	8.5	190	21.1	395	43.8	169	18.7	71	7.9

In Table 16, as seen as internet use was 53 (5.9%) never, 137 (15.2%) very infrequent, 368 (40.8%), sometimes (272), 30.2% frequently, 72 (8.0%) very frequent. According to the participants, 39 (4.3%) never, 102 (11.3%) were very infrequent, 256 (28.4%) were sometimes, 334 (37.0%) were frequently, 171 (19.0%) were very frequent. According to the socialization of the participants, 42 (4.7%) were never, 158 (17.5%) were very infrequent, 228 (25.3%) were sometimes, 309 (34.3%) were frequently seen, 165 (18.3%) and were frequently seen. The aim of the participants according to entertainment and play was 93 (10.3%) never 138 (15.3%) were very infrequent, 298 (33.0%) were sometimes, 224 (24.8%) were frequently, 149 (16.5%) were very frequent; and others 77 (8.5%) never, 190 (21.1%) very infrequent, 395 (43.8%) were sometimes, 169 (18.7%) were frequently, 71 (7.9%) were very frequent.

Table 17. Findings Distribution of the Research Group to the Question Response "How often do you use Internet Applications?"

Internet Applications	Not exactly		very infrequent		Sometimes		Frequently		very frequent	
Use Frequency	N	%	N	%	N	%	N	%	N	%
Facebook	197	21.8	308	34.1	269	29.8	101	11.2	27	3.0
Twitter	347	38.5	138	15.3	253	28.0	127	14.1	37	4.1
Instagram	74	8.2	150	16.6	180	20.0	256	28.4	242	26.8
Messenger	286	31.7	169	18.7	285	31.6	132	14.6	30	3.3
Skype	528	58.5	105	11.6	157	17.4	82	9.1	30	3.3
E-post	194	21.5	213	23.6	307	34.0	118	13.1	68	7.5
Forums	307	34.0	189	21.0	246	27.3	101	11.2	59	6.5
Others:(……)	113	12.5	294	32.6	365	40.5	93	10.3	37	4.1

In Table 17 of the research group, (how often do you use internet applications?) 197 said (21.8%) never, 308 (34.1%) were very infrequent, 269 (29.8%) were sometimes, 101 (% 11.2) were frequently, and 27 (3.0%) were very frequent use of Facebook. Twitter use showed 347 (3.5%) never, 138 (15.3%) very infrequent, 253

(28.0%) sometimes, 127 (14.0%) frequently and 37 (4.1%) very frequent. Instagram use of the participants in 74 (8.2%) was never, 150 (16.6%) were very infrequent, 180 (20.0%) were sometimes, 256 (28.4%) were frequently and 242 (26.8%) were very frequently seen. The Messenger use of the participants was 286 (37.1%) never, 169 (18.7%) very infrequent, 285 (31.6%) were sometimes, 132 (14.6%) frequently and 30 (3.3%) were very frequent. Skype usage shows 528 (58.5%) never, 105 (11.6%) very infrequent, 157 (17.4%) are sometimes, 82 (9.1%) frequently and 30 (3.3%) are very frequent. E-mail usage of participants was 194 (21.5%) never, 213 (23.6%) were very infrequent, 307 (34.0%) were sometimes, 118 (13.1%) were frequently and 68 (7.5%) were very frequent. The results of the research in this table showed that the participants used 307 (34.%) never, 189 (21.0%) were very infrequent, 246 (27.3%) were sometimes, 101 (11.2%) were frequently, 59 (6.5%) were very frequent and the others were 113 (12.5%) never, 294 (32.6%) were very infrequent, 365 (40.5%) were sometimes, 93 (10.3%) were frequently, and 37 (4.1%) were very frequent students.

Table 18. Distribution of Findings on the Research Group Frequency of Internet Information Search

Frequency of Internet Information Search	N	%
Everyday	404	44.78
Several Times a Week	358	39.68
Once a week	79	8.75
Several Times a Month	61	6.76
Total	**902**	**100.00**

Table 18. showed that 404 Participants used the internet (44.78%) every day, 358 (39.68%) several times a week, 79 (8.75%) once a week, 61 (6.76%) several times a month.

6. Findings for the Research Groups of Internet Self-Efficacy.

Table 19. The Result Mean Levels of the Research Group's on Internet Self-Efficacy.

No	Statements	Mean	SD
1	I can use the internet to find information that's important to me.	4.72	1.79
2	I can use the internet to find information useful for children and their development.	4.44	1.79
3	I can use the bridges on the internet to find information that is important to me.	4.75	1.64
4	I can use bridges on the internet to find information that is important to others.	4.55	1.65
5	I can develop myself using the bridges on the internet.	4.88	1.62
6	I can contribute to the development of other people by using bridges over the internet.	4.75	1.61
7	I can read important and interesting information by reading other people's blogs.	4.81	1.64
8	I can forward important and interesting information to other people via the internet.	4.89	1.59
9	I can use the information I found on the internet to answer questions.	4.96	1.56
10	I can use the internet effectively to answer other people's questions.	4.78	1.66
11	I can use the internet effectively to answer my own questions.	4.88	1.63
12	I can use social networking sites such as Facebook as an effective communication tool.	4.50	1.80
13	I can effectively use blog sites like Blogger.	4.28	1.89
14	I can write blog messages that other people can read and take care of.	4.21	1.92
15	I can use social networks as an effective way to communicate with other people.	4.81	1.76
16	I can use blogs as an effective way to communicate with other people.	4.55	1.87
17	Using blogs can have a positive impact on other people's lives.	4.54	1.93

SD= Standard Deviation

Table 26. According to the Research Groups of internet Self-Efficacy, the participants agreed least on the statement, “I can write blog messages that other people can read and take care of” with an average of (Mean= 4.21, SD= 1.92). The highest agreement was on the three statements, “I can use the information I found on the internet to answer questions.” In order to capture the main ideas on a webpage, I looked at the titles and links with the average of (Mean= 4.96, SD = 1.56).

Table 20. Analysis of The Study Group’s Gender Variable (T-Test Result)

Scale and Sub-Dimension	Groups	N	$\bar{X}$	SD	t-Value	p-Value
ISE Scale	Male	609	4.66	1.21	-0.026	0.979
	Female	293	4.67	1.26		
CSD	Male	609	4.53	1.36	-0.613	0.540
	Female	293	4.59	1.41		
DSD	Male	609	4.74	1.43	0.070	0.944
	Female	293	4.73	1.47		
OSD	Male	609	4.88	1.40	1.228	0.820
	Female	293	4.86	1.39		
COSD	Male	609	4.73	1.48	1.977	**0.048***
	Female	293	4.51	1.64		
RSD	Male	609	4.54	1.71	-0.875	0.382
	Female	293	4.65	1.54		

SD= Standard Deviation *p<0.05

As seen in Table 20, there were significant differences according to the gender of the research group. (P <0.05). According to ISE Scale, the mean of the female research group ($\bar{X}$ Female = 4.67) is higher than the male research group's ISE scale ($\bar{X}$ Male = 4.66). The statistical significance of this difference reveals that women's groups see ISE the Scale as more adequate than the ISE scale.

