INTERNET PERSONALITIES AND THE BRANDING OF ENTREPRENEURSHIP TO PRIVATE AND PUBLIC UNIVERSITY STUDENTS IN EGYPT

Dr. Radwa Ashoush*

ABSTRACT

Entrepreneurship is a means of economic growth and employability in a nation. Branding entrepreneurship among university students is a practice adopted by a number of developed countries to promote this kind of business and increase entrepreneurial intentions. Social media and internet personalities have had their share of promoting it. This study aims at understanding the effect of internet personalities on branding entrepreneurship to private and public university students in Egypt. The researcher used the survey to identify the general perception of Egyptian university students of entrepreneurship, entrepreneurial education, and internet personalities promoting entrepreneurial content, as well as the effect of internet personalities on entrepreneurial intentions. The study has shown that university students value other influences when it comes to motivation to start a business, gaining knowledge about entrepreneurship, or factors that affect their entrepreneurial intentions. Through the study, a number of factors pertaining to building entrepreneurial intentions showcased themselves. It also provided insight on key factors affecting entrepreneurial intentions. The study also presented an overview on the perception of university students of internet personalities as a means of branding entrepreneurship.

Keywords: internet personalities, branding, entrepreneurial intentions, entrepreneurial education, online media

* Lecturer, Faculty of Communication and Mass Media, The British University in Egypt.

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الشخصيات المؤثرة على الإنترنت وعلامة ريادة الأعمال التجارية لدى طلاب الجامعات الخاصة والحكومية في مصر

د.رضوى عشوش•

الملخص

ريادة الأعمال هي وسيلة للنمو الاقتصادي والقدرة على التوظيف في الأمة. إن الترويج لريادة الأعمال بين طلاب الجامعات هو ممارسة تبنتها عدد من الدول المتقدمة للترويج لهذا النوع من الأعمال وزيادة النوايا الريادية. وكان لشخصيات وسائل التواصل الاجتماعي والإنترنت نصيبها في الترويج لها. تهدف هذه الدراسة إلى فهم تأثير شخصيات الإنترنت على الترويج لريادة الأعمال لدى طلاب الجامعات الخاصة والحكومية في مصر. استخدم الباحث الاستطلاع لتحديد التصور العام لطلاب الجامعات المصرية لريادة الأعمال والتعليم الريادي وشخصيات الإنترنت التي تروج للمحتوى الريادي، فضلاً عن تأثير شخصيات الإنترنت على النوايا الريادية. أظهرت الدراسة أن طلاب الجامعات يقدرون التأثيرات الأخرى عندما يتعلق الأمر بالدافع لبدء عمل تجاري، أو اكتساب المعرفة حول ريادة الأعمال، أو العوامل التي تؤثر على نواياهم الريادية. من خلال الدراسة، تم عرض عددا من العوامل المتعلقة ببناء النوايا الريادية. كما قدمت نظرة ثاقبة على العوامل الرئيسية التي تؤثر على النوايا الريادية. كما قدمت الدراسة نظرة عامة على تصور طلاب الجامعات لشخصيات الإنترنت كوسيلة للترويج لريادة الأعمال.

الكلمات المفتاحية: شخصيات الإنترنت، العلامة التجارية، النوايا الريادية، التعليم الريادي، وسائل الإعلامالإلكترونية

• مدرس كلية الاتصال والإعلام بالجامعة البريطانية في مصر.

INTRODUCTION

Entrepreneurship is "the process of identifying opportunities within a market, finding and using the resources needed to exploit these opportunities for long-term personal gain"(Uddin and Bose, 2012, p. 129). Entrepreneurship also refers to the formation, understanding, and harvest of novelenterprises or the regeneration of existing ones in response to possible perceived chances (Shepherd et al., 2019). It was elaborated that "entrepreneurship is developing something new and valuable while investing the necessary time and effort, undertaking financial, psychological, and social risks, and reaping ensuing benefits (Xanthopoulou and Sahinidis, 2024, p. 99).

Entrepreneurship is a career option that affects the growth of economies and reduces unemployment and poverty (Sahinidis et al., 2021; Zacharias et al., 2021).It is a social practice that involves the innovation of a product, service, or organization building on recognizing and developing opportunities in asocioeconomic context. Moreover, entrepreneurship creates new markets, industries, and technologies. This is why marketing the concept of entrepreneurship is a vital matter on the public policy agenda (Laine and Kibler, 2022).

Entrepreneurial intention is the psychological tendency of individuals to choose entrepreneurship in the future (Lu et al., 2021). According to Chen et al. (2022),entrepreneurial intentionis an important factor that shows an individual's plans and effort to embark on a new venture. Although entrepreneurial intention has been questioned by a limited number of scholars, Doanh et al. (2021) argued that those with high levels of entrepreneurial intention are more likely to start a new business than those with lower levels. Nevertheless, the intention in itself was found to be the most powerful indicator of actual behavior, hence, becoming a rapidly evolving subfield of entrepreneurship research.

LITERATURE REVIEW

Studies have mainly focused on the individual's family background such as the father's occupation, their education – specifically higher

one, and their personality traits (Nabi et al., 2017; Xanthopoulou and Sahinidis, 2023). Researchers suggest that entrepreneurial intention among university students is affected by many traits including risk-taking tolerance, autonomy, and self-confidence (Do and Dadvari, 2017). According to Mahfud et al. (2020), these traits refer to the aspects that explain how people behave and the values and experiences that impact their personal characteristics and change how they see risks when making decisions. Societies that support entrepreneurs create an innovative economy where new businesses can be generated (Kautonen et al., 2015). Social networks provide formal and informal links to entrepreneurs to access resources for the initiation, development, and success of startups. In this context, social networks significantly influence entrepreneurial intention (Xanthopoulou and Sahinidis, 2024).

In a study conducted by Bonesso et al. (2018), the researchers surveyed 149 bachelor's and master's degree students in an Italian university to understand their entrepreneurial intentions in relation to their emotional, social, and cognitive competencies, and to relate the intentions to entrepreneurial education. The study concluded that entrepreneurial intentions are usually reinforced by a set of three competencies. The first is emotional competency which is concerned about achieving challenging goals and excelling. The second is the social competency of satisfying the needs of others, teamwork, and managing conflicts to achieve a cooperative organizational environment. The thirdcompetency is the cognitive one which is concerned about systematic thinking to recognize opportunities and create new ventures.

In addition to a nation's political, economic, social, and cultural factors that support the growth of innovative startups, governments also give attention to encouraging entrepreneurship by increasing funding that caters to promoting such initiatives, fostering a business-oriented culture, and cultivating a more entrepreneur-friendly environment. This in return inspires those with entrepreneurial intention. Moreover, a nation's political role and perceived level of

support influences students' entrepreneurial intention because issues such as legislation, tax policy, and bureaucracy can promote or inhibit one's entrepreneurial intention (Elnadi and Gheith, 2021). Ali et al. (2017), Barba-Sánchez et al. (2022), and Shirokova et al. (2015) suggest thatentrepreneurial intentionsare also influenced by the culture of a country as they tend to be stronger in low-uncertainty-avoidance countries that foster a favorable entrepreneurship environment and boost the percentage of self-employment (Shinnar et al. 2012). Barba-Sánchez and Atienza-Sahuquillo (2018, p. 6) suggest that "new ventures are created not only by those who can do it – that is, by the people who are able to do it– but also by those who have the required motivation to do that". This is because there is a need for a better income and a higher professional and social status.

