



Micro Field Study Regarding University Students' Online Shopping Behaviours

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ABSTRACT

The rapid spread of the Internet worldwide has created new opportunities in trade. Electronic commerce is different from the traditional trade which provides consumers access to many products as online and irrespective of time and location. However, some consumers don't prefer electronic commerce and persist to prefer traditional trade. This study has been conducted with the aim of searching online shopping tendencies of college students. For this purpose, a conceptual framework has been created by firstly searching the domestic and foreign literature related to the subject. The study group of research consist of 403 students who studying in Babaeski Vocational School. To collect the data, a 21-item questionnaire form developed by the researchers was used and an on-site survey method was applied. The data obtained after the questionnaire were subjected to statistical analysis and the results were interpreted. As a result of the analysis of the data; It has been observed that students prefer electronic commerce especially because it is economical. It has been seen that students mostly prefer the textile industry in electronic commerce and generally use a well-known e-commerce site. There were significant differences between the online shopping behaviours of students and the demographic factors.

Keywords: Electronic Commerce, Online Shopping, Consumer Behavior.

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Üniversite Öğrencilerinin Çevrimiçi Alışveriş Davranışlarına İlişkin Mikro Alan Çalışması

ÖZET

İnternetin dünya çapında hızla yayılması ticarete yeni fırsatlar yaratmıştır. Elektronik ticaret, tüketicilere zamandan ve konumdan bağımsız, çevrimiçi olarak birçok ürüne erişim sağlayan geleneksel ticarettten farklıdır. Bununla birlikte, bazı tüketiciler elektronik ticareti tercih etmemekte ve geleneksel ticareti tercih etmeye devam etmektedirler. Bu çalışma, üniversite öğrencilerinin çevrimiçi alışveriş eğilimlerini araştırmak amacıyla yapılmıştır. Bu amaçla, öncelikle konuyla ilgili yerli ve yabancı literatür araştırılarak kavramsal bir çerçeve oluşturulmuştur. Araştırma grubu Babaeski Meslek Yüksekokulu'nda öğrenim gören 403 öğrenciden oluşmaktadır. Verilerin toplanması için araştırmacılar tarafından geliştirilen 21 maddelik anket formu kullanılmış ve yerinde anket yöntemi uygulanmıştır. Anketten elde edilen veriler istatistiksel analize tabi tutulmuş ve sonuçlar yorumlanmıştır. Verilerin analizi sonucunda; öğrencilerin elektronik ticareti özellikle ekonomik olduğu için tercih ettikleri görülmüştür. Öğrencilerin elektronik ticarete çoğunlukla tekstil sektörünü tercih ettikleri ve genellikle bilinen bir elektronik ticaret sitesi kullandıkları görülmüştür. Öğrencilerin çevrimiçi alışveriş davranışları ile demografik faktörler arasında anlamlı farklılıklar bulunmuştur.

Anahtar kelimeler: Elektronik Ticaret, Çevrimiçi Alışveriş, Tüketici Davranışları.

1. INTRODUCTION

The rapid development of information and communication technologies has affected all areas of life and has led to great innovations in daily economic activity. With the widespread use of the internet, the understanding of trade has changed considerably and the trade with traditional methods has been transferred to the electronic environment. This development in the commercial area provided significant advantages to both businesses and consumers. Customers who shop online can compare products with detailed product information in virtual stores that offer a wide range of products. With the increasing number of users every day, the internet offers consumers and businesses an online trading environment where they can save time and shop. The widespread use of the internet in the economic sector has also affected the purchasing habits and shopping channels of consumers (Turan, 2008). Almost everywhere, the use of online shopping has also become widespread due to the ease of access to internet technology via smart devices such as mobile computers,

mobile phones and tablets. With the increasing number of users shopping through the internet recently, the number of stores selling online has also increased rapidly (Kalakota and Whinston, 1997; Vijayasathy, 2003).

Electronic stores on the internet can sell their goods directly to consumers. Today, many goods that come to mind as food products, dresses, flowers, cars, bus tickets can be sold on the internet (Cakirer, 2013). With its electronic commerce structure, customers can easily buy the product they are interested in without having time and space. Customers who shop online can compare products with detailed product information in virtual stores that offer a wide range of products (Gupta and Cahatarjee, 1997; Archer and Yuan, 2000).

