TRT Akademi

ISSN: 2149-9446 **e-ISSN:** 2458-9284 **Başlangıç:** 2016 **Yayın Aralığı:** Yılda 3 Sayı **Yayıncı:** Türkiye Radyo Televizyon Kurumu

Dergide ara



174B 675B 39 75

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MAKALE

TRT akademi

ISSN 2149-9446 | Volume 07 | Issue 14 | January 2022 | Social Media

The Relationship Between Individual Innovation and Intellectual Capital in Social Media: The Case of Faculty of Fine Arts and Architecture Students at Necmettin Erbakan University

Zehra ÖZKEÇECİ[*] - Ebru CAYMAZ[**] - Fehmi Volkan AKYÖN[***]

Abstract

This article investigates knowledge acquisition via social media and its relation with the term individual innovation. Social media, which includes different digital platforms, is used extensively by young people to access information in the virtual world and connect with each other in this environment. Based on these developments, the aim of this study is to reveal the relationship between people's cultural capital competencies and orientations through social media and individual innovation. Therefore, the role of Bourdieu's theory and terminology in the digital age dominated by social media will be discussed. The data for this research was obtained by the method of a questionnaire. The research population consists of students studying at the Faculty of Fine Arts and Architecture at Necmettin Erbakan University. The 324 students determined by the purposive sampling method represent the research sample. Findings indicate that students explain cultural capital with attitude in social media and define individual innovation behaviour as leading to new ideas.

Keywords: Individual Innovation, Intellectual Capital, Cultural Capital, Social Media, Knowledge Accumulation

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Özkeçeci, Z., Caymaz, E. & Akyön, F. V. (2022). The Relationship Between Individual Innovation and Intellectual Capital in Social Media: The Case of Faculty of Fine Arts and Architecture Students at Necmettin Erbakan University. TRT Akademi, 7 (14) , 212-235. Retrieved from https://dergipark.org.tr/tr/pub/trta/issue/68274/1030000

Research Paper

Recieved: 29.11.2021
Revised: 19.12.2021
Accepted: 17.01.2022

TRT akademi

ISSN 2149-9446 | Cilt 07 | Sayı 14 | Ocak 2022 | Sosyal Medya

Sosyal Medyada Bireysel İnovasyon ve Kültürel Sermaye İlişkisi: Necmettin Erbakan Üniversitesi Güzel Sanatlar ve Mimarlık Fakültesi Öğrencileri Örneği

Zehra ÖZKEÇECİ
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Öz

Bu makale, sosyal medya aracılığıyla bilgi edinimi ve bireysel inovasyon arasındaki ilişkiyi incelemektedir. Farklı dijital platformları bünyesinde barındıran sosyal medya, özellikle gençler tarafından sanal dünyadaki bilgilere erişmek ve bu ortamda birbirleriyle bağlantı kurmak için yoğun olarak kullanılmaktadır. Bu nedenle, sosyal medyanın hâkim olduğu dijital çağda Bourdieu'nün teori ve terminolojisinin rolü de tartışılacaktır. Söz konusu gelişmelerden hareketle bu çalışmanın amacı, insanların sosyal medya aracılığıyla oluşturdukları kültürel sermaye yeterlilikleri ve yönelimlerinin bireysel inovasyonla olan ilişkisini ortaya koymaktır. Araştırmada verileri elde etmek için anket tekniği kullanılmıştır. Araştırmanın evrenini Necmettin Erbakan Üniversitesi Güzel Sanatlar ve Mimarlık Fakültesi'nde okuyan öğrenciler oluşturmaktadır. Amaçlı örnekleme yöntemi ile belirlenen 324 öğrenci ise araştırmanın örneklemini temsil etmektedir. Bulgular, öğrencilerin kültürel sermayeyi sosyal medyadaki tutum ile açıkladıklarını ve bireysel inovasyon davranışını yeni fikirlere yol açma olarak tanımladıklarını göstermektedir.

Anahtar Kelimeler: Bireysel İnovasyon, Entelektüel Sermaye, Kültürel Sermaye, Sosyal Medya, Bilgi Birikimi

Araştırma Makalesi

Geliş Tarihi: 29.11.2021
Revizyon Tarihi: 19.12.2021
Kabul Tarihi: 17.01.2022

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1. Introduction

With the developments in communication technologies, people's lifestyles and cultures are also changing and developing. Social media tools that we inherit with communication technologies are not only inventions used by people, but also tools that reinvent people and, thus, cultures (Baban, 2012, p. 71). Therefore, mostunctions of culture should be evaluated from the perspective of communication tools. In this context, revealing the relationship between communication and cultural capital, which are important instruments of social structure, and determining their levels highlight the importance of this study.