Among the other motivational factors of entrepreneurship is to fulfill the employment needs that were not realized before (Shirokova et al., 2015) due to dissatisfaction with jobs (Ferreira et al. 2018). Although gender and age are questionable factors in entrepreneurial intention, Ramachandran et al. (2021) suggested that younger individuals are more likely to pursue entrepreneurship because they do not have the financial constraints or instabilities fears that older individuals might have. Lu et al. (2021) supported the same suggestion based on findings on university students in China whoseentrepreneurial intentionwas influenced by factors including the perceived support from family and prior entrepreneurial experience. In addition, Sullivan and Meek (2012) suggested that women are less prone to become entrepreneurs, because of societal norms, personal characteristics, and access to resources.

In a study conducted by Montes et al. (2023), the researchers aimed at understanding the correlation between entrepreneurial education and intentions which most of the studies did not reach conclusive results about. The study employed a quantitative technique on 1,213 students from five universities in Latin America. The study was able to acknowledge a number of important factors but failed to draw a definitive correlation between the two variables. The study attempted

to understand influences such as self-efficacy, cultural differences, gender differences, and family factors. It was found that entrepreneurial intentions were positively affected by self-efficacy. On the other hand, neither cultural differences within different Latin American countries nor gender differences seemed to have an effect on entrepreneurial intentions despite the fact that entrepreneurial education had more effect on females than males. Similarly, family entrepreneurial effects did not demonstrate significance of causality on entrepreneurial intentions.

While Kuttima et al. (2014) and Wu and Wu (2008) suggested that entrepreneurship education affects entrepreneurial intentions among students, Karimi et al. (2016) denied this suggestion. This discrepancy could be attributed to the fact that formal education through entrepreneurial courses has a positive impact on intentions only when paired with entrepreneurial self-efficacy (Zhao et al., 2005). Given these findings, entrepreneurial education might be in need for improvement by motivating students through startup exhibitions, conducting idea generating and business planning workshops, and university support to connect students with prospective financial collaborating bodies. To increase entrepreneurial intention, some countries – such as Spain – are encouraging entrepreneurial education (Barba-Sanchez and Atienza-Sahuquillo, 2018). It has been suggested that the promotion of environmental and sustainability awareness among students could yield an increase in theirentrepreneurial intentionto seek solutions that meet the demands of individuals and corporations. Accordingly, universities should be encouraged to adopt cross-disciplinary curricula and training to provide students with experiences in the development of new initiatives regardless of their specialty (Sanchez et al., 2022). Universities that provide entrepreneurial education inflict a kind of endorsement and worthiness to entrepreneurship as a career choice. In addition, it encourages students to emotionally and psychologically accept the risks of entrepreneurial careers and realize the feasibility of this choice (Lu et al., 2021).

In a study conducted by Xanthopoulou and Sahinidis (2024), the researchers reviewed 677 papers to stand upon the factors affecting students' entrepreneurial intentions. The study was performed within the context of entrepreneurial education in the United Kingdom, Germany, and Finland. The researchers concluded that entrepreneurial intentions are dictated by perceived behavioral factors, subjective norms, and attitudes. The theory applied for the study was the Theory of Planned Behavior, and it was found that it was equally effective in anticipating the entrepreneurial intentions across different age groups and within both genders. The findings enabled the researchers to categorize the factors into contextual, motivational, personality traits, and personal background.

Kuttima et al. (2014) and Linan et al. (2011) suggested that education and entrepreneurial training significantly improve entrepreneurial activities and are positively associated with the entrepreneurial intention of students. Studies such as Maresch et al. (2016) and Nabi et al. (2017) suggest that the differences exist between business students and those in other disciplines. Universities can support students with entrepreneurial intentions by offering access to networking opportunities and programs that endorse entrepreneurship such as mentorship and funding programs. Although university students represent a big portion of the population interested in starting a business, there is a research gap with regards to understanding theirentrepreneurial intentionand the factors affecting it. Filling this gap will enable the creation of policies and programs intended to promote entrepreneurship (Jiang and Sun, 2015; Reuel et al., 2016; Wen and Xin, 2012). According to Maheshwari et al. (2022), entrepreneurial intention is shaped by one's family background, education, and social environment, such as institutional support for entrepreneurship according to Barba-Sanchez et al. (2022). Hence, examining such factors can provide insights on the elements that can drive or impede the development of students' entrepreneurial mindset. Moreover, studying theentrepreneurial intentioncan provide an understanding of the process by which a person can become an entrepreneur, hence, enabling a better understanding of the early

staging of this process and the factors that facilitate or hinder the conversion from intention to action(Xanthopoulou and Sahinidis, 2024).

In a study conducted by Anjum et al. (2023), the researchers aimed at examining the potential factors determining entrepreneurial intentions among business students and the moderating role that the support of universities plays. The researchers conducted a survey comprising 377 respondents studying business in nine Pakistani universities. The findings highlighted a correlation between the attitude towards entrepreneurship and entrepreneurial intention. As an implication of this study, Pakistani policymakersgave more emphasis developing policies that promote entrepreneurship and design entrepreneurial education university programs.

Scholars suggested that social media use boosts entrepreneurial capabilities development and affects the success of business development and enhances relations with different stakeholders (Camilleri, 2019; Laroche et al., 2013;Sashi, 2012; Trainor et al., 2014). The use of social media to acquire information, marketing, and customer service increases the introduction of innovations of products, services, and processes (Chen et al., 2015; Dess and Lumpkin,2005). In addition, it helps entrepreneurs explore entrepreneurial opportunities by enhancing relations among the involved stakeholders.Accordingto DiStaso and McCorkindale (2013), social media also provides new methods for corporations to communicate and promote and develop their products. Furthermore, social media use boosts knowledge of consumer behavior, market changes, and creating opportunities to meet the market needs accordingly. For entrepreneurs, social media enables them to acquire knowledge to improve their capabilities and create fresh opportunities (Archer-Brown and Kietzmann, 2018; Diga and Kelleher, 2009). According to Olanrewaju et al. (2018), social media also provides entrepreneurs with chances to enter new markets, take part in entrepreneurial events, identify potential new business partners, and develop effective managerial resources(Troise et al., 2023).

In a study conducted by Sutrisno et al. (2023), the researchers aimed at investigating the influence of social media and entrepreneurial education on students' entrepreneurial intentions by surveying 139 university students in Indonesia that have attended entrepreneurship modules and were active in entrepreneurial organizations. Results indicated a strong correlation between these elements, and an influence of entrepreneurial education on the consideration of self-employment as a career option, and an effect of social media in terms of motivation, interaction, and role model effect. The study concluded that students are more prone to become entrepreneurs if they have the right understanding and relevant networks.

In developing countries, the government support to entrepreneurs is little in terms of recognizing opportunities or business development, and this is why there is a high rate of discontinuance among entrepreneurs. In addition, the complexity and dynamics of the entrepreneurial environment can negatively affect the opportunity recognition – an issue that could be enhanced through social media's ability to support entrepreneurs through the identification of relevant business opportunities. This can be done with regards to the opportunities related to observing and experimenting, affordability of social media as a means of research, networking, and data analytics (Olanrewaju et al., 2018).

Freberg et al. (2011, p. 90) described social media influencers as "a new type of independent third-party endorser who shapes audience attitudes through blogs, tweets, and the use of other social media." De Veirman et al. (2017, p. 1) defined them as individuals who accumulate a network of followers and "are regarded as trusted tastemakers in one or several niches." Ge and Gretzel (2018) highlighted their direct impact on consumer behavior, while Dhanesh and Duthler (2019) focused on how they build and maintain connection with followers through personal branding. They are regarded as 'digital opinion leaders' (Joshi et al., 2023).

The popularity and effect of social media influencers on the perceptions, choices, and decisions of consumers is increasing. Over

time, influencers increase their online presence through the creation
and development of an extensive network of followers (Bastrygina
and Lim, 2023). The content of influencers mainly has two purposes.
The first is to enhance the purchase intention of followers, and the
second is to increase the followers' product knowledge (Lou and
Yuan, 2019).