Electronic commerce is one of today's popular working areas. Researchers have been involved in various fields related to electronic commerce. There are many academic studies on electronic commerce and online shopping.

Coskun (2004), in his study, stated that the increase and improve of technical infrastructure supported the increase of goods purchases over the internet positively. In addition to this, it has been concluded that legal arrangements within the scope of electronic commerce will help reduce the security risk in electronic commerce.

Demirel (2010) in his study on students has determined that, students use the internet to research mainly, only a quarter of students have shopping online and gender is an important factor for electronic commerce.

Uzel and Aydogdu (2010) found that consumers with electronic shopping experiences were more moderate to electronic shopping, but all users without this experience have security concerns.

Roman (2010), in a study examining the relationship between different product types and consumer attitudes with the demographic characteristics of consumers, emphasized that individuals with a high level of education and consumers who buy physical products believe that they will not be deceived in online shopping.

Ozguven (2011) found that the attitude of online shopping varies according to the demographic characteristics of consumers. It also concluded that consumers prefer online shopping because they provide the most time savings.

Altuğ and Özhan (2012) concluded that as the rate of online shopping and the amount of spending increase, consumers' perceived risks towards electronic shopping will decrease and the perceived benefit for online shopping will increase.

Izgi and Sahin (2013) stated that those who prefer electronic trades are young and educated people; men's give importance to different things such as many options and favorable prices, while women prefer e-commerce to save on time.

Aksu-Armagan and Turan (2014) stated that there is no gender difference in the rate of preference for electronic exchanges and that the age, education and high income the tendency to shop from the internet increased. They also concluded that the majority did not find internet shopping safe.

Aydin and Derer (2015) have identified the main factors that drive the customer without the sale of products over the internet and concluded that these factors constitute the building blocks of the risk and trust element in the purchasing behavior.

Özhan and Altuğ (2015) tested whether there was a significant relationship between online shopping frequency and participants' demographic characteristics. As a result of the analysis of the data, it was found that there was a significant relationship between the online purchasing behavior and the income levels of the participants and the perceived benefit of the online shopping process was different with the age groups.

Akci and Annac-Gov (2015) have tried to determine their perceptions about electronic commerce in consumers who different demographic characteristic. At the end of the study, it is determined that those who have electronic commerce experience look more positive to e-commerce than those who do not electronic commerce experience.

Omarli (2016), in his study; examined the effect of electronic marketing on consumer purchasing behavior. The results of the study show that the reasons why consumers tend to the electronic markets and the promotional activities in the electronic market have a positive effect on consumer behavior.

Acilar and Turan (2016) compared the use of e-commerce in the European Union countries and Turkey. Use of the Internet for e-commerce in Turkey is less than other European Union countries and concluded that the need to increase awareness of e-commerce.

Acilar (2016) in his study concluded that university students use smartphones commonly. They also noted that more than half of the students surveyed used to shop online

using their mobile phones. It was determined that students who do not shop online using their mobile phones do not shop due to security concerns.

Aliyeva (2017); has been examined the development of electronic commerce in the world and Azerbaijan. Research results, developed countries on electronic commerce It has shown that it is more advantageous than developing countries. At the same time, it has been claimed that Azerbaijan has achieved a 40 percent growth in e-commerce compared to previous years.

Aksogan and Çalış-Duman (2019) concluded that women online shop more than men. However, it was determined that there is a strong and positive relationship between people's daily internet usage time and online shopping rates.

In this study, it is aimed to determine student attitudes towards electronic shopping concept and electronic shopping behavior. Many studies show that electronic commerce, which is widely used in developed and developing countries, is used less in our country. Investigating the reasons for this situation is important in terms of popularizing e-commerce in our country and contributing to the literature. With this aim and importance, firstly a literature research has been conducted. Then, the data obtained by statistical methods were analyzed.