This article deals with knowledge acquisition via social media and its relation with the term individual innovation. It is aimed to present the accumulation of intellectual capital through social media and whether there is a relationship between individual innovation and intellectual capital acquired through social media. Firstly, Bourdieu's (1986) concept of capital and its recent equivalents are examined in order to provide a more detailed definition of the subject matter. Subsequently, the proliferation of social media and its importance during pandemic lockdowns are briefly discussed. Based upon source research, a number of examples are presented that indicate a connection between knowledge accumulation, media use and innovation. The next section discusses the term intellectual capital from a critical point of view.

2. The Definition and the Types of Capital

The basic meaning of the word 'capital' can be explained as the sum of material and symbolic commodities that are considered valuable in society and perceived as valuable by everyone. As a power tool, it establishes a bridge between the individual and society since society is shaped and differentiated by the distribution of capital in which individuals tend to constantly increase capital (Silva and Edwards, 2004). According to Bourdieu (1986), capital plays a role as a social relation. The concept of capital is defined as a part of class segregation and examined under three categories: social, economic, and cultural. Therefore, "capital" stands for the location of the individual in a social space or field. As Bourdieu focused on class society and the production process, the field was defined as the place of social practice (Bongaertz, 2014, p. 59).

The term intellectual capital is understood in different ways since it is intangible and cannot be measured accurately (Frykman and Tolleryd, 2010). According to a recent research, there is an indirect cause and effect relationship between value

creation and intellectual capital (Tawy and Tollington, 2012, p. 241–259). While structural capital includes the structures and processes that employees develop and use to be innovative and productive, human capital includes the professional skills, knowledge, innovativeness and experience of employees within an organisation (Boujelbene and Affes, 2013, p. 45-53.).

The various forms of capital were subordinate instruments of social exchange in which economic and symbolic capital exist alongside social and cultural capital. Namely, there are grey areas between these types of capital, and they can be mixed and converted with each other. For instance, when someone with high economic capital previously gains better access to education and culture, this higher position becomes visible in symbolic capital –in the habitus-, which Bourdieu researched extensively (Reitz, 2017). The social position in social space is shown by the clothes, the image and the prestige. This habitus is not innate but is learned through socialisation and experience and is shaped by the position of the specific class. It is assumed that despite attempts to rise to a higher class through education, the habitus reveals if someone comes from the lower and middle classes or belongs to the high society or the upper class (Reitz, 2017).

However, when corporations mention intellectual capital, financial services companies, or insurance companies, the primary focus is on establishing capital in a solely material sense. In a knowledge society, intellectual capital naturally serves to create value in the form of profits. Bourdieu as a sociologist, on the other hand, asked what resources are available to people in society in general. He was interested in the network of social relations that exchange and mix through the forms of capital (Kramer, 2011, p. 43). Kramer, in his discussion of Bourdieu's educational theory, asserts that:

> *"...the interdependence of the educational field with other fields: Here, we would be particularly concerned with the interdependence of the educational system with ot her fields of social space (e.g., the political field or the economic field) and with determining more precisely the relation of external functions served and their inherent logical absorption and refraction by the institutions of the educational system."* (Kramer, 2011, p. 350)

When the cultural capital studies are closely examined, it is seen that there are generally educational sciences or sociological studies. However, it is challenging to evaluate cultural acquisitions independently from social media nowadays.

3. Social Media and the Accumulation of Knowledge

There are countless scholarly sites, learning platforms, and continuing education opportunities."Alongside the countless negative impact debates, positive impact ideas also exist almost unnoticed, such as the assumption that Internet penetration is an indicator of the level of development and performance of societies. The educational potential and diversity of information offerings are also undisputed - provided that recipients have the will and the necessary media competence to use the offerings wisely for their own goals" (Schweiger and Fahr, 2013, p. 10).

From past to present, the extant literature suggests that knowledge can be created through combinations based upon existing knowledge (Nerkar, 2003; Kogut and Zander, 1992; Schumpeter, 1934). Therefore, exploiting external knowledge has become a combination of complementary inputs of external knowledge to internal knowledge (Kuo et al., 2018, p. 262-263). On the other hand, organisational learning literature asserts that both knowledge combination and accumulation enable access to valuable knowledge (Savino et al., 2017; Dosi et al., 2008, p. 54 -75).

There is also much information circulating in the widespread social media, which goes beyond the conventional superficial offer of entertainment and influencers. Knowledge is thus permanently accumulated via social media. On the other hand, there is also a tendency to skip stages of one's own knowledge acquisition and ignore the necessary development steps. However, this means that essential learning processes for synapse formation have become absent. The problem with all retrievable knowledge is the missing filter that separates important from unimportant information. Besides, there is no guarantee that the retrieved data meets scientific standards (Çalışkan, 2021).

