

# Social media use and entrepreneurial intention of students in higher education

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## Abstract

**Purpose:** Social media use has become pervasive in the lives of students in both academic and nonacademic activities. This study aimed to assess the influence of social media use on the entrepreneurial intention of final-year students of the Higher National Diploma (HND) final year students of Accra Technical University (ATU).

**Research Methodology:** The study used a descriptive research methodology that adopted a quantitative research approach; with a population of HND final-year students, data were gathered from 200 respondents through questionnaires. Purposive sampling was used to select participants for the study. The data received from the respondents were analyzed using descriptive and inferential statistics using IBM SPSS Statistics 24.

**Results:** The results showed that students were very active on social media and found it very useful. Five-year students considered entrepreneurship a career choice after school. The results also indicated that social media use had a significant direct effect on students' entrepreneurial intention.

**Limitations:** This study focused on social media use as a determinant of entrepreneurial intention, and was limited to final-year HND students.

**Contribution:** Tertiary institutions, as part of entrepreneurship education, should allow students to explore the use of social media to advance the entrepreneurship drive as this increases entrepreneurial intention.

**Practical Implications:** Educators must inculcate the use of social media in practical activities during entrepreneurship education. Future research should examine how specific social media sites contribute to improving entrepreneurial intention among final-year students in tertiary institutions.

**Novelty:** This study examined social media as a factor influencing students' entrepreneurial intentions.

**Keywords:** *Social media, entrepreneurship, entrepreneurial intention, tertiary education, higher education*

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## 1. Introduction

In contemporary times, the enthusiasm and curiosity of industry experts, competitors and academicians have considerably increased the surge of interest in entrepreneurship endeavors and entrepreneurial intention as drivers of domestic and global economic growth (Alayis, Abdelwahed, & Attaya, 2018). Government and educational institutions have been investing significant efforts to encourage and foster entrepreneurship among the younger generation and potential entrepreneurs (Chaniago & Sayuti, 2022)

to encourage them to establish their own enterprises in the form of start-ups, which are likely to grow to become multinational and large entities in the near future (Sánchez, 2013). Entrepreneurs use various technologies, together with social media technology, to promote growth in Small and Medium Enterprises (SMEs) (Chaniago & Sayuti, 2022; Ebuka, Emmanuel, & Idigo, 2023).

Unemployment among graduates in Ghana is a national issue worthy of great concern (Amanamah et al., 2018). The number of graduates from higher educational institutions (HEI), both public and private, who are ready to enter the workforce, is increasing yearly. The remedy for such a canker would be for recent HEI graduates to broaden their job options and career aspirations by appreciating entrepreneurship as their career choice. Notably, entrepreneurship, which is considered the act of doing or producing something new in a creative and inventive way that benefits other people and has added value, can be perceived as one of the most suitable approaches to gradually eliminate unemployment towards its entirety (Bans-Akutey, Abdullahi, & Afriyie, 2021; Dewi, Pradana, Sari, Nugraha, & Adiputri, 2021).

According to Zakso et al. (2020), entrepreneurship is the capacity to produce something novel and distinct from what others are doing. Similarly, Rauch and Hulsink (2015) suggest that entrepreneurship is conceived as a process of innovation and the development of new concepts using the fundamental knowledge of individuals, organizations, environments, and processes and is aided by network collaboration in the public sector, academic community, and institutions. Entrepreneurship is a way of gaining wealth and changing economic conditions that brings about sustainable economic growth of a nation (Momen, Shahriar, Hassan, & Sultana, 2020).

Presently, it has been observed that more individuals around the globe are adopting the Internet for everything, from shopping to sending emails to getting education or even learning a skill. Most enterprises in the modern world use social media to improve their interactions with customers (Bharti 2021; Shabbir et al. 2016). More precisely, this was considerably aroused by the COVID-19 pandemic that surfaced in 2020, with both developing and developed countries complementing their activities with the Internet to improve productivity (Bans-Akutey, 2020; Mahmud, 2022; Naab & Bans-Akutey, 2021).