2. MATERIALS AND METHODS

The research population consisted of 403 students studying in different departments of Kırklareli University Babaeski Vocational School. In this study, a questionnaire was prepared as a method of data collection. This method was chosen because it is easier to reach students and information about the research subject can be collected in a short time. A 21-question questionnaire was used to determine the positive and negative aspects of electronic shopping in order to determine students' opinions about electronic shopping. Within the scope of the questionnaire, students were asked about their interest and knowledge levels, electronic shopping situations and frequencies, preferred goods and electronic shopping.

The data collected within the scope of the research were analyzed with the help of statistical package program. In the data conversion process, the data were converted to the appropriate format for the program before performing the analysis. In our study, reliability analysis was performed with alpha test and the coefficient was found to be 0,712. When the reliability coefficient of Ozdamar (1999) is considered, it can be said that the reliability of the

substances is close to medium level. Kolmogorov-Smirnov test was applied to determine whether the data set showed normal distribution. According to Kolmogorov-Smirnov test results, Sig. since the value is <0.5 , it is concluded that the data set does not show normal distribution and in this context, nonparametric tests should be used. Within the scope of nonparametric test, Mann-Whitney U test was processed and the significant findings were interpreted under the research findings.

3. RESEARCH FINDINGS

In this section, the information regarding the data of the research findings are explained with tables. The demographic information of the students are given in Table 1.

Table 1. Demographic characteristics of students

| Gender | <i>f</i> | % | Income | <i>f</i> | % |
|--|------------|------------|----------------------|------------|--------------|
| Male | 149 | 36,9 | 250 - 500 TL | 244 | 60,5 |
| Female | 254 | 63,1 | 501- 750 TL | 104 | 25,8 |
| Total | 403 | 100 | 750 - 1000 TL | 34 | 8,4 |
| Department | | | 1.001 - 1250TL | 14 | 3,5 |
| Office Management and Executive Assistance Program | 78 | 19,4 | Over 1251 TL | 7 | 1,7 |
| Foreign Trade Program | 100 | 24,8 | Total | 403 | 100 |
| Banking and Insurance Program | 130 | 32,3 | Location | | |
| Business Management Program | 47 | 11,7 | Hostel | 242 | 60 |
| Local Governments Program | 48 | 11,9 | Student Home | 94 | 23,3 |
| Total | 403 | 100 | Together with family | 67 | 16,6 |
| | | | Total | 403 | 100 |
| Family Average Monthly Income | | | | | |
| | | | <i>f</i> | | % |
| Less than 1.000 TL | | | 46 | | 11,4 |
| 1.001 TL - 1.500 TL | | | 122 | | 30,3 |
| 1.501 TL - 2000 TL | | | 85 | | 21,1 |
| 2.001 TL - 2500 TL | | | 57 | | 14,1 |
| 2.501 TL - 3000 TL | | | 47 | | 11,7 |
| Over 3001 TL | | | 46 | | 11,4 |
| Total | | | 403 | | 100,0 |

Table 1 shows that 37% of the students are male and 63% are female. Most of the participants are students studying in Banking and Insurance Program (32.3%) and Foreign Trade Program (24.8%). Other participants study in Office Management and Executive Assistant program (19.4%), Business Management program (11.7%) and Local Governments program (11.9%).

When the average monthly income of the students is examined, it is seen that the number of students with an income between 250 TL and 500 TL is quite high (60.5%), while the number of students with an income of more than 1251 TL is quite low (1.7%). The vast

majority of the participants, like 60%, stay in the hostel and it is seen that the average monthly income of their families is between 1000 TL and 2000 TL.

Information on students' technology predisposition and internet shopping is given in table 2.

