

The effect of high school students' social media use purpose on entrepreneurship intention

Lise öğrencilerinin sosyal medya kullanım amaçlarının girişimcilik niyetlerine etkisi

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Entrepreneurship plays a crucial role in the economic development of nations and the creation of new employment opportunities. In this context, understanding the impact of social media—widely used both globally and in our country—on young people's perceptions of and intentions toward entrepreneurship is a significant area of study. This research aims to examine the influence of high school students' social media usage and its purposes on their entrepreneurial intentions. For this purpose, the study population consists of 600 senior students enrolled in six public high schools under the Ministry of National Education in Sultanbeyli, Istanbul, during the second semester of the 2023 academic year. Due to absenteeism, it was not possible to reach the entire population; therefore, a random sample of 350 students was selected. Regression, correlation, and variance analyses were conducted to analyze the collected data. The findings indicate that the purposes of social media usage have a significant and positive impact on entrepreneurial intentions. Additionally, among the sub-dimensions of social media usage, "social interaction and communication" and "recognition and being recognized" were found to have a significant and positive effect on entrepreneurial intentions. However, the "educational use" dimension showed no significant impact on entrepreneurial intentions. Finally, the study revealed that students' entrepreneurial intentions significantly differed based on the type of high school they attended.

Keywords: Entrepreneurial intention, social interaction-communication, recognition and recognition

Ulusların ekonomik anlamda kalkınması ve yeni iş olanaklarının oluşması noktasında girişimcilik önemli bir yer teşkil etmektedir. Bu bağlamda Dünya'da ve ülkemizde sıklıkla kullanılan sosyal medyanın ve kullanım amaçlarının gençlerin girişimcilik algılarına ve niyetlerine ne gibi etkilerinin olduğunun bilinmesi önemli bir konudur. Bu araştırmanın amacı, lise öğrencilerinin sosyal medya kullanımlarının ve kullanım amaçlarının girişimcilik niyetlerine etkisini ortaya çıkarmaktır. Bu amaç doğrultusunda bu araştırma evreni olarak 2023 yılı ikinci döneminde İstanbul ili, Sultanbeyli ilçesinde faaliyet gösteren Millî Eğitim Bakanlığı'na bağlı resmi 6 lisenin son sınıfında öğrenim görmekte olan 600 öğrenci seçilmiştir. Araştırmanın örneklemini bu öğrenciler içerisinde rastgele seçilmiş 350 öğrenci oluşturmuştur. Elde edilen verilerin analizlerini yapmak için regresyon, korelasyon ve varyans testleri uygulanmıştır. Yapılan analizler neticesinde ise sosyal medya kullanım amaçlarının girişimcilik niyetine anlamlı ve pozitif bir etkisinin olduğu gözlemlenmiştir. Ayrıca sosyal medya kullanım amaçlarının alt boyutlarından sosyal etkileşim-iletişim amaçlı kullanım ile tanıma ve tanınma amaçlı kullanımın girişimcilik niyetine pozitif yönlü ve anlamlı bir etkisinin olduğu ancak diğer alt boyut olan eğitim amaçlı kullanımın girişimcilik niyetine etkisinin olmadığı gözlemlenmiştir. Son olarak bu öğrencilerin girişimcilik niyetlerinin öğrenim gördükleri lise türlerine göre anlamlı farklılıklar gösterdiği görülmüştür.

Anahtar Kelimeler: Girişimcilik niyeti, sosyal etkileşim-iletişim, tanıma ve tanınma

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1. INTRODUCTION

When we look at the relevant literature in our country and the world, it is seen that studies on entrepreneurship have increased significantly. However, not enough research has been conducted on students at the beginning of their entrepreneurial careers and an earlier age (Şeşen et al., 2014). At this point, it has become important to know to what extent students who will finish their high school education and shape their academic careers have an idea about the entrepreneurship phenomenon. However, in recent years, it has been observed that students studying at the high school level use social media effectively through technological devices such as smartphones, computers, etc. At this point, social networks constitute an effective field of activity among students with entrepreneurial intentions. In addition, it is also important to determine what kind of entrepreneurship perceptions students from different types of high schools in Turkey have according to the high schools they attend, in terms of the professions that these students will prefer in the future. In light of all these reasons, this study aims to determine for what purpose students with entrepreneurial intentions use social media, and there is a lack of sufficient studies in this field in the literature. In this context, the study aims to reveal the extent to which senior high school students use social networks for entrepreneurial intentions and examine the relationship between social network usage purposes and entrepreneurial intentions in various variables.

Today, the development of social networking technologies has caused serious social change. The most prominent aspect of this change is that internet technology provides different opportunities and possibilities than communication tools such as radio, television, and newspapers, which were previously used effectively by societies. Social media platforms, which entered our lives with Web 2.0 technology, are at the forefront of these opportunities (Karal & Koç, 2010).

Social media can be summarized as services, tools, and applications used to interact with others through the Internet. However, it is seen that the purposes of using social media, which are increasing day by day, show differences. The most prominent purposes are communicating with their environment, providing social entertainment opportunities, and obtaining information to contribute to personal development (Boyd & Ellison, 2007). Today, students use social media effectively. Students use social media for purposes such as messaging, keeping up with their friends, following daily events, and making posts (Bal & Biçen, 2017). It has also been observed that individuals are satisfied with social media's information and communication opportunities, unlike traditional media organs (Beheshti-Kashi & Makki, 2013). Different studies have found that individuals who use social networks and internet opportunities professionally provide more professional development than those who do not (Utz & Breuer, 2016).