In a study conducted by Rudeloff and Damms (2022), the researchers
surveyed 207 participants purposively to understand the effect of the
marketing conducted by entrepreneurs – in this case Tesla's Elon
Musk – on the organizational messages. The results showed that
interactions are augmented following entrepreneurs' personal social
media ventures, and so are organizational public relations. This kind
of entrepreneurial marketing was found to influence the
communication outcomes of organizations. Influential entrepreneurs
are conventional entrepreneurs who are also social media users with
considerable reach. They create content to augment their business'
success relying on their expertise, industry, and the services provided
by their companies (Guinez-Cabrera and Aqueveque, 2021). It has
been indicated that social media users perceive influential
entrepreneurs as impactful and attribute this to the entrepreneur's
interpersonal interactions which both creates trust in the organization
and in the entrepreneur. It has also been established that
entrepreneurial marketing is affected by the entrepreneur's personal
characteristics as well as his values.

The review of literature provided a wealth of background information
on the reinforcing competencies behind entrepreneurial intentions
including emotional, social, and cognitive ones. In addition, the
literature identified other political, economic, social, and cultural
factors that underline business-oriented and entrepreneurial-friendly
environments. Entrepreneurial education was also found to be among
the factors affecting entrepreneurial intention of students, and so was
social media as a factor promoting the idea and introducing
innovations. The literature review shed light on the research gap as

well as the nature of variables that were included within the primary research.

THEORETICAL FRAMEWORK

Social Influence Theory

Overview

The Social Influence Theory explains how the behaviors, thoughts, and feelings of individuals are shaped by the actions of others. This focuses on the dynamics and social interactions that act as mechanisms affecting the decisions of others including compliance, identification, and internalization. The first involves the adoption of behaviors that are in line with societal expectations, the second involves adopting a behavior as a result of being affected by someone, and the third involves believing that the behaviors individuals adopt from others align with their own values (Cialdini and Goldstein, 2014).

The Application of the Social Influence Theory onto This Study

Internet personalities act as sources of social influence that shape the behavior and opinion of university students in Egypt. In return, those students are inclined to adopt the entrepreneurial behavior that is favored by society. They do this as a result of being affected by a number of factors such as businessmen, other entrepreneurs such as family members and friends, and social media influencers presenting entrepreneurial content. University students who are prone to become entrepreneurs will possibly believe that their entrepreneurial perception is affected by internet personalities and their behavior aligns with their own values.

METHODOLOGICAL FRAMEWORK

Statement of the Research Problem

Entrepreneurship is a practice that enhances a nation's economy and creates job opportunities. Research related to factors affecting entrepreneurial intentions have been conducted in a number of countries, and on university students in particular. One of these factors is internet personalities – most commonly known as social media

influencers – presenting entrepreneurial content. Through the study of the literature review, it has been obvious that a number of international studies have covered this topic, while there has been a lack of similar Egyptian studies. Hence, the research problem can be formulated as follows:

This study aims at understanding the role of internet personalities in branding entrepreneurship to public and private university students in Egypt. It also aims at examining the perception of public and private university students in Egypt of entrepreneurship, entrepreneurial education, and characteristics of the internet personalities that affect and shape their entrepreneurial intentions.

Significance of the Study

Scientific Importance
1. This study describes the role of internet personalities in branding entrepreneurship to public and private university students in Egypt.
2. This study is an addition to the Egyptian and Arabian studies on factors affecting the entrepreneurial intentions among public and private university students in Egypt.
3. This study uses quantitative methodology to identify the perception of public and private university students of entrepreneurship, and the factors pertaining to online media that mostly affect them.

Practical Importance
1. This study can be a primary stage of creating a comprehensive campaign focusing on promoting entrepreneurship to university students in Egypt.
2. This study provides key factors that affect entrepreneurial intentions of university students in Egypt that should be adopted on online media to brand entrepreneurship in Egypt.
3. This study highlights the significance of entrepreneurship to the economy.

Objectives of the Study

1. To identify the role of internet personalities in branding entrepreneurship to public and private university students in Egypt
2. To identify the factors that mostly affect the entrepreneurial intentions of public and private university students in Egypt
3. To stand on the key characteristics of internet personalities that affect the entrepreneurial intentions of public and private university students in Egypt
4. To examine the perception of university students on entrepreneurship
5. To evaluate the perception of university students in Egypt on the characteristics of internet personalities that mostly affect their entrepreneurial intentions

Research Design

This study belongs to the descriptive research aiming at understanding the role of internet personalities in branding entrepreneurship to public and private university students in Egypt.

The background data pertaining to the study was collected by conducting literature review explaining the importance of entrepreneurship, entrepreneurial education, and the factors affecting entrepreneurial intentions. Secondary sources also showcased a number of studies conducted on the entrepreneurial intentions of university students in different countries.

The primary research employed a quantitative research technique – namely survey. It sought to answer the 'what' and 'how' questions pertaining to understanding the role of internet personalities in branding entrepreneurship to public and private university students in Egypt.

Research Methods

The survey was used to identify the perception of public and private university students in Egypt of internet personalities, the factors that affect their perception, and the influence of internet personalities on entrepreneurial intentions.

Research Questions

1. What are the factors affecting entrepreneurship intentions of private and public university students in Egypt?

2. Does branding entrepreneurship to private and public university students in Egypt increase their entrepreneurial intentions?

3. What is the perception of private and public university students in Egypt on internet personalities branding entrepreneurship?

4. Do internet personalities influence the entrepreneurship intentions of private and public university students in Egypt?

5. Who are the internet personalities that mostly affect the entrepreneurial intentions of private and public university students in Egypt?

6. What are the characteristics of the internet personalities that mostly affect the entrepreneurial intentions of private and public university students in Egypt?

7. What type of content gets private and public university students in Egypt motivated to engage in entrepreneurship?

8. How frequently do private and public university students in Egypt engage in entrepreneurial content?

9. Are internet personalities more influencing to private and public university students in Egypt than entrepreneurial education?

10. Is there a difference in the effect of internet personalities on private vs. public university students in Egypt?

11. Is there a gender difference pertaining to the effect of internet personalities branding entrepreneurship to private and public university students in Egypt?

Sampling

Research Population

The survey research population was represented in public and private university students. The reason behind the choice of this age group

was the entrepreneurial consideration that mostly arises during undergraduate study years, and which could materialize into entrepreneurial intentions.

Sample

The survey was conducted on a non-probability purposive sample of 266public and private university students in Egypt respondents. The researcher intended to go for a larger sample, but this sample was reached within a period of two months. The researcher decided to conclude the data collection phase since the number of surveys collected were representative of the population.

Instrumentation

The Survey Process

The purpose of the survey was to test the general perception of public and private university students in Egypt of internet personalities, the factors that affect their perception, and the influence of internet personalities on entrepreneurial intentions.

The data was collected by means of a survey distributed online by posting it on Facebook groups and platforms visited mostly by students. The researcher also sent the survey link via individual emails to respondents that fell within the designated sample. The survey was conducted online using Google Forms, and it was live during the period from 15 October 2024 until 15December 2024.The survey was tabulated and quantified, and the results were presented in the form of quantitative charts and tables.

Questionnaire Design and Measures

The survey was designed by the researcher and comprised24 questions – 22closed–ended and 2open-ended. The questions varied from multiple choice questions, rating scale questions, and Likert Scale questions. The survey sections were Section One: Screening Questions, Section Two: Entrepreneurial Intentions Questions, Section Three: Awareness and Perception Questions, Section Four: Internet Personalities and Entrepreneurial Content Questions, Section Five: Online Content and

Entrepreneurial Intentions Questions, Section Six: Media Habits Questions, and Section Seven: Demographic Questions.

Sample Size and Characteristics

The survey was distributed online to 266 respondents, Egyptians, males and females, undergraduate students in public and private universities. This age bracket was chosen because it represents the group with the entrepreneurial consideration that mostly arises during undergraduate study years, and which could materialize into entrepreneurial intentions.