Table 2. Technology predisposition and internet shopping of students

| Technology Level | Interest | f | % | | Knowledge Technological Services | Level of Products and | f | % | |
|--|------------|----------------------------|------------|---------------------------------|----------------------------------|------------------------------|------------|---------------------------|-------|
| Too much | | 63 | 15,6 | | Too much | | 31 | 7,7 | |
| Much | | 100 | 24,8 | | Much | | 81 | 20,1 | |
| Medium | | 219 | 54,4 | | Medium | | 260 | 64,5 | |
| Little | | 17 | 4,2 | | Little | | 25 | 6,2 | |
| Any | | 4 | 1,0 | | Any | | 6 | 1,5 | |
| Total | | 403 | 100 | | Total | | 403 | 100 | |
| Online Shopping Status | | | | Preferred Products (f) | | | | | |
| | <i>f</i> | <i>%</i> | | <i>Electronic</i> | 53 | <i>Social Activity</i> | 20 | | |
| Yes | 228 | 56,6 | | <i>book,magazine,newspaper</i> | 49 | <i>Souvenir</i> | 43 | | |
| No | 175 | 43,4 | | <i>Clothing</i> | 152 | <i>Food products</i> | 10 | | |
| Total | 403 | 100,0 | | <i>Personal Care and Health</i> | 25 | <i>Home stuff</i> | 16 | | |
| | | | | <i>Travel</i> | 38 | Total | 403 | | |
| Internet-Based Shopping Frequency | | | | | | | | | |
| One or More Weekly | | One or More Monthly | | One or More 3 Monthly | | One or More 6 Monthly | | One or More Yearly | |
| 11 | %4,8 | 58 | %25,4 | 70 | %30,7 | 28 | %12,3 | 61 | %26,8 |

As seen in Table 2, it was found that students' knowledge about technological products and services was at a medium level with a rate of 64.5%, and when students' technology interests were measured, they had a medium interest rate of 54.3%. According to these results, it can be said that there is a significant relationship between students' knowledge about technology and their interest in technology. In addition, it is seen that 56.6% of the participants shop online, 43.4% do not.

According to the research data, the most frequently purchased products by shoppers using the internet are clothing (152 students) and electronic products (53 students); The least preferred products are foods (10 students).

When Table 2 is examined, it is seen that the frequency of online shopping is observed at most once every 3 months (30.7%), once a year (26.8%) and once a month (25.4%). According to this result, it can be said that students do not use the internet very often for e-commerce purposes.

Numerical information about students who make internet shopping according to gender is given in Table 3.

Table 3. Gender and internet shopping

| Online Shopping \ Gender | Male | | Female | | Total | |
|--------------------------|------------|------------|------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Yes | 92 | 61,7 | 136 | 53,5 | 228 | 56,6 |
| No | 57 | 38,3 | 118 | 46,5 | 175 | 43,4 |
| Total | 149 | 100 | 254 | 100 | 403 | 100 |

In Table 3, it is seen that 61.7% of male students and 53.5% of female students prefer internet shopping. Accordingly, it can be said that most of the students of both genders do internet shopping. Moreover, it can be said that male students prefer internet shopping more than female students.

Information on the reasons for students not to prefer internet shopping is given in Table 4.

Table 4. Reasons for not preferring internet shopping

| Reasons | <i>f</i> | % |
|------------------------------------|------------|------------|
| No Need | 77 | 44 |
| Privacy and Security Anxiety | 37 | 21,1 |
| Not seeing the product in place | 35 | 20 |
| Return and Complaint Concerns | 11 | 6,3 |
| No Credit Card | 8 | 4,6 |
| Not enough information | 5 | 2,9 |
| Possibility of Delivery Difficulty | 2 | 1,1 |
| Total | 175 | 100 |

It was questioned why students who did not make purchases via internet did not shop. According to the research, 77 students stated that they did not need it, 37 students stated that they did not see the product on site, 11 students had complaints, 8 students did not have a credit card, 5 students did not have enough information and 2 students did not shop online due to the possibility of delivery problems (Table 4). 44% of the students stated that they do not need to shop online. Accordingly, it can be said that students mostly prefer traditional shopping and thus meet their needs.

Table 5 contains informations on technology knowledge by gender.

Table 5. Gender and technology knowledge

| Technology Knowledge \ Gender | Male | | Female | | Total | |
|-------------------------------|------------|------------|------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Too much | 20 | 13,5 | 11 | 4,3 | 31 | 7,7 |
| Much | 44 | 29,5 | 37 | 14,6 | 81 | 20 |
| Medium | 81 | 54,4 | 179 | 70,5 | 260 | 64,5 |
| Little | 2 | 1,3 | 23 | 9 | 25 | 6,3 |
| Any | 2 | 1,3 | 4 | 1,6 | 6 | 1,5 |
| Total | 149 | 100 | 254 | 100 | 403 | 100 |

When the relationship between gender and technological knowledge level is examined in our study (Table 5), it is seen that 260 students (64,5%) participating in the survey have intermediate level technology knowledge, 81 of them are male (31,2%) and 179 are female (68,8%). However, it is seen that 81 of the students (20%) have much technology knowledge and 31 of them (7,7%) have too much technology knowledge. There are also students who indicate that they have little or no technological knowledge.