Social media platforms are gateways for companies to profit from and grow in a specific industry. Companies are increasingly using social media for business purposes, particularly as a part of their communication, marketing, and recruitment strategies (Shabbir et al. 2016). Social media is a technology that exists on mobile phones (Chaniago and Sayuti, 2022). Additionally, it is now evident how social networking site usage and applications have evolved, and current trends point to continued expansion (Gaber & Wright, 2014). Because of this expansion, social media network websites have developed significant followings among Internet users and have integrated themselves into daily life and consumer behavior, according to Nawi et al. (2017). Social media has proven to be a platform for young entrepreneurs, such as students who engage in entrepreneurial activities, including selling goods and services, networking, and building relationships with clients (Alayis et al., 2018). Entrepreneurship has recently piqued the interest of both researchers and policymakers due to the fact that it provides a holistic solution to the current socio-economic concerns (Hoda & Fallatah, 2022).

In today's environment, social media use and entrepreneurial intention have become vital in the business environment and entrepreneurship as they allow businesses to gain access to resources that might otherwise not be available to them (Jagongo & Kinyua, 2013). Nonetheless, to the best of the researchers' knowledge, research that investigates and dimensionally examines social media and entrepreneurial intentions has not been extensively explored in Ghana, specifically among students who are about completing their study programs. Therefore, this study investigated the effect of social media use on entrepreneurial intention. Specifically, it explores whether the ownership and usage of social media among students of Accra Technical University provides any link to entrepreneurship. Policymakers must gain insight into how social media use relates to entrepreneurial intention to design effective policies for social media usage and entrepreneurial training programs. Specifically, the study examined the use of social media among final-year students, assessed the entrepreneurial intention of

final-year students, and evaluated the effect of social media use on the entrepreneurial intentions of final-year students at ATU.

## **2. Literature Review**

Various theoretical models explain how social media use influences the entrepreneurial intention of students' EI. Entrepreneurial intention has been explained as a mental process of planning business ideas (Bans-Akutey, Sassah, Akey-Torku, & Afriye, 2023), whereas social media is defined as social constructions in which technology influences communities. It also describes a set of open web-based, user-friendly applications that enable users to network, share data, collaborate, and co-produce content.

### **2.1 Social Identity Theory (SIT)**

Young (2020) proposed that people who share a coherent definition of who constitute a social category may be thought of in terms of a group. According to social psychology, an individual's understanding of what it means to be a member of a particular group, originating from both them and other members of the group, is essential for group membership. According to this idea, social categorization is a cognitive tool that serves as a person's means of self-reference. According to SIT, an individual's identity is generated from their social groupings on a relational and comparative basis (Young, 2020). The foundation of SIT relies on the tenet that social group membership is where people get a sense of who they are in society (Hand, 2020). In line with this, Rosenberg (2017) contended that social interaction is the source of how self-concept and ego are formed.

Social media platforms such as Facebook, LinkedIn, Instagram, and YouTube not only allow users to create their own social networks by selecting the people they allow access to, but they also provide users with access to a variety of tools for social interaction with those users, including instant messaging, pictures, live videos, and more (Guan & So, 2016). As humans are regarded as part of a social collective group, social groupings guide people's lives in terms of what they believe, think, and do rather than simply shaping their identities (Kreiser & Davis, 2010). People are inclined to follow their social identities (Kreiser & Davis, 2010), and Guan and So (2016) suggest that looking into a person's interactions with and connection with particular social groups might provide insight into their ideas, attitudes, and behaviors.

Consequently, social media is now widely perceived as a primary mechanism and tool through which people can understand and define themselves in the context of society. Parties, individuals, and critics who use social media have the freedom to choose their friendship networks and connect with successful entrepreneurs they admire and people who inspire them, supporting the idea that from the standpoint of social identity, social media use is related to a person's sense of self-efficacy (Kreiser & Davis, 2010). According to SIT, social media should therefore have an impact on a person through their sense of self-efficacy, among other things that may encourage them to pursue entrepreneurial goals and aspirations (intentions).