In terms of CSD scores, the mean scores of the Research Group according to their genders were ($\bar{X}$ Male = 4.53, $\bar{X}$ Female = 4.59) and (p = 0.540). DSD scores, the research group scores mean according to the gender were ($\bar{X}$ Female = 4.86, $\bar{X}$ Male = 4.88) and (p = 0.820). COSD scores, the research group scores mean according to the gender were ($\bar{X}$ Female = 4.51, $\bar{X}$ Male = 4.73) and (p = 0.048). In terms of RSD scores, it was observed that the average scores of the research group according to gender ($\bar{X}$ Female = 4.54, $\bar{X}$ Male = 4.65) were almost the same; and there was no statistically significant difference (p = 0.382). Based on these findings, it is observed that this interaction has been revealed by various researches (Tınmaz, 2004; Fendi, 2007; Ertürk, 2008; Çetin, 2010). The research group (DSD, OSD and COSD) as a result of the effective use of their competence can be interpreted as an increase. (89, 90, 91).

Table 21. The Research Group According to Monthly Revenues Variable Analysis (T-Test Result)

Scale and Sub-Dimension	Groups	N	$\bar{X}$	SD	t-Value	p-Value
ISE Scale	0-500 TRY	73	5.03	1.16	2.629	**0.009***
	501 TRY and above	829	4.63	1.23		
CSD	0-500 TRY	73	4.93	1.31	2.471	**0.014***
	501 TRY and above	829	4.51	1.38		
DSD	0-500 TRY	73	5.15	1.29	2.558	**0.011***
	501 TRY and above	829	4.70	1.45		
OSD	0-500 TRY	73	5.06	1.30	1.208	0.227
	501 TRY and above	829	4.86	1.40		
COSD	0-500 TRY	73	4.94	1.44	1.644	0.101
	501 TRY and above	829	4.63	1.54		
RSD	0-500 TRY	73	5.12	1.45	2.914	**0.004***
	501 TRY and above	829	4.53	1.67		

SD= Standard Deviation *p<0.05

In Table 21, there were significant differences according to the monthly income of the research group. (*P <0.05). According to ISE Scale, the mean of the research group of { $\bar{X}$ 0-500 TRY = 5.03} is higher than the male research group's ISE scale { $\bar{X}$ 501 TRY and above = 4.63}. The statistical significance was found of this difference reveals that the monthly income group see ISE Scale more adequate {p=0.009}. In terms of CSD scores, the mean scores of the Research Group according to Gender were { $\bar{X}$ 501 TRY and above = 4.51, $\bar{X}$ 0-500 TRY = 4.93; p=0.014}, CSD { $\bar{X}$ 501 TRY and above = 4.70, $\bar{X}$ 0-500 TRY = 5.15; p=0.011}, { $\bar{X}$ 501 TRY and above = 4.53, $\bar{X}$ 0-500 TRY = 5.12; p=0.004}. In these items the {501 TRY and above} was higher than {0-500 TRY}. Also, no significant difference was found for the monthly income research groups in other OSD { $\bar{X}$ 501 TRY and above = 4.86, $\bar{X}$ 0-500 TRY = 5.06; p=0.227} and COSD { $\bar{X}$ 501 TRY and above = 4.63, $\bar{X}$ 0-500 TRY = 5.94; p=0.101} groups. And also, in these items, {501 TRY and above} was higher than {0-500 TRY} but here there were so significant differences found. Based on these findings, it is observed that this interaction has been revealed by various researches Ertürk, (2008) and Çetin, (2010). Research group (ISE, DSD, CSD and RSD) as a result of the effective use of their competence can be interpreted as an increase (90, 91).

Table 22. Analysis the Research Groups According to Education Types (T-Test Result)

Scale and Sub-Dimension	Groups	N	$\bar{X}$	SD	t-Value	p-Value
ISE Scale	1. Teaching	493	4.79	1.24	3.427	**0.001***
	2. Teaching	409	4.51	1.20		
CSD	1. Teaching	493	4.65	1.36	2.468	**0.014***
	2. Teaching	409	4.42	1.39		
DSD	1. Teaching	493	4.88	1.48	3.310	**0.001***
	2. Teaching	409	4.56	1.37		
OSD	1. Teaching	493	4.95	1.43	1.902	0.057
	2. Teaching	409	4.78	1.35		
COSD	1. Teaching	493	4.79	1.59	2.876	**0.004***
	2. Teaching	409	4.50	1.45		
RSD	1. Teaching	493	4.32	1.35	2.372	**0.028***
	2. Teaching	409	4.22	4.41		

SD= Standard Deviation *****$p<0.05$

As a result of the t-tests with regard to education types variable, significant differences according to the research groups were found in the scales of *ISE* *{$\bar{X}$ 1.Teaching = 4.51, $\bar{X}$ 2.Teaching = 4.79; p=0.001}, CSD {$\bar{X}$ 1.Teaching = 4.42, $\bar{X}$ 2.Teaching = 4.65; p=0.014}, DSD {$\bar{X}$ 1.Teaching = 4.56, $\bar{X}$ 2.Teaching = 4.88; p=0.001}, COSD {$\bar{X}$ 1.Teaching = 4.50, $\bar{X}$ 2.Teaching = 4.79; p=0.004} and RSD {$\bar{X}$ 1.Teaching = 4.22, $\bar{X}$ 2.Teaching = 4.32; p=0.028}*. In every scale, the mean of the research group of "1.Teaching" was higher than "2. Teaching". Also, no significant difference was found according to Monthly Income of the research group in scale sub-components like *OSD {$\bar{X}$ 1. Teaching = 4.78, $\bar{X}$ 2. Teaching = 4.95; p=0.057}* (Table 22).

Table 23. The Analysis Results of the Research Group According to Age Variable (ANOVA).

Scales	Age	N	Mean	SD	F	P-Value	Scheffe Test
ISE Scale	(a) 18-21 years	395	4.53	1.30	4.117	**0.017***	-
	(b) 22-25 years	453	4.77	1.16			
	(c) 26 years and older	54	4.77	1.17			
CSD	(a) 18-21 years	395	4.37	1.47	6.143	**0.002***	**a<b**
	(b) 22-25 years	453	4.70	1.27			
	(c) 26 years and older	54	4.61	1.36			
DSD	(a) 18-21 years	395	4.62	1.51	2.215	0.110	-
	(b) 22-25 years	453	4.81	1.36			
	(c) 26 years and older	54	4.88	1.54			
OSD	(a) 18-21 years	395	4.78	1.46	1.577	0.207	-
	(b) 22-25 years	453	4.94	1.33			
	(c) 26 years and older	54	4.98	1.47			
COSD	(a) 18-21 years	395	4.52	1.69	3.355	**0.035***	**a<b**
	(b) 22-25 years	453	4.79	1.38			
	(c) 26 years and older	54	4.58	1.52			
RSD	(a) 18-21 years	902	4.87	1.39	1.648	0.301	-
	(b) 22-25 years	395	4.84	1.58			
	(c) 26 years and older	453	4.79	1.47			

SD= Standard Deviation *p<0.05

As seen in Table 23, the ANOVA result of the research group according to age variable showed that there were significant differences according to the research group was found in the three scales in this group, it's *ISE scale {F=4.177; p=0.017}*, *CSD {F=6.143; p=0.002}* and *COSD {F=3.355; p=0.035}* (p<0.05). Items with no significant difference according to the research group was found in the other three

scales of *DSD {F=2.215; p=0.110}, OSD, {F=1.577; p=0.207}* and finally scale *RSD {F=1.648; p=0.301}* (p>0.05).

Table 24. The Analysis Results of the Research Group According to Sport Education Class Levels Variable (ANOVA).