Most users who need information for a scientific paper or research click on a search program and usually end up on pages like Wikipedia. However, most universities do not allow their students to cite search programs as a scientific source since the anonymous editing of articles and contributions and the information not identified by name make it difficult to determine whether the authors are competent enough to cite. It is not uncommon to find content that is inserted by copy and paste without indicating authorship. Also, there are no methods to find the qualification of the authors. Furthermore, there is no quality assurance, and the contributions can be constantly edited and changed (Smuzka, 2020).

The ideological factor and attempts at manipulation via knowledge transfer should not be underestimated as well. There are alleged forum guards on Wiki-

pedia who are responsible for determining the contents that can be published. Ultimately, working scientifically means using certain research methods for verification and falsification; it does not mean disseminating incontrovertible truths. Thus, knowledge accumulation becomes a political factor, and intellectual capital becomes a political and economic factor. However, even with recognised sources, it is difficult to verify the truthfulness of information or correctly cite the used sources. (Khella, 2011, p. 143) Shared prior knowledge is based on trust, not on one's research, which in turn is based on this transmitted knowledge.

4. Cultural Capital During the COVID-19 Pandemic

In times of repetitive lockdowns, the potential of digitally accumulated knowledge transfer became apparent (APA, 2021). A large part of communication and thus educational transfer took place through programs on the Internet; this affected all levels of education from elementary school to university students and networked research programs. School lessons were transferred to a virtual environment, along with lectures and scientific conferences.

The technological possibilities also accelerate information transfer, which can take place globally in almost real-time, linking people in different continents. As a result, the accumulation of knowledge reaches disproportionately more people than in the analogue age. For young people, in particular, using social media is as natural as eating and sleeping. During lockdowns, they have learned with various learning apps and platforms (Çalışkan, 2021). The conditions of social distancing have increasingly gone from being the exception to the rule. Moreover, a recent study highlights that students have continued to develop their social and cultural capital through online education (Abidin, 2020, p. 15-18).

5. The Definition of the Term Individual Innovation

Innovation is considered as the ability to adapt to change, and innovations, which is also among the lifelong learning skills, and is seen as the reaction of individuals or institutions to innovation and change, while individual innovation is the individual's willingness to adopt, benefit from, or behaviour towards the new and it is expressed as a positive response to innovation (Çengel, 2016). In this context, individual innovation can be expressed as "the perception of any product, service or idea as new by a person". Therefore, individual innovation is a discipline with the ability to learn and apply. An intellectual innovation of individuals' acceptance of it as an innovation depends on the behaviour of individuals towards innovation. In this case, the adequacy of the individual's knowledge level,

experience in the relevant field, thinking skills, adopting the problem and having a solution are prerequisites for individual innovation to occur (Şentürk et al., 2016, p. 173-198). These conditions lead individuals in one social system to accept any innovation earlier than another. Thus, individuals who are not aware of the gains from innovation are considered as individuals who are aware of the gains (indirect adopters) but have not yet truly accepted them (Işık and Türkmendağ, 2016, p. 70-99; Mattsson et al., 2005, p. 357-381).

It is underlined that in order for an idea or product to be considered an innovation, it is not necessary to consider whether the implementer is the pioneer. Employers and employees may have different perceptions of quality, expectation, production, etc. (Rogers, 2003). The environments in which this situation is in question will cause some difficulties for businesses to achieve their goals (Otara, 2011, p. 21-24). In an innovation orientation research, during the interviews with experts, it was concluded that the negative factors of the managers were more than the positive ones and that there were too many negative variables such as market risk, the resistance of employees, increasing costs for the sake of change and innovation (Siguaw et al., 2006, p. 556-574).

Within the framework of the concept of individual innovation, the literature focuses on the personality traits of the individual, his behaviours towards accepting and using the innovation. In this sense, individual innovation is defined as the development, acceptance or application of an innovation (Yuan and WooAPan, 2010, p. 323-342; Kılıçer and Odabaşı, 2011, p. 150-164). Innovation adoption categories have been handled differently by researchers working on innovation diffusion, but the classifications have led to ambiguity and inconsistency since individuals in the society show different characteristics in terms of innovation. Due to these differences, individuals may adopt any innovation earlier or later, be more or less willing to change, and take more or fewer risks (Chen et al., 2006, p. 331-339).