### **2.2 Social Cognitive Theory (SCT)**

SCT asserts that people are responsible for their motivation, behavior, and development. The process of achieving goals, which includes "self-observation, self-evaluation, self-reaction, and self-efficacy," is the theory's main area of focus (Mirakyan, 2022). SCT, which focuses on goal realization, includes the idea of self-efficacy. The basic justification for the theory is that "self-observation, self-evaluation, self-reaction, and self-efficacy" are all human activities that affect motivation, behavior, and development.

Self-efficacy is defined as a person's belief in their ability to take the required steps to accomplish goals (Bans-Akutey et al., 2023; Kreiser & Davis, 2010). In this way, the influence of the media affects both the development of new personal characteristics and the modification of existing ones, such as self-efficacy (Kreiser & Davis, 2010). Given that perceived self-efficacy gained from the use of social media has a significant impact on personal transformation, modeling influences must concentrate on enhancing self-efficacy and disseminating knowledge and behavioral norm intentions (Bandura, 2001;

Bans-Akutey, 2022; Chow & Singh, 2022). In that regard, this study assesses the effect of social media use on entrepreneurial intentions.

### **2.3 Social Media (SM)**

According to Pradana, Pangestu, Fitriani, and Sanjaya (2020), SM is a way for users to exchange text, photographs, audio, and video content with each other, as well as with businesses, and vice versa. Dewi et al. (2021) claim that SM is a tool to improve users' capacity for sharing, interaction, and collective action, all of which happen outside the institutional and organizational framework. The significance of SM as a channel for the transfer of confidential material and the development of innovative ideas has been demonstrated by a considerable body of scholarship on diffusion and social impact. More specifically, recent literature has discussed some of the ways in which social networks may affect the entrepreneurial process, as well as some of the effects that these processes may have on the creation of new businesses (Naab & Bans-Akutey, 2021). One of the effects is that SM has levelled the playing field for all businesses in a way that exposes them to the same clients via the same platform.

A social network is typically thought of as a real collection of links between a number of people and actors (Mitchell et al., 2002). According to Adebisi et al. (2019), online social networking is the interaction of people utilizing SM platforms to make new friends or reunite old ones, produce fresh knowledge, and come up with ideas without regard to distance or time constraints. Online social networks, in which SM forms a part, are essential for an entrepreneur's development. As a result, one of the key ways that online social networks influence the entrepreneurial process is by acting as unrestricted channels for the flow of private information, which may be a crucial resource for creativity and new ideas. Recent studies have once again revealed that online SM has attracted much attention as a significant factor influencing students' educational outcomes (Adebisi et al., 2019). Outcomes related to academics, as well as other areas of students' lives, are affected. The choice of profession after school is typical of these outcomes.

Furthermore, social networking avenues, websites, applications, and perhaps other types of SM give people a place to present their personalities, including acting in ways that alter or maintain the perceptions of others. SM's dynamic environment enables "impression management and selective self-presentation" (Samosir et al., 2013; Samosir et al., 2023). This study considers students' social media usage, frequency of social media engagement, and feelings toward their social networks because the more frequently students actively use social media, the more connected they feel to their social networks (Allen & Nelson, 2013). Thus, rather than focusing solely on physical engagement, this research emphasizes social engagement and social group participation in a virtual space.

Owing to its wide range of topics, SM also satisfies customers' needs for interaction with brands and helps businesses function better by fostering partnerships, introducing audiences, and engaging them (Enginkaya & Yılmaz, 2014). Allen and Nelson (2013) found that 56% of Internet users look up new foods on SM. This number is predicted to have increased significantly as a result of improved connectivity, increased consumer acceptance of smartphones, and customers' desire to learn more about the manufacturing processes and country of origin of the products they patronize. Chaniago and Sayuti (2019) identified the five most utilized SM platforms among Indonesian students as "WhatsApp, Instagram, Line, Facebook, and Twitter." Similarly, some of the SM networking platforms used among students in Ghana include Facebook, LinkedIn, YouTube, Instagram, X (Twitter), and WhatsApp.