Information on technology interest by gender is shown in Table 6.

Table 6. Gender and technology interest

| Technology Interest \ Gender | Male | | Female | | Total | |
|------------------------------|------------|------------|------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Too much | 31 | 20,8 | 32 | 12,6 | 63 | 15,6 |
| Much | 43 | 28,9 | 57 | 22,4 | 100 | 24,8 |
| Medium | 70 | 47 | 149 | 58,7 | 219 | 54,3 |
| Little | 3 | 2 | 14 | 5,5 | 17 | 4,3 |
| Any | 2 | 1,3 | 2 | 0,8 | 4 | 1 |
| Total | 149 | 100 | 254 | 100 | 403 | 100 |

According to Table 6, it is seen that 219 students (54,3%) interest in technology is at a medium level. 32% of the students who stated that their interest in technology was medium level were male and 78% were female. It is seen that 24.8% of the students were very interested in technology, and 15.6% were too much. However, few of the students (5.3%) seem to have little or no interest in technology.

The information regarding the monthly family income level of the students and the status of internet shopping are shown in Table 7.

Table 7. Family income and online shopping

| Online Shopping Family Income | Yes | | No | | Total | |
|----------------------------------|------------|------------|------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Less than 1.000 TL | 28 | 12,3 | 18 | 10,3 | 46 | 11,4 |
| 1.001 TL - 1.500 TL | 57 | 25 | 65 | 37,1 | 122 | 30,3 |
| 1.501 TL - 2000 TL | 45 | 19,7 | 40 | 22,9 | 85 | 21,1 |
| 2.001 TL - 2500 TL | 37 | 16,2 | 20 | 11,4 | 57 | 14,1 |
| 2.501 TL - 3000 TL | 29 | 12,8 | 18 | 10,3 | 47 | 11,7 |
| Over 3000 TL | 32 | 14 | 14 | 8 | 46 | 11,4 |
| Total | 228 | 100 | 175 | 100 | 403 | 100 |

According to table 7, 65,5% of the students who prefer online shopping have family income between 1001 TL and 2500 TL. According to this result, it can be said that students with average family income prefer internet shopping more. In other words, it can be said that students whose families' income levels are below or above average prefer internet shopping less.

Table 8 provides information on the factors that affect purchasing decisions in online shopping by gender.

Table 8. Gender and purchase decision

| Purchase Decision Gender | Male | | Female | | Total | |
|-----------------------------|-----------|------------|------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Reasonable price | 47 | 51,1 | 76 | 55,9 | 123 | 54 |
| Discount coupon | 3 | 3,3 | 4 | 2,9 | 7 | 3,1 |
| Free shipping | 10 | 10,9 | 9 | 6,6 | 19 | 8,3 |
| Security | 12 | 13 | 11 | 8,1 | 23 | 10,1 |
| Fast Delivery | 5 | 5,4 | 14 | 10,3 | 19 | 8,3 |
| Product alternative | 15 | 16,3 | 22 | 16,2 | 37 | 16,2 |
| Total | 92 | 100 | 136 | 100 | 228 | 100 |

As seen in Table 8, half of the men (51,1%) and more than half of the women (55.9%) stated that the price of the product is the most important factor in influencing the purchasing decisions of online shopping. In addition, discount coupons, free shipping and fast delivery appear to have little effect on online purchasing decisions.

Table 9 provides information on the factors that affect purchasing decisions in online shopping by student allowance.