6. Method

This study, which measures the relationship between students' individual innovation behaviour and social media cultural capital accumulation, is constructed as cross-sectional and quantitative research. The research population consists of students studying at the Faculty of Fine Arts and Architecture of Necmettin Erbakan University. The research sample was selected by the "purposive sampling method" and was calculated by taking into account the 5% margin of error and 95% confidence level. In order to increase the quality of the research data and

ensure the validity and reliability of results, the data were collected through a questionnaire by interviewing the participants face to face. In the study, 2 scales and 1 demographic information form were used (Kılıçer and Odabaşı, 2010, p. 150-164; Seyfi, 2017, p. 183-194). 324 questionnaires were sent to students. The reliability analysis results indicate a high level of reliability (alpha=,832).

Table 1. Critical Thinking Tendency and Attitudes to Cope with Stress Scale Reliability

Cronbach's Alpha	N of Items
,832	35

Research hypotheses are given below:

Main hypothesis

H1: There is a relationship between students' social media cultural capital accumulation and individual innovation behaviour.

Sub-hypotheses

H2a: There is a significant difference in the social media cultural capital accumulation averages according to gender variables.

H2b: There is a significant difference in the gender variable of individual innovation behaviour mean.

H3a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of receiving scholarships.

H3b: There is a significant difference in the individual innovation behaviour average according to the variable of receiving a scholarship.

H4a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of attendance in cultural activities.

H4b: There is a significant difference in the individual innovation behaviour average according to the variable of attendance in cultural activities.

H5a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of page membership.

H5b: There is a significant difference in the averages of individual innovation behaviour according to the variable of page membership.

H6a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of page management.

H6b: There is a significant difference in the individual innovation behaviour average according to the variable of page management.

H7a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of student communities.

H7b: There is a significant difference in the individual innovation behaviours averages according to the variable of student communities.

H8a: There is a significant difference in the social media cultural capital accumulation averages according to the variable of departments.

H8b: There is a significant difference in the individual innovation behaviours averages according to the variable of departments.

Whether the data set was normally distributed was tested with the Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) normality tests at a confidence level of 95%. (Kolmogorov-Smirnov =0.001, Shapiro-Wilk = 0.017). If the p-value obtained as a result of the tests is less than 0.05, it is concluded that the data do not fit the normal distribution. Therefore, non-parametric tests were used in the analyses since the outcome was not normally distributed.

6.1. Factor Analysis

Exploratory factor analysis is applied to reduce a minimum amount of basic dimensions, summarise, and reveal new structures to facilitate the interpretation and repetition of the relationship between multiple variables considered to be related. First of all, exploratory factor analysis was performed for both scales, and sub-dimensions explaining our research were determined.

When observing our Table 2, it was determined that our data structure was suitable for factor analysis (KMO = 0.831) as a result of the applied KMO test. Due to the Bartlett sphericity test, it was seen that there were significant relationships between our variables. Furthermore, significant factors could be obtained as a result of factor analysis

Table 2. Individual Innovation Behavior (IIB) Factor Analysis KMO and the Bartlett Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,831
Bartlett's Test of Sphericity	Approx. Chi-Square	2624,905
	Df	190
	Sig	,000

There are 4 important factors with an eigenvalue greater than 1, and the scale can be explained in 4 dimensions as a result of the applied factor analysis. According to this, the opinion leader (OL) variance was 21,286% in the 1st dimension. Adventurer (AD) variance was 15,220% in the 2nd dimension .The Creative and Original (CO) variance was 14,733% in the 3rd dimension. And in the 4th dimension, the dominant (AP) variance was 8,227%; thus, it is understood that the power of all factors to explain the research variance is 59,446%.

Table 3. Individual Innovation Behavior (IIB) Total Variance Disclosure Rate

		Converted Results	
Factors	Total	Explained Variance (%)	Total Explained Variance (%)
OL	4,257	21,286	21,286
AD	3,044	15,220	36,506
CO	2,947	14,733	51,239
AP	1,645	8,227	59,466

The factor analysis results of the Social Media Cultural Capital Scale (SMCCS) "KMO and Bartlett's "Test are given in Table 4.

Table 4. SMCCS's KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,836
Bartlett's Test of Sphericity	Approx. Chi-Square	1874,839
	Df	105
	Sig	,000

Our data structure was determined to be suitable for factor analysis with the KMO test applied primarily (KMO=,836). As a result of the Bartlett Test of Sphericity, it was seen that there were significant relationships between our variables, and significant factors could be obtained as a result of factor analysis.

Table 5. SMCCS Total Variance Explanation Rate

Factors	Total	Explained Variance (%)	Total Var. (%)
SMA	3,075	20,500	20,500
CA	2,883	19,220	39,720
CT	2,868	19,119	58,839
CO	2,947	14,733	51,239
AP	1,645	8,227	59,466

There are 3 important factors with an eigenvalue greater than 1, and the scale can be explained in 3 dimensions as a result of the applied factor analysis. The 1st dimension explained 20,500% of the social media attitude (SMA) and variance. The 2nd dimension explained cultural awareness (CA) and 19,220% of the variance. The 3rd dimension explained Cultural Trends (CT) and 19.119% of the variance. The power of all factors to explain the research variance was 58.839%.