Facebook is an online SM site that enables contact between and among individuals via a wide range of methods, including "comment posting, status updates, chatting or private messaging, and viewing uploaded photos, status updates, and discussions" to get to know what is happening in the lives of other people (Kuss & Griffiths, 2011). These features apply to WhatsApp, X and Instagram. LinkedIn is a business-oriented social networking platform that has become the material of choice for discovering and tracking down employees, while YouTube serves as a platform for uploading pictures, podcasts, and videos (Harcup, 2014).

The Internet, which enables people to instantly interact and share knowledge, has been the most important technological advancement in the past 30 years (Obermayer, Kővári, Leinonen, Bak, & Valeri, 2022). According to Arogundade and Adewale (2020), the emphasis on SM is a way for individuals to engage by creating, sharing, and/or exchanging information and ideas on the internet. SM encourages open communication between teachers and students, as well as among students themselves. The benefits listed for the use of SM are vast because they enable students to collaborate on team projects and share ideas, which promotes the exchange of knowledge and experience. Coleman (1994) explains that social networks influence a person's attitudes or feeling toward education, career path, and ultimately regarding life spanning from childhood through adolescence and throughout their lifetime.

### **2.3 Entrepreneurial Intentions (EI)**

EI accentuates the determination and open-mindedness of an individual to undertake any new enterprise activity in order to achieve economic freedom (Kreiser & Davis, 2010). According to Hameed (2011), EI is a trait of organizations that may be evaluated by evaluating the entrepreneurial instincts of senior executives, as shown by firms' strategic choices and management philosophies. This suggests that EI is the strategic aspect of a firm's organizational structure and its strategic viewpoint of shifting from a wholly conservative attitude to an entirely entrepreneurial one. From a different perspective, EI is used to describe a group of personal psychological characteristics, principles, qualities, and attitudes that are highly correlated with the desire to engage in entrepreneurial activity (Panayides, 2006). Actions made by people or groups with the goal of establishing a new company concept, idea, or vision are referred to as entrepreneurship. According to Chen (2022), entrepreneurship is the autonomous behavior of a person or a group in conceiving an initiative or vision and seeing it until fulfillment. Hence, from the standpoint of this study, EI refers to the capacity and desire to act independently in the search for business prospects.

According to Amanamah et al. (2018), individuals can churn out as entrepreneurs, usually when they want to be regarded as their own bosses at their respective workplaces. In this regard, they strive to achieve most of their personal goals and desires through the realization of persistent efforts to attain those goals. Entrepreneurs are people who wish to work in a field in which they can utilize all of their abilities, knowledge, and experiences. Entrepreneurs have also been seen to continuously want fame and respect, and they have a strong preference for and drive to increase their incomes. They are also constantly willing to experiment, take chances, venture into new businesses, and have potential opportunities that are either hidden from view, difficult to operate, or take advantage of. They do this because they want to stand out from the crowd and achieve both their own goals and those of society (Bans-Akutey et al., 2023).

Similarly, it contributes to resolving a proportion of the issues presented by the crisis arising from COVID-19, where many human societies lost their means of livelihood and had to quickly start something of their own (Tajpour & Hosseini, 2021). EI refers to a person's increasing and intentional desire to launch a new business or develop new core values within an existing firm. Intention is essential for entrepreneurs to begin ideas for new ventures (Dutta et al., 2015). In the entrepreneurship discourse, one's EI indicates their passion to launch a new firm, which is crucial (Saragih, Kumalasari, Pradana, Utami, & Utami, 2021). Personal traits associated with starting a new enterprise, such as creativity and risk-taking, have also been the focus of some initial research, which can either encourage or discourage entrepreneurial intention (Bans-Akutey, 2022; Bhaskar & Garimella, 2017; Darko, Bans-Akutey, Ugoh, Ankomah, & Afriyie, 2022).

