



The Effect of Mindset Influencers on social media Deviating Youth from Education in The Name of Entrepreneurship

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Abstract

This study examines the effect of mindset influencers on social media in deviating youth from education in the name of entrepreneurship. In this era, social media is a powerful platform, where the mindset of these influencers promoting entrepreneurship is a preferred lifestyle. Most of this content distracts youth from their educational goals, and they are drawn to these influencers on the promise of achieving quick financial success. A quantitative research design was employed, and students were selected from the Departments of Education and Psychology at the University of Karachi. Using Krejcie and Morgan's table, a population of 300 and a sample of 169 participants were selected through simple random sampling. Data was collected through a structured questionnaire designed on a five-point Likert scale and analyzed using SPSS software with descriptive statistical techniques, including frequency analysis. The findings of this study indicate that constant exposure to mindset influencers of entrepreneurship on social media is distracting young people from their educational goals and interests. This study is relevant for teachers, parents, and policymakers, as it highlights the requirement for guidance programs, critical thinking strategies, parental support, and the importance of preserving the value of education in the digital age.

Keywords: Social Media Influencers, Mindset, Social media, Entrepreneurship, Diversion.



Introduction

In the present era, unemployment is a very common issue globally, and in order to face this challenge, the youth of today have started turning to entrepreneurship. Pursuing entrepreneurship at a very young age and with an incomplete education is not worth it. Education is essential, and can help a person become a good entrepreneur. With it, they can improve their business because they'll have an understanding of the difference between right and wrong and will be knowledgeable about laws. Therefore, students should aim to establish a balance between both. Currently, on social media, countless influencers motivate youth to value money and entrepreneurship over education. Youth follow them without realising how significant education is. They trust them and are misled by unrealistic promises. Day by day, this idea is trending, not only in Pakistan but globally as well. Such YouTubers create an online platform promoting entrepreneurship, and once they gain a following, they introduce a course of their own that claims to set people up for success, and just like that, the youth get distracted from their education. A study found that students are constantly distracted by ideas promoted on social media, and this usually happens in non-interactive situations when they are just watching videos, not actively engaging. Social media can easily distract them from their goals. (Caro, Conejos, De Leon, Fernandez, & Sagun, 2024).

A powerful force determining the choices and desires of young people in the current year derives from social media. Research conducted in Sindh, Pakistan, has shown that attitudes, social media influencers, and electronic word of mouth (e-WOM) greatly influence the behavior of young people and indicate that greater exposure makes them more likely to be affected for their future. (Junejo, Memon, Saraih, Akhund, Shah, & Zahari, 2024). Thus, following the rapid success stories of these inspiring entrepreneurs raises concerns about young people becoming unfocused from their educational paths. Mindset influencers present only the glamorous side of entrepreneurship that shows quick and effortless success. It never highlights the struggles, failures, and ethics that education gives. Research shows that social media influencers don't provide enough information, but they regularly try to get more attention, and they often share encouraging messages about making money and starting an entrepreneurship. (Ghadafi & Andriotis, 2025). Skipping education in the early stages for entrepreneurship may be fruitful in the short term, but it can be harmful for a person's development and society in the long run.

This article looks at how an incomplete education may lead to several youths finding it tough to tackle the challenges of running a business. This can lead to disappointment and failure. Instead, influencers should show them how to connect education and business goals to achieve balance. These social media influencers wield considerable influence, and they should use it to guide our youth in the right direction and help them gain the necessary skills that are essential for them. Education is important for youth not only from a business point of view, but also for sustainable success, developing personality, critical thinking, discipline, and responsibility. A well-educated person can run their business smartly because they have learned and gained knowledge; they know how to communicate, deal with their clients, and what the market norms.



Problem Statement

Some mindset influencers are promoting the focus on entrepreneurship among young people, even if it means putting their education aside. These young people think that this is the key to success in starting their business. They end up thinking that some skills are enough to run a business; thus, they put aside their education. They stop thinking about gaining basic knowledge, personality development, discipline, and qualification, which are all important for long-term success. This is an important question that leads to the question of how it will affect their future and the development of society.

The youth's beliefs are diverted by these mindset influencers, who push the message that education is not significant, but the truth is that education gives them the elementary knowledge that is necessary for lifetime success. They can't manage their business smartly without education. The system of schooling teaches them how to collaborate with different people at the same time, and how to communicate and solve their issues and face challenges.