Social media covers a wide range of purposes. People use social media effectively in many areas, especially in informing and communicating. Social media, which helps people find friends and different social circles according to their interests, allows individuals to create a vast communication network through the social networks they create. In addition to information and communication, people also use social media for business, research, and education. People can access the information they need for business, research, and education purposes easily and quickly without any cost, thanks to social media opportunities. In

addition, thanks to online storage areas and search engines, they can quickly obtain the data they want regardless of time and place (Yavuz, 2020).

With the widespread use of the internet and increased access to information, young people actively engage with social media. Social media platforms play a significant role in shaping their lifestyles, societal habits, and opinions on current issues. However, in recent years, young people have primarily used social media for entertainment purposes. At this point, it has become essential to determine whether they utilize social media to gather information and contribute to their personal development (Kamiloğlu & Yurttaş, 2014). In light of these discussions, identifying the extent to which high school students use social media networks and platforms to gain knowledge about entrepreneurship has become crucial for fostering entrepreneurial individuals who can benefit society in the future. Accordingly, this study aims to examine the extent to which senior high school students use social media with entrepreneurial intentions and to analyze the relationship between their social media usage purposes and entrepreneurial intentions through various variables.

Methodologically, this research consists of two parts: theoretical and practical applications. The theoretical section establishes a conceptual framework focusing on the main topics of social media usage purposes and entrepreneurial intentions. This section is based on a literature review of books, theses, academic articles, journals, and online resources. The second part of the study includes the research implementation and data analysis. A quantitative research methodology was employed in this study. To identify the relationship between dependent and independent variables, the correlational survey model was used. The data were collected through a questionnaire, which consisted of three sections. The first section included demographic items. The second section contained questions from the Social Network Sites Usage Purposes Scale. The final section comprised items related to the Entrepreneurial Intention Scale. After the data collection phase, statistical analysis was conducted using a statistical software package. The percentage and frequency distributions of demographic variables were presented. A correlation test was applied to examine the relationship between the independent variable, the Social Network Sites Usage Purposes Scale, and the dependent variable, the Entrepreneurial Intention Scale. Additionally, multiple regression analyses were performed to determine the impact of the subdimensions of the Social Network Sites Usage Purposes Scale on entrepreneurial intention. Lastly, variance analysis (ANOVA) was conducted to identify significant differences in entrepreneurial intention based on different types of high schools.

1.1. Usage for Social Interaction-Communication Purposes

People with good social character meet and chat with different people. This comes from the need of such people to enjoy and communicate with different individuals without drawing attention to themselves. At this point, social media opportunities fulfill an important function in meeting the socialization needs of individuals (Buluk et al., 2017). Social media tools used today are important for sustaining interpersonal communication. These tools, which allow users to communicate with old friends and make new friends, have paved the way for forming different communication channels. This situation can be shown as an example of the positive aspects of social media.

1.2. Usage for Recognition and Being Recognized Purposes

Another dimension of social media use purpose is recognizing and being recognized. Individuals use social media to be recognized by others and to get to know other people. At this point, while individuals use social media for recognition purposes in order to reconnect with individuals they have known before, share posts with them, and share specific data, some individuals use social media to introduce themselves to different channels. These individuals introduce themselves to different users by sharing their photos, videos, and content through the profiles they create. As a result, these individuals are to establish new friendships and create new circles through these relationships (Ocak et al., 2015).

1.3. Usage for Educational Purposes

The increasing and widespread use of social media sites and applications has paved the way for using this platform for educational purposes. People use these platforms for education, training, and personal development. When the related literature is examined, it is seen that social media positively affects communication conditions between people through the opportunities it provides in terms of accessing and sharing information. In this context, social media contributes to educational activities by having an important function between "student-teacher-resource" (Eren, 2014). In addition, students who use these platforms contribute to their foreign language development with the friends they make from different nations. Social media opportunities increase student-teacher relationships through the tools used in addition to traditional education methods. Through social media-supported education, students can chat online with their teachers and share their inventories of course content (Wikipedia, 2012). Today, social media platforms enable entrepreneurs to access these trainings quickly and easily and are an important source of entrepreneurship education.

1.4. Social Media Usage Purposes of Young People

Social media enables the creation of new channels in social and communal terms every day. Young people frequently use these channels due to their characteristics. In addition, these channels significantly affect young people's lives, styles, and communication styles (Kamiloğlu & Yurttaş, 2014).

Since young people between the ages of 12 and 21 were born in the internet age, the purposes of social media use for these young people should be examined through different variables. For young people in this age range, social media is used for socialization and personal development purposes and as an important tool for accessing, disseminating, and using information. In addition, social media is used as an escape channel for young people's physical and emotional loneliness in their pedagogical period. On these platforms, they can share some of their feelings and thoughts that they cannot share with their families and circles with their friends and followers on social media.

There are some benefits when the opportunities of social media are used consciously by young people. In our country, especially with the pandemic, social media platforms have enabled young people to continue their relations with their peers. In addition, thanks to the lessons they accessed from these platforms, they had the opportunity to share their current knowledge and ideas. Social media has also provided significant benefits in creating friendship bonds for young people who are timid in character and have poor human relations. In addition, young

people using these platforms can communicate with different users in their countries and worldwide. These relationships have created an important source of learning and practice for young people regarding foreign language learning. It has also enabled them to be aware of what is happening worldwide.

Although these platforms benefit young people when used consciously, they can also be harmful when misused. Young people communicate with people with different profiles on these platforms. It is seen that young people who communicate with people they do not know are exposed to different directions by individuals using these accounts. This situation causes severe destruction and deformations in young people. At the same time, it has been observed that young people who communicate with fake profiles are even threatened financially, physically, and emotionally.