Scale and subscales	Class Level	N	Mean	SD	F	p-Value	Scheffe Test
ISE Scale	(a) 1. Class	430	4.67	1.30	0.349	0.790	-
	(b) 2. Class	265	4.67	1.17			
	(c) 3. Class	140	4.71	1.13			
	(d) 4. Class	67	4.53	1.20			
CSD	(a) 1. Class	430	4.55	1.48	1.434	0.231	-
	(b) 2. Class	265	4.59	1.27			
	(c) 3. Class	140	4.62	1.21			
	(d) 4. Class	67	4.22	1.41			
DSD	(a) 1. Class	430	4.71	1.46	0.401	0.752	-
	(b) 2. Class	265	4.71	1.38			
	(c) 3. Class	140	4.85	1.53			
	(d) 4. Class	67	4.68	1.36			
OSD	(a) 1. Class	430	4.91	1.47	0.558	0.643	-
	(b) 2. Class	265	4.84	1.32			
	(c) 3. Class	140	4.77	1.36			
	(d) 4. Class	67	4.99	1.25			
COSD	(a) 1. Class	430	4.66	1.59	0.782	0.504	-
	(b) 2. Class	265	4.71	1.52			
	(c) 3. Class	140	4.69	1.41			
	(d) 4. Class	67	4.39	1.48			
RSD	(a) 1. Class	430	4.51	1.46	1.428	0.242	-
	(b) 2. Class	265	4.62	1.29			
	(c) 3. Class	140	4.59	1.24			
	(d) 4. Class	67	4.24	1.39			

SD= Standard Deviation *p<0.05

In the group comparisons done in Table 24 in Sport Education Class Levels variance of the study group, no significant difference was determined statistically in the ISE Scale {F=0.349; P<0.05}, CSD *{F=1.434; P<0.05}*, DSD *{F=0.401; P<0.05}*, OSD *{F=0.558; P<0.05}* COSD *{F=0.782; P<0.05}*, and the RSD *{F=1.428; P<0.05}*.

Table 25. Correlation Results for the Relationship Between the Internet Self-Efficacy Scale (ISE Scale) Sub-Dimensions Analysis

Scale and Subscales	Identifiers	1	2	3	4	5
CSD	r	1	0.648(*)	0.647(*)	0.779(*)	0.901(*)
	p	-	0.000	0.000	0.000	0.000
	N	902	902	902	902	902
DSD	r	0.648(*)	1	0.674(*)	0.565(*)	0.870(*)
	p	0.000	-	0.000	0.000	0.000
	N	902	902	902	902	902
OSD	r	0.647(*)	0.674(*)	1	0.592(*)	0.821(*)
	p	0.000	0.000	-	0.000	0.000
	N	902	902	902	902	902
COSD	r	0.779(*)	0.565(*)	0.592(*)	1	0.806(*)
	p	0.000	0.000	0.000	-	0.000
	N	902	902	902	902	902
RSD	r	0.901(*)	0.870(*)	0.821(*)	0.806(*)	1
	p	0.000	0.000	0.000	0.000	-
	N	902	902	902	902	902

*p<0.05

It can be observed from Table 25, that there is a significant, positive relationship and at high level between results of the scale sub-dimensions CSD/5 and RSD/1 ($r= 0.901$; $p<0.05$). The lowest relationship was between DSD/4 and COSD/2 ($r= 0.565$; $p<0.05$), which was at the reasonable level due to the fact that the association (r) values between all scales were high.

4. Findings for the Research Group's Online Information Search Strategies

Table 26. The Result Mean Levels of the Research Group's on Online Information Search Strategies.

No	Statements	Mean	SD
1	When I am searching on the internet, I don't know what I do	2.95	1.91
2	When I am searching on the internet, I always feel lost.	2.91	1.77
3	When I am searching on the internet, always I feel uneasy	2.96	1.77
4	I don't know how to get started searching online.	2.98	1.77
5	I constantly evaluate the relationships between the information I find on the web.	3.81	1.61
6	I am comparing the information I collect from different websites.	3.89	1.57
7	I decide whether the information on a Web site is worth a reference.	3.79	1.52
8	I think about how to compile and present the data I find on the web.	3.89	1.54
9	I set my goals before beginning the online searching.	4.06	1.52
10	I constantly remind myself of the online search purpose.	3.99	1.53
11	Sometimes I call the break and I think what information is still missing.	3.95	1.49
12	I think about how I can use the information I'm looking for.	4.16	1.49
13	When I do not find the information, I'm looking for from a database and I'll try other databases.	4.10	1.50
14	When my search is not successful, I try other search engines.	4.17	1.56
15	When I do not get information, I'll try other websites that can be a reference to me and provide information.	4.20	1.55
16	Usually, I consider before using the keywords on the internet.	4.26	1.48
17	I try to choose the main thoughts provided on each website as I can.	4.17	1.44
18	I look at the headlines and on Web links to capture certain information.	4.20	1.49
19	I know how to connect to a particular website with its URL.	4.19	1.45
20	I can use a web browser such as internet Explorer, Google Chrome or Netscape.	4.22	1.51
21	I know how to use the advanced search options provided by search engines.	4.26	1.46
22	In order to capture the main ideas on a webpage, I look at the titles and links.	4.26	1.45
23	When I'm searching for problems, I think new solutions are disappointing.	4.19	1.50
24	I do my superior to solve any problems that occur during the search.	4.22	1.54
25	Usually, when I have problems that I can't solve, I'll quit the search.	3.72	1.74

SD= Standard Deviation

Table 26. According to the mean levels of the research groups on online information search strategies, the participants agreed least on the statement, “When I am searching on the internet, I always feel lost” with the average of (Mean= 2.91). The

most highly agreed upon were the three statements, “Usually, I consider before using the keywords on the internet”, “I know how to use the advanced search options provided by search engines” and “In order to capture the main ideas on a webpage, I look at the titles and links” with the average of (Mean = 4.26).

Table 27. The Research of the Gender Study Group’s Variable Analysis (T-Test)

Scale and Sub-Dimensions	Groups	N	$\bar{X}$	SD	T-Value	P-Value
OISSI Scale	Man	609	3.85	0.93	-2.185	**0.029***
	Woman	293	4.00	1.01		
DISD	Man	609	3.45	1.09	-4.034	**0.000***
	Woman	293	3.78	1.25		
ESS	Man	609	3.98	1.14	-0.813	0.417
	Woman	293	4.05	1.10		
PTHSD	Man	609	4.03	1.19	-1.012	0.312
	Woman	293	4.12	1.25		
TESD	Man	609	3.67	1.10	-3.130	**0.002***
	Woman	293	3.93	1.20		
BISD	Man	609	4.19	1.30	-0.744	0.457
	Woman	293	4.26	1.26		
CSDI	Man	609	3.81	1.00	-1.020	0.308
	Woman	293	3.88	1.03		
PSSD	Man	609	3.88	1.15	-2.188	**0.029***
	Woman	293	4.06	1.16		

SD= Standard Deviation *p<0.05

Table 27. A significant difference was found for the gender research groups in the {OISSI Scale, DISD, TESD and PSSD}. But no significant difference was found for the gender variables in other scales {ESD, PTHSD, BISD and CSDI}.