4 sub-dimensions of the BI Scale and 3 sub-dimensions of the SMCCS are among the scales we use. The coefficients obtained from the analysis were reviewed and interpreted. Accordingly, it has apparently been laid out.

6.2. Correlation Analyses

Considering the relationship between Social Media Cultural Capital Accumulation and Individual Innovation Behavior, it was determined that there was a low-level relationship between OL and SMA and CT, and a very low-level relationship between OL, SMA and and CA. A low-moderate relationship was found between AD and SMA, CA and CT, while a very low-level relationship was found between AP and only CT. A very low negative correlation was found between CO and CT.

Accordingly, hypothesis number H1 (There is a relationship between students' social media cultural capital accumulation and individual innovation behaviour) was partially accepted.

Table 6. Scale Correlations

	SMA	CA	CT
OL	,245**	,187**	,239**
AD	,215**	,207**	,308**
CO	,004	-,147**	-,061
AP	,081	,014	,147**

As a result of the correlation analysis, a negative relationship was found between the age variable of the students and the SMA and CT dimensions. Hence , as it progresses, it is seen that SMA (-.327**) and CT (-.121*) have very low-level negative correlations. Although no relationship was found between grade point averages and social media cultural capital sub-dimensions, only a very low and negative relationship was found between AP (-,116*), which is one of the Individual Innovation sub-dimensions.

6.3. Demographic Results

According to the results of the t-test for gender status, it is understood that the differences among genders are significant only in the D sub-dimension.

(p=.003); Accordingly, it is understood that the mean of female (3.60) students is significantly higher than the average of male (3.26) students. In other factors, the differences between the means are not significant. The averages of all factors are shown in the table.

Accordingly; hypothesis number H2a (There is a significant difference in the Social Media Cultural Capital accumulation averages according to the gender variable) was rejected. Hypothesis number H2a (There is a significant difference in the mean of the gender variable of individual innovation behaviour) was partially accepted.

Table 7. Gender Variable t-Test Results

Factors	Gender	N	$\overline{X}$	SS	Sd.	p
SMA	Female	84	3,2738	,97531	,10642	,447
	Male	238	3,3950	,95384	,06183	
CA	Female	86	4,1163	,76955	,08298	,943
	Male	238	4,1989	,41833	,02712	
CT	Female	86	3,5953	,91625	,09880	,945
	Male	238	3,6454	,79511	,05154	
OL	Female	84	3,9881	,61339	,06693	,963
	Male	238	3,9496	,64184	,04160	
AD	Female	86	4,3744	,46405	,05004	,338
	Male	238	4,3529	,39465	,02558	
CO	Female	85	2,8706	,85510	,09275	,483
	Male	234	2,7468	,73088	,04778	
AP	Female	84	3,6012	,99632	,10871	,003
	Male	237	3,2637	,95949	,06233	

6.4. Scholarship Status

According to the test results, a significant difference was found among CA (0.042), OL (0.04) CO (0.021) and D (0.031) factors. Therefore, the mean of those who said "yes" in the CA factor (4.13) was higher than the mean of those who said "no" (4.19), the mean of those who said "yes" in the OL factor (3.80) was higher than the mean of those who said "no" (4.02) and the mean of those who said "no" in the AP factor. On the other hand, the mean of those who said "yes" (3,20) was statistically lower than the mean of those who said "no" (3,42). In the CO factor, the mean of those who said yes (2.95) was significantly higher than the mean of those who said no (2.70). No statistically significant difference was found in other factors.

Accordingly; hypothesis number H3a (There is a significant difference in the Social Media Cultural Capital Accumulation average according to the variable of receiving scholarships) and hypothesis H3b (There is a significant difference in the individual innovation behaviour average according to the variable of receiving a scholarship) were partially accepted.

Table 8. Scholarship Test

Factors	Scholarship	N	$\overline{X}$	SS	Sd.	p
SMA	Yes	104	3,3389	,97413	,09552	,971
	No	215	3,3686	,94807	,06466	
CA	Yes	106	4,1305	,52453	,05095	,016
	No	215	4,1984	,54200	,03696	
CT	Yes	106	3,5887	,77476	,07525	,327
	No	215	3,6447	,85372	,05822	
OL	Yes	104	3,8038	,72887	,07147	,019
	No	215	4,0233	,58199	,03969	
AD	Yes	106	4,3792	,45601	,04429	,257
	No	215	4,3395	,39372	,02685	
CO	Yes	104	2,9555	,85277	,08362	,021
	No	212	2,7058	,70724	,04857	
AP	Yes	105	3,2048	1,01122	,09869	,031
	No	213	3,4225	,94911	,06503	

6.5. Attendance in Culture, Art, etc. Activities on Social Media

According to the t-test results we conducted for the participation in cultural activities of the Social Media Cultural Capital and Individual Innovation sub-dimensions, it is seen that it is not significant only for the CO sub-dimension, but for all other sub-dimensions.