The analysis was done on 250 questionnaires only. The 16 questionnaires that were overlooked were discarded from the analysis by means of the screening questions pertaining to the intervening variable and the entrepreneurial intentions(Figures 1 and 2).
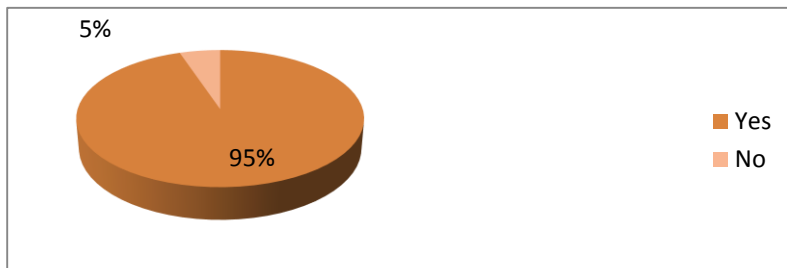
Figure 1: First Screening Question – Do You Watch Internet Personalities with Entrepreneurial Content?
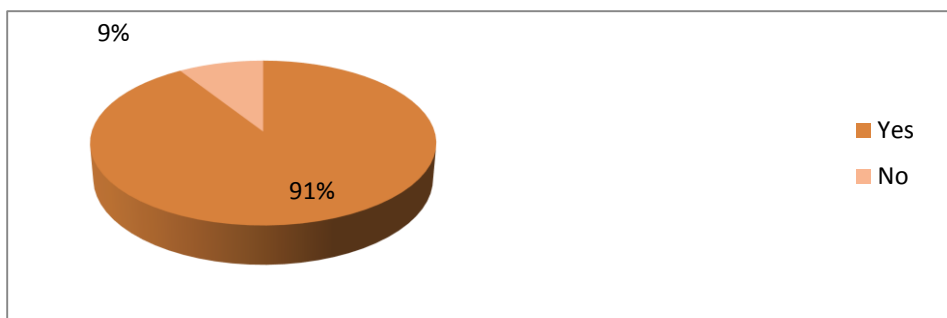
Figure 2: Second Screening Question – Have You Ever Thought of Becoming an Entrepreneur and Starting Your Own Business?

The second section aimed at testing the entrepreneurial intentions of university students and their intention to become entrepreneurs. The third section aimed at testing the respondent's entrepreneurial awareness and perception and the factors that affect their entrepreneurial intentions. The fourth and fifth sections involved internet personalities and entrepreneurial content and online content and entrepreneurial intentions, respectively. The sixth section involved media habits questions.
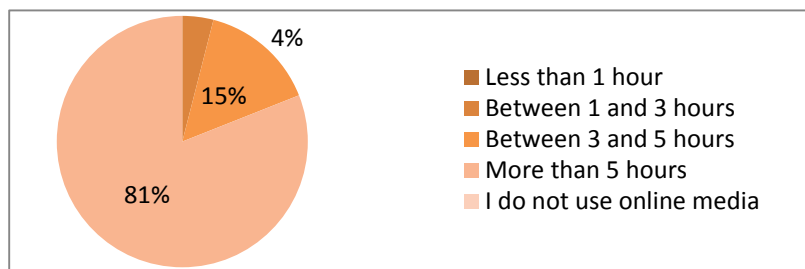

Figure 3: Online Media Use per Day

The results show a majority of students use online media more than five hours per day, followed by those who watch it between three and five hours per day. A minority watches it between one and three hours, and none of the respondents use online media less than one hour per day.
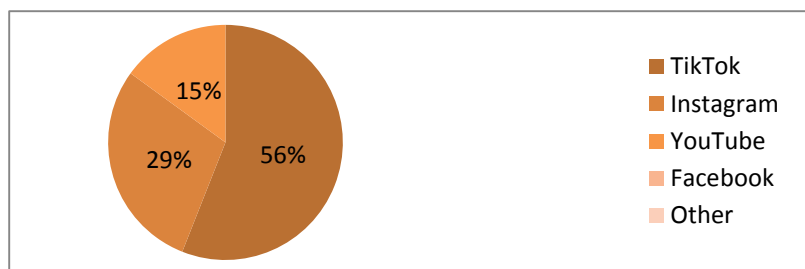

Figure 4: Online Media Respondents Mostly Use

The results show that 56% of the respondents use TikTok, 29% use Instagram, and 15% use YouTube. None of the respondents use Facebook or state any other online media platforms.

The last section involved demographic questions. The survey was answered by 62.0% males and 38.0% females, 50% in public universities and 50% in private universities.
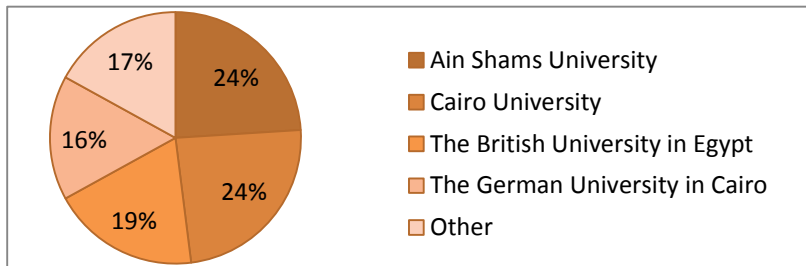

Figure 5: Students in Public Vs Private Universities Pilot

The researcher conducted an online pilot study on 25(10%) respondents – randomly-selected – to make sure that the design of the survey was simple to follow, and that the questions were easily understood. None of the pilot group respondents reported any problems with regard to the survey.

Validity and Reliability

Validity

Content Validity

To ensure the validity of the survey, a pretest was conducted on 25respondents from public and private university students.

Face Validity

Face validity of the survey was attained via a comprehensive revision of the questions and utilization of concrete and simple expressions to eradicate any vagueness or complication within the survey.

Reliability

Two weeks after finalizing the survey collection, a Test-Retest Reliability was utilized on 10% of the sample and the reliability was 85%.

Data Collection and Analysis

The data pertaining to the survey was analyzed after extracting the responses on an Excel Sheet comprising the 266 survey responses. The researcher analyzed the data and drew research findings.

Research Variables

- Independent variable: internet personalities

- Dependent variable: the branding of entrepreneurship

- Intervening variable: the exposure of public and private university students in Egypt to internet personalities

- Moderating variable: public and private university students in Egypt

Research Limitations

Sample Size

The survey was posted online and communicated via email for two months, yet the researcher did not manage to collect more than 250 responses.

Time

The accumulation of survey responses resulted in a research limitation with regards to the time consumed to buildup responses.
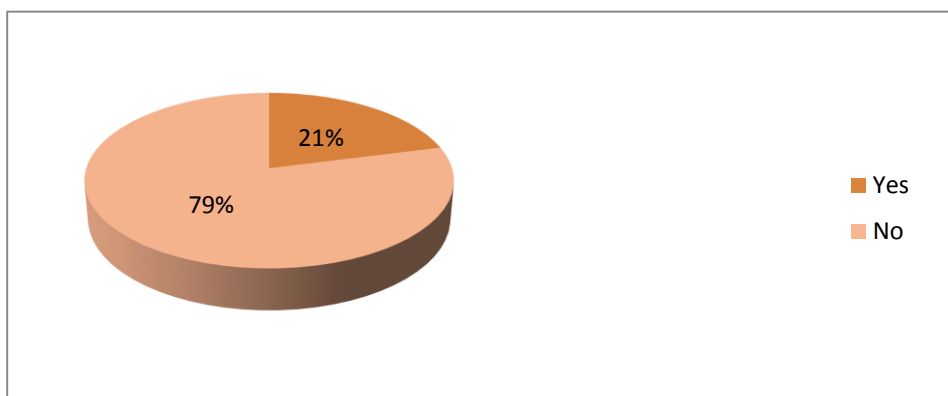
RESULTS

Figure 6: Respondents' Affiliation with Any Entrepreneurial Projects

Results show that the majority of students are not affiliated with any entrepreneurial projects.