If an individual's EI pushes them to become entrepreneurs, they contribute to national economic development (Dhaliwal 2016). Students with EI are more likely to become entrepreneurs. When students venture into entrepreneurship, they serve as a tool for providing employment opportunities, which in turn can lead to wealth creation, aid in improving the standard of living, and help in innovation. Entrepreneurship can improve the outcomes of new enterprises by providing graduates with the entrepreneurial competencies and education required to be successful (Cui & Bell, 2022).

## 2.4 SM and EI

Almost all enterprises consider the use of social networking sites to advertise and brand a product (Naab & Bans-Akutey, 2021). This has forced most businesses to create online SM accounts. This is believed to level the playing field for all businesses and to serve as a competitive advantage over businesses without any online presence. With SM, users can connect with each other on social networking sites such as Facebook, Twitter, LinkedIn, Google Plus, Instagram, and YouTube by publishing personal or business information as well as sharing images, videos, audio files, and profiles. Additionally, users can invite friends to view their profiles and send them email and instant messaging (Kirakosyan, 2014).

Entrepreneurs utilize SM as a marketing strategy and tool because it allows them to swiftly create a network of followers or communities around their brand, which is essential for business success (Shabbir et al., 2016). The effective application of SM's transformative influence is recognized as a powerful marketing tool that aids in fulfilling the sustainable growth that policymakers desperately look forward to.

According to Seroaka-Stolka and Tomski (2014), SM use offers powerful tools that empower business people to effortlessly connect with contacts both domestically and abroad and obtain necessary information (Nusraningrum & Endri, 2024; Samosir et al., 2023). As SM is primarily used for networking and opinion sharing, small businesses use it more frequently. Considering the vast number of linked fields, entrepreneurs can increase their income and exchange knowledge with one another, which leads to the growth of their businesses (Shabbir et al., 2016). Most startups face challenges in obtaining the resources they need to start a business venture. This challenge sometimes causes young entrepreneurs to abandon their desire to pursue entrepreneurship. However, this challenge is reduced with SM, which can affect EI.

## 3. Methodology

A quantitative research methodology was used in this study. A purposive sampling technique was adopted due to the availability of final-year students to participate in the study. The study population constituted of 2022 HND final year students of ATU. The population constituted 3601 students pursuing HND in their final year. Two hundred respondents of the HND final-year students of Accra Technical University from various departments were purposively selected to participate in the study based on their availability because they had taken entrepreneurship as a course and were exiting school soon to venture into the business world. They were, therefore, best to provide answers to the questionnaire that helped the researcher achieve the research objectives. Questionnaires were developed based on the literature and used as the main source of information while gathering data from the respondents. The questionnaire was then structured and closed. A five-point Likert scale, with parameters valued at 1 = ("Strongly disagree" - SD) to 5 = ("Strongly agree" - SA) was used to provide a detailed scale response. Typically, five-point Likert scales will be used because it is a common approach in similar research (Chaniago & Sayuti, 2022). The entrepreneurial intentions variable was measured with the scale developed by Liñán and Chen (2009) and subsequently used by Shah, Amjed, and Jaboo (2020). In addition, the social media construct was examined using items used by Shah et al. (2020). The questionnaire was distributed to the sample population and was collected after a few minutes. A total of 200 questionnaires were administered by the researcher personally for it to be filled in line with the self-administered approach.

Data were gathered using questionnaires. After collating the questionnaires, the data were coded and fed into Statistical Package for Social Sciences (SPSS), for which the correctness of the data was checked. The scores were aggregated, and percentages were derived from the scores for each respondent. The regression model used in this study was as follows:

### 3.1 Regression model

$$EntrepIntention_i = a_0 + a_1 SocialMediaU_i + +\mu_{it}$$

Where:

*EntrepIntention*= Entrepreneurial intention

*SocialMediaU*= Social media use

$\mu_i$ = error term

$a_0$  = the constant

$a_1$  = represents the co-efficient,

$i$  = the individuals (number of students)

