



## **SOCIAL MEDIA UTILIZATION AND ENTREPRENEURIAL INTENTION OF BUSINESS EDUCATION UNDERGRADUATES IN OGUN STATE**

**BY**

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### ***Abstract***

*This study investigated social media utilization and entrepreneurial intention of Business Education undergraduates in Ogun state, Nigeria using a descriptive survey research design. A total of 1480 Business Education undergraduates selected through a simple random sampling technique participated in the study. Two validated instruments namely Social Media Utilization Questionnaire (SMUQ) and Entrepreneurial Intention Questionnaire (EIQ) were used for data collection. Data collected were analyzed using Pearson moment correlation and t-test of significance. The Finding revealed that a positive and significant relation exists between social media utilization and entrepreneurial intention. Furthermore, there is no significant gender difference in the entrepreneurial intention of Business Education undergraduates. It is recommended among others, that social media utilization skills should be infused in the curriculum of Business Education programme at the university level with a view to enhancing undergraduates' entrepreneurial aspiration.*

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**Key words:** *social media utilization, Entrepreneurial intention, Business education.*

### **Introduction**

Business Education has remained an invaluable academic programme in tertiary institutions in Nigeria and beyond. It is a programme designed to empower students with educational and business competencies needed to effectively cope with the challenges in the world of work. According to Okoye and Umezuluike (2014), Business Education is part of vocational education programme which inculcates in individual, business competencies, skills, attitudes, knowledge and understanding necessary to perform and progress effectively in the business world. As a designed programme of instruction, it prepares people for jobs requiring specialized training.

The objectives of Business Education programme in universities according to Soneye (2015) can be summarized thus:

1. To produce well qualified and competent graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions.
2. To produce business teachers who will be able to inculcate the vocational aspects of Business Education in society.



3. To produce business teachers who will be involved in the much-desired revolution of vocational development right from the primary and secondary schools.
4. To equip graduates with the skills that will enable them to engage in a life of work in the office as well as self-employment.

Puri (2016), added that irrespective of the level, Business Education is aimed at providing training that will equip its recipients with business skills for optimal performance in the work place. In Nigeria, social media has become an essential tool for promoting entrepreneurship and business development. Many entrepreneurs have used social media platforms like Facebook, Instagram and Twitter to promote their business, attract customers and build their brand. This has created an environment in which students are more likely to view entrepreneurship as a viable career path, and to be inspired by success stories of other entrepreneurs.

Boateng and Amankwa (2016), defined social media as the application that allow users to converse and interact with each other. It is an online space that is used by people to connect, share, communicate, established or maintain connections with others for various purposes. Social media is an online platform which enables people to build social networks or relations with other people who share similar personal or career interest, activities, background or real-life connections. Social media relies on many electronic devices such as tablets, i-pads, laptops and internet-based technologies for connecting people. Thus, it can be described as technologies that facilitate social interaction, make collaboration possible, and enable deliberation among people at global level.

According to Ail, Iqbal and Iqbal (2016), social media is the collection of applications such as Facebook, Twitter, WhatsApp, LinkedIn and YouTube among others, that link people together as they share information through social networking. From the above, it can be deduced that social media is the platform that gives individual the opportunity to interact, using two-way communication such that it allows anyone who has an online account to share their opinions with other social media users.

Entrepreneurship is a concept that has been studied by scholars across various fields, including economics, business and management. According to Akinboade and Oluseyi (2016), entrepreneurship is the process of creating and managing a business venture in order to make a profit. This process involves identifying an opportunity, mobilizing resources, and taking risks in order to bring a new product or service to the market. In the view of Ogbuji, Amadi and Eze (2018), entrepreneurship involves the creation of new businesses or the expansion of existing ones. This process requires a combination of creativity, innovation and risk taking in order to identify and capitalize on market opportunities. Okpara and Wynn (2007), defined entrepreneurship as the process of identifying and exploiting business opportunities through the creation of new ventures. They noted that successful entrepreneurship requires a combination of skills, knowledge and resources, as well as a willingness to take calculated risks. From the foregoing, entrepreneurship is the process of creating and managing a new business venture with the aim of making profit. The process requires a combination of skills, knowledge, resources, and risk taking, as well as the ability to identify and capitalize on market opportunities.