Table 28. The Research Group According to Monthly Revenues Variable Analysis (T-Test Results)

Scale and Its Sub-Scales	Groups	N	$\overline{X}$	SD	T-Value	P-Value
OISSI Scale	0-500 TRY	73	4.29	0.99	3.619	**0.000***
	501 TRY and above	829	3.87	0.95		
DISD	0-500 TRY	73	4.14	1.28	4.490	**0.000***
	501 TRY and above	829	3.51	1.13		
ESDI	0-500 TRY	73	4.29	1.14	2.261	**0.024***
	501 TRY and above	829	3.98	1.13		
PTHSD	0-500 TRY	73	4.34	1.15	2.116	**0.035***
	501 TRY and above	829	4.03	1.21		
TESD	0-500 TRY	73	4.27	1.13	4.024	**0.000***
	501 TRY and above	829	3.71	1.13		
BISD	0-500 TRY	73	4.45	1.22	1.662	**0.097***
	501 TRY and above	829	4.19	1.29		
CSDI	0-500 TRY	73	4.23	0.82	3.556	**0.000***
	501 TRY and above	829	3.80	1.02		
PSSD	0-500 TRY	73	4.34	1.05	3.152	**0.002***
	501 TRY and above	829	3.90	1.16		

SD= Standard Deviation *p<0.05

In Table 28, the data attained on the monthly income variable of the sample group and in the sub-dimension analysis showed that there were significant differences found statistically in All scales “OISSI”, “Scale”, “DISD”, “ESDI”, “PTHSD”, “TESD”, “BISD”, “CSDI” and the “PSSD”; *p<0.05.

Table 29. The Research Group According to Education Types Variable Analysis (T-Test Results)

Scale and Its Sub-Scales	Groups	N	$\overline{X}$	SD	T-Value	P-Value
OISSI Scale	1. Teaching	493	4.02	0.96	4.054	**0.000***
	2. Teaching	409	3.76	0.94		
DISD	1. Teaching	493	3.68	1.21	3.297	**0.001***
	2. Teaching	409	3.42	1.07		
ESDI	1. Teaching	493	4.09	1.13	2.550	**0.011***
	2. Teaching	409	3.90	1.13		
PTHSD	1. Teaching	493	4.14	1.24	2.264	**0.024***
	2. Teaching	409	3.96	1.17		
TESD	1. Teaching	493	3.89	1.15	3.811	**0.000***
	2. Teaching	409	3.60	1.12		
BISD	1. Teaching	493	4.36	1.25	3.877	**0.000***
	2. Teaching	409	4.03	1.32		
CSDI	1. Teaching	493	3.98	1.01	4.931	**0.000***
	2. Teaching	409	3.65	0.98		
PSSD	1. Teaching	493	4.05	1.13	3.279	**0.001***
	2. Teaching	409	3.80	1.17		

SD= Standard Deviation *p<0.05

In Table 29, all significant differences were statistically found in the (OISSI Scale, DISD, ESDI, PTHSD, TESD, BISD, CSDI and the PSSD) $p<0.05$.

Table 30. The Analysis Results of the Research Group According to Age Variable (ANOVA Results).

Scale and Its Subscales	Age	N	Mean	SD	F	P-Value	Scheffe Test
OISSI Scale	(a) 18-21 years	395	3.71	0.99	13.578	**0.000***	**a<b** **a<c**
	(b) 22-25 years	453	4.04	0.89			
	(c) 26 years and older	54	4.08	1.03			
DISD	(a) 18-21 years	395	3.32	1.10	17.783	**0.000***	**a<b** **a<c**
	(b) 22-25 years	453	3.72	1.15			
	(c) 26 years and older	54	4.01	1.26			
ESDI	(a) 18-21 years	395	3.86	1.19	5.906	**0.003***	**a<b**
	(b) 22-25 years	453	4.11	1.06			
	(c) 26 years and older	54	4.19	1.15			
PTHSD	(a) 18-21 years	395	3.86	1.31	9.080	**0.000***	**a<b**
	(b) 22-25 years	453	4.21	1.11			
	(c) 26 years and older	54	4.18	1.14			
TESD	(a) 18-21 years	395	3.55	1.18	12.768	**0.000***	**a<b** **a<c**
	(b) 22-25 years	453	3.89	1.09			
	(c) 26 years and older	54	4.11	1.07			
BISD	(a) 18-21 years	395	4.10	1.33	4.038	**0.018***	**a<b**
	(b) 22-25 years	453	4.33	1.23			
	(c) 26 years and older	54	3.99	1.42			
CSDI	(a) 18-21 years	395	3.64	1.07	13.024	**0.000***	**a<b** **a<b**
	(b) 22-25 years	453	3.98	0.94			
	(c) 26 years and older	54	4.04	0.93			
PSSD	(a) 18-21 years	395	3.73	1.23	11.439	**0.000***	**a<b**
	(b) 22-25 years	453	4.10	1.04			
	(c) 26 years and older	54	4.03	1.34			

SD= Standard Deviation *p<0.05

In Table 28. The Research Group According to Education Types Variable in the sub-dimension analysis, there were significant differences found statistically in

the “OISSI”, “Scale”, “DISD”, “ESDI”, “PTHSD”, “TESD”, “BISD”, “CSDI” and the “PSSD”; $p<0.05$.

Table 31. The Analysis of the Research Group According to Sport Education Class Levels Variable (ANOVA Results).

Scale and Its Subscales	Class Level	N	Mean	SD	F	P-Value	Scheffe Test
OISSI Scale	(a) 1. Class	430	3.86	0.98	2.180	0.089	-
	(b) 2. Class	265	3.85	1.03			
	(c) 3. Class	140	4.07	0.83			
	(d) 4. Class	67	4.01	0.69			
DISD	(a) 1. Class	430	3.44	1.13	6.252	**0.000***	**a<c** **b<c**
	(b) 2. Class	265	3.56	1.27			
	(c) 3. Class	140	3.92	1.05			
	(d) 4. Class	67	3.57	0.85			
ESDI	(a) 1. Class	430	3.95	1.19	1.627	0.181	-
	(b) 2. Class	265	3.97	1.17			
	(c) 3. Class	140	4.17	0.99			
	(d) 4. Class	67	4.13	0.80			
PTHSD	(a) 1. Class	430	4.04	1.28	0.248	0.863	-
	(b) 2. Class	265	4.03	1.19			
	(c) 3. Class	140	4.13	1.13			
	(d) 4. Class	67	4.07	1.04			
TESD	(a) 1. Class	430	3.69	1.15	2.021	0.109	-
	(b) 2. Class	265	3.72	1.20			
	(c) 3. Class	140	3.93	1.11			
	(d) 4. Class	67	3.91	0.85			
BISD	(a) 1. Class	430	4.31	1.32	3.120	**0.025***	**a<b**
	(b) 2. Class	265	4.01	1.25			
	(c) 3. Class	140	4.23	1.31			
	(d) 4. Class	67	4.31	1.11			
CSDI	(a) 1. Class	430	3.74	1.04	5.009	**0.002***	**a<c**
	(b) 2. Class	265	3.80	1.08			
	(c) 3. Class	140	4.08	0.84			
	(d) 4. Class	67	4.03	0.79			
PSSD	(a) 1. Class	430	3.92	1.17	0.666	0.573	-
	(b) 2. Class	265	3.89	1.19			
	(c) 3. Class	140	4.00	1.15			
	(d) 4. Class	67	4.07	0.92			

Table 31 shows that there are statistically significant differences between class levels of the Research Group According to Sport Education Class Levels variable of DISD (F=6,252; p<0.05) (Mean =3,92), BISD (F=3,120; p<0.05) (Mean =4,31) and CSDI (F=5.009; p<0.05) (Mean =4,08). The test, which was conducted to find out the source of the difference showed that there were differences between the DISD, BISD and CSDI class levels of the sport education student groups. No differences were found between the other groups like OISSI, ESDI, PTHSD, TESD and PSSD scales.