Accordingly, there are statistically significant differences between the means of students who participate in cultural activities (3,62) and those who do not (3,15) in the SMA sub-dimension, participants (4.25) and non-participants (4.11) in the CA sub-dimension, participants (4.00) and non-participants (3.34) in the CT sub-dimension; those who agree (4.09) and those who do not agree (3.83) in the BIF1 sub-dimension, those who agree (4.45) and those who do not agree (4.28) in the AD sub-dimension. As seen in these dimensions, social media cultural capital and individual innovation attitudes of the participants in cultural activities are higher except for one sub-dimension.

Therefore; hypothesis number H4a (There is a significant difference in Social Media Cultural Capital Accumulation averages according to the variable of

Attendance in Cultural Activities) was accepted.Hypothesis number H4b (There is a significant difference in the individual innovation behaviour average according to the variable of attendance in cultural activities)was partially accepted.

Table 9. Results of Attendance in Culture, Art, etc. Activities on Social Media Variable

Factors	Scholarship	N	$\overline{X}$	SS	Sd.	p
SMA	Yes	141	3,6223	,83965	,07071	,000
	No	180	3,1583	,99049	,07383	
CA	Yes	143	4,2517	,45488	,03804	,008
	No	180	4,1130	,58500	,04360	
CT	Yes	143	4,0084	,66327	,05547	,000
	No	180	3,3444	,82070	,06117	
OL	Yes	143	4,0993	,58183	,04865	,000
	No	180	3,8389	,65710	,04898	
AD	Yes	143	4,4587	,38699	,03236	,000
	No	180	4,2844	,38401	,02862	
CO	Yes	138	2,7446	,76920	,06548	,386
	No	180	2,7896	,75389	,05619	
AP	Yes	141	3,5461	,93331	,07860	,001
	No	180	3,2167	,97325	,07254	

6.6. Cultural Activity Page Membership

According to the test results of SMA (0.042), CA (0.04) and CT (0.000) factors, a significant difference was detected. Accordingly, the mean of those who said "yes" in the SMA factor (3.49) was higher than the mean of those who said "no" (3.29), the mean of those who said "yes" in the CA factor (4.32), the mean of those who said "no" (4.11) and the CT factor. On the other hand, the mean of those who said "yes" (3.91) was statistically higher than the mean of those who said "no" (3.50). No statistically significant difference was found in the CO factor.

Therefore; hypothesis number H5a (There is a significant difference in the Social Media Cultural Capital Accumulation averages according to the variable of Page Membership) was accepted.

Hypothesis numberH5b (There is a significant difference in the Individual Inno-

vation Behaviour averages according to the variable of Page Membership) was rejected.

Table 10. Results of Cultural Activity Page Membership

Factors	Scholarship	N	$\overline{x}$	SS	Sd.	p
SMA	Yes	102	3,4975	,96952	,09600	,042
	No	222	3,2939	,94924	,06371	
CA	Yes	102	4,3203	,33225	,03290	,004
	No	224	4,1109	,59204	,03956	
CT	Yes	102	3,9118	,75022	,07428	,000
	No	224	3,5045	,82797	,05532	
OL	Yes	100	4,0080	,64255	,06425	,284
	No	224	3,9295	,63347	,04233	
AD	Yes	102	4,3941	,44894	,04445	,134
	No	224	4,3375	,39778	,02658	
CO	Yes	101	2,6881	,79030	,07864	,052
	No	220	2,8205	,75010	,05057	
AP	Yes	102	3,5000	,96472	,09552	,065
		221	3,2805	,97609	,06566	

6.7. Page Management

According to the t-test results for being a page manager or not, it is understood that there are significant differences in the sub-dimensions of CA (.025), CT (.000), BİFL (.000), AD (.008) and AP (,025). Accordingly, the mean of those who said "yes" in the CA factor (4.27) was higher than the mean of those who said "no" (4.14). The mean of those who said "yes" in the CT factor (4.03) was higher than the mean of those who said "no" (3.51) and the mean of those who said "no" in the OL factor (3.51). The mean of those who said "yes" (4.23) is higher than the average of those who said "no" (3.87). The mean of those who said "yes" in the AD factor (4.46) is higher from the mean of those who said "no" (4.32) and the mean of those who said "no" is "yes" in the AP factor. The mean of those who say "no" (3.56) is statistically higher than the mean of those who say "no" (3.28). No statistically significant difference was found in the CO factor.