Intention is explained as how much efforts is expended to display certain behaviours. Intentions are consistent efforts to keep trying and achieving a goal. Daryanto (2012), explained that



entrepreneurial intention is the effort and tendency of a person to set-up a new business by using the resources and daring to take risks to gain profit. When associated with business, the entrepreneurial intention is the willingness and ability of individuals to create valuable business ideas, the ability to see opportunities and available resources to realize their dreams, the willingness to take risks, and the ability to minimize risks. Student entrepreneurial intention refers to the degree to which a student is motivated and has a desire to start and manage personal business in the future. It reflects the level of commitment and willingness of a student to take necessary steps to start a new venture such as developing a business plan, seeking funding, and networking with potential partners and customers. The concept of student entrepreneurial intention is important because it has been shown to be a key predictor of actual entrepreneurial behaviour. Students with high levels of entrepreneurial intention are more likely to pursue entrepreneurship as a career path, and to start their own businesses after graduation.

Few empirical studies have been documented on the relationship between social media utilization, student entrepreneurial intention, and academic performance. One study by Umoren and Umoren (2017), found a significant positive relationship between social media utilization and entrepreneurial intention of university students in Nigeria. The study surveyed 368 students and found that social media use was positively associated with entrepreneurial self-efficacy, perceived desirability of entrepreneurship, and intention to start a business. Another study by Olaoye (2018), examined the impact of social media utilization on students' entrepreneurial intention, with a focus on the role of social media in facilitating access to information and resources. The study found that social media use was positively associated with entrepreneurial intention. The study concluded that social media can be an effective tool for enhancing students' entrepreneurial intention and access to information and resources. Similarly, Adekunle (2020), explored the relationship between social media utilization, entrepreneurial education and students' entrepreneurial intention among undergraduates in Nigeria. The study surveyed 234 students and found that social media use was positively associated with entrepreneurship education which in turn was also positively correlated with entrepreneurial intention.

However, not all studies have found a positive relationship between social media utilization and student entrepreneurial intention. For instance, Udechukwu (2019), found that while social media utilization was positively associated with entrepreneurial self-efficacy, it was not significantly associated with entrepreneurial intention among students. Empirical studies on gender differences on students' entrepreneurial intention have also been reported. A study by Fayolle (2006), found that female students were less likely to have an entrepreneurial intention than male students in France. The researcher suggested that this could be due to cultural and societal factors that discourage women from pursuing entrepreneurship. In a study conducted by Wilson (2007), found that there was no significant difference in the entrepreneurial intention of male and female students in United Kingdom. However, they did find that male students had a higher level of perceived self-efficacy than female students which may be a contributing factor to the gender gap in entrepreneurship.

Measuring social media utilization and students' entrepreneurial intention can be useful for educators, researchers, curriculum planners and other stakeholders particularly in the present digital



age. This study, therefore, investigated social media utilization and entrepreneurial intention of Business Education undergraduates in Ogun State.

**Hypotheses**

The following hypotheses were formulated and tested in the study:

1. There is no significant relationship between social media utilization and entrepreneurial intention of Business Education undergraduates in Ogun State.
2. There is no significant gender difference in the entrepreneurial intention of Business Education undergraduates in Ogun State.

**Methods**

A descriptive design of correlation type was employed in the study. A total of 1480 Business Education undergraduates selected from two public universities in Ogun State through simple random sampling technique participated in the study. Two instruments were developed and used for data collection. The Social Media Utilization Questionnaire (SMUQ) and Entrepreneurial Intention Questionnaire (EIQ). The SMUQ was made up of two sections; section A sought demographic information on students’ gender, level and name of institution, while section B contained 30 structured items meant to elicit information on students’ social media utilization. The EIQ was also made up of two sections: section A sought demographic information on students’ gender, level and name of institution, while section B contained 25 structured items meant to elicit information on entrepreneurial intention of students. The initial version of the two instruments were given to experts in the department of Computer Science and Faculty of Education of Olabisi Onabanjo University, Ago-Iwoye for validation and their comments before coming up with the final version. The two instruments were trial tested in a typical institution in Lagos state which was not part of the main study. Trial testing of the instrument showed it to be reliable with a Cronbach Alpha coefficient value of 0.86 for SMUQ and 0.78 for EIQ respectively. The two instruments were administered on the subject in the two public universities with the help of four (4) research assistants. The data gathered from the study were collated and analyzed using the Pearson Moment Correlation and independent t-test.