The data analyzed were based on the responses of 194 out of the 200 questionnaires distributed, representing 97% of the study participants. In total, 194 respondents were included in the data analysis. This was because, 6 of the questionnaires given out were not thoroughly completed by some respondents and so it could not be counted as valid hence, its exclusion

#### 4. Result and discussions

The majority of respondents (130), representing 67% of the distribution, were in the age range of 20-30 years, followed by 52 respondents represented by 26.8% in the age range of 31-40, followed by 11 respondents represented by 5.7% in the range of 41-50, then one respondent represented by 0.5% in the age range of 51 and above. Most of the respondents were female, constituting 150 respondents, representing 77.3% of the total sample, and 44 respondents (22.7 %). A total of 116 students (59.8%) attended an evening session, whereas 78 (40.2 %) attended a morning session. Of the respondents, 168 (86.6 %) were unmarried, and 26 (13.4 %) were married. The majority of the respondents (n = 110, 56.7%) were employed, 56 (28.9%) were unemployed, and 28 (14.4%) were self-employed.

The highest number of respondents (66, 34 %) were from the Department of Management and Public Administration, followed by 42 respondents (21.6 %) from the marketing department, 27 respondents (13.9 %) from the Procurement and Supply Chain Management department, 17 respondents (8.8 %) from the Fashion Design and Textile department, 14 respondents (7.2 %) from the Accounting and Finance department, 7 respondents (3.6 %) from the Computer Science department, and 4 respondents (2.1 %) from the Electrical/Electronic Engineering department.

The departments of Mechanical Engineering, Civil Engineering and Building Technology had three respondents each, representing 1.5%. The departments of Medical Laboratory Technology, Applied Mathematics and Statistics, Interior Design and Upholstery Technology, and Hotel Catering and Institutional Management had two respondents each and represented 1% of the total respondents. The departments of Science Laboratory Technology and Library Studies and Communication Technology had 0 respondents. This implies that the majority of respondents have gained much-needed experience in the school, making their opinions considerable.

The results revealed a significant positive relationship between social media use and entrepreneurial intentions. The results showed a correlation coefficient of 0.693 and a significance of 0.000 ( $p < 0.05$ ). This suggests that entrepreneurial intentions and engagement will be efficiently maximized if students capitalize on the benefits of social media.

Table 1. Descriptive statistics

Use of social media	SD	D	N	A	SA
Social media helps to develop new entrepreneurial ideas	0	0	17	162	15
It helps me to monitor societal issues	0	0	23	38	133
It helps me to know new products and their benefits	0	0	23	103	68
It helps me to do market research	0	49	22	79	44
It helps me to develop my entrepreneurial skills	0	0	44	95	55

Entrepreneurial intention	SD	D	N	A	SA
My professional goal is to start my own business	0	18	53	80	43
I will make every effort to start and run my own firm	0	3	25	68	98
I am determined to create a firm in the future	0	0	0	71	123
I have thought of entrepreneurship as a career option	0	0	12	97	85
I have very seriously thought of starting a business	0	0	0	68	126

Table 2. Correlations

		Social Media Use	Entrepreneurial Intention
Social Media Use	Pearson Correlation	1	.693**
	Sig. (2-tailed)		0.000
Entrepreneurial Intention	Pearson Correlation	.693**	1
	Sig. (2-tailed)		0.000

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 3. Regression output

	Unstandardized Coefficients			Sig.
	B	Std. Error		
(Constant)	8.312	1.018	8.169	.000
Social Media Use	.658	.049	13.307	.000

Dependent variable: Entrepreneurial Intention

Results indicated social media usage from the regression results (with a significance level of 0.000 and a coefficient of 0.658). The results indicated a positive relationship between social media use and entrepreneurial intentions. In addition, social media use has a positive and significant effect on entrepreneurial intentions. It can also be said that a unit increase in the level of social media use will cause the entrepreneurial intentions of students to increase by 0.658, all things held constant. Consequently, with a significance level of 0.000, social media use has a positive and significant effect on entrepreneurial intentions among students at Accra Technical University. This presupposes that the level of social media use among students stimulates their intentions to engage or indulge in entrepreneurial activities. This finding is in line with that of a study conducted by Chaniago and Sayuti (2022).