Table 1: Type of Business Respondents Started / Are Interested to Start

Variable	Frequency	%
Advertising	33	13
Business Services	22	9
Consumer Goods	38	15
Ecommerce	57	23
Fashion	33	13
Restaurants and Food Services	22	9
Other	45	18
Total	250	100

Results show that most of the respondents (23%) are interested in starting a business in ecommerce, followed by 18% who choose other interests including kids' supplies, home furnishing, and handcrafts. The remaining respondents wanted to start a business in consumer goods (15%), advertising or fashion (13% each), and business services or restaurants and food services (9% each).

Table 2:Respondents' Association with Entrepreneurship

Variable	Frequency	%
I am an entrepreneur	12	6
I intend to become an entrepreneur	82	41
I come from a family of entrepreneurs	20	10
I am interested to know about entrepreneurship	122	61
I have entrepreneur friends	34	17
I have entrepreneurial education	14	7
Other	0	0

(N = 250)

The results show that 61% of respondents were interested to know about entrepreneurship, while 41% intended to become entrepreneurs. Other responses included having entrepreneur friends (17%), coming from a family of entrepreneurs (10%), and a minority who either had entrepreneurial education (7%) or were themselves entrepreneurs (6%). None of the respondents indicated other associations with entrepreneurship.
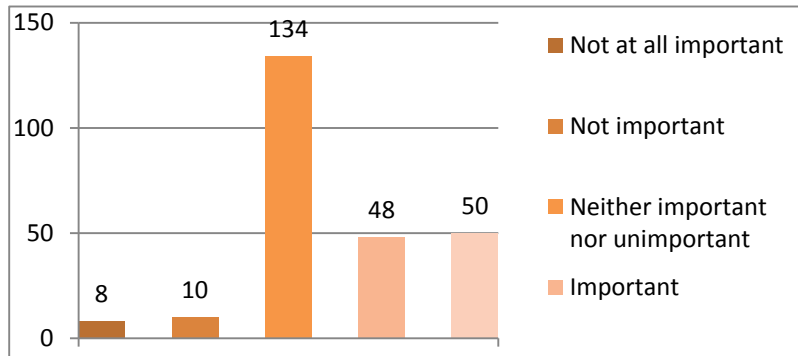

Figure 7: Respondents' Perception of the Importance of Entrepreneurial Education on Starting Their Own Business

Results show that the majority (54%) of respondents neither find entrepreneurial education important nor unimportant to start their own business. The rest find it very important (20%) or important (19%). Only 7% find entrepreneurial education not important (4%) or not at all important (3%) to start their own business. The Mean within

private university students is higher (3.38) than that of public university students (3.60).
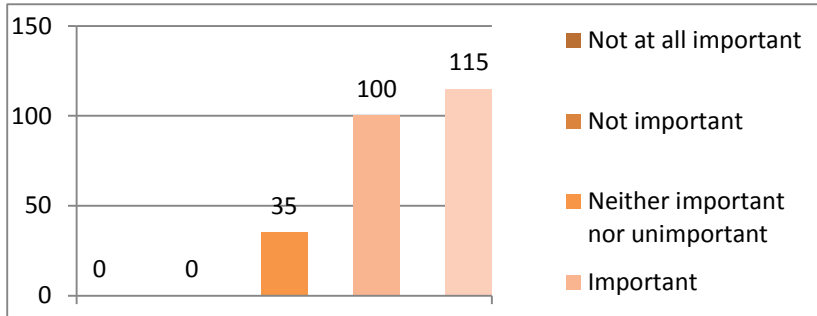

Figure 8: Respondents' Perception of the Importance of Entrepreneurial Advice on Starting Their Own Business

Results show that the majority of respondents find entrepreneurial advice very important or important (46% and 40%, respectively) to start their own business. Only 14% were neutral about its importance, while none of the respondents found entrepreneurial advice not important or not important at all. The Mean within private university students is higher (3.38) than that of public university students (3.60).
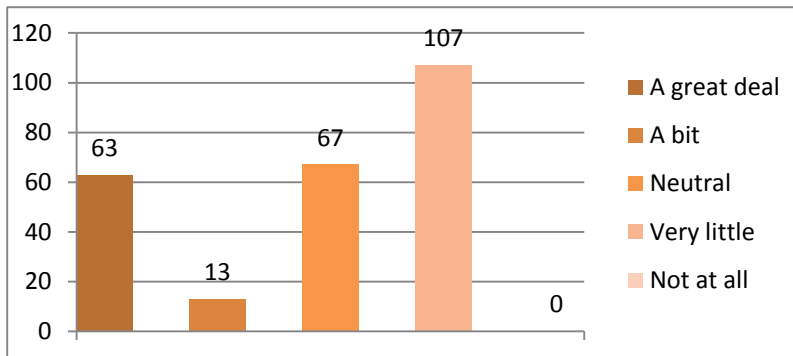

Figure 9: Respondents' Perception of the Extent to Which Branding Entrepreneurship Increases Their Entrepreneurial Intentions

Results show that 43% of respondents thought branding entrepreneurship to them had very little effect on increasing their entrepreneurial intentions. This was followed by 27% of the respondents who were neutral about its effect. On the other hand, 25% of respondents thought branding entrepreneurship increases their entrepreneurial intentions a great deal. Only 5% said it has a bit of effect on them, while none of the respondents denied the effect altogether.

Table 3: Ways Respondents' Prefer to Gain Knowledge on Entrepreneurship

Variable	Frequency	%
Official online platforms	18	9
Business channels such as seminars and events	36	18
Other entrepreneurs	40	80
Customer-based online business platforms	56	28
Podcasts	106	53
University	54	27
Independent courses	122	61
Internet personalities	80	40
Other	0	0

(N = 250)

Results show that the majority of respondents (80%) prefer gaining knowledge on entrepreneurship from other entrepreneurs. This is followed by 61%, 53%, and 40% who prefer gaining knowledge from independent courses, podcasts, and internet personalities, respectively. Other respondents prefer gaining knowledge from customer-based online business platforms (28%), university (27%), or business channels such as seminars and events (18%). Only 9% of respondents preferred gaining knowledge from official online platforms, while none suggested other means of gaining knowledge on entrepreneurship from other sources.
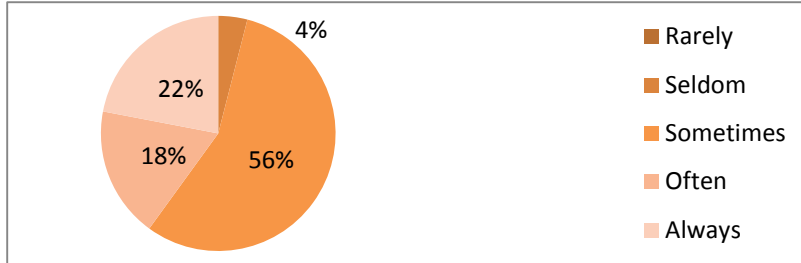
Figure 10: Respondents' Frequency of Watching Internet Personalities

Results show that the majority of respondents (56%) sometimes watch internet personalities, while 22% always watch them, 18% often watch them, and 4% seldom watch internet personalities. None of the respondents said they rarely watch internet personalities.
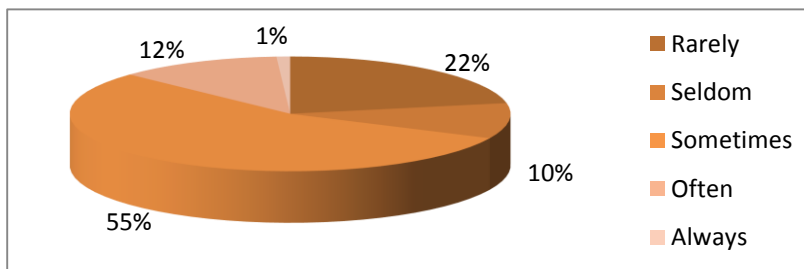

Figure 11: Respondents' Frequency of Watching Internet Personalities Giving Entrepreneurial Educational Content

Results show that the majority of respondents sometimes watch internet personalities giving entrepreneurial educational content, followed by 22% who rarely watch this kind of content. On the other hand, 12% and 10% respondents watch this content often or seldom, respectively. Only 1% of respondents always watch internet personalities giving entrepreneurial education content.