Finally, social media is an important tool for young people in today's conditions in terms of student, teacher, and parent triangles in educational processes. When these tools are used correctly, they positively support academic success. However, young people's uncontrolled use of these tools can have damaging consequences for these individuals. It is important for parents to prevent such situations and to identify when these platforms start to harm young people in order to prevent addiction and mental collapse of these young people. Young people in such situations may need to seek professional support.

2. ENTREPRENEURIAL INTENTION

In its simplest form, intention is defined as "a person's motivation to carry out a conscious plan or action." At this point, intention can be explained as the decisions about the future that people realize in their thoughts. In the axis of this explanation, it is important to know the relevant intention in order to know some behaviors and initiatives that individuals want to perform in the future (Propstmeier, 2011). According to a different definition, intention is "the expressions in the minds of individuals of the methods they choose to achieve a certain goal." In the axis of this definition, intention is explained as the fundamental spiritual intuitions of individuals in achieving the success they aim for (Bird, 1988).

Entrepreneurial intention is "a person's motivation to realize a conscious plan or action to start a new business" (Vardar, 2018). In addition, entrepreneurial intention is explained as the motivation of individuals to generate new business ideas and take the initiative to implement them despite the job and career opportunities in their environment. It is an essential feature in terms of entrepreneurial intention for individuals to create their businesses with the ones they will establish. At this point, entrepreneurial individuals tend to establish their businesses (Karshi, 2018).

People with entrepreneurial intentions make their current ventures more valuable and establish new ventures. In addition, these people undertake some studies with the desire to establish their businesses in the future. According to all these objectives, these individuals are willing and eager to establish a venture other than their careers (Turan et al., 2021). Individuals with this intention tend to take risks and start their businesses instead of looking for a job. Considering the related literature, an important relationship exists between starting a new business and entrepreneurial intention. In this context, determining entrepreneurial intention

is a frequently used and proven method for predetermining whether individuals will start a new business (Thompson, 2009).

2.1. Factors Affecting Entrepreneurial Intention

The main reason people pursue entrepreneurship is the urge to make economic gains. However, many variables, such as characteristic features, past experiences, other people, and social capital, influence entrepreneurial intention. In addition to demographic factors such as gender, age, and education, there are also factors such as income and social status (Colombo et al., 2004).

The first factor affecting entrepreneurial intention is age. Although entrepreneurs are found in every age group, the age range of entrepreneurs is generally between 25 and 40 (Shmailan, 2016). This is because young people at the beginning of their business lives have more goals and expectations about the future than older individuals.

Another factor affecting entrepreneurial intention is gender. Men are more willing than women to start a business (Ede et al., 1998). Related research shows that men are more willing to start a business than women. On the other hand, women are less aware of and perceive entrepreneurial opportunities than men (Langowitz & Minniti, 2007). This situation has caused the number of male entrepreneurs to be higher than female entrepreneurs in today's economic life.

Educational status or level, an important variable influencing the decision to become an entrepreneur, is an important process for people to acquire specific skills. In the period we live in, education has an important mission in providing income and increasing the productivity of entrepreneurs. From a social point of view, in societies formed by individuals with a certain level of education, individuals are more willing to generate new ideas and business opportunities. In addition, it is seen that entrepreneurs with higher levels of education are more competent in self-control in their activities than entrepreneurs with lower levels of education. As a result of this situation, educated entrepreneurs can better reflect their skills in the businesses they have established and can better convey predictions to ensure the continuity of their business (Verheul & Carree, 2008).

Another factor affecting entrepreneurial intention is the entrepreneur's personal experience. Individuals with entrepreneurial experience may be more successful than inexperienced entrepreneurs. This can be explained by the fact that experienced entrepreneurs can evaluate their ventures in a wider range thanks to their relationships with competent people in the field, customers, and entrepreneurs doing similar jobs. In addition, entrepreneurs with a wide knowledge network in the field of entrepreneurship will support their ventures by providing more rational perceptions in their activities (Ajzen, 2002).

Finally, socio-cultural factors that affect entrepreneurial intention should also be mentioned. The socio-cultural climate in the country where the individual lives, the perspectives of the country administrators towards entrepreneurs, and the country's general entrepreneurship situation affect entrepreneurs' intentions. In a society that supports entrepreneurship, individuals are more willing to become entrepreneurs (Khuong & An, 2016).

2.2. Perception of Entrepreneurial Intentions of High School Students

An entrepreneur's scope of action is limited by his/her ability to use the education he/she has received, his/her ability to communicate, the opportunities offered to him/her by the society he/she lives in, and the burden of work. At this point, entrepreneurship education affects the attitudes and behaviors of young people regarding entrepreneurship. For these reasons, entrepreneurship education in our country has started to be implemented as a course in primary and secondary schools. Preparing training programs to measure and evaluate the entrepreneurial abilities of high school youth is important for that country to achieve its entrepreneurship-related goals. One of the main objectives of entrepreneurship education programs is to make entrepreneurship a career goal for young people and to make them aware of their entrepreneurial abilities. The fact that young people who choose the right career for themselves can become self-confident, well-performing, and successful when they enter business can be explained by the fact that these young people receive a qualified education (Şirin et al., 2020).

When we consider the relationship between social media and entrepreneurship concepts, one of the variables of this research, in terms of high school students in our country, is that young people tend to realize entrepreneurship digitally. Virtual platforms and rich media opportunities attract the attention of high school youth, and we observe that young people with entrepreneurial intentions start to realize their activities through these platforms. In addition, the number of young people engaging in entrepreneurial activities through these platforms is increasing daily. These entrepreneurs stand out as educated individuals who prefer to do their own business in terms of their intentions (Alan & Boz, 2022).