Table 9. Purchase decision and allowance

| Purchase Decision \ Allowance | 250-500 TL | | 501-750 TL | | 751-1000 TL | | 1001-1250 TL | | Over 1251 TL | | Total | |
|-------------------------------|------------|------------|------------|------------|-------------|------------|--------------|------------|--------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Reasonable price | 72 | 57,1 | 36 | 57,1 | 13 | 52 | 1 | 12,5 | 1 | 16,7 | 123 | 53,9 |
| Discount coupon | 4 | 3,2 | 2 | 3,2 | 1 | 4 | 0 | 0 | 0 | 0 | 7 | 3,1 |
| Free shipping | 6 | 4,8 | 10 | 15,9 | 2 | 8 | 1 | 12,5 | 0 | 0 | 19 | 8,3 |
| Security | 12 | 9,5 | 3 | 4,8 | 4 | 16 | 2 | 25 | 2 | 33,3 | 23 | 10,1 |
| Fast Delivery | 10 | 7,9 | 5 | 7,9 | 2 | 8 | 1 | 12,5 | 1 | 16,7 | 19 | 8,3 |
| Product alternative | 22 | 17,5 | 7 | 11,1 | 3 | 12 | 3 | 37,5 | 2 | 33,3 | 37 | 16,3 |
| Total | 126 | 100 | 63 | 100 | 25 | 100 | 8 | 100 | 6 | 100 | 228 | 100 |

Table 9 shows the factors that most affected the purchasing decisions of the students participating in the survey and their monthly average allowance. More than half of the students (56,5%) whose monthly allowance is between 250-1000 TL stated that the appropriate price in internet shopping affects the purchasing decision. Most of the students (66,7%) whose monthly allowance is over 1250 TL stated that security and product alternatives in internet shopping affect their purchasing decisions. It is seen that the factor affecting the purchasing profit the least in internet shopping is the discount coupon (3.1%), just like gender.

Information on the frequency of online shopping and the technological devices used by students in online shopping are shown in Table 10.

Table 10. Shopping frequency and technological device preference

| Shopping Frequency \ Device | Only Computer | | Only Mobile | | Only Tablet | | Both Computer and Mobile | | All of Them | | Total | |
|-----------------------------|---------------|------------|-------------|------------|-------------|------------|--------------------------|------------|-------------|------------|------------|-------------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Once a week or more | 5 | 3,4 | 3 | 6,3 | 0 | 0 | 2 | 8,7 | 1 | 10 | 11 | 4,8 |
| One a per month or more | 36 | 24,5 | 13 | 27,7 | 1 | 100 | 6 | 26,1 | 2 | 20 | 58 | 25,4 |
| One a 3 months or more | 45 | 30,6 | 13 | 27,7 | 0 | 0 | 10 | 43,5 | 2 | 20 | 70 | 30,7 |
| One a 6 months or more | 18 | 12,2 | 7 | 14,9 | 0 | 0 | 3 | 13 | 0 | 0 | 28 | 12,3 |
| One a per year or more | 43 | 29,3 | 11 | 23,4 | 0 | 0 | 2 | 8,7 | 5 | 50 | 61 | 26,8 |
| Total | 147 | 100 | 47 | 100 | 1 | 100 | 23 | 100 | 10 | 100 | 228 | 100 |

As it can be seen in Table 10, it is seen that 147 students (64,5%) use computers, 47 students (20,6%) use mobile phones, 23 students (10%) use both computers and mobile phones, 10 students (4,4%) use all devices and at least 1 student (0,5%) prefers tablet for online shopping.

When the frequency of students' shopping in electronic environment is examined, it is seen that 139 students (60.9%) shop online at least once every 3 months. It is seen that approximately 3 out of 4 (26.8%) of online shopping students buy online goods at least once a year. Looking at these segments with high shopping frequency; It is seen that 64.5% of them use computers for online shopping. In this case, it can be said that the university students participating in the survey do not prefer electronic shopping much and when they do, they complete their transactions with a computer.

Table 11. Knowledge level of technological products and services mann-whitney u test results

| Groups | <i>f</i> | Average of Orders | Total of Order | M-Whitney U | Z | p |
|--------------|------------|-------------------|----------------|-------------|--------|------|
| Male | 92 | 95,95 | 8827,00 | 4549,000 | -4,028 | ,000 |
| Female | 136 | 127,05 | 17279,00 | | | |
| Total | 228 | | | | | |

The findings of the Mann-Whitney U test in Table 11 (mean order: 127.05) indicate that a significant difference in favor of female students (Asymp. Sig.: 0.00) was obtained. In this context, it is possible to conclude that female students have more information about technological products and services than male students.