When asked to list the first local / international internet personalities that came to the respondents' mind when thinking about entrepreneurship, they mentioned Andrew Tate, Bills Gates, Dara Ghosheh, Donald Trump, Elda7eeh, Elon Musk, Gordon Ramsay, Hadya Ghaleb, Jeff Bezos, Mark

Zuckerberg, Naguib Sawiris, Okhtein, Oprah Winfrey, Sameeh Sawiris, and Steve Jobs. When asked about the internet personalities that mostly affect their entrepreneurial intentions, respondents mentioned Dara Ghosheh, Jeff Bezos, Mark Zukerberg, Naguib Sawiris, and Sameeh Sawiris.
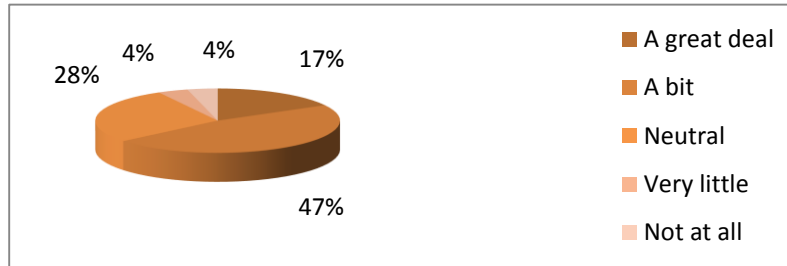

Figure 12: Influence of Internet Personalities Giving Entrepreneurial Educational Content on Respondents' Entrepreneurial Intentions

Results show that 47% of respondents said internet personalities giving entrepreneurial educational content had a bit of influence on their entrepreneurial intentions, 28% were neutral about their influence, and 17% said they influence their entrepreneurial intentions a great deal. A minority of 8% was equally divided between having very little of an effect or no effect at all.

Table 4: Rating the Influence of Internet Personalities

Influence of Internet Personalities	Scale					Total	Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Internet personalities being credible	10	63	134	33	10	250	3.12
Internet personalities providing valuable advice on entrepreneurship	25	83	117	20	5	250	3.41
The advice of internet personalities on entrepreneurship not being realistic	5	50	130	55	10	250	2.94
Internet personalities being a good source of information about entrepreneurship	23	106	103	10	8	250	3.51
Internet personalities knowing how to market entrepreneurship	15	93	134	8	0	250	3.46

Influence of Internet Personalities	Scale					Total	Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Internet personalities branding entrepreneurship effectively	15	90	135	10	0	250	3.44
Internet personalities not being able to brand entrepreneurship to university students	5	45	127	45	28	250	2.82
Internet personalities influence on the entrepreneurial intentions of university students in Egypt	13	85	147	5	0	250	3.42

When it comes to internet personalities being credible, results show that only 4% of respondents strongly disagree that internet personalities are credible, 13% disagree, 54% were neutral, 25% agree, and 4% strongly agree.

When it comes to internet Personalities Providing Valuable Advice on Entrepreneurship, results show that the majority of respondents (47%) are neutral about internet personalities providing valuable advice on entrepreneurship. This is followed by 33% who agree with this, and 10% who strongly agree. On the other hand, 8% of respondents disagree on this and 2% strongly disagree.

When it comes to the Advice of Internet Personalities on Entrepreneurship Not Being Realistic, results show that the majority of respondents (52%) are neutral about the fact that the advice of internet personalities on entrepreneurship is not realistic. The remaining results vary from 22% disagreeing, 20% agreeing, 4% strongly disagreeing, and 2% strongly agreeing.

When it comes to internet personalities being a good source of information about entrepreneurship, results show that the majority of respondents (43%) agree that internet personalities are a good source of information about entrepreneurship, closely followed by 41% being neutral. Only 9% of respondents strongly agree, 4% disagree, and 3% strongly disagree.

When it comes to internet personalities knowing how to market entrepreneurship, results show that the majority of respondents (54%)

are neutral that internet personalities know how to market entrepreneurship, followed by 37% agreeing. Only 6% of respondents strongly agree and 3% disagree. None of the respondents strongly disagreed.

When it comes to internet personalities branding entrepreneurship effectively, results show that the majority of respondents (54%) are neutral that internet personalities are branding entrepreneurship effectively, followed by 36% agreeing. Only 6% of respondents strongly agree and 4% disagree. None of the respondents strongly disagreed.

When it comes to internet personalities not being able to brand entrepreneurship to university students, results show that the majority of respondents (51%) were neutral that internet personalities cannot brand entrepreneurship to university students. Moreover, 18% either agreed or disagreed, 11% strongly disagreed, and only 2% strongly agreed.

When it comes to internet personalities' influence on the entrepreneurial intentions of university students in Egypt, results show that the majority of respondents (59%) are neutral that internet personalities influence the entrepreneurial intentions of university students in Egypt, followed by 34% agreeing. Only 5% of respondents strongly agreed and 2% disagreed. None of the respondents strongly disagreed.

The highest Mean (3.51) was that of the variable related to internet personalities being a good source of information about entrepreneurship, whereas the lowest Mean (2.82) was that of internet personalities not being able to brand entrepreneurship to university students.

Table 5: Rating of the Characteristics of Internet Personalities that Mostly Affect Respondents' Entrepreneurial Intentions

Characteristics of Internet Personalities	Scale					Total	Mean
	5	4	3	2	1		
Credibility	100	0	0	0	0	250	5
Popularity	87	6	4	3	0	250	4.77
Success in their own business	91	8	1	0	0	250	4.9
Vitality of the topics they cover	74	20	6	0	0	250	4.68
Reality of the advice they give	81	17	2	0	0	250	4.79
Innovation and creativity	57	35	8	0	0	250	4.49
Reliability of their content sources	61	27	12	0	0	250	4.49

When it comes to rating credibility as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that all respondents (100%) rate credibility of the internet personality on scale 5 as a characteristic that mostly affect their entrepreneurial intentions.

When it comes to rating popularity as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (87%) rate popularity of the internet personality on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by 6% rating it on scale 4, 4% on scale 3, and 3% on scale 2. None of the respondents rated it on scale 1.

When it comes to rating success in their own business as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (91%) rated the success of the internet personality in their own business on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by an 8%rating on scale 4 and 1% on scale 3. None of the respondents rated it on scales 1 or 2.

When it comes to rating vitality of the topics they cover as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (74%) rated the vitality of the topics the

internet personality cover on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by 20% rating it on scale 4 and 6% on scale 3. none of the respondents rated it on scales 1 or 2.

When it comes to rating reality of the advice they give as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (81%) rated the reality of advice that the internet personality give on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by 17% rating it on scale 4 and 2% on scale 3. None of the respondents rated it on scales 1 or 2.

When it comes to rating innovation and creativity as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (57%) rated the innovation and creativity of the internet personality on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by 35% rating it on scale 4 and 8% on scale 3. None of the respondents rated it on scales 1 or 2.

