



SOCIAL MEDIA INFLUENCE ON ENTREPRENEURIAL INTENTIONS OF ABM STUDENTS

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ABSTRACT

This study examined the influence of social media on the entrepreneurial intentions of Accountancy, Business, and Management (ABM) students in the Guimba East District. Specifically, it determined the respondents' demographic profile, assessed the level of social media influence in terms of entrepreneurial concepts and opportunity, technical adaptability, product improvement and development, student-life balance, network building, and promotion, and identified whether significant differences existed between respondents' profiles and the level of social media influence. A descriptive-correlational research design was utilized using a researcher-made questionnaire administered to 200 ABM students selected through stratified random sampling. Frequency, percentage distribution, weighted mean, t-test, and Analysis of Variance (ANOVA) were used in analyzing the data. Findings revealed that respondents were highly exposed to social media and that social media was highly influential across all dimensions of entrepreneurial intentions. Results further showed no significant difference between respondents' demographic profiles and the level of social media influence. The study highlights that social media, when integrated into entrepreneurship education, may intensify students' entrepreneurial intentions by making learning more practical, relevant, and experience-based. Based on the findings, the DIGI-ENTREP Program was proposed to strengthen entrepreneurial intentions through social media integration.

KEYWORDS: social media, entrepreneurial intentions, ABM students, entrepreneurship education, digital entrepreneurship

INTRODUCTION

Social media has become an essential part of students' daily lives and serves as a platform for communication, learning, collaboration, and business exposure. Students are increasingly exposed to entrepreneurial content such as online business promotions, customer reviews, success stories, and digital marketing strategies through social media platforms. These exposures shape students' awareness, attitudes, and interest toward entrepreneurship.

Entrepreneurial intentions refer to students' motivation, interest, confidence, and willingness to engage in business-related activities or pursue entrepreneurial ventures in the future. In this study, entrepreneurial intentions include opportunity recognition, digital adaptability, product development, promotion, and network building. However, despite being enrolled in the ABM strand, some graduates still pursue non-business-related courses, revealing a gap between the strand's objectives and students' actual academic and career choices. This situation emphasizes the need to explore factors that may strengthen or intensify entrepreneurial intentions among ABM students.

Recent studies suggest that social media significantly influences entrepreneurial intentions by increasing exposure to business opportunities, enhancing entrepreneurial self-efficacy, and strengthening digital competencies. Social media also provides opportunities for networking, product promotion, and innovation. Through entrepreneurial content and interaction, students gain practical knowledge and confidence related to entrepreneurship.

This study explored how social media influences the entrepreneurial intentions of ABM students in the Guimba East

District and how social media integration in entrepreneurship education may intensify students' entrepreneurial intentions.

OBJECTIVES

This study aimed to determine the influence of social media on the entrepreneurial intentions of ABM students.

Specifically, it sought to:

1. Determine the profile of the respondents in terms of age, sex, preferred course, years of social media use, hours spent per day, and type of content accessed;
2. Determine the level of social media influence in terms of entrepreneurial concept and opportunity, technical adaptability, product improvement and development, student-life balance, network building, and promotion;
3. Determine whether there is a significant difference between respondents' demographic profile and the level of social media influence; and
4. Propose a program to enhance entrepreneurial intentions among ABM students.

METHODOLOGY

The study utilized a descriptive-correlational research design to examine the relationship between social media influence and entrepreneurial intentions among ABM students. This quantitative approach enabled the researcher to describe existing conditions and determine associations between variables without manipulating them.

Data were gathered using a validated researcher-made questionnaire composed of two parts: the respondents' demographic profile and indicators measuring social media influence on entrepreneurial intentions.



Sampling Design

The respondents of the study were Grade 11 and Grade 12 ABM students from public secondary schools in the Guimba East District, Division of Nueva Ecija. A total of 200 respondents were selected from a population of 500 students using stratified random sampling with equal allocation across schools.

Statistical Design

The following statistical tools were used in the study:

- Frequency and Percentage Distribution were used to determine the respondents' profile.
- Weighted Mean was used to determine the level of social media influence.
- T-test and Analysis of Variance (ANOVA) were used to determine significant differences between respondents' demographic profile and the level of social media influence.

All statistical analyses were interpreted at a 0.05 level of significance.

Geographical Area

The study was conducted in the Guimba East District, Division of Nueva Ecija, Philippines. The respondents came from selected public secondary schools offering the ABM strand.

RESULTS

Profile of Respondents

The majority of respondents were aged 16–17 years old and female. Most respondents preferred business-related courses, had been using social media for 5–6 years, and spent approximately 5–6 hours daily on social media. Respondents were highly exposed to business-related content such as online advertisements, customer reviews, and product promotions.

Level of Social Media Influence

Results revealed that social media was highly influential across all dimensions:

- Entrepreneurial Concept and Opportunity – 3.47
- Technical Adaptability – 3.50
- Product Improvement and Development – 3.58
- Student-Life Balance – 3.27
- Network Building – 3.55
- Promotion – 3.39

The findings suggest that social media significantly influences students' entrepreneurial intentions by improving entrepreneurial awareness, digital adaptability, networking capabilities, and promotional skills.

Significant Difference

Results showed that all computed p-values were greater than the 0.05 level of significance, indicating no significant difference between respondents' demographic profiles and the level of social media influence. This implies that social media consistently influences entrepreneurial intentions regardless of students' demographic characteristics.

SUGGESTIONS

Based on the findings, the following suggestions are proposed:

1. Teachers may integrate social media into entrepreneurship instruction through activities such as digital marketing, online business simulation, and content creation.
2. Schools may implement entrepreneurship enhancement programs using social media integration.
3. Students should be encouraged to use social media responsibly and productively for entrepreneurial learning and engagement.
4. Educational institutions may strengthen digital entrepreneurship programs to enhance entrepreneurial competencies among students.

CONCLUSION

The findings revealed that ABM students are highly exposed to social media and that social media significantly influences their entrepreneurial intentions across multiple dimensions. The results further indicate that there is no significant difference between respondents' demographic profiles and the level of social media influence, suggesting that social media serves as a universal influencing factor among students.

More importantly, the study highlights that social media, when integrated into entrepreneurship education, may intensify students' entrepreneurial intentions by making learning more practical, relevant, and experience-based. Through structured educational integration, social media can become an active instructional tool for strengthening entrepreneurial motivation, digital adaptability, and business engagement among students.

Area for Further Research

Future researchers may explore other variables that influence entrepreneurial intentions, such as personality traits, socio-economic status, parental influence, and educational interventions. Similar studies may also be conducted in other locations and educational contexts to strengthen the generalizability of findings.

Figures, Tables and References

Table 1. Summary of Level of Social Media Influence

Dimension	Weighted Mean	Interpretation
Entrepreneurial Concept and Opportunity	3.47	Highly Influential
Technical Adaptability	3.50	Highly Influential
Product Improvement and Development	3.58	Highly Influential
Student-Life Balance	3.27	Highly Influential
Network Building	3.55	Highly Influential
Promotion	3.39	Highly Influential

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