As a result, it is important that high school students across the country can create their business ideas and that the idea that entrepreneurship can be a career option can be transferred to students. In this context, high school students should be brought together with proven entrepreneurs, high school students should be provided with the opportunity to benefit from the experiences of these entrepreneurs, and young people of this age should be encouraged to give examples from the business lives of globally successful entrepreneurs (Şirin et al., 2020).

2.3. The Relationship between Social Media Usage Purposes and Entrepreneurial Intention

Social media are platforms where individuals and organizations can communicate with each other and share certain content. These platforms are frequently used by organizations, but they also have various uses that enable individuals to produce content. Individuals using these platforms can present their entrepreneurial intentions from interaction and feedback. In this sense, they provide people who aim to become entrepreneurs with the opportunity to put their current thoughts into practice (Kuşay, 2017). In light of these explanations, it can be said that social media reveals entrepreneurial abilities in people. Social media components, which offer opportunities such as the ability to easily share the content created by individuals, introduce themselves to others, and communicate with many people thanks to their vast user network, have become an important activity for entrepreneurship. In addition, social media platforms and applications have made it easier for consumers to reach the products they want and for businesses to communicate with entrepreneurs (Jagongo & Kinyua, 2013).

Research shows that some social media applications and platforms (Facebook, WhatsApp, YouTube, and Instagram) trigger innovative thinking. In addition, Instagram develops the entrepreneurial spirit of women entrepreneurs. As a result, individuals' effective use of these applications enables these entrepreneurs to realize their activities by combining their entrepreneurial spirit and personality traits with their intentions (Erestin & Erat, 2019).

Examining their communication with other individuals and institutions allows a complete understanding of entrepreneurial individuals. However, entrepreneurs need specific information and resources to sustain and succeed in their ventures. At this point, social media opportunities support entrepreneurs in accessing the information and resources they need. Entrepreneurs have also gained the opportunity to implement their small-scale businesses and initiatives that they have established with the relationships they have established through social media through these platforms (Uygun & Özçifçi, 2012).

An important benefit of social networks for entrepreneurs is that they are an important resource for relationships. However, entrepreneurial individuals undertake the important task of identifying structural gaps in these networks and bringing them together. At this point, it is possible to categorize social networks for entrepreneurs into two types. The first is the formal networks of investors, shareholders, employees, and others. The other is informal networks, including families, friends, and other social channels. These networks can be of different sizes and structures. All social networks have the characteristic of being a significant social environment where both emotional and physical togetherness is seen as a whole, and both emotional and material gains are achieved. In addition, in studies conducted on a national basis, it has been observed that entrepreneurial intention is higher in university students who are members of families with entrepreneurs (Şeşen et al., 2014).

When the related literature is examined, it is seen that social networks affect entrepreneurial intention (Table 1). In addition, when the findings of these studies are examined, it is seen that newly established businesses frequently use social networks to ensure their continuity in the sector. Regardless of their purpose, social networks minimize the risks entrepreneurs may face by contributing to their information and capital needs.

As a result, the more strong and weak relationships entrepreneurs have in their social networks, the easier it will be for them to access the needed resources. However, the businesses and initiatives they establish will be more likely to succeed (Uygun, 2019).

3. METHODOLOGY

This section of the study provides information about the method, model, population and sample, data collection tools, and analysis of the available data.

Table 1. Literature review on social media and entrepreneurship concepts

Title	Author(s)	Year
The process approach in using social networks: Evaluating the differentiation of entrepreneurs' usage of social networks	Çitçi, U. S., Çoşkun, R.	2012
The impact of demographic factors and personality on the entrepreneurial intention: A study on students in sport sciences departments	Şeşen, H., H. N. Basım	2012
The social media and entrepreneurship growth	Jagongo, A., Kinyua, C.	2013
Impact of social media applications on small business entrepreneurs	Shabbir, Ms, Ms. Ghazi, Ar. Mehmood	2016
Entrepreneurs' use of internet and social media applications	Mack, E. A., L. Marie-Pierre, K. Redican	2017
Entrepreneurship and social networks: Building the entrepreneurial map of the firms in aksaray organized industrial zone through social network analysis	Akyazi, T. E., H. Karadal	2017
Using social media to promote student entrepreneurship	Surachim, A., R. Hurriyati, L. Lisnawati, S. Sulastri, H. Mulyadi	2018
Social media and entrepreneurship in creative industries	Tajpour, M., A. Salamzadeh, E. Hosseini	2019
The role of social media in entrepreneurship: a conceptual case study	Lupa-Wójcik, I.	2020
The influences of social media on Chinese start-up stage entrepreneurship	Sukumar, A., V. Jafari-Sadeghi, Z. Xu	2021
Social media and entrepreneurship: Exploring the impact of social media use of start-ups on their entrepreneurial orientation and opportunities	Troise, C., L. P. Dana, M. Tani, K. Y. Lee	2022
The effect of the covid-19 pandemic on youth's career assessments and digital entrepreneurial intentions: A quantitative research	Alan, H., Boz, H.	2022

3.1. Research Model

Since this research aims to reveal the effect of social media usage purposes and its sub-dimensions on entrepreneurial intention and its relationship with entrepreneurial intention, the relational survey model, one of the quantitative research methods, was used (Figure 1).