Table 32. Correlation Results for the Relationship Between the OISSI Sub-Dimensions Analysis

Scale	Identifiers	1	2	3	4	5	6	7
DISD	r	1	0.601(*)	0.556(*)	0.732(*)	0.474(*)	0.678(*)	0.533(*)
	P	-	0.000	0.000	0.000	0.000	0.000	0.000
	N	902	902	902	902	902	902	902
ESDI	r	0.601(*)	1	0.775(*)	0.677(*)	0.638(*)	0.758(*)	0.687(*)
	P	0.000	-	0.000	0.000	0.000	0.000	0.000
	N	902	902	902	902	902	902	902
PTHD	r	0.556(*)	0.775(*)	1	0.628(*)	0.658(*)	0.650(*)	0.705(*)
	P	0.000	0.000	-	0.000	0.000	0.000	0.000
	N	902	902	902	902	902	902	902
TESD	r	0.732(*)	0.677(*)	0.628(*)	1	0.616(*)	0.660(*)	0.573(*)
	P	0.000	0.000	0.000	-	0.000	0.000	0.000
	N	902	902	902	902	902	902	902
BISD	r	0.474(*)	0.638(*)	0.658(*)	0.616(*)	1	0.635(*)	0.583(*)
	P	0.000	0.000	0.000	0.000	-	0.000	0.000
	N	902	902	902	902	902	902	902
CSDI	r	0.678(*)	0.758(*)	0.650(*)	0.660(*)	0.635(*)	1	0.625(*)
	P	0.000	0.000	0.000	0.000	0.000	-	0.000
	N	902	902	902	902	902	902	902
PSSD	r	0.533(*)	0.687(*)	0.705(*)	0.573(*)	0.583(*)	0.625(*)	1
	P	0.000	0.000	0.000	0.000	0.000	0.000	
	N	902	902	902	902	902	902	902

*p<0.05

It can be observed from Table 32 that a significant relationship at a positive between results of the scale sub-dimensions ESDI/3 (r= 0.775; p<0.05). The lowest relationship DISD/5 (r= 0.474; p<0.05), which was at a reasonable level. The fact that the association (r) values between all scales were high.

Table 33. Correlation Analysis Results for the Relationship Between Internet Self-Efficacy Scale (ISE Scale) and Online Information Search Strategies Inventory Scale (OISSI Scale).

Scale	Identifiers	1	2
ISE Scales	r	1	0.501(*)
	p	-	0.000
	N	902	902
OISSI Scales	r	0.501(*)	1
	p	0.000	-
	N	902	902

*p<0.05

In Table 33, a significant relationship at a positive away and level was determined between results of the scale sub-dimensions ISE Scale/2 (r= 0.501; p<0.05) and the OISSI Scale/1 (r= 0.501; p<0.05). The fact that the association (r) values between all scales were high, elevated problems in linearity.

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6. DISCUSSION

Internet self-efficacy, which evaluates individuals' perceptions of their issues over the internet, and their ability to perform their assigned tasks, is becoming more important with the growing popularity of the internet in every daily life. One of these areas is undoubtedly the field of education. The findings obtained within the framework of the analyses conducted in this study were interpreted as followings.

In the sub-dimension of internet self-efficacy subscale (ISES) from the subscales of COSD scale, a significant difference was resolute in the gender variable, and no significant difference was monitored in the other subscales (CSD, DSD OSD, and RSD subscales). In the results shown in Table 19 from the sports management student of Study Group's Gender Variable, in the COSD scales, it seems to us that the male students have a higher percentage of good internet self-efficacy than the female students, but in the other scales there was no significant difference between both genders. According to personal opinion, male students have a greater desire to use the internet and their efficiency than female students by a small percentage, which indicates more freedom. Therefore, girls should be given more freedom and support in most aspects of daily and scientific life to overcome this pattern and develop step by step processes towards learning and increasing internet self-efficacy The results showed that highly qualified students on the Internet have better research strategies for information than students with low self-efficacy (20).

In the opinion evaluation of the ESE Scale and its sub-dimension, a statistically significant difference was detected to the monthly revenues of (ESE scale, CSD, DSD,

and RSD) subscale, and a statistically significant difference was not detected at the (OSD and COSD) subscales. According to this result, the monthly returns of students with a few monthly goals (0–500 Turkish Lira) have higher efficiency on the intranet than students with a monthly income (501 Turkish Lira or higher). This indicates that students with a limited monthly income are more committed than students with a higher monthly income. In this opinion, this result did create a statistically significant difference in scales.

In the results of ISE Scales of Education Types from the sports management student Group Variable, statistically, a significant difference was found on the (ESE scale, CSD, DSD, COSD, and RSD) subscales, while a significant difference was not found of the (OSD and COSD) subscales. It seems to us that Teaching 1 students have a higher percentage of internet self-efficacy than the Teaching 2 students. but in the end, it was observed that in the opinion of the researcher, the Teaching 1 students are more willing to use the internet and have greater proficiency than the students of Teaching 2. The results indicate that students of the first type are interested in the lessons and duties correctly to a greater extent than the second type of students. To obtain useful scientific information, this result did create a statistically significant difference in scales similarities, similar to the results of Liang and Wu (93), that internet self-efficacy positively influenced students' motivation in on-the-job training, while similar studies showed that internet self-efficacy contributes to academic achievement in online training (6, 7, 92, 93).

The evaluation of the opinion of the study group in Sport Management Students Age Scale and its subscales, a significant difference was found on the (ISE scale, CSD, COSD, and RSD) subscales. It was found that Students aged 22–25 years had higher mean scores due to a more positive response to the statements. According to personal opinion, middle-aged students have more desire to use the internet and obtain self-efficiency more than the students of other students, similar to results based on a meta-analysis. Age had a weak but more positive affective and normative dimension relationship according to Meyer. No significant difference was found in components of (DSD and OSD), similar to the results found by Hackshaw and Paul (93), Smeenk, Eisinga, Teelken and Doorewaard (94), Popoola (95), who found that age did have an effect on organizational commitment. In contrast, Tao, Lonnie, Julianne, James, Leslie and Guo (96), in their study reported that no significant relationship was observed for age and organizational commitment (93, 94, 95, 96).

In the opinion evaluation of the ESE Scale and its sub-dimension, no statistically significant difference was detected in the Education Class level at all scales and subscales. This result showed no statistically significant difference in scales. According to this test, the sports education class level of the sports management students is not affected by the self-efficacy of the internet.

The conclusion was reached that internet self-efficacy had similar and positive opinions in such Correlation Analysis Results as the CSD, DSD, OSD, COSD and RSD fields. In the correlation analysis, the strongest relationships were determined between the CSD and RSD subscales of ISE scale, which were in a positive way and at a very

high level. Consistent with the literature, the level of internet self-efficacy beliefs for students was very high in this study. According to my personal opinion, one of the reasons for this is that the perceptions of sports students about themselves are positive, and they can trust themselves. The other reason for the successes achieved may be a strong and mutually beneficial relationship between students and teachers that increase the degree of self-efficacy of the internet.

In the scale and its subscales of the gender in online information searching strategies scale (OISSI) and its subscales. A significant difference was found in the (OISS Scale, CISD, TESD and RSSD) subscales. According to the results and my personal opinion, female students are more committed to the lessons and the daily day they have high self-efficacy of students of others; and for this reason, a relationship exists between gender and OISS. Also, no significant difference was found in the (ESS, PTHSD, BISD and CSDI) subscales.

In the opinion evaluation of the OISSI Scale and its subscales a statistically significant difference was detected in all scales and subscales such as (OISSI scale, DISD, ESDI, PTHSD, TESD, BISD, CSDI and RSSD) subscale. In this view showing, students with limited monthly income (0–500TRY) have more intention and insistence to search online for students with a monthly income of 500 or above. This result created a statistically significant difference in the measures.

In the results of OISS Scale of Education Types from the sports management student groups, a statistically significant difference was found of all scales and its

subscales such as the OISSI scale, DISD, ESDI, PTHSD, TESD, BISD, CSDI and RSSD) subscales.

It seems in this result, it was observed that the opinion, the students of the Education 1 are more willing to use the internet for obtaining information and their proficiency than the students of the Education 2. According to the results achieved and with the perspective proposed by researchers, there is a need for more information as well as there should be more emphasis on the teaching of university students through the teachers how to search for accurate information online.

The evaluation of the study group of Age in the OISSI Scale and its subscales, a significant difference was found in all scales and subscale such as (OISSI scale, DISD, ESDI, PTHSD, TESD, BISD, CSDI and RSSD). It was found that Students of 26 years and above had higher mean scores due to a more positive response to the statements. According to personal opinion, older students have more desire to use the internet and obtain more information than the other students. It was determined that internet search strategies for students using the internet to search for information were significantly different according to age and were parallel to the results of education levels. Consequently, users aged 26 and over have the most advanced search strategies online. However, this result contradicts the literature. Graff (98), shows that young students search more thoroughly. However, online information search strategies are as effective as different experiment factors. Moon (97), shows that increasing user knowledge will increase the behavior of searching for information on the internet.

Specifying the age variable with this view, the age group of 26 years and older in the study group is more advanced in terms of knowledge level (97, 98).

According to Sports Education Class Levels of IOSSI Scale, in this result, statistically significant differences were found in the (DISD, BISD and CSDI) subscales; and significant differences were found between the other groups like OISSI, ESDI, PTHSD, TESD and PSSD scales. In the results of this study and my personal opinion, this shows that the stages of study do not have a significant impact on the level of students in terms of online information searching strategies. According to literature results, online information search strategies differ according to the experience of using the internet. Tsai (28), has shown that more experienced students are more advanced in online information search strategies in general (28).

The conclusion is that OISSI Scale had similar and positive opinions in such Correlation Analysis Results; the strongest relationships were determined between the CSD and RSD subscales of OISSI scale, which were in a positive way and at a very high level. Consistent with the literature, the level of online information searching strategies beliefs for students was very high in this study.

According to my personal opinion, one of the reasons for this is that the perceptions of sports students about themselves while searching for information on the internet and they can trust themselves. The other reason for the successes achieved may be a strong and mutually beneficial relationship between students and teachers that increases the degree of OISSI. Also, according to all results obtained in the relationship between the Correlation Analysis Results and OISSI, it is possible to say that the

association (r) values between scales were high and it will provide valid and reliable in the online information searching strategies used by sport management students.

According to the results and personal opinion, we can say that a relationship exists between ISE Scale and OISS Scale, so that self-efficacy can affect the way to search for strategic information over the internet as well as the opposite. However, with this conclusion, we must take the views and literature results. Similar to the result of Liang and Wu (92), internet self-efficacy has positively influenced students' motivation to search for more information on internet to developing their skills; while similar studies showed that internet self-efficacy contributes to academic achievement in online information according to the searching strategies of DeTure (7), Joo and Bongn (8). This study extra proposed a framework for investigating Web-based searching strategies. This revision also mirrored the significance of unequivocally helping students gain enhanced metacognitive web searching strategies. Akhtar delineates self-efficacy as the belief we have in our own abilities, specifically ability to meet the challenge onward of us and complete a task successfully.

Sport, parenting and academics are examples of specific forms of self-efficacy. Self-efficacy is closely related to self-esteem (7, 8, 92).

In response to these findings, we suggest that teachers obviously define the task allocated and give students ample time for information gathering, avoiding anxiety produced by time limits. According to the research, today’s students perceive the internet as their main source of information (19).

However, there seems to be a discrete difference in that while self-efficacy is conceptualized as a sort of general or overall sensitivity of one's worthy self-esteem is focused more on 'being' that is a sensitivity that you are effortlessly acceptable as you are this is too cruel that there is a self-approval. The psychosomatic self-efficacy theory propagated out of the study of Albert Bandura anticipated that professed self-efficacy influences 'coping behavior is introduced when an individual is met with stress and experiments, along with significant how much struggle will be expended to meet one's objective and for long those boxes will be pursued (2).

In summary, according to the results obtained through the search's survey paper, it aimed to show a relationship between self-efficacy and the online information searching strategies for of sports management students. The study was carried out on 902 students who were studying sports Management at five Turkish universities (Firat University, Ardahan University, Agri İbrahim Çeçen University, Inonu University and Erzincan University).

The study indicated that the sports students' perceived internet self-efficacy might correlate with actual online information searching strategies and was related to the search strategies that students apply online. Another important finding is that all students, independent of their teaching type self-efficacy beliefs, over-estimated the difficulty of search tasks before starting a search. This may serve as an interesting starting point for future studies with a more representative sample. Regarding the implications for sports management students.

Also, with the development of the technology sector, in my personal opinion, we suggest establishing several questionnaires in sports management and other branches to learn development SE, because it has an effect on developing the OISS.

Additionally, it is proposed that the university professors focus on lessons and resources, especially to increase and develop the self-efficacy of sports students because efficiency has a key role to reach the top and obtain valuable and distinctive information.

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8. APPENDIXES

APPENDIX – A: The Proposal Approval Paper 1

Evrak Tarih ve Sayısı: 06/03/2018-251915

T.C.

FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ

Girişimsel Olmayan Araştırmalar Etik Kurulu

Sayı :97132852/050.01.04/
Konu :Yrd. Doç. Dr. Yunus Emre KARAKAYA (Yük. Lis. Öğr. Diyar Farooq Ahmed DALO)

BEDEN EĞİTİMİ VE SPOR BİLİMLERİ ANABİLİM DALINA

İlgi :13/02/2018 tarihli, 248016 sayılı ve "Diyar Faroog Ahmed DALO" konulu yazı

Anabilim Dalınız Öğretim Üyesi Yrd. Doç. Dr. Yunus Emre KARAKAYA yönetiminde, Yük. Lis. Öğr. Diyar Farooq Ahmed DALO'ya ait **"Spor Yöneticiliği Bölümü Öğrencilerinin İnterneti Kullanma Öz-Yeterlik Düzeyleri ile Çevrimiçi Bilgi Arama Stratejileri Arasındaki İlişkinin İncelenmesi"** konulu çalışma ile ilgili Etik Kurul Kararı ekte sunulmuştur.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır.
Prof. Dr. Mustafa KAPLAN
Kurul Başkanı

Not : Araştırıcıların TÜBİTAK'a yapılacak başvurular için, tüm üyelerin ıslak imzalarının bulunduğu etik kurul kararını talep etmeleri gerekmektedir.