When it comes to rating reliability of their content sources as a characteristic of the internet personalities that mostly affect respondents' entrepreneurial intentions, results show that the majority of respondents (61%) rated the reliability of the internet personality content sources on scale 5 as a characteristic that mostly affect their entrepreneurial intentions. This is followed by 27% rating it on scale 4 and 12% on scale 3. None of the respondents rated it on scales 1 or 2.

The highest mean (5) was that of credibility as a characteristic of internet personalities that mostly affect respondents' entrepreneurial intentions, whereas the lowest mean (4.49) was that of the characteristics pertaining to innovation and creativity and reliability of the internet personalities' content sources.
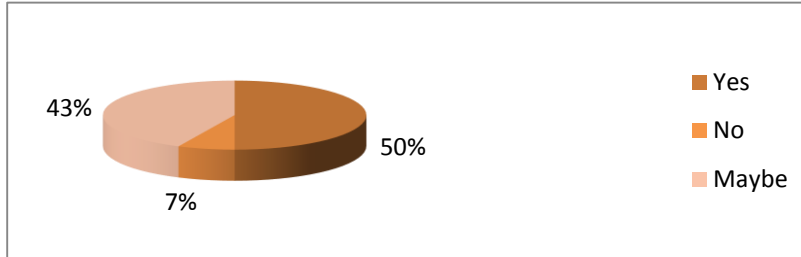
**Figure 13: Respondents Following Online Platforms Dedicated to
Entrepreneurial Educational Content**

Results show that 50% of respondents said they followed online
platforms dedicated to entrepreneurial educational content, 43% said
they 'maybe' followed them, and only 7% said they did not follow
these platforms at all.

**Table 6: Types of Content That Gets Respondents Motivated to
Engage in Entrepreneurship**

Variable	Frequency	%
Success stories of young entrepreneurs	128	64
Case studies of student startups	74	37
Step-by-step guides	42	21
Workshops and webinars	32	16
Online communities and forums	34	17
Networking events	132	66
Funding opportunities	138	69
Internships with startups	132	66
Other	2	1

(N = 250)

When asked about the type of content that got respondents motivated
to engage in entrepreneurship, the majority picked funding
opportunities (69%), internships with startups and networking events
(66% each), and success stories of young entrepreneurs (64%). Others
picked case studies of student startups (37%), step-by-step guides
(21%), online communications and forums (17%), and workshops and
webinars (16%). Only 1% chose other types of content as a motivation

to engage in entrepreneurship and named specifically stories of successful businessmen.

Table 7: Public vs. Private University Students Following Online Platforms Dedicated to Entrepreneurial Content

University	Students Following Online Platforms Dedicated to Entrepreneurial Content	Frequency	SD	Sig.
Public	Yes	61		
	No	8		
	Maybe	56	3.3	0.07
Private	Yes	65		
	No	10		
	Maybe	50		

(N = 250)

The results show that there is no difference with regards to whether public vs. private university students follow online platforms dedicated to entrepreneurial content.

Table 8: Branding Entrepreneurship Increasing Entrepreneurial Intensions of Public vs. Private University Students

University	Branding Entrepreneurship Increasing Students' Entrepreneurial Intensions	Frequency	SD	Sig.
Public	A great deal	25		
	A bit	57		
	Neutral	40		
	Very little	3		
	Not at all	0	2.8	0.03
Private	A great deal	37		
	A bit	50		
	Neutral	28		
	Very little	10		
	Not at all	0		

(N = 250)

The results show that there is a difference with regards to whether branding entrepreneurship increases entrepreneurial intensions among public vs. private university students. The Mean within private

university students is higher (3.92) than that of public university
students (3.83).

Table 9: Public vs. Private University Students Frequency of Watching Internet Personalities Giving Entrepreneurial Educational Content

University	Frequency of Students Watching Internet Personalities Giving Entrepreneurial Educational Content	Frequency	SD	Sig.
Public	Always	0		
	Often	15		
	Sometimes	57		
	Seldom	18		
	Rarely	35	3.06	0.1
Private	Always	3		
	Often	15		
	Sometimes	79		
	Seldom	8		
	Rarely	20		

(N = 250)

The results show that there is no difference with regards to the
frequency of public vs. private university students watching internet
personalities giving entrepreneurial educational content.

Table 10: Extent of Influence of Internet Personalities on Public vs. Private University Students' Entrepreneurial Intentions

University	Extent of Influence of Internet Personalities on Students' Entrepreneurial Intentions	Frequency	SD	Sig.
Public	A great deal	23		
	A bit	62		
	Neutral	34		
	Very little	3		
	Not at all	3	2.56	0.07
Private	A great deal	20		
	A bit	54		
	Neutral	34		
	Very little	8		
	Not at all	8		

(N = 250)

The results show that there is no difference with regards to the extent of influence of internet personalities on public vs. private university students' entrepreneurial intentions.

Table 11: Extent of Influence of Internet Personalities on Males vs. Females' Entrepreneurial Intentions

Gender	Extent of Influence of Internet Personalities on Students' Entrepreneurial Intentions	Frequency	SD	Sig.
Males	A great deal	27		
	A bit	35		
	Neutral	55		
	Very little	19		
	Not at all	19	2.05	0.12
Females	A great deal	23		
	A bit	43		
	Neutral	25		
	Very little	2		
	Not at all	2		

(N = 250)

The results show that there is a difference with regards to the extent of influence of internet personalities on males vs. females' entrepreneurial intentions. The Mean within female students is higher (3.84) than that of male students (3.59).

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Discussion

Based on the survey results and the research questions pertaining to the findings, the researcher categorized the analysis into three main themes that resonate with the research questions, the theoretical framework, and the literature review. These themes mainly focus on the factors affecting private and public university students' entrepreneurial intentions, their perception on internet personalities and their entrepreneurial branding influencing characteristics, and the students' demographics and their entrepreneurial intentions.

Theme One: Factors affecting the entrepreneurial intentions of public and private university students in Egypt

Although a minority of respondents were affiliated with entrepreneurial projects, a majority was still interested to know about entrepreneurship or intended to become entrepreneurs. This suggests that previous entrepreneurial experience is not a factor when it comes to entrepreneurial intentions. However, when it comes to their association with entrepreneurship, the majority was either interested to know about it or had the intention of becoming entrepreneurs. This signifies that other factors might be more important in creating or increasing the students' entrepreneurial intentions than actually starting a business earlier in their careers.

It is obvious that university students are neutral about the importance of entrepreneurial education in starting their own business, while those finding it important come in second place. This resonates with the survey results that show a minority having had entrepreneurial education themselves. The findings are also in line with multiple studies who failed to reach conclusive results with regards to the correlation between entrepreneurial education and intentions (Montes et al.,2023).A number of scholars such as Bae et al. (2014), Sesen (2013), and Zhang et al. (2014), link university context with intended entrepreneurial activities of students especially that universities actively develop the commercialization of knowledge (Politis et al., 2012) for the sake of promoting economic growth and regional development (Rothaermel et al., 2007). These university involvements include entrepreneurial education, providing business incubators facilities, and mentoring networking programs and platforms (Nielsen and Lassen, 2012). Because of this, universities are contributing to the start-up infrastructure of nations and the training of new generations of entrepreneurs. In addition, they are involved in leading the organizational culture and commercialization of technology and research and contributing to different entrepreneurial resources. Universities also help shape the beliefs of students about entrepreneurial careers and later the development of entrepreneurial

intentions into realization (Shirokova et al., 2015). In societies – such as Oman – where doors for new businesses have closed due to lack of entrepreneurial education, policymakers vowed for the introduction of this kind of education within higher educational institutions to positively affect the entrepreneurial intentions of students (Shah et al., 2020). The effect of entrepreneurial education can be more vivid within students at international universities because of the nature of the modules they attend. In addition, a number of international universities teach entrepreneurship as a standalone specialization. Accordingly, students who choose this specialty probably realize the importance of entrepreneurial education more than those who do not.