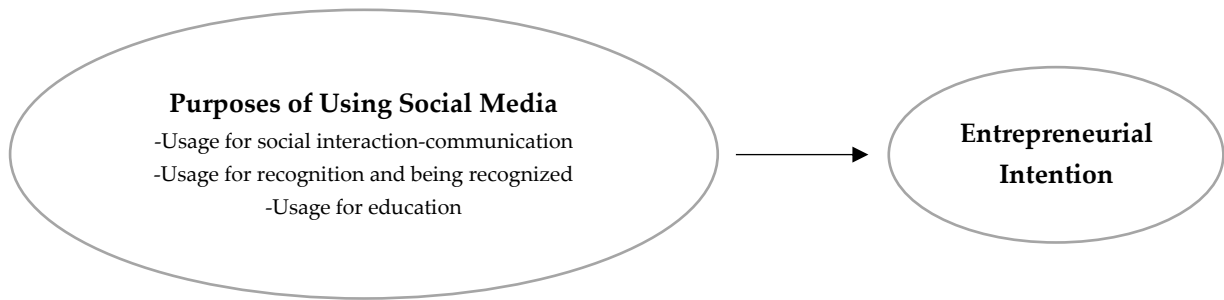


Figure 1. Research Model

3.2. Population and Sample

This study analyzes the relationship between social media usage purposes, sub-dimensions, and entrepreneurial intention. The research population is 600 senior high school students in public high schools affiliated with the Ministry of National Education in Sultanbeyli district of Istanbul province. It is not possible to reach the entire universe because absent students who are only registered to school but do not come to school. For this reason, the study sample consisted of 350 randomly selected senior high school students studying in these institutions. While determining the sample of the study, it was calculated using the calculation formula used to determine the sample size of the studies with quantitative variables, and it was seen that this sample could represent the population of this study at a rate of 95% (Gürbüz & Şahin, 2018). The participants for the research filled out a total of 350 questionnaires, but 30 were excluded from the analysis because they were not filled out correctly.

3.3. Data collection Tools and Techniques of the Research

A questionnaire was used to collect the data for this study, consisting of three parts. The questionnaire, which was applied face-to-face to the participants, consists of 30 questions. For the implementation of the relevant questionnaire form, Bandırma Onyedi Eylül University Social and Human Sciences Ethics Committee's approval numbered 2023-2 and dated 10.03.2023. The first section includes demographic questions about the participants. In the second part, there are questions about the determination of social media usage purposes, and in the last part, there are questions about entrepreneurial intention.

Social Networking Sites Usage Purpose Scale (SNSPSU): In the study, the "Social Networking Sites Usage Purpose Scale" developed by Hasan Karal and Mehmet Kokoç in 2010 was used to determine social network usage purposes. In this scale consisting of a total of 14 questions, the purposes of using social networking sites are addressed in three dimensions: social interaction and communication purposes (8 questions), recognition and being recognized purposes (3 questions), and educational purposes (3 questions).

Entrepreneurial Intention Scale (EIS): The Entrepreneurial Intention Scale, which consists of a total of 6 items and a single dimension, was developed by Linan and Chen (2009) to measure entrepreneurial intention levels and translated into Turkish by Şeşen and Basım in 2012.

3.4. Research Question and Hypotheses

The main question in this research is, "Do the purposes of social media use affect entrepreneurial intentions?". On the axis of this question, the following hypotheses were determined for this research:

- H1: High school students' purposes of social media use and entrepreneurial intention have a significant relationship.
- H2: High school students' social media usage purposes affect their entrepreneurial intentions statistically significantly.
- H3: High school students' use of social media for social interaction and communication purposes has a significant effect on their entrepreneurial intentions.
- H4: High school students' use of social media for recognition and being recognized purposes has a significant effect on their entrepreneurial intention.
- H5: High school students' use of social media for educational purposes significantly affects their entrepreneurial intention.
- H6: High school students' entrepreneurial intentions show significant differences according to the types of high schools they have attended.

4. FINDINGS

In this part of the study, the analyses required to evaluate the research hypotheses and the interpretations of these analyses are presented.

4.1. Frequency Distribution According to Demographic Characteristics

In this part of the analysis, frequency data on the socio-demographic characteristics of the participants are presented. Tables for each variable are not included, and the data are shared as a paragraph.

When we look at the frequency distribution of the participants according to gender, we see that 43.7% (N=180) are female and 56.3% (N=140) are male. The number of female participants is higher than the number of male participants.

When the distribution of the senior high school students participating in the study according to the types of high schools they are studying is examined, 33.4% (N=107) of the participants are technical and industrial vocational high school students and Anatolian high school students. In addition, 15% (N=48) of the participants were imam hip high school students and science and qualified high school students. Finally, 3.2% (N=10) of the participants were from high schools other than the main high school types in which this study was conducted.

When the socio-economic status of the fathers of the participants was analyzed, it was seen that 12.8% (N=41) of the participating students' fathers were not working, 3.4% (N=11) were not alive, 26.3% (N=84) were self-employed, 19.1% (N=61) worked in the public sector and 38.4% (N=123) worked in the private sector. According to the data, when the socio-economic status of the fathers of the participant students is analyzed, it is seen that the fathers of these students primarily work in the private sector (38.4%). Students whose fathers are deceased constitute the lowest group, with a rate of 3.4%.

As another demographic characteristic, the socio-economic status of the mothers of the participants was examined. It was seen that 74.4% (N=238) of the mothers of the participating students were not working, 2.2% (N=7) were deceased, 1.9% (N=6) had a job of their own, 7.8% (N=25) worked in the public sector, and 13.8% (N=44) worked in the private sector. In addition, the socio-economic status of the mothers of the participant students was examined, and the students whose mothers were not working ranked first with a rate of 74.4%. Students whose mothers were self-employed constituted the lowest group with a rate of 1.9%.

While 7.8% (N=25) of the participants spent less than 1 hour on the Internet, 47.8% (N=153) used the Internet for 2-3 hours. 44.8% (N=142) of the participants use the Internet for 4 hours daily. It is also seen that 92.2% of the participants spend 2 hours or more on the Internet daily.