Most of the influencers establish themselves on YouTube or other such social platforms that present or motivate youth to distract them from education, and later on, they develop their courses and lead them to learn these skills to run a successful business; in short, they are marketing themselves and running their own business. They drop out of school in the early stages of education, which limits their choices in the future, and it becomes difficult for them to recover if their business fails. They have to face more difficulties if they start a business without education and guidance. Finally, if they are not prepared for a business, they end up hopeless, both economically and socially.

Objectives

The objectives of this study are

- 1- To examine how these mindset promoters influence students on social media about entrepreneurship and education.
- 2- To explore how students are diverted from education due to social media influencers who promote fast growth in entrepreneurial development.
- 3- To investigate whether students understand the long-term worth of education in personality and career progress.
- 4- To suggest effective strategies and guidance programs for educators, policymakers, and parents to help students better understand the importance of education in developing a clear and informed concept of entrepreneurship.

Hypothesis

Null Hypothesis (H_0): There is no significant influence of mindset promoters on social media on students' understandings about entrepreneurship and education.

Alternative Hypothesis (H_1): There is a significant influence of mindset promoters on social media on students' understandings of entrepreneurship and education.



Null Hypothesis (H_0): There is no significant effect of social media influencers promoting fast entrepreneurial growth on students' diversion from education.

Alternative Hypothesis (H_1): There is a significant effect of social media influencers promoting fast entrepreneurial growth on students' diversion from education.

Null Hypothesis (H_0): Students do not have a significant understanding of the long-term value of education in shaping personality and career progress.

Alternative Hypothesis (H_1): Students have a significant understanding of the long-term value of education in shaping personality and career progress.

Null Hypothesis (H_0): Effective strategies and guidance programs have no significant impact on students' understanding of the importance of education in developing a clear and informed concept of entrepreneurship.

Alternative Hypothesis (H_1): Effective strategies and guidance programs have a significant impact on students' understanding of the importance of education in developing a clear and informed concept of entrepreneurship.

Justification

Youth are always prepared to take on something new and challenging, and the trend of entrepreneurship in this current era offers a new opportunity for them. However, they should not abandon their education, as the value of education is long-term. In this digital era, some influencers, who are also sometimes called mindset promoters, are widespread on social media, and they motivate youth through their content to become entrepreneurs and distract them from education. Young people begin to believe that formal education is not that important and that actual success can be achieved speedily without academic effort. This genre of content delivers the message that glorifies financial freedom and has a significant effect on them. Starting a business is definitely a good idea, but doing it along with education will be more beneficial.

The justification for this study is the impact of glamorized content of influencers on social media on the youth, which distracts them from education, even though education is the foundation of society and human development. Protecting educational value is not the only reason we should understand this trend and guide the youth to choose a balanced life with the help of parents, educators, and policymakers. The focus of this study is also to investigate and create awareness about mindset influencers who only promote entrepreneurship and undervalue education.

Significance

This study is important because it focuses on online influencers who are changing the mindset of young people and promote achieving success quickly. The focus is only on making money in a short period of time, which includes taking any kind of risk. This mindset encourages the youth to believe that education is not that important to achieving their goals and that they can succeed in business without it.

The idea of instant success has been promoted a lot on social media, and the idea that material wealth is everything is being pushed as well. Many billionaires and their lifestyles are



constantly celebrated, mostly on social media and in magazines. The important thing to be successful is to have a lot of wealth. Too much focus on money can replace the right goal and lead to ignoring right and wrong. Encouraging false values in society between poor and rich people. (Malicse, 2024).

Education is the basic need of our society and individuals for a strong future, but due to the effects of social media, many students are ignoring the value of education and are suffering from problems like poor academic performance, incomplete professional degrees, and many of them are dropping out of school completely. Exposing the strong effect of mindset influencers and how they are negatively affecting the decisions students make has been revealed in this study.

It is also relevant for parents, teachers, and policymakers to investigate deeper into this issue. Schools can develop better guidance programs and work on developing strategies to teach students about critical thinking, and parents should observe and communicate with their children. This study provides awareness to students who are misled by unrealistic promises of success without real knowledge, and also highlights the importance of preserving the value of education in this digital age.

Scope

This study focuses on social media influencers and motivational speakers who promote the mindset of entrepreneurship and financial independence, to convince students that formal education is unnecessary, and how they mislead students and distract them from their educational goals. After a few videos, they start marketing their own courses on social media, which attracts students. The early years of a student's education are a crucial period for them to make decisions about their education and career. But nowadays, these social media platforms confuse them and steer their interest towards money, and idealize success without education and suitable training.