Therefore; hypothesis number H6a (There is a significant difference in the Social Media Cultural Capital Accumulation averages according to the variable of Page Management), and hypothesis number H6b (There is a significant difference in the average of individual innovation behaviour according to the variable of Page Management) were partially accepted.

Table 11. Results of Page Management

Factors	Page Man	N	$\overline{X}$	SS	Sd.	p
SMA	Yes	73	3,5068	,94278	,11034	,164
	No	251	3,3147	,96101	,06066	
CA	Yes	73	4,2763	,52353	,06128	,025
	No	253	4,1476	,53346	,03354	
CT	Yes	73	4,0384	,71621	,08383	,000
	No	253	3,5146	,81862	,05147	
OL	Yes	73	4,2384	,61883	,07243	,000
	No	251	3,8709	,61831	,03903	
AD	Yes	73	4,4630	,37547	,04394	,008
	No	253	4,3241	,42080	,02646	
CO	Yes	72	2,7135	,63163	,07444	,694
	No	249	2,7977	,79861	,05061	
AP	Yes	72	3,5625	,77794	,09168	,025
	No	251	3,2888	1,01943	,06435	

6.8. Activity in Student Communities

According to the test results for being active or not in the student community, it is understood that there are significant differences in the sub-dimensions of SMA (.000), CT (.000), OL (.001) and AD (.000). Accordingly, those who are active in the SMA sub-dimension (3.63), those who are not (3.23), those who are active in the CT sub-dimension (3.94), those who are not (3.48), and those who are active in the OL sub-dimension (4.12), those who are not (3, 12). 86), those in the AD sub-dimension (4.48) and those who are not (4.30) were significantly higher. In other factors, the differences between the averages are not significant.

Therefore; hypothesis number H7a (There is a significant difference in the Social Media Cultural Capital Accumulation averages according to the variable of Student Communities) and hypothesis number H7b (There is a significant difference

in the Individual Innovation Behaviours averages according to the variable of Student Communities) were partially accepted.

Table 12. Results of Page Management

Factors	Communities	N	$\overline{x}$	SS	Sd.	p
SMA	Yes	109	3,6307	,92646	,08874	,000
	No	213	3,2312	,94432	,06470	
CA	Yes	109	4,2492	,32681	,03130	,292
	No	215	4,1364	,61035	,04163	
CT	Yes	109	3,9468	,75701	,07251	,000
	No	215	3,4837	,81141	,05534	
OL	Yes	109	4,1266	,58605	,05613	,001
	No	215	3,8660	,64410	,04393	
AD	Yes	109	4,4807	,39545	,03788	,000
	No	215	4,3033	,38127	,02600	
CO	Yes	108	2,7384	,72375	,06964	,606
	No	211	2,7909	,77969	,05368	
AP	Yes	109	3,3349	1,07595	,10306	,751
	No	212	3,3750	,91054	,06254	

6.9. Differences According to the Departments

According to the Kruskal Wallis analysis results, there is a significant difference between the group and only in the CA (.002) factor. According to Tamhane's post hoc test, the averages of the "Interior Architecture and Environmental Design" and "Radio TV Cinema" departments were found to be significantly higher than the Graphic Design Department. Differences between other sections are not statistically significant.

Accordingly; hypothesis number H8a (There is a significant difference in the Social Media Cultural Capital Accumulation averages according to the variable of Departments) was partially accepted. Hypothesis number H8b (There is a significant difference in the Individual Innovation Behaviours averages according to the variable of Departments) was rejected.

Table 13. Results of Kruskal Wallis Analysist

Test Statisticsa,b							
	SMA	CA	CT	OL	AD	CO	AP
Chi-Square	9,483	23,098	9,003	3,830	2,360	15,487	14,341
df	7	7	7	7	7	7	7
Asymp. Sig.	,220	,002	,252	,799	,937	,063	,055
a. Kruskal Wallis Test							
b. Grouping Variable: DEPARTMENT							

Table 14. Department Means

Departments	N	Mean	Std. Deviation	Std. Error
Interior Architecture and Environmental Design	25	4,3600	,36222	,07244
Painting	33	4,2677	,54794	,09538
Radio TV Cinema	23	4,3406	,29076	,06063
Ceramic	22	4,1591	,45273	,09652
Graphic	29	3,9138	,49925	,09271
Traditional Turkish Arts	28	4,1548	,33923	,06411
Architecture	99	4,1094	,68145	,06849
City and Regional Planning	67	4,2338	,45139	,05515
Total	326	4,1764	,53316	,02953