Of the participant students, 18.4% (N=59) use the Internet for lessons and homework, 59.7% (N=191) for social media sharing sites, 0.3% (N=1) for project and performance assignments, 10.9% (N=35) for game sites and 10.6% (N=34) for other sharing sites. Accordingly, students use the Internet most for social media sites (59.7%) and least for homework and projects (0.3%).

When the findings related to another variable are analyzed, 22.8% (N=73) of the participant students have taken a course on entrepreneurship before, while 77.2% have not. This data shows that most of the sample group participating in the research (77.2%) have not taken any entrepreneurship courses.

Finally, 59.4% (N=190) of the participants use the Instagram platform, 10.6% (N=34) use the Youtube application, 12.5% (N=40) use the Twitter platform, 15.6% (N=50) use Whatsapp, and 1.9% (N=6) use the Facebook application. According to these data, the sample group uses the Instagram application the most (59.4%) and the Facebook application the least (1.9%).

4.2. Kurtosis-Skewness, Mean, and Standard Deviation Values of the Scales

Before determining the relationship between the two research variables, it is important to analyze the distribution of the data belonging to the scales used in the research data analysis and determine whether these values' distribution is expected. In addition, kurtosis and skewness values between +1.5 and -1.5 are considered normal as normality values (Tabachnick et al., 2013).

According to Table 2, the arithmetic mean of the scale for social networking sites' usage purposes is 2.5199, and the arithmetic mean of the entrepreneurial intention scale is 2.3073. For the standard deviation values of the questionnaire, the standard deviation value for the social networking sites usage purposes scale is 0.38854, and the standard deviation value for the entrepreneurship intention scale is 0.61170. In addition, when the table is examined, it is seen that the kurtosis and skewness values of the mean of the items of the social networking sites usage purposes scale (Skewness: 0.243; Kurtosis: 0.697) and the kurtosis and skewness values of the mean of the items of the entrepreneurial intention scale (Skewness: 0.709; Kurtosis: 0.244) are within the acceptable value range and the data are typically distributed. As a result, the normality value of the data obtained from the scales was found to be suitable for parametric tests to be performed for the hypotheses of this research.

Table 2. Kurtosis-skewness, mean and standard deviation values of scales

Normality Values	N.P.	Mean	S.D.	Kurtosis		Skewness	
	Value	Value	Value	Value	S.E.	Value	S.E.
Purposes of Using Social Media	320	2.519	0.669	0.243	0.136	0.697	0.272
Entrepreneurial Intention	320	2.307	0.937	0.709	0.136	0.244	0.272

N.P.: Number of participants, S.D.: Standard deviation, S.E.: Standard error

4.3. Reliability Tests of the Scales

A reliability test was conducted to determine the internal consistency of the Likert-type questions belonging to the social networking sites' usage purposes scale and entrepreneurial intention scales used in this study. This test shows the consistency of the answers and whether the test is repeatable. In this context, Cronbach's Alpha coefficient value was examined to determine the reliability of this analysis. If this value between 0 and 1 is lower than 0.40, it indicates that the scale is not reliable; if it is between 0.40-0.60, the reliability of the scale is low; if it is between 0.60-0.80, the scale is quite reliable, and if it is higher than 0.80, the scale is highly reliable (Kalaycı, 2016: 403-405).

Table 3. Reliability values of scales

Reliability Tests	Cronbach Alfa	Items
Purposes of using social media	0.831	14
Usage for social interaction-communication	0.773	8
Usage for recognition and being recognized	0.670	3
Usage for education	0.685	3
Entrepreneurial intention	0.914	6

As can be seen in Table 3, the Cronbach's Alpha coefficient for the social networking sites usage purposes scale is 0.831, and the Cronbach's Alpha coefficient for the entrepreneurial intention scale is 0.914. According to these results, it is seen that the reliability of both scales is high ($0.80 \leq \alpha$). In addition, the Cronbach's Alpha coefficient for social interaction and communication purposes is 0.773, the Cronbach's Alpha coefficient for recognition and being recognized purposes is 0.670, and the Cronbach's Alpha coefficient for educational purposes

is 0.685. These values show that the items belonging to the sub-dimensions of the social networking sites usage purposes scale ($0.60 \leq \alpha < 0.80$) can be accepted as reliable.

4.4. Kaiser-Meyer-Olkin (KMO) and Bartlett's sphericity analysis

The Kaiser-Meyer-Olkin (KMO) test was conducted to determine whether the data obtained from the sample selected for the research were suitable for factor analysis. The condition of $0.60 < \text{KMO}$ is required for factor analysis. In addition, "Barlett Sphericity Analysis" which is the criterion of whether the sample is sufficient or not, is used to test the suitability of the relationships in the correlation matrix for factor analysis. According to the data generated by the relationships between the variables, significance ($p < 0.05$) is required for factor analysis (Gürbüz & Şahin, 2018).

Table 4. Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity analysis

Measurement		SNSPSU Scale		EI Scale
KMO Value	0.837	Social interaction-communication	0.829	0.887
		Recognition and being recognized	0.594	
		Education	0.616	
Approximate Chi-Square Value	1253.099	Social interaction-communication	503.565	1352.061
		Recognition and being recognized	171.007	
		Education	180.951	
Degree of Freedom	91	Social interaction-communication	28	15
		Recognition and being recognized	3	
		Education	3	
Significance	<0.001	Social interaction-communication	<0.001	<0.001
		Recognition and being recognized	<0.001	
		Education	<0.001	

According to Table 4, the KMO value of the SNSUPS scale is 0.837, and the KMO value of the GN scale is .887. These results show that these sample values are sufficient for factor analysis. In addition, Barlett's Test of Sphericity results show that $p < 0.001$ (Approx. Chi-Square $\chi^2 = 1253.099$) for the SNSUPS scale and its sub-dimensions and $p < 0.001$ (Approx. Chi-Square $\chi^2 = 1352.061$) for GN scale. According to these results, the matrix formed by the relationship between the variables was significant and appropriate for factor analysis.