It is not the purpose of this study to criticize entrepreneurship, but rather the way that this mindset is unethical, wrong, and misleading, with unrealistic content that can affect students' educational goals. Business is not a casual game. It also requires proper education and training to run. There are many articles and books available that discuss this issue, and this study also includes that information.

Literature Review

In the late twentieth century, young societal innovativeness developed into an integral part of the international economy. The development of new economies, growing demand for increased market share, and the targeting of new customers, combined with the creativity and ambition of young people to start their businesses, made this a superlative time for them in a changing world. (Alzate et al., 2024). Such innovativeness gave way to modern business concepts, which include entrepreneurship, among young people. In the current era, influencers on social media are diverting youth from education in the name of entrepreneurship. The research sheds light on the issue of how these influencers divert the attention of youth and increase their interest in other ways.



A study conducted with 417 higher education students in Portugal found that social media leads students to choose entrepreneurship as a career path. It has been shown that young people's thinking and use of social media strengthens their interest in becoming entrepreneurs. (Lopes, Gomes, & Nogueira, 2025) This highlights that exposure to content glorifying entrepreneurship can influence students' decisions in choosing a career path. Such influencers affect the choices and desires of their audience; they promote and monetize their work for their own benefit and in the process distract the youth from education. The lifestyle of billionaires with significant achievements in investment has been highlighted in Hollywood, on social media, and in magazines. This creates the impression that material wealth is the only true measure of success. People often misunderstand the real meaning of success and happiness when they become too fascinated with riches. While money is necessary, the ultimate sign of success is not limited to wealth. Ignoring moral values and promoting wrong ideas and discrimination only adds to negativity in communities. (Malicse, 2024). These mindset influencers target the psychology of young people who begin businesses without finishing their education.

On social media, Muslim influencers are selling products like cosmetic items or garments by promoting them using their religious beliefs. They tend to mix the message of their religion with advertisements, which makes it look like Islam is a business. This can lead to misconceptions about Islam and can affect people's beliefs, actions, and understanding of Islam. Social media content shared by Muslim influencers has a significant impact on how youth perceive religious exceptionality and assimilation. (Schröter, 2025). By creating misunderstandings about religion, many influencers shift the focus of students from education to entrepreneurship, and thus, the students feel as if they are doing the right things and are distracted from their goals.

In this modern era, one of the critical issues is that our youth is facing unemployment. 40% of youth started their own business after they completed their early stages of education, and according to the Economic Co-operation and Development (OECD) and European Commission (EC), various studies show that they are still not entirely using their potential as entrepreneurs. (Papić-Blagojević & Stankov, 2024). Due to such high unemployment rates, many students are more prone to being influenced by those who promote the wrong side of entrepreneurship out of fear of not having a stable income in the future. This ends up affecting their potential as they aren't able to make the most out of entrepreneurship without education and proper guidance.

The young people of Uganda are trying new business ideas and several new creative designs but they don't have sufficient budget, social network connections, and proficiency, all of which are needed; that's why these ideas do not succeed in the existing marketplace. (Ajeigbe & Kibukamusoke, 2024) This goes to show that students do, in fact, need guidance to explore the full potential of their business as entrepreneurs.

Researching how young people think and act to produce money and become entrepreneurs yields no valuable results. The key is to empower them, build their self-confidence, and enable them to make optimistic contributions to their nation and society. (Drago, 2025). Instead of limiting students to only gaining an education, they should also be taught how to be



entrepreneurs and manage their businesses. Teaching them the skills they need to be an entrepreneur is better than completely removing them from it.

These influencers are superficially more trustworthy, which is the reason for their power to influence people's activities in business and society. These influencers are doing a lot for the betterment of society, and people are ready to support them. Influencers not only inspire what people purchase, but also how they perform in their society. (Lee & Chung, 2025) It is an influencer's duty to guide their audience in the right direction and to mention both the ups and downs of the content that they are producing, such as entrepreneurship.

Influencers on social media can demonstrate both encouraging and undesirable behaviour. Several influencers are doing their job well; they entertain and inspire people. On the other hand, some spread unreliable information to people. It's essential to check everything in depth and evaluate the marketing of these influencers, and the impression they have on the way consumers make adaptations because of these risks. In today's market, many influencers are marketing using a variety of methods with practical disciplines that can help guide their strategies to improve ethical marketing and variety decisions. (Ekinci, Dam, & Buckle, 2025). These influencers spread unauthentic information, and young people need appropriate, authoritative guidelines, strategies, and effective programs for teachers, policymakers, and parents to help students better understand the importance of education in developing a clear and informed concept of entrepreneurship.