Table 15. Results of Tamhane's Post Hoc for CA factor

10	(J) DEPARTMENT	Mean Difference (I-J)	Std. Error	Sig.
Graphic	Interior Architecture and Environmental Design	-,44621*	,11766	,011
	Painting	-,35388	,13301	,245
	Radio TV Cinema	-,42679*	,11077	,010
	Ceramic	-,24530	,13383	,881

	Traditional Turkish Arts	-,24097	,11272	,657
	Architecture	-,19563	,11526	,938
	City and Regional Planning	-,32004	,10787	,122

7. Conclusion and Suggestions

When the factors are examined, the attitude factor of the social media cultural capital scale and the individual innovation scale are found as the most critical factors. According to these results, it can be assumed that students explain cultural capital with "attitude in social media" and define individual innovation behaviour as leading to new ideas. When questions about the opinion leader were examined, they expressed that they were consulted, were creative persons, took leadership responsibilities and were effective personalities in the group.

When the correlation analysisis examined, the correlation between SMA, the 1st factor of cultural capital in social media, and Individual Innovation sub-dimensions, with OL (.245**) and AD (.215**), although low level positive appears to be related. Likewise, it is perceived that the socio-media cultural capital sub-dimensions of the opinion leader (OL), which is the 1st factor of Individual Innovation, have a very low positive correlation with CA (.187**) and a low-level positive correlation with CT (.239**). Based upon this finding, it is understood that there is a partial and low-level relationship between cultural capital and individual innovation behaviour in social media, which is one of our main research objectives.

The main hypothesis of our research is that there is a relationship between the cultural capital accumulation of the students and their individual innovation behaviour. It turns out that the hypothesis was partially accepted. Among our sub-hypotheses, only three hypotheses were rejected, which are H2a: There is a significant difference in the Social Media Cultural Capital Accumulation average according to the gender variable, H5b: There is a significant difference in the Individual Innovation Behavior averages according to the variable of the page membership, and H8b: There is a significant difference in the Individual Innovation Behavior averages according to the variable of Departments. Other hypotheses were either fully or partially accepted.

It is seen that the gender differences of the students are not effective in the accumulation of cultural capital in social media. However, it is partially effective in individual innovation behaviour. According to the results of the cultural capital accumulation and innovation behaviour of the scholarship students in cultural

social media, it is understood that the average of the students who do not receive a scholarship is higher in (SMCCS) factors. However, the averages of those who received scholarships in the CO factor, and those who did not receive scholarships in the DM factor, are high. According to the research results, it is seen that participation in cultural activities in social media is important, and it is understood that it is cultivated in both cultural capital and innovation behaviour. It has been determined that social media page membership has no effect on innovation behaviour but contributes to cultural capital accumulation. According to another result of the research, it is observed that both the cultural capital accumulation and individual innovation behaviour of students who are page managers in social media are high. In the departments, it is understood that only one factor (CA) makes a difference in (SMCCS), and the Interior Architecture and Environmental Design and Radio TV Cinema Departments have higher averages than the Graphic Design section.

Social media played a supporting role during the continued lockdowns, with video platforms such as Zoom, Skype, or Jitsi. They were practical methods that enabled individuals to communicate as efficiently as possible under the conditions of the COVID-19 lockdowns. Humans are social beings who thrive on relationships and deteriorate in isolation (Çalışkan, 2021). The question of whether intellectual capital is being accumulated on the Internet or whether this development can still be prevented because of potential risks is no longer an issue. Instead, the critical question is whether this digital transfer of knowledge will develop into an exclusive source of learning in the future.

In times of fake news, cyberbullying, and data misuse, this may appear threatening for many people. However, since social media has become a familiar social space, especially for the younger generation, who spend several hours every day, the question of digital knowledge accumulation has also become a generational issue. Conversely, there has been an increase in digital media use across society in recent years, primarily as a result of the inevitable COVID-19 measures. However, it is evident that one must take a break from the virtual World and face the real World to ensure that social skills and practical "analogue" knowledge are not lost in the process.,Certain skills cannot be acquired online, and despite the endless accumulation of knowledge in social media, it is still true that no virtual relationship can replace a real face-to-face interaction. In addition, future research should investigate whether the information acquired from social media has a different quality than the knowledge gained at school and university and whether this also results in a specific form of alienation and acculturation.

Çıkar Çatışması Beyanı

Makale yazarları herhangi bir çıkar çatışması olmadığını beyan etmiştir.

Araştırmacıların Katkı Oranı Beyan Özeti

Yazarlar makaleye %40 (1. Yazar), %30 (2. Yazar), %30 (3. Yazar) oranında katkı sağlamış olduklarını beyan ederler.

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