4.5. Hypothesis Testing

This study conducted a correlation analysis to determine the relationship between social networking sites' usage purposes and entrepreneurial intention. Correlation analysis determines the direction and degree of the relationship between variables (Tekin, 2009: 102).

Table 5. Correlation analysis of variables

Variable		1	2
Purposes of using social media (1)	Significance	-	
	Pearson r	1	
Entrepreneurial Intention (2)	Significance	<0.001	-
	Pearson r	0.299**	1

According to Table 5, the significance rate is less than 0.05 in the correlation analysis. This shows that there is a significant relationship between the two variables of the research. In addition, the correlation value of 0.299** shows a positive relationship between these two variables. According to the result of this analysis, the hypothesis "H1: There is a significant relationship between social media usage purposes of senior high school students and entrepreneurial intention "is accepted.

The study conducted multiple regression tests to predict the relationship between the sub-dimensions of social media usage purposes and entrepreneurial intention. Regression analysis explains how the independent variable affects the dependent variable (Durmuş et al., 2013).

Table 6. Multiple regression analysis of variables

Model	Sub dimensions	(β)	t	p	Tolerance	VIF	F	R ²
1	Social interaction-communication	0.234	4.290	<0.001	0.559	1.790	10.539	0.062
	Recognition and being recognized	0.156	2.146	0.033	0.559	1.790		
	Education	0.117	1.608	0.109	0.559	1.790		

When Table 6 is examined, the sig. value was found to be $p < 0.05$ in the multiple regression analysis, and this value shows that social media usage purposes have a positive and weakly significant effect on entrepreneurial intention. In addition, the adjusted R² value is 0.062. This value shows that social media use can explain 6% of entrepreneurial intention (Gürbüz & Şahin, 2018). As a result, the hypothesis "H2: Social media usage purposes of senior high school students affect their entrepreneurial intentions in a statistically significant way" was accepted. In addition, it was found that social interaction-communication purposes ($\beta = .243$; $p = .000$) and recognition and being recognized purposes ($\beta = .156$; $p = .033$) had a positive and statistically significant effect on entrepreneurial intention. However, it was observed that using social media for educational purposes ($\beta = .156$; $p = .033$) did not affect entrepreneurial intention. According to these results, while the hypothesis "H3: Social interaction - communication purposes of high school seniors' social media use has a significant effect on entrepreneurial intention" and the hypothesis "H4: Recognition and recognition purposes of high school seniors' social media use has a significant effect on entrepreneurial intention" are accepted, the

hypothesis "H5: Educational purposes of high school seniors' social media use has a significant effect on entrepreneurial intention" is rejected.

An independent sample one-way analysis of variance was conducted to determine whether the entrepreneurial intentions of the senior high school students participating in the study showed a significant difference according to the high school types they were studying. One-way analysis of variance (ANOVA) reveals whether there is a statistically significant difference between at least two of the mean values of more than two independent groups (Can, 2018).

Table 7. Analysis of variance (ANOVA) of variables

Type of School	N	X	Ss	Source of Variance	KT	Sd	KO	F	p
Technical and Industrial Vocational HS (1)	107	2.338	0.998	Inter groups	13.050	4	3.262	3.843	0.005
Imam hatip HS (2)	48	2.569	0.980						
Science and Qualified HS (3)	48	2.541	0.901	Total	280.450	319	-		
Anadolu HS (4)	107	2.051	0.804						
Other High Schools (5)	10	2.333	1.039						
Total	320	2.307	0.937						

According to Table 7, it is seen that there is a significant difference in the entrepreneurial intentions of senior high school students according to the type of high school they are studying ($F=3.843$; $p<0.05$). According to this result, the hypothesis "H6: Entrepreneurial intentions of senior high school students show significant differences according to the types of high schools they have studied" is accepted. In addition, the LDS test was conducted to determine according to which high school types students' entrepreneurial intentions differ. According to the results of this test, it was found that the entrepreneurial intention perceptions of Anatolian High School students ($X: 2,05$) were lower than those of Technical and Industrial Vocational High School students ($X: 2.54$), Imam Hatip High School ($X: 2.56$) and Science and Qualified High Schools ($X: 2.54$).

5. CONCLUSIONS AND RECOMMENDATIONS

Although social media is a new area in today's business world, it is a topic frequently discussed. Today, businesses frequently use social media opportunities to increase their competitiveness in the market and the value of their organizations. This situation has caused

social media to create a new and wide area for the business world. Social media, which has broad usage potential in terms of its characteristics, is an important resource for entrepreneurs because it enables them to collect information about their businesses and grow their newly established businesses. In addition, entrepreneurs can benefit from the important functions of social media networks, such as generating new business ideas and seeing opportunities in the market thanks to their interaction and communication opportunities. Especially in recent years, social media opportunities have created a rapid field of activity for entrepreneurs to promote and present their products by enabling them to communicate with their customers. This enables social media to be used as entertainment, interaction-oriented platforms, and commercial marketing tools. By using these platforms as a commercial tool, entrepreneurs aim to bring their businesses to a position where they can profit and have a say in the market.