Influencer entrepreneur posts their content primarily as consistent social media users, then they expand to working with different corporations, and finally make money from it. Even though some do not bother with the inconvenience to follow these phases, and don't even work with any brands or representatives. They show that there are many other ways to become effective in social media. (Jain, 2025). Many of these influencers only look to gain an audience that will follow them or attend their courses for their own profit and benefit. That is why many of them tend to dramatize their messages and make them interesting to attract more people, even if the information isn't true or correct.

According to a study, teaching entrepreneurship education can advance undergraduates academically, even when they are contributing to business activities. Entrepreneurs can bring an equilibrium in their education and business magnificently if universities provide guidance, a well considered curriculum, teach them time management, inspire constructive confidence in entrepreneurship, offer a benefit system, give them hands-on skills, and connect students in community events, then students will be well equipped enough to organise their business with studies and will be able to perform better in both academic institutions and entrepreneurship. (Oni, Osu, & Babatunde, 2025)

The study examines how these social media influencers shape and convert people's opinions and manner. These influencers work on two major zones of people: psychology and culture, how people's minds work to make decisions, and what social values are. These influencers are controlling because they connect these two. Governments, educators, businesses, and students must understand both the respectable and corrupting margins of these influencers' perceptions and that education should teach people how to counter the destructive effects of influencer overload. (Naveen & Sharma, 2025)



Giving proper guidelines to the youth is not the job of a single person; it is a complete team effort. Everyone should take responsibility to keep an eye on the students or youth on social media and be interested in their activities. In the era of social media, parents should always guide their children about the value of education. Educationists and policymakers should bring guidance programs and new strategies to promote the value of education in this social media era.

Research Methodology

This section frames the research design, participant selection, data-collection instrument, and data-analysis techniques employed in this quantitative study. The emphasis is on exploring how mindset influencers on social media affect the educational engagement of youth, with entrepreneurship remaining as a substitute path. A designed questionnaire survey was used to collect data from students, and statistical analysis was conducted using SPSS to produce consistent findings.

Research Design

This study employs a quantitative research design to investigate the impact of social media influencers on mindsets that deter young people from pursuing education under the guise of entrepreneurship. The design was carefully selected because it is consistent with the systematic collection and analysis of measurable data to examine the relationships between variables. A structured questionnaire based on a five-point Likert scale was used as the primary survey tool to collect data from university students.

Data Collection

Using Krejcie and Morgan's (1970) table for sample size determination, the population size of 300 was condensed to an illustrative sample of 169 participants. The target population embraced students from the Department of Psychology and the Department of Education at the University of Karachi. The sample was drawn using simple random sampling, confirming that each student had an equal possibility of selection. The survey was completed in person, with confirmatory voluntary participation and confidentiality of responses.

Population And Sampling

A sample size of 169 participants was determined for a population of 300 students at, University of Karachi, according to Krejcie and Morgan's (1970) sampling table. This provided an unbiased and representative selection of students from both disciplines suitable for the study, and simple random sampling was used.

Research Instruments

A structured survey questionnaire was developed on a five-point Likert scale to be used to measure the impact of social media influencers on business ambitions and academic engagement. The questionnaire consists of four sections, each with 5 items, and is calculated using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).



Validation Testing

Table 1
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.751
Bartlett's Test of Sphericity	Approx. Chi-Square	1021.678
	df	190
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.751, indicating an acceptable sample size for factor analysis. Bartlett's test of sphericity was significant ($\chi^2 = 1021.678$, $df = 190$, $p < .001$), confirming that the correlation matrix was appropriate.

Table 2
Rotated Component Matrix

	Component					
	1	2	3	4	5	6
Education is important for long-term career success.	.837					
I think education shapes my personality in a positive way.	.776					
Influencers should also promote completing education.	.773					
Skills learned in education help in running a business.	.765					
Parents should guide children about the value of education.	.674				.552	
I do not think education helps in long-term business success.	-.605			.470		
Social media makes me spend more time on business ideas than on studies.		.765				
These influencers make me think less about completing my education.		.708			-.320	
I believe influencers show an easy path to success.		.582				
I sometimes skip study tasks because of entrepreneurial content online.		.551	-.490			
I feel studying is less important than starting a business early.		.529		.432		
Social media never affects my interest in completing my education.			.739			
I never choose business ideas over my study tasks.			.715			
Education has little role in my future success.				.751		



Career counseling has no real impact on student decisions.	.584	-.418	
Guidance programs are unnecessary for students interested in business.	.478	-.403	.438
Schools should teach about balancing education and entrepreneurship.		.787	
I do not get influenced by business ideas shared on social media.			.724
I follow social media influencers who promote entrepreneurship.			-.611
Influencers have no impact on my thinking about education.	.462		.467

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. ^A

a. Rotation converged in 25 iterations.