Table 4. Summary output

R	R Square	Adjusted R Square	Std. Error of the Estimate	F Change	df1	df2	Sig. Change	F
0.693a	0.48	0.477	1.57933	177.067	1	192	0.000	

The results in Table 4 show the R-squared, which depicts the variations between the dependent and endogenous variables. It was found that social media use could explain about 48% of the variation in students' intention to engage in entrepreneurial activities.

Table 5. ANOVA



Model	Sum of Squares	df.	Mean Square	F	Sig.
Regression	441.657	1	441.657	177.067	0.000
Residual	478.905	192	2.494		
Total	920.562	193			

Source: Field Data (2022)

The ANOVA table above presents a summary of the entire model obtained with R square ( $R^2$ ) of 0.48, F-statistic = 177.067,  $p < 0.001$ . The results from Table 4.2.3, the F-statistic, which portrays whether the model can be relied on, can be conceived from the findings based on the results of the ANOVA. The In that regard, from Table 4.2.3 it can be identified that the F-statistic in relation to the model is significant (with a 0.000 as p-value  $< 0.05$ ). Hence, the model can be relied upon based on the statistical analysis conducted.

#### **4.1 Discussion**

The first objective of this study was to identify the use of social media among final-year ATU students. The results revealed that the students were very active on social media. They use social media for various purposes, including socialization, academic work, marketing, and research. Therefore, these findings are consistent with those of Dewi et al. (2021) and Pradana et al. (2020); Samosir et al. (2023). The study also found that final-year students had a high intention to pursue entrepreneurship. Entrepreneurial intention among students was very positive. The majority of participants had given in to entrepreneurship thoughts and considered entrepreneurship as a career option after school. They come to understand the concept of entrepreneurship taught in school and therefore feel the need and urge to become entrepreneurs themselves. This aligns with the findings of Bans-Akutey (2022), Bans-Akutey et al. (2023) and Nusraningrum and Endri (2024).

The study revealed that students at the institution were inspired and encouraged to grow and pursue entrepreneurial initiatives with the help of social media networking and engagements. The findings indicate a significant positive effect of social media use on entrepreneurial intention among ATU students. It can be said that a unit increase in the frequency or average number of hours of social media use will cause students to increase their entrepreneurial intentions. This posits that students of ATU are more likely to be motivated to capitalize on the adaptation and utilization of social media to expand or create entrepreneurial ventures from social media, considering the fact that it creates an avenue to associate with several clients and collaborators who will contribute to their success. The findings here emphasize the findings of Shabbir et al. (2016) and Naab and Bans-Akutey (2021). This implies that final-year students of ATU's use of social media have a positive effect on their entrepreneurial intention.

### **5. Conclusion**

#### **5.1 Conclusion**

The study concludes that final-year ATU students extensively use SM for a variety of tasks ranging from academic to non-academic activities. The findings also show that students have the intention to pursue entrepreneurship in alter schools. Social media use was categorically identified as having a direct positive effect on entrepreneurial intention.

#### **5.2 Limitation**

This study focused on social media use as a determinant of entrepreneurial intention and was limited to final-year HND students from a tertiary institution in Ghana.

#### **5.3 Suggestion**

Consequently, it is recommended that institutions provide education for students regarding the importance of entrepreneurship as well as the acceptance of the use of social media for practical academic entrepreneurship activities. Educators should also expose students to how effective the use of social media can serve as a useful aid for their education, since ideas can be generated and developed

from the interaction with individuals from all walks of life. Social media should be adopted to deliver formal entrepreneurship education, as it allows entrepreneurs to explore and communicate their brands and ideas. Future research should focus on how various social media platforms influence the entrepreneurial intention of students' EI.

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