Table 12. Interest level of technological products and services mann-whitney u test results

| Groups | <i>f</i> | Average of Orders | Total of Order | M-Whitney U | Z | p |
|--------------|------------|-------------------|----------------|-------------|--------|------|
| Male | 92 | 97,93 | 9010,00 | 4732,000 | -3,395 | ,001 |
| Female | 136 | 125,71 | 17096,00 | | | |
| Total | 228 | | | | | |

The findings of the Mann-Whitney U test in Table 12 (mean order: 125.71) indicate that there was a significant difference in favor of female students (Asymp. Sig.: 0,01). In this context, it is possible to conclude that female students have more interest in technological products and services than male students.

When the findings in Table 11 and Table 12 are examined, it is seen that there is a close relationship between the level of knowledge on technological products and services and the relevance of technological products and services.

Table 13. Finding products on the e-trade site gender relation Mann-Whitney U test results

| Groups | <i>f</i> | Average of Orders | Total of Order | M-Whitney U | Z | p |
|--------------|------------|-------------------|----------------|-------------|--------|------|
| Male | 92 | 124,88 | 11489,00 | 5301,000 | -2,109 | ,035 |
| Female | 136 | 107,48 | 14617,00 | | | |
| Total | 228 | | | | | |

As seen in Table 13, the findings of the Mann-Whitney U test (mean order: 124,88) indicate that a significant difference in favor of male students (Asymp. Sig.: 0,03) occurs. This result shows that the rate of male to find the product they want on e-commerce sites is higher than female.

4. CONCLUSION AND RECOMMENDATIONS

In this study, which aims to determine the interests and attitudes of the students about electronic commerce, it is stated that 43.4% of the survey participants did not make purchases on the internet and that the rest of the participants made purchases via the computer at least every three months or more. It is determined that students who do not make purchases on the internet do not need electronic shopping due to reasons such as security needs, security concerns and not seeing the product in storage. Similar this result, Hallikainen and Laukkanen (2018) identified risk perception, past experiences, and not seeing the product onsite as the reasons why people do not shop online. This shows that those who do not shop on the internet have a prejudice against electronic shopping in this regard. Especially since privacy and security factors are very effective in online shopping, businesses should focus on this issue carefully (Liu at al., 2004; Hong and Cho, 2011; Wu at al., 2012).

It is observed that students who shop online mostly buy products such as clothing, electronics and books. The students participating in the survey showed that the most important reasons for choosing electronic commerce were the appropriate price and product alternative factors. In addition, students who shop over the internet have stated that the system is safe, prompt delivery and free shipping solutions affect the purchase decision. Also, the students stated that they often made use of a well-known e-commerce site and search engines before deciding to shop online.

The gender of the participants of the questionnaire is a significant difference in terms of shopping attitude via the internet. Female students' interest in technological goods-services and online shopping rates are higher than male students. The availability of affordable

products for shopping via the internet has influenced the purchasing decision of female students more than male students.

According to the data obtained in this study, which attempts to determine the perspectives of university students towards electronic shopping, it is seen that the number of those who do not prefer shopping on the internet is also high. For this reason, sites that sell online should create a structure with high confidentiality and reliability for consumers who do not have electronic shopping experience, with a wide range of content, and guarantee returns and complaints.

Today, with the rapid development of information technologies, many people can easily access the internet thanks to computers, tablets or smart mobile phones. Companies online sales are inevitable to follow the rapidly advancing technology to take part in the technology ecosystem. Companies need to develop their sales and marketing strategies according to new technologies. Nowadays it is almost obligatory to keep up with the digital age, and marketing over the Internet has become more common than traditional marketing. In this context, it would be a very important decision for companies to develop R & D projects for online sales. Only laptop and desktop computers should not be considered when designing systems that sell online. Smartphones, tablets, pocket computers, PDA devices, smart watches etc. new communication technologies are also tools that can integrate sales-oriented designs over the internet. It is foreseen that online shopping can become widespread by designing applications for such tools, and users will be able to shop online without prejudice by taking the necessary security measures.

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