The Rotated Component Matrix (Varimax rotation) highlighted a clear factor:

- Value of education (e.g., “Education is important for long-term career success,” loading = .837).
- Influencer/social media impact (e.g., “Social media makes me spend more time on business ideas than on studies,” loading = .765).
- Balancing studies and entrepreneurship (e.g., “Social media never affects my interest in completing my education,” loading = .739).
- Role of education/career counseling (e.g., “Education has little role in my future success,” loading = .751).
- Need for guidance and school support (e.g., “Schools should teach about balancing education and entrepreneurship,” loading = .787).
- Perceptions of influence from social media (e.g., “I do not get influenced by business ideas shared on social media,” loading = .724).

In summation, the outcomes confirm the validity of the instrument, with six meaningful components evolving from the analysis. These results support the content validity of the instrument, as responses followed the expected pattern, agreement with positive items, and disagreement with negative items. Confirming that the tool effectively measures perceptions of education and social media influence.

Reliability Testing

The reliability of the questionnaire was tested using Cronbach's Alpha. A total of 169 correct responses were included in the analysis. The 20-item scale produced a Cronbach's Alpha value of 0.511, indicating low internal consistency. The item total statistics showed that some items had low or negative correlations (e.g., -.096, -.064), suggesting that they did not fit well with the overall construct. The analysis also indicated that removing such items could slightly improve reliability, but the scale as a whole need to be improved.



Data Analysis

SPSS software was used to analyze the data with descriptive statistics, including frequency distribution and percentage analyses. The results were accessible through tables and pie charts to clearly demonstrate the design in students' perceptions and understanding of how social media influencers affect their entrepreneurial activities as opposed to their education.

Ethical Considerations

Respondents were aware of the study setting, and their permission was obtained before data collection. Response was voluntary, and confidentiality was maintained to protect their privacy.

Findings of the Study

Table 3

Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	39	23.1	23.1	23.1
	Female	130	76.9	76.9	100.0
	Total	169	100.0	100.0	

According to the frequency table and pie chart, out of 169 respondents, 39 (23.1%) were male and 130 (76.9%) were female. The result shows a clear gender imbalance, with women making up the majority of the sample. Their significant representation indicates that women's perceptions are more powerfully reflected in the study's findings.

Table 4

Department of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	85	50.3	50.3	50.3
	Psychology	84	49.7	49.7	100.0
	Total	169	100.0	100.0	

Through the frequency table and pie chart, out of 169 respondents, 85 (50.3%) were from the Department of Education and 84 (49.7%) were from the Department of Psychology. The result shows a virtually equal spread of participants between the two departments, indicating that the perceptions of both academic disciplines are equally well-adjusted to the study findings.

Item 1: I follow social media influencers who promote entrepreneurship

18 (10.7%) strongly disagreed, 23 (13.6%) disagreed, 66 (39.1%) remained neutral, 52 (30.8%) agreed, and 10 (5.9%) strongly agreed. These results show that although many students remain neutral, a significant proportion agreed that social media influencers have a significant impact on young people, promoting entrepreneurship.

Item 2: These influencers make me think less about completing my education



24 (14.2%) strongly disagreed, 68 (40.2%) disagreed, 39 (23.1%) remained neutral, 34 (20.1%) agreed, and 4 (2.4%) strongly agreed. These results show that most students disagreed with the impression that influencers make them think less about education, while a smaller percentage either agreed or remained neutral.

Item 3: I believe influencers show an easy path to success

17 (10.1%) strongly disagreed, 32 (18.9%) disagreed, 39 (23.1%) remained neutral, 57 (33.7%) agreed, and 24 (14.2%) strongly agreed. These results indicated that a significant proportion agreed, representing that many perceive influencers as offering an easy path to success, while some students disagreed or remained neutral.

Item 4: Influencers have no impact on my thinking about education

7 (4.1%) strongly disagreed, 38 (22.5%) disagreed, 52 (30.8%) remained neutral, 47 (27.8%) agreed, and 25 (14.8%) strongly agreed. These results suggest that while many respondents remained neutral, a significant proportion agreed, indicating mixed views on whether influencers impact their thinking about education.

Table 5: I do not get influenced by business ideas shared on social media

13 (7.7%) strongly disagreed, 54 (32.0%) disagreed, 49 (29.0%) remained neutral, 39 (23.1%) agreed, and 14 (8.3%) strongly agreed. These results show that the largest proportion of respondents disagreed, indicating that different students' perceptions were influenced to some extent by the business ideas shared on social media, although a significant number remained neutral.

Item 6: Social media makes me spend more time on business ideas than on studies

21 (12.4%) strongly disagreed, 55 (32.5%) disagreed, 49 (29.0%) remained neutral, 35 (20.7%) agreed, and 9 (5.3%) strongly agreed. These results show that the largest percentage of respondents disagreed, indicating that many students do not accept this as true social media distracts them from their studies in favor of business ideas, although a wide portion remained neutral.

Item 7: I sometimes skip study tasks because of entrepreneurial content online

35 (20.7%) strongly disagreed, 55 (32.5%) disagreed, 37 (21.9%) remained neutral, 37 (21.9%) agreed, and 5 (3.0%) strongly agreed. These results indicate that the largest proportion of respondents disagree, signifying that most students do not skip study tasks because of business content, although a perceptible portion admitted to exaggeration.

Item 8: I feel studying is less important than starting a business early

39 (23.1%) strongly disagreed, 59 (34.9%) disagreed, 38 respondents (22.5%) remained neutral, 23 (13.6%) agreed, and 10 (5.9%) strongly agreed. These findings show that the majority of students disagreed; it is clear that most consider studying more important than starting a startup business, although a small portion agrees.

Item 9: Social media never affects my interest in completing my education



18 (10.7%) strongly disagreed, 34 (20.1%) disagreed, 29 (17.2%) remained neutral, 60 (35.5%) agreed, and 28 (16.6%) strongly agreed. These highlights indicate that most students agreed that social media did not negatively impact their interest in completing their education.

Item 10: I never choose business ideas over my study tasks

10 (5.9%) strongly disagreed and 25 (14.8%) disagreed, 59 (34.9%) remained neutral, 54 (32.0%) agreed, and 21 (12.4%) strongly agreed. These results indicate that while many students remained neutral, a substantial percentage agreed, indicating that most students do not prioritize business ideas over their study tasks.

Item 11: Education is important for long-term career success

5 (3.0%) strongly disagreed, 5 (3.0%) disagreed, 23 (13.6%) remained neutral, 48 (28.4%) agreed, and a majority of 88 (52.1%) strongly agreed. These results indicate that the majority of students recognize education as extremely important for long-term career success.

Item 12: Skills learned in education help in running a business

2 (1.2%) strongly disagreed, 6 (3.6%) disagreed, 27 (16.0%) remained neutral, 72 (42.6%) agreed, and 62 (36.7%) strongly agreed. These results indicate that students believe that skills acquired through education play an important role in successfully running a business.

Item 13: I think education shapes my personality in a positive way

5 (3.0%) strongly disagreed, 4 (2.4%) disagreed, 19 (11.2%) remained neutral, 59 (34.9%) agreed, and 82 (48.5%) strongly agreed. These results indicate that the majority of students see education as a positive influence on the formation of their personality.

Item 14: Education has little role in my future success

35 (20.7%) strongly disagreed, 52 (30.8%) disagreed, 25 (14.8%) remained neutral, 40 (23.7%) agreed, and 17 (10.1%) strongly agreed. These results show that the widely of respondents disagreed, indicating that most students accept as true that education plays a significant role in their future success. However, a substantial proportion agreed, suggesting that some students still see education as having a restricted role.

Item 15: I do not think education helps in long-term business success

43 (25.4%) strongly disagreed, 64 (37.9%) disagreed, 38 (22.5%) remained neutral, 18 (10.7%) agreed, and 6 (3.6%) strongly agreed. These results show that the majority of respondents disagreed, indicating that most contributors believe that education subsidises to long-term business success. However, a small proportion agreed that some participants see education as having a partial role in business success.

Item 16: Schools should teach about balancing education and entrepreneurship

7 (4.1%) strongly disagreed, 5 (3.0%) disagreed, 25 (14.8%) remained neutral, 68 (40.2%) agreed, and 64 (37.9%) strongly agreed. These results show that the majority of respondents agreed, indicating that most participants believe schools should incorporate lessons on balancing entrepreneurship with education. Only a tiny proportion disagreed, while some



remained neutral, indicating that insufficient participants are ambiguous about the role of schools to this extent.

Item 17: Parents should guide children about the value of education

5 (3.0%) strongly disagreed, 9 (5.3%) disagreed, 6 (3.6%) remained neutral, 51 (30.2%) agreed, and 98 (58.0%) strongly agreed. These results indicate that the majority of respondents agreed, suggesting that most participants recognize the essential role parents play in guiding children about the value of education. Only a slight proportion disagreed or remained neutral, a slight impediment to this view.

Item 18: Influencers should also promote completing education

4 (2.4%) strongly disagreed, 6 (3.6%) disagreed, 18 (10.7%) remained neutral, 63 (37.3%) agreed, and 78 (46.2%) strongly agreed. These findings indicate that the majority of respondents agreed, suggesting that most participants should rely on influencers to promote academic achievement. Only a very small percentage disagreed, while some remained neutral, demonstrating that there is overall strong support for this view.

Item 19: Guidance programs are unnecessary for students interested in business

31 (18.3%) strongly disagreed, 59 (34.9%) disagreed, 47 (27.8%) remained neutral, 22 (13.0%) agreed, and 10 (5.9%) strongly agreed. These results show that the majority of respondents disagreed, indicating that most participants believe that mentoring programs are necessary for business students as well. However, a significant proportion remained neutral, while a modest group agreed, making it clear that some participants still consider such programs unnecessary.

Item 20: Career counseling has no real impact on student decisions

51 (30.2%) strongly disagreed, 63 (37.3%) disagreed, 36 (21.3%) remained neutral, 15 (8.9%) agreed, and 4 (2.4%) strongly agreed. These findings show that a large number of respondents disagreed, indicating that most participants are confident that career counseling has a positive impact on students' decisions. However, some remained neutral, while a minor proportion agreed, indicating that an insufficient participants question the effectiveness of career counseling.

Descriptive Statistics of Study Variables

Table 5
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I follow social media influencers who promote entrepreneurship.	169	1	5	3.08	1.052
These influencers make me think less about completing my education.	169	1	5	2.56	1.040
I believe influencers show an easy path to success.	169	1	5	3.23	1.205
Influencers have no impact on my thinking about education.	169	1	5	3.27	1.094



I do not get influenced by business ideas shared on social media.	169	1	5	2.92	1.091
Social media makes me spend more time on business ideas than on studies.	169	1	5	2.74	1.087
I sometimes skip study tasks because of entrepreneurial content online.	169	1	5	2.54	1.134
I feel studying is less important than starting a business early.	169	1	5	2.44	1.159
Social media never affects my interest in completing my education.	169	1	5	3.27	1.257
I never choose business ideas over my study tasks.	169	1	5	3.30	1.057
Education is important for long-term career success.	169	1	5	4.24	.996
Skills learned in education help in running a business.	169	1	5	4.10	.877
I think education shapes my personality in a positive way.	169	1	5	4.24	.953
Education has little role in my future success.	169	1	5	2.72	1.306
I do not think education helps in long-term business success.	169	1	5	2.29	1.071
Schools should teach about balancing education and entrepreneurship.	169	1	5	4.05	1.011
Parents should guide children about the value of education.	169	1	5	4.35	.989
Influencers should also promote completing education.	169	1	5	4.21	.940
Guidance programs are unnecessary for students interested in business.	169	1	5	2.53	1.113
Career counseling has no real impact on student decisions.	169	1	5	2.16	1.031
Valid N (listwise)	169				

The descriptive statistics in the Table show that respondents strongly agreed that education is important for long-term career success ($M = 4.24$, $SD = 0.996$) and that parents should guide children about the value of education ($M = 4.35$, $SD = 0.989$). Correspondingly, influencers should also promote completing education was rated highly ($M = 4.21$, $SD = 0.940$).

On the other hand, comparatively lower mean values were found for items such as I feel studying is less important than starting a business early ($M = 2.44$, $SD = 1.159$) and career counseling has no real impact on student decisions ($M = 2.16$, $SD = 1.031$), suggesting disagreement with these undesirable statements.



Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.213 ^a	.045	.040	.49395

a. Predictors: (Constant), Mindset_Promoters

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.902	.221		13.144	.000
	Mindset Promoters	.204	.072	.213	2.820	.005

a. Dependent Variable: LongTerm_Value

Hypothesis 1: A linear regression was conducted to examine the influence of mindset promoters on social media on students' understanding of entrepreneurship. The results showed that mindset promoters had a significant positive effect on students' understanding ($B = 0.204$, $\beta = 0.213$, $t = 2.820$, $p = 0.005$). The model explained 4.5% of the variance in students' understanding ($R^2 = 0.045$). Therefore, the null hypothesis (H_0) was rejected, indicating that mindset promoters on social media significantly affect students' understanding of entrepreneurship.

This finding suggests that students' understanding of entrepreneurship and education is meaningfully shaped by mindset promoters on social media. These influences play a role in guiding or changing how students think about balancing entrepreneurship with education.

Table 7
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.349 ^a	.122	.117	.51087

a. Predictors: (Constant), Mindset_Promoters

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.775	.228		7.771	.000
	Mindset_Promoters	.360	.075	.349	4.820	.000

a. Dependent Variable: Diversion_Education

Hypothesis 2: A linear regression was conducted to examine the effect of mindset promoters on students' diversion from education. The results showed a significant positive effect ($B = 0.360$, $\beta = 0.349$, $t = 4.820$, $p = 0.000$). The model explained 12.2% of the variance in diversion



from education ($R^2 = 0.122$). Therefore, the null hypothesis (H_0) was rejected, indicating that social media influencers who promote fast entrepreneurial growth significantly contribute to students' diversion from education.

These findings confirm that the more students follow mindset promoters on social media, the more likely they are to shift their focus away from education toward entrepreneurship.

Table 8
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
LongTerm_Value	169	3.5160	.50407	.03877

One-Sample Test

Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Long Term_Value	13.307	168	.000	.51598	.4394	.5925

Hypothesis 3: A one-sample t-test was conducted to examine whether students significantly understand the long-term value of education in shaping personality and career progress. The results showed a significant difference from the test value of 3 ($t = 13.307$, $p = 0.000$). The mean score ($M = 3.52$, $SD = 0.50$) was significantly higher than the neutral value, indicating strong agreement. Therefore, the null hypothesis (H_0) was rejected, confirming that students have a significant understanding of the long-term value of education.

The result shows that students identify that education plays an important part in shaping their personality and future career success.

Table 9
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.299 ^a	.090	.084	.48241

a. Predictors: (Constant), Guidance_Programs

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.471	.261		9.484	.000
	Guidance_Programs	.302	.075	.299	4.053	.000

a. Dependent Variable: LongTerm_Value



Hypothesis 4: A linear regression was conducted to examine the effect of effective strategies and guidance programs on students' understanding of the long-term value of education in forming a clear concept of entrepreneurship. The results showed a significant positive effect ($B = 0.302$, $\beta = 0.299$, $t = 4.053$, $p = 0.000$). The model explained 9.0% of the variance in students' understanding ($R^2 = 0.090$). Therefore, the null hypothesis (H_0) was rejected, confirming that effective strategies and guidance programs significantly enhance students' understanding of the importance of education for entrepreneurship.

This finding shows that when students receive proper guidance and strategies, they understand how education helps them shape clear and knowledgeable ideas about entrepreneurship.

Conclusion and Discussion

Discussion

The results of this study reveal a complicated picture of how the influence of mindset influencers on social media distracts young people from education in the name of entrepreneurship. The majority of defendants disagreed with the declaration that education does not lead to long-term business success, signifying that most students still consider education as a foundation for future success and better development as human beings. In the same situation, there is a strong consensus with the view that schools should teach about the values of education and entrepreneurship, with young people wanting the two avenues to be connected rather than kept separate. Most participants agreed that parents should guide their children about the value of education, highlighting the influence of parents. These findings recommend that although social media robustly influences youth, students are still expected to inspire positive behaviors and emphasize the importance of completing their education with the pursuit of entrepreneurship.

The finding also shows that a small proportion of youth agree that education plays a small part in long-term business success and that proper mentoring programs are unnecessary. This reflects the influence of mindset influencers on social media who often present entrepreneurship as a comfortable and quick path to success. Such explanations risk distracting youth, even a small minority, from education, leading them to accept as true that formal education is less important than initial a business early.

Overall, the study shows that social media influencers have significant power in diverting youth desire; however, education is still highly valued. Influencers promote existing entrepreneurship as an alternative to education rather than a complement; they contribute to a deviation from educational goals. This highlights the requirement for schools, parents, and counseling services to offer balanced guidance so that students can follow entrepreneurship without compromising the long-term benefits of education. Balancing desