

## It Behavior of Economics Students in the Internet

<sup>1</sup>Julia V. Stepanov, <sup>1</sup>Irina A. Kodolov and <sup>2</sup>Natalia V. Maklakova

<sup>1</sup>Institute of Management, Economics and Finance, Kazan Federal University, 420008 Kazan, Russia

<sup>2</sup>Institute of Language, Kazan Federal University, 420008 Kazan, Russia

**Abstract:** The study is devoted to the relevance of internet resources of educational, information and entertainment character for the students' audience. The study was aimed at identifying the preferences, goals and needs of students as implemented in the I-net as well as their attitude to modern media. The results of the study are presented in this study.

**Key words:** Internet resources, students of economics, questionnaire survey, sources of information, media, social networks

### INTRODUCTION

In the information society computers are generally available to the public at working places, at schools, at home, etc. In combination with the unlimited access to any research and educational literature, periodicals, databases, supplemented by the office equipment, they become independent infrastructure of all-round development of the individual. Numerous studies show that information technologies-together with audio-visual facilities-create a whole world of behavioral patterns that surround a person every day at home and at work and program his/her activities in the increasing scale (Fernandez *et al.*, 2015). Young people of the information society are able to use a great amount of information in order to achieve their social, professional and other goals. How do modern students realize this chance?

### MATERIALS AND METHODS

Our research studied the relevance of Internet resources of educational, news and entertainment content in the students' environment as well as the preferences, goals and needs of students as realized in the network. We also set the task to find out the alternative sources of information (except the Internet) used by our students. To solve the problems in 2013-15 we conducted a survey among the 1st and 2nd year students who study economics (young men/young women and urban students/rural students groups). About 100 people participated in the survey. In this study, we present the results of the research concerning the young men/young

women group). Our studies show that 100% of the students, regardless of their sex and place of residence, use the resources of the Internet.

The amount of time spent by our students in the Internet per day on average is shown in Fig. 1. On average, young men spend in the global network more time than young women. Thus, 42% of young men and 32% of young women spend 4-5 h a day in the network (Franceschini and Ferreira, 2012). The time spent on communication in the social networks is distributed in the following way: <1h (35%), about 2 h (25%), about 3 h (23%), >3 h (15%). About 3% of the respondents do not communicate in the social networks. 8% of the young men said they did not communicate in social networks. There were no such answers among young women (Fig. 2) concerning the young men/young women group. Moreover, we may conclude that the students use the I-net in order to spend their free time; to organize self-education, to satisfy their cognitive interests; to perform various learning tasks.

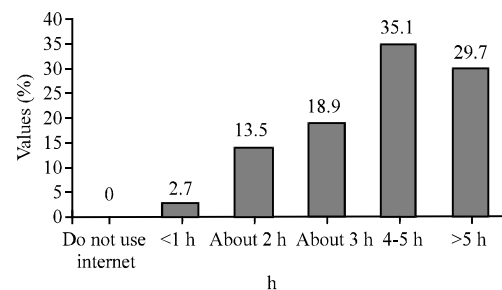


Fig.1: Time spent by students in internet (hours per day)

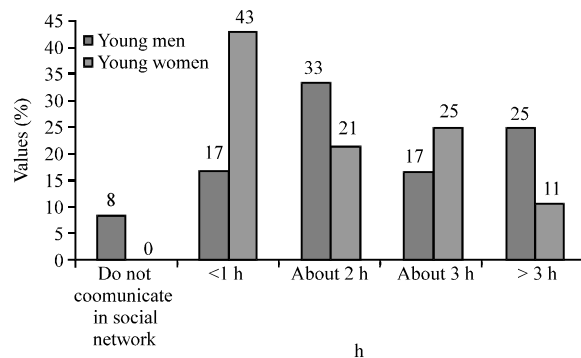


Fig. 2: Time spent in social networks (hours per day)

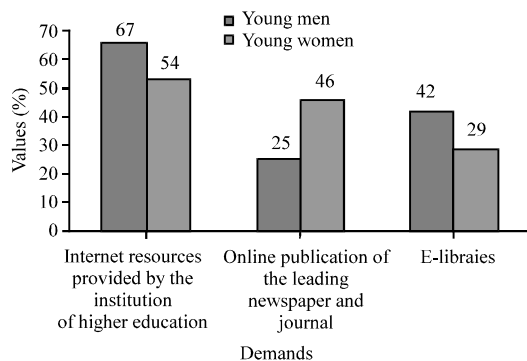


Fig. 3: Demand for internet-resources in education (young men/young women group)

How relevant for students are the educational Internet-resources? Is the search for educational information one of the main motives to use the global network? Among the online resources that can be used in the educational process we identify the following ones: electronic sources provided by the institutions of higher education, online issues of the leading newspapers and journals, electronic libraries. According to the results of our study, 33% of the respondents use electronic libraries, 40% work with online issues of leading newspapers and journals, 58% surf electronic resources provided by institutions of higher education. The results of the survey concerning the young men/young women group are shown in Fig. 3. The use of global information resources by students in order to solve educational problems is mostly related to the search for ready texts in research, reports, journals and so on. This is especially typical of junior students. The preferences of undergraduates are more diverse, they are interested in both bibliographic and full-text databases containing statistical, legal and other targeted and factual information (Onete *et al.*, 2013). The question "Does the Internet help in learning" was answered positively by 84% of male students while 6% of

young women think that it is possible to do without the global network. What Internet resources are of interest for students, except the resources used for educational purposes?

## RESULTS AND DISCUSSION

According to the results, 60% of students use the network to get political information, 45% of them look for sport information, 50% are interested in the information in the educational field, 75% of students search for music and movies in the Internet. Total 23% of the total number of the respondents use the Internet as the source of games. Young men and women are equally interested in news, economic problems, games and music.

However, young men are more interested in sports than young women (75 vs. 32% ) and games (42 and 14%, respectively). The fact that from 28-39% of the respondents who regularly use (according to their answers) Internet resources, could not name even a single specific resource, calls attention (Fig. 4). It seems obvious that the availability and easy accessibility of the required information in the Internet makes one refuse from the search for information in books, journals and other ordinary sources using only the Internet. Is it true? Our next task was to determine whether students today use for educational purposes any sources of information other than the global network. On average, all groups of the students use textbooks most of all to solve their educational problems (92% of the respondents). It is necessary to pay attention to the fact that all groups, regardless of the course, sex and place of residence, use lecture materials least of all (19% of the respondents, all of them are girls) (Fig. 5). A great more girls use journal studys than boys (43 vs. 20%). In general, young women use non-electronic sources of educational information to a greater extent than young men. It should be noted that 85% of young men preferred not to answer this question (compared with 35% of girls).

Our study of value-motivational determinants of IT behavior of future economists, carried in 2013-2015, revealed an interesting fact: students of economics are almost not interested in the participation in economic recovery. Only from 5-13% of the respondents expressed their interest, which is on the last but one place on a scale of their life values (Fig. 6) (Dobrescu *et al.*, 2015). As far as students of economics are the object of our current research we decided to find out if future economist are interested in the economic information? To get information in the field of economy 73% of the respondents use the Internet resources. However, 34% of them could not name any particular resource. The 74% of the students stated