Thus, young people frequently use the developing and widespread internet and social media, affecting their lifestyles and communication styles. At this point, the effects of social media on young people and their business and professional lives at later ages is a subject that many researchers frequently examine. In our country, high school students frequently use social media. Therefore, it is important to determine the career goals of senior high school students and to determine to what extent they are influenced by these platforms in their university preferences. In addition, it is also an important area of research to discover the effects of social media on these students' development as entrepreneurs who contribute significantly to their countries' development and economic development and to discover their entrepreneurial characteristics. In the axis of these explanations, this research aims to determine the effect of senior high school students' use of social networks and their purposes of use on their entrepreneurial intentions.

The first part of the study discusses the purposes and sub-dimensions of social media use, social media use and entrepreneurial intention in Turkey, factors affecting entrepreneurial intention, and high school students' perceptions of entrepreneurial intention. At the end of this section, theoretical information on the relationship between social media usage purposes and entrepreneurial intention and the related literature review were included. In the next part of the study, the method and findings of this research are presented. The research was conducted on different types of high schools operating in the Sultanbeyli district of Istanbul province. The primary purpose of the research is to reveal whether there is any relationship between the social media usage purposes and entrepreneurial intention of the students in the population and sample of the research and to determine the effects of these two variables on each other. The statistical program analyzed and interpreted the data obtained from the research sample.

As a result of the correlation analysis conducted in this context, it was concluded that there is a positive and significant relationship between the two variables of the research, social media usage purposes and entrepreneurial intention. Therefore, the first hypothesis of the research, "H1: There is a significant relationship between the purposes of social media use and entrepreneurial intention of senior high school students," is accepted. The multiple regression analysis conducted to reveal the effect of social media usage, which is the independent variable of this research, and its sub-dimensions on entrepreneurial intention show that social media usage purposes have a positive and weakly significant effect on entrepreneurial intention ($p < 0.05$). In addition, it was found that social media use can explain 6% of entrepreneurial intention ($R^2 = 0.062$). As a result, the study's second hypothesis, "H2: Social media usage

purposes of senior high school students affect their entrepreneurial intentions in a statistically significant way," was accepted. In addition, it was concluded that the use for social interaction-communication purposes and recognition and being recognized purposes, which are sub-dimensions of social media usage purposes, have a positive and significant effect on entrepreneurial intention. However, the other sub-dimension, the use for educational purposes, does not affect entrepreneurial intention. According to this result, while the H3 and H4 hypotheses of the study are accepted, the H5 hypothesis is rejected. Finally, as a result of the variance analysis, it is seen that there is a significant difference according to the high school types that the senior high school students in the sample are studying. According to this result, the hypothesis "H6: Entrepreneurial intentions of senior high school students show significant differences according to the types of high schools they have studied" is accepted, and these analysis results are similar and compatible with Surachim et al., 2018; Troise et al., 2022; Jagongo & Kinyua, 2013; Tajpour et al., 2019; Sukumar et al., 2021; Alan & Boz, 2022; , Çitçi & Coşkun, 2012).

Social media affects young people in many ways today. Although young people use these platforms primarily for entertainment and interaction, they are frequently exposed to the marketing activities of many brands and organizations on these platforms. Therefore, it has been observed that young people who participate in these activities as potential customers take the companies and initiatives that carry out these activities as examples. Thus, it has enabled young people to realize their entrepreneurial potential by identifying opportunities in the current market and increasing their awareness of entrepreneurship. At this point, the effect of social media usage of high school youth, which is the primary purpose of the research, on possible entrepreneurship and entrepreneurial intentions stands out as an important factor. According to the results of the analysis obtained from this study, the social media usage of young people positively affects the entrepreneurial intentions of this age group, albeit at a low level. Therefore, it is concluded that the entrepreneurial intentions of high school students differ according to the types of high schools they have attended and that the social media platforms they use affect their entrepreneurial intentions and perceptions.

The theoretical contributions of this study to the existing literature can be expressed as follows:

- Social media usage has a positive effect on entrepreneurial intention,
- The use of social media for interaction-communication and recognition-being recognized purposes has a positive and significant effect on entrepreneurial intention,
- Unlike other similar studies, this study contributes by being conducted on high school students and thus being exemplary research for relevant teachers and academicians.

Entrepreneurs have an important mission for our country to improve economically. At this point, young people who want to realize entrepreneurial activities should effectively use social media and opportunities that allow them to promote their entrepreneurial ideas and the businesses they will establish. In addition, the entrepreneurial abilities of young people should be recognized at an early age, and necessary measures should be taken to guide young people with entrepreneurial potential within these characteristics. It is undeniable that social media is actively used, especially by Generation Z youth. Therefore, in parallel with the results of this research, it is important to examine the use of social media in terms of entrepreneurial intention in more detail to identify individuals who use social media platforms for

entrepreneurial purposes and to provide these individuals with the necessary training opportunities related to entrepreneurship. Integrating entrepreneurship, which has recently been included in the high school curriculum as a course in our country, more widely into all high school types will increase the entrepreneurship perceptions of these young people. In addition, analyzing the social media platforms that students use most frequently and increasing their entrepreneurship-related content will increase their awareness of entrepreneurship. Within the scope of this research, the following suggestions can be made to researchers:

- Conducting this study on the effect of social media usage purposes on entrepreneurial intention at different educational levels (associate, undergraduate, graduate, etc.) will contribute to the relevant literature.
- In addition to this study, to obtain new and different results, it is recommended that this study be applied to different types of high schools other than the ones where it was applied.
- It is important for graduate students to produce results by conducting new studies on this research topic to investigate social media usage purposes and entrepreneurial intention with its sub-dimensions.

This study was conducted in a limited number of high schools in the Sultanbeyli district of Istanbul province. Therefore, it should be considered that conducting this study in a different and larger population and sample may yield different results.

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