EK :
Etik Kurul Kararı 1 (bir) sayfa

Fırat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE Ayrıntılı bilgi için irtibat : Teslime ÖZKILIÇ
Tel: 0 (424) 237 00 00 Faks: 0 424 2122717
E-Posta: : Elektronik ağ:http://www.firat.edu.tr

APPENDIX – B: The Proposal Approval Paper 2

T.C.
FIRAT ÜNİVERSİTESİ
Girişimsel Olmayan Araştırmalar Etik Kurulu Başkanlığı

ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACININ ADI SOYADI
01.03.2018	05	23	Yrd. Doç. Dr. Yunus Emre KARAKAYA

KARAR

"Spor Yöneticiliği Bölümü Öğrencilerinin İnterneti Kullanma Öz-Yeterlik Düzeyleri ile Çevrimiçi Bilgi Arama Stratejileri Arasındaki İlişkinin İncelenmesi" konulu çalışma etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

Prof. Dr. Mustafa KAPLAN (Başkan)			
Prof. Dr. Demet ÇİÇEK (Üye)	İmza	Prof. Dr. Figen DEVECİ (Üye)	İmza
Prof. Dr. Erdal TAŞKIN (Üye)	İmza	Prof. Dr. Nuri GÖMLEKSİZ (Üye)	Bulunmadı
Doç. Dr. Funda GÜLCÜ BULMUŞ (Üye)	İmza	Doç. Dr. Süleyman İLHAN (Üye)	İmza
Doç. Dr. İrfan EMRE (Üye)	İmza	Doç. Dr. Sebahattin DEVECİOĞLU (Üye)	İmza
Doç. Dr. Özge HANAY (Üye)	İmza	Doç. Dr. Taner YILDIRIM (Üye)	Bulunmadı
Yrd. Doç. Dr. Nurhan HALİSDEMİR (Üye)	İmza	Yrd. Doç. Dr. Mehmet TUZCU (Üye)	İmza

APPENDIX – C: The Questionnaire Paper 1

Dear Student:

This form was prepared for a postgraduate thesis study entitled **"Investigating the Relationship between the Internet Use Self-Efficacy Levels and Online Information Searching Strategies of the Students of the Department of Sports Management"**. Personal information and research information will not be transferred to third parties. However, officials supervising the quality of the research will be examined as required by the ethical committees or the public authorities. Thank you for your contribution to the work already. Best regards……

Diyar Farooq Ahmed Dalo
Master Student
diyar.daloo@gmail.com

PART A:

1- Gender: ( )Male ( ) Female

2- Age: ( ) 18-21 years ( ) 22-25 years ( ) 26-29 years ( ) 30 years and over

3- Marital Status: ( ) Married ( ) Single ( ) Widowed

4- Monthly Income: ( ) 0-500 TRY ( ) 501-1000 TRY ( ) 1001-1500 TRY ( ) 1501 and TRY

5- Class: ( ) 1. Class ( ) 2. Class ( ) 3. Class ( ) 4. Class

6- Education Type: ( ) 1. Teaching ( ) 2. Teaching

PART B:

7- How do you see yourself using computer and internet?

8- How much are you using computer and internet?

9- How many hours a day do you use computers and internet?

10 -What purpose do you use the internet more for?

11-How often do you use the internet following applications?

12-what is the frequency of searching information on the internet below?

APPENDIX: The Questionnaire Paper 2

PART C:

Internet Self-Sufficiency Scale:

I Never confident I feel very confident

1 2 3 4 5 6 7

1. I can use the internet to find information that is important to me.
2. I can use the internet to find information that will be useful to kids and their development.
3. I can use bridges on the internet to find information that is important to me.
4. I can use bridges on the internet to find information that is important to others.
5. I can develop myself using bridges on the internet.
6. I can contribute to the development of other people using bridges on the internet.
7. I can find important and interesting information by reading other people's blogs.
8. I can forward important and interesting information to other people via internet.
9. I can use the information I find on the internet to answer questions.
10. I can use the internet effectively to answer other people's questions.
11. I can use the internet effectively to answer my own questions.
12. I can use social networking sites like Facebook as an effective means of communication.
13. I can use blog sites like Blogger effectively.
14. I can write blog posts that other people can read and care about.
15. I can use social networks as an effective way to communicate with other people.
16. I can use blogs as an effective way to communicate with other people.
17. I can have a positive effect on the lives of other people using blogs.

APPENDIX: The Questionnaire Paper 3

Part D:

Online Information Search Strategies Inventory:

Appropriate me Completely Appropriate Me.

1 2 3 4 5 6

1. I do not know what to do when searching the internet.
2. I always feel lost when searching on the internet.
3. I always feel uneasy when I search from the internet.
4. I do not know how to start searching online.
5. I constantly evaluate the relationships between the information I find on the web.
6. Compare the information I gather from different websites.
7. Decide whether information on a Web site is worthy of reference.
8. Think about how to compile and present the data I found on the web.
9. I set my goals before I start an online search.
10. I always remind myself of the purpose of an online call.
11. I sometimes take a break and think what information is still missing.
12. I would like to know how to take advantage of the information I am looking for.
13. When I cannot find the information I'm looking for from a database, I will try other databases.
14. I will try other search engines when my search is not successful.
15. When I cannot reach enough information, I try other websites that can be a reference for me and can deliver information.
16. I usually think of keywords that I can use beforehand.
17. I try to choose the main considerations provided in each website as far as I can.
18. Take a look at the titles and links on the Web pages to capture specific information.
19. Know how to connect to a specific website with its URL.
20. Use a web browser such as Internet Explorer or Netscape.
21. Know how to use advanced search options provided by search engines.
22. Look at the titles and links to catch the main ideas on a web page.
23. When problems that arise while searching make me disappointed, I think of new solutions.
24. To solve any problems that occur during the search, I do not have to do anything.
25. Usually, when I encounter problems that I cannot solve, stop searching.
24. To solve any problems that occur during the search, I do not have to do anything.
25. Usually, when I encounter problems that I can not solve, stop searching.

APPENDIX – F: The Turkish Questionnaire Paper 1

Değerli Öğrenci:

Bu form, *"***Spor Yöneticiliği Bölümü Öğrencilerinin İnterneti Kullanma Öz-Yeterlik Düzeyleri İle Çevrimiçi Bilgi Arama Stratejileri Arasındaki İlişkinin İncelenmesi***"* adlı bir yüksek lisans tez çalışması için hazırlanmıştır. Kişisel bilgiler ve araştırma bilgileri üçüncü şahıslara aktarılmayacaktır. Ancak araştırmanın kalitesini denetleyen görevliler, etik kurullar ya da resmi makamlarca gereği halinde incelenecektir. Şimdiden çalışmaya katkılarınızdan dolayı teşekkür ederim. Saygılarımla……

Diyar Farooq Ahmed Dalo
Yüksek Lisans Öğrencisi
diyar.daloo@gmail.com

BÖLÜM A:

1- Cinsiyet: ( ) Erkek ( ) Bayan

2-Yaş: ( ) 18-21 yaş ( ) 22-25 yaş ( ) 26-29 yaş ( ) 30 yaş ve üzeri

3-Medeni Durum: ( ) Evli ( ) Bekar ( ) Dul

4-Aylık Geliriniz: ( ) 0-500 TL ( ) 501-1000 ( ) 1001-1500 ( ) 1501 ve üzeri

5-Sınıf: ( ) 1. Sınıf ( ) 2. Sınıf ( ) 3. Sınıf ( ) 4. Sınıf

6- Eğitim Türü: ( ) 1. Öğretim ( ) 2. Öğretim

Email adresiniz:……..…… Çalışmanın sonuçlarından haberdar olmanız içindir

BÖLÜM B:

7-Bilgisayarı ve interneti kullanma konusunda kendinizi nasıl görüyorsunuz?

Kullanım Düzeyi	Hiç Kullanmıyorum	Başlangıç Düzeyinde	Orta	Iyi	Profesyonel
Bilgisayar					
Internet					

8-Bilgisayar ve interneti ne kadar süredir kullanıyorsunuz?

Kullanım Düzeyi	0-3 yıl	4-6 yıl	7-9 yıl	10 yıl ve üzeri
Bilgisayar				
Internet				

9-Günlük ortalama kaç saat bilgisayar ve internet kullanıyorsunuz?

Kulanım Düzeyi	0-1 saat	1-3 saat	3-5 saat	5-7 saat	7 saat ve üzeri
Bilgisayar					
Internet					

APPENDIX – G: The Turkish Questionnaire Paper 2

10-İnterneti daha çok hangi amaçlarla kullanıyorsunuz?

	Hiç	Çok Seyrek	Bazen	Sıkça	Çok Sık
Araştırma ve Bilgilendirme					
İletişim kurma					
Sosyalleşme					
Eğlence ve Oyun					
Diğerleri:…….					

11-Aşağıdaki internet uygulamalarını ne sıklıkla kullanırsınız?

Kullanım düzeyi	Hiç	Çok seyrek	Bazen	Sıkça	Çok sık
Facebook					
Twitter					
Instagram					
Messenger					
Skype					
e-posta					
Forumlar					
Diğerleri:…….					

12-Aşağıdaki internette bilgi arama sıklığınız nedir?

Kullanım düzeyi	Her gün	Haftada birkaç kez	Haftada bir kez	Ayda birkaç kez
Bilgi Arama Sıklığı				

BÖLÜM C:

Madde No	İnternet Öz-yeterliği Ölçeği	Hiç Güven Duymuyorum						Çok Güven Duyuyorum
		1	2	3	4	5	6	7
1	İnterneti kendim için önemli olan bilgileri bulmak için kullanabilirim.							
2	İnterneti çocuklar ve onların gelişimine yararlı olacak bilgileri bulmak için kullanabilirim.							
3	İnternetteki köprüleri kendim için önemli olan bilgileri bulmak için kullanabilirim.							
4	İnternetteki köprüleri başkaları için önemli olan bilgileri bulmak için kullanabilirim.							
5	İnternetteki köprüleri kullanarak kendimi geliştirebilirim.							
6	İnternetteki köprüleri kullanarak başka insanların gelişimine katkıda bulunabilirim.							
7	Diğer insanların bloglarını okuyarak önemli ve ilginç bilgiler bulabilirim.							
8	Önemli ve ilginç bilgileri internet aracılığıyla diğer insanlara iletebilirim.							
9	İnternette bulduğum bilgileri soruları yanıtlamak için kullanabilirim.							
10	İnterneti diğer insanların sorularını yanıtlamak için etkili biçimde kullanabilirim.							
11	İnterneti kendi sorularımı yanıtlamak için etkili biçimde kullanabilirim.							
12	Facebook gibi sosyal ağ sitelerini etkili bir iletişim aracı olarak kullanabilirim.							
13	Blogger gibi blog sitelerini etkili biçimde kullanabilirim.							
14	Diğer insanların okuyabileceği ve ilgileneceği blog iletileri yazabilirim.							
15	Sosyal ağları diğer insanlarla iletişime geçmek için etkili bir yol olarak kullanabilirim.							
16	Blogları diğer insanlarla iletişime geçmek için etkili bir yol olarak kullanabilirim.							
17	Blogları kullanarak diğer insanların yaşamları üzerinde olumlu bir etki oluşturabilirim.							

APPENDIX – H: The Turkish Questionnaire Paper 3

BÖLÜM D:

Madde No	Çevrimiçi Bilgi Arama Stratejileri Envanteri	Bana Hiç Uymuyor					Bana Tamamen
		1	2	3	4	5	6
1	İnternette arama yaparken ne yapacağımı bilmiyorum.						
2	İnternette arama yaparken her zaman kaybolmuşum hissine kapılırım.						
3	İnternetten arama yaparken her zaman tedirgin hissederim.						
4	Çevrimiçi olarak aramama nasıl başlayacağımı bilmiyorum.						
5	Web'ten bulduğum bilgiler arasındaki ilişkileri sürekli değerlendiririm.						
6	Farklı web sitelerinden topladığım bilgileri karşılaştırırım.						
7	Bir Web sitesindeki bilginin referans göstermeye değip değmediğine karar veririm.						
8	Web'ten bulduğum verileri nasıl derleyip sunacağımı düşünürüm.						
9	Çevrimiçi aramaya başlamadan önce hedeflerimi belirlerim.						
10	Çevrimiçi aramanın amacını sürekli kendime hatırlatırım.						
11	Bazen aramaya ara verip, hangi bilgilerin hala eksik olduğunu düşünürüm.						
12	Aradığım bilgiden nasıl yararlanacağımı düşünürüm.						
13	Bir veri tabanından aradığım bilgiyi bulamadığım zaman diğer veri tabanlarını denerim.						
14	Aramam başarılı olmayınca başka arama motorlarını denerim.						
15	Yeterli bilgiye ulaşamadığımda, bana referans olabilecek ve bilgiye ulaştırabilecek başka web sitelerini denerim.						
16	Genellikle kullanabileceğim anahtar kelimeleri önceden düşünürüm.						
17	Elimden geldiğince her web sitesinde sağlanan ana düşünceleri seçmeye çalışırım.						
18	Belli başlı bilgiyi yakalamak için Web sayfalarındaki başlıklara ve bağlantılara bakarım.						
19	Belli bir web sitesine onun URL'siyle nasıl bağlanacağımı bilirim.						
20	Internet Explorer veya Netscape gibi bir web tarayıcısını kullanmayı bilirim.						
21	Arama motorları tarafından sağlanan gelişmiş arama seçeneklerini nasıl kullanacağımı bilirim.						
22	Bir web sayfasındaki ana fikirleri yakalayabilmek için başlıklara ve bağlantılarına bakarım.						
23	Arama yaparken ortaya çıkan problemler beni hayal kırıklığına uğrattığı zaman yeni çözümler düşünürüm.						
24	Arama sırasında oluşan herhangi bir sorunu çözmek için elimden geleni yaparım.						
25	Çözemediğim sorunlarla karşılaştığımda genellikle, aramayı bırakırım.						

9. BACKGROUND

1. Personal Details:

Given names	Diyar Farooq Ahmed DALO
College	Physical Education and Sports
Date / Place of birth	10/6/1986 Iraq.
Address	Elazig, Turkey
Gender	Male
Nationality	Iraqi
Telephone number	05538416861
Email	Diyar.daloo@gmail.com

2. Educational:

Level	***Majored in***	***Duration From-To***	***Name of University***
B.Sc.	Physical Education and Sports	*2005-2009*	*Sulaymaniyah University, Iraq*
MSc Master Degree	Physical Education and Sports	*2017-2019*	*Firat University Elazig, Turkey*

3. Skills of Programing:

- Microsoft office
- Network
- Web Site Designer.

4. I know Four Language:

- Kurdish- Mother tongue
- Arabic – very good
- English - very good
- Turkish - very good

5. Experience:

- Worked as a sports unit manager at Cihan Univeristy in Erbil more than Seven Years.

6. Listed of selected Training & Certificates:

- Joined a course in ICDL in Cihan Univeristy in 2012 Erbil.
- Participated a conference [20th International Conference on Advances in sports Engineering and Sports Technology 2018 (ICASEST)] in New work, USA in 08-09 October.
- Participated a conference [IKSAD INTERNATIONAL CONFRANCE] in Malatya, Turkey in 07-09 December 2018 and got certificate.