On the other hand, university students found entrepreneurial advice important, and they named associations such as entrepreneur friends, coming from a family of entrepreneurs, or being entrepreneurs themselves. This resonates with the fact that respondents were interested to know about entrepreneurship as well as the majority sometimes watching internet personalities giving entrepreneurial educational content and very little denying their effect on their entrepreneurial intentions. These facts align with the Social Influence Theory indicating how behaviors are shaped by others and adopted as a result of their effect. This result also resonates with the fact that the majority followed or probably followed online platforms dedicated to entrepreneurial educational content.

Sutrisno et al. (2023) argues that entrepreneurial education and social media both affect the entrepreneurial intentions of students. The former influences their ambition by nurturing a positive attitude about entrepreneurship and the control of the behavioral standards that could foster such a career direction. Education also provides students with the needed awareness, skills, and resources to assure them of self-employment. The latter – social media – provides an environment of knowledge, social interactions, and role models to reinforce entrepreneurial intentions. Following social media and internet personalities enables students to use multiple senses to acquire information. In addition, entrepreneurial advice in many cases is given

by experts whose personal experiences and success stories can inspire students. Unlike education – which to an extent – especially in public universities – is more focused on research as a main source of knowledge.

When it comes to factors affecting the university students' entrepreneurial intention, there was no indicative emphasis on the importance of branding entrepreneurship to them, especially when ruling out those who were neutral about this factor. The main issue that motivates university students to engage in entrepreneurship is the funding opportunities, internships with startups, and networking events. A large number of students named success stories of young entrepreneurs as a motivation. This could be attributed to the fact that university students who are interested in entrepreneurship realize the key factors that motivate and directly benefit them. When it comes to entrepreneurial advice, students rely more on entrepreneurs who have made it big into business or case studies of student startups because they feel they probably provide more hands-on experiences and practices. Motivation from online content or workshops does not precede the actual networking or experience possibilities.

Theme Two: University students' perception of internet personalities and their entrepreneurial branding influencing characteristics

Internet personalities were found to be among the means that university students prefer gaining knowledge through. They come after sources like other entrepreneurs, independent courses, and podcasts. This resonates with the results indicating the importance of other entrepreneurs in motivating university students in this respect. This also resonates with the fact that university students watch internet personalities sometimes and that they do the same when it comes to watching internet personalities giving entrepreneurial educational content. This also resonates with the Social Influence Theory. According to the results, the extent of influence of internet personalities on public vs. private university students' entrepreneurial intentions is the same.

When it comes to the perception of university students of internet personalities, it is obvious that they are neutral about qualities pertaining to them including their credibility – being the most important characteristic, providing valuable advice on entrepreneurship, their content being realistic, their ability to market entrepreneurship or brand it effectively to university students, and their capability to influence the entrepreneurial intentions of university students in Egypt. Nevertheless, university students still agreed that internet personalities are a good source of information about entrepreneurship and disagreed about their inability to brand entrepreneurship to university students. University students have very definite inclinations when it comes to the qualities they look forward to in internet personalities that affect their entrepreneurial intentions, namely the aforementioned characteristics. When it comes to the least important characteristics of internet personalities, innovation and creativity and reliability of the internet personalities' content sources were named. The age and cultural gaps could be factors affecting the receipt of knowledge. Most of the internet personalities that university students follow are either older than they are, in which case, they have had years of hard work behind them and possibly a different environment and setting for their startups. On the other hand, these internet personalities are the products of different cultures that might be more acknowledgeable about the role of entrepreneurs and has the means of supporting them. Moreover, a number of businesses that have made their entrepreneurs successful are not 'reproduceable', i.e. ideas that have evolved, succeeded, and possibly imitated already. Accordingly, the market has been saturated, hence, students aiming to become entrepreneurs need to innovate new business ventures and bear the risks pertaining to them in a setting where artificial intelligence can be a replacement to a number of practices and businesses that were once conventional.

Theme Three: Public vs. private university students' demographics and their entrepreneurial intentions

There is no difference with regards to whether public vs. private university students follow online platforms dedicated to entrepreneurial content, the frequency of students watching internet personalities giving entrepreneurial educational content, or the extent of influence of internet personalities on their entrepreneurial intentions. However, branding entrepreneurship increases entrepreneurial intensions within private university students than within public university students. This could be attributed to the fact that the media habits and exposure to online platforms can be similar within both sets of students. However, private university students might have more inclination to entrepreneurship due to the educational environment which requires more exposure to corporations through internships and networking events, in addition to the funding opportunities that private universities foster and sponsor. Moreover, private universities that are more business oriented in their educational direction conduct more research and studies on the market needs. This in return could allow their students to have a clearer direction as to their possible business ventures.

It is commonly accepted that males are more prone to become entrepreneurs than females (de Bruin et al., 2007; Gupta et al., 2009; Zhao et al., 2005). However, researchers argue that there is little or no differences when it comes to gender within entrepreneurs, differences do exist when it comes to cognitive perspectives, psychological traits, and the driving forces toward entrepreneurship (Shirokova, et al., 2015). Maes et al. (2014) particularly studied this among business students and attributed it to women's inclination to balance between family and work – a motive that undermines their need for achievement which was found to be prominent within male entrepreneurs. In addition, females were found to exhibit less behavioral control and attitude – needed within entrepreneurship – and demonstrated by males. As a result, and as expressed by Haus et al. (2013, p. 145), "women less frequently turn intention into

implementation". Moreover, females are more prone to comply with cultural values shaping occupational stereotypes and societal roles (De Vita et al, 2014).The results indicated that female students' entrepreneurial intentions were more influenced by internet personalities than male students. This is a surprising result; however, it could be triggered to the female influencers and role models who have made it big in entrepreneurship. These models range from those with small – yet successful – businesses to international female entrepreneurs who have a huge existence on social media. Entrepreneurship can also be an alternative due to the current constraining economic situation and the need for employment.

Conclusion

The main research question of this study revolved around internet personalities and the branding of entrepreneurship to private and public university students in Egypt. The study has provided in-depth understanding of the value of entrepreneurship to university students in Egypt. It has also shed the light on its importance to employment, and accordingly, on how it can benefit the Egyptian economy and Egypt at large.

The researcher has employed the survey as a research technique to stand upon the study in question. The data collection has generated a wealth of insights onto the perception of university students in Egypt of the effect of internet personalities on entrepreneurial intentions. The study has also shown that university students value other influences when it comes to motivation to start a business, gaining knowledge about entrepreneurship, or factors that affect their entrepreneurial intentions. Through the study, a number of factors pertaining to building entrepreneurial intentions showcased themselves.

The researcher has concluded that the funding opportunities, networking events, and internships with startups are the primary factors affecting the university students' entrepreneurial intentions. The credibility of internet personalities and reality and validity of the content provided are important elements affecting the perception of

internet personalities as an affecting factor on entrepreneurial intentions.

This study provides insight on key factors affecting entrepreneurial intentions. The study also presents an overview on the perception of university students of internet personalities as a means of branding entrepreneurship.

Finally, internet personalities should consider the development areas that they need to work on so that they can potentially be more effective on university students' entrepreneurial intentions.

Recommendations

Recommendations for Practitioners

- Entrepreneurial content creators to engage in activities pertaining to funding opportunities and networking events involving university students

- Educators to get involved in helping university students earn internship opportunities with startups

- Educators to enhance the awareness of university students on up-to-date entrepreneurial trends

Recommendations for Future Studies

- The effects of internet personalities on branding entrepreneurship to young entrepreneurs

- The effects of international vs. Egyptian internet personalities on the entrepreneurial intentions of young entrepreneurs

- The effects of certain entrepreneurial online platforms on the entrepreneurial intentions of young entrepreneurs

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