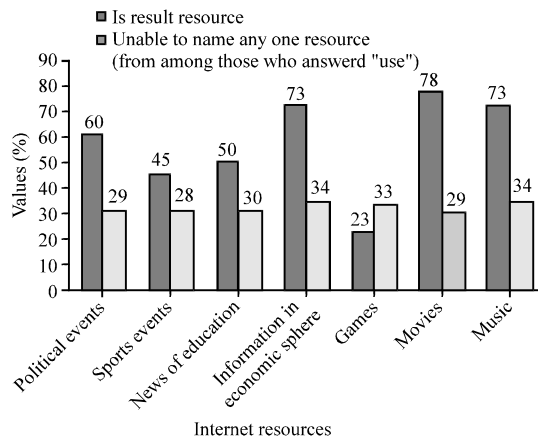


Fig. 4: Internet resources used by students

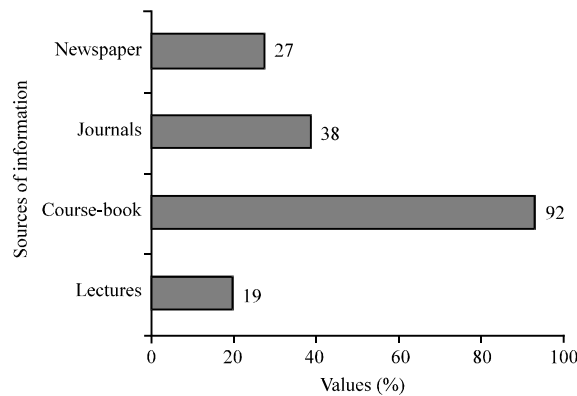


Fig. 5: Sources of information used by students for educational purposes

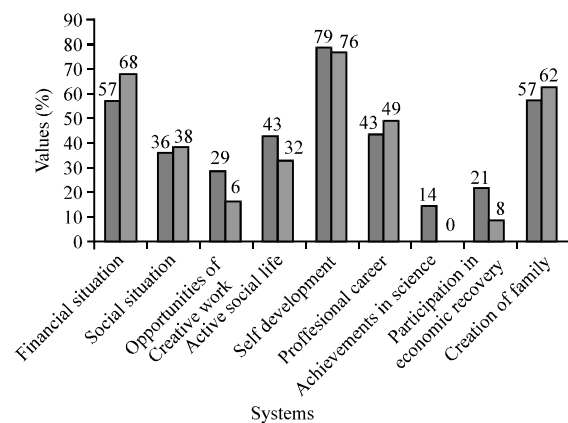


Fig. 6: System of life values of economics students

that in addition to the Internet they use television as a source of economic information, 65% mentioned educational literature, 45% work with economic journals,

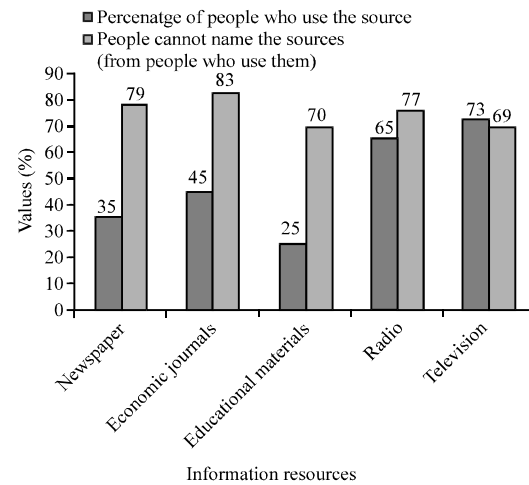


Fig. 7: Information resources used by students to get information in the economic field

35% use newspapers. It should be noted that young men and women use the information from journals and newspapers, radio and television more or less equally. But a lot more girls than boys (79 and 33% respectively) refer to the academic literature. The fact that many students cannot name specific resources again draws special attention (Fig. 7) (Spitzer, 2014).

## CONCLUSION

The study conducted shows that at present the traditional sources of information, such as educational literature, newspapers, journals along with the active use of the Internet resources have not lost relevance among the students. Besides such problems as low interest in the lecture materials, poor orientation in the sources of information, a very large, on average, amount of time spent in the network have been revealed. Modern educational institutions that claim to train professionally competent specialists should strive to create comfortable information environment that can provide access to high quality information resources. However, it is important to understand that the provision of free access to information resources does not guarantee their effective use. In this connection it seems relevant to identify and analyze the main reasons of using the information resources in the student community (Stepanova *et al.*, 2014) The problem of the analysis of the motives of users is complex and cannot be fully considered in the frames of one study. In the future we plan to expand the sample of respondents and to continue our work in this direction.

**REFERENCES**

- Dobrescu, A.I., A.C. Radu, I. Stoica and M. Orzan, 2015. Quantitative research regarding internet usage and its influence on young people behavior: A case study of Romanian students. Proceedings of the 25th International Business Information Management Association Conference on Innovation Vision 2020: From Regional Development Sustainability to Global Economic Growth, May 7-8, 2015, IBIMA Publishing, Osaka, Japan, ISBN:978-0-9860419-4-5, pp: 1583-1597.
- Fernandez, V.T., O.J. Alguacil, G.A. Almaraz, C.J. Cancela and R.M. Delgado *et al.*, 2015. Problematic internet use in University Students: Associated factors and differences of gender. *Addict.*, 27: 265-275.
- Franceschini, A.C.T. and D.C.S. Ferreira, 2012. Behavioral economics: An introduction for behavior analysts. *Int. J. Psychol.*, 46: 317-326.
- Onete, B.C., L. Voinea, R. Dina and D.E. Vlad, 2013. The internet behavior of young people related to use of social media regarding nutritional choice. *Actual Prob. Econ.*, 2: 191-197.
- Spitzer, M., 2014. Information technology in education: Risks and side effects. *Trends Neurosci. Educ.*, 3: 81-85.
- Stepanova, J.V., R.R. Batarshina and E.V. Shustova, 2014. On the Question of Educational and News Content Use Efficiency Concerning Student Environment. In: *Science, Technology and Higher Education: Materials of the IV International Research and Practice Conference*, Stepanova, J.V., R.R. Batarshina and E.V. Shustova (Eds.). Westwood, Canada, ISBN 978-1-77192-050-6, pp: 257-261.