**Results**

**Hypothesis 1:** There is no significant relationship between social media utilization and entrepreneurial intention of Business Education undergraduate in Ogun State.

**Table 1: Relationship between Social Media Utilization and Entrepreneurial Intention of Business Education Undergraduates**

Variables	N	Mean	SD	Pearson (r)	Sig.
Social media Utilization	1480	56.5	6.0		
Entrepreneurial Intention of Business Education Undergraduates	1480	58.4	6.2	0.84	0.000

The results in Table 1 revealed a significant outcome ( $r = 0.84, P < 0.05$ ). An  $r$  value of 0.84 is an indication of a very high and positive relationship. This implies that positive and significant relationship exist between social media utilization and entrepreneurial intention of Business Education undergraduates. Hypothesis 1 is hereby rejected.

**Hypothesis 2:** There is no significant gender difference in the entrepreneurial intention of Business Education undergraduates in Ogun State.

**Table 2: Gender Difference in Entrepreneurial Intention of Business Education Undergraduates**

Gender	N	Mean	SD	df	t	Sig.
Male	800	52.6	4.82			
Female	680	50.2	4.2			
				1478	0.092	0.916

The results in Table 2 revealed a non-significant outcome ( $t = 0.092, P > 0.05$ ). This implies that the observed difference in the mean entrepreneurial intention scores of male and female undergraduates is not statistically significant. Hence, there is no significant gender difference in the entrepreneurial intention of Business Education undergraduates. Hypothesis 2 is hereby retained.

### Discussion of Findings, Conclusion and Recommendation

In this study, two hypotheses were formulated and tested. The findings from hypothesis 1 revealed that a positive and significant relationship exists between social media utilization and entrepreneurial intention of Business Education undergraduates. This finding corroborates the study of Olajide and Adegbuyi (2020) who found that social media utilization has a positive relationship with entrepreneurial intention. The study revealed that students who use social media are more likely to have the intention to start a business than those who do not use social media. This is because they are likely to have access to relevant information and resources that can facilitate their entrepreneurial activities. This finding is also similar to the conclusion of Adetunji (2021) that students who have higher levels of social media use have a strong intention to start their business. The outcome of this study negates the findings of Adeniyi (2021) who reported that social media utilization has no significant relationship with entrepreneurial intention among undergraduates. The study suggests that social media use may not be sufficient to promote entrepreneurial intention unless combined with other factors such as training, mentorship and access to capital.

Findings from hypothesis 2 revealed, that there is no significant gender difference in students' entrepreneurial intention. The outcome supports Shinnar (2012), who found that both male and female students have high level of entrepreneurial self-efficacy and perceived desirability for entrepreneurship. The study also confirms the outcome of Linan and Chen (2009) who found no significant gender differences in students' entrepreneurial intention. The study further showed that



both male and female students were equally influenced by factors such as perceived desirability, feasibility and self-efficacy in their decision to pursue entrepreneurship. However, the outcome of this study negates the findings of Adele Thomas and Carin Cruywagen (2018) who reported that male students had significantly higher entrepreneurial intentions than female students. The researchers suggested that this may be due to cultural and societal norms that discourage women from pursuing entrepreneurship.

### **Conclusion**

This study has provided empirical evidence to support the fact that social media utilization is a strong predictor and correlate of students' entrepreneurial intention. This study suggests that social media utilization has a positive influence on students' entrepreneurial intention. This is because the social media can provide students with access to entrepreneurial information, resources, networks and role models which can increase their intention to start a business.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Government should integrate social media utilization skills in the curriculum of Business Education curriculum in Nigeria at the University level.
2. Government should provide ICT devices and software for pedagogical purposes in the University.
3. Government and stakeholders in education should support initiatives that promote entrepreneurship education and social media utilization among undergraduates in Nigeria.
4. Government should provide resources and training for university lecturers on social media utilization for entrepreneurship purposes.
5. Business firms and corporate bodies should provide mentorship, internship and job shadowing opportunities for undergraduates in Business Education to gain hands-on experience in entrepreneurship and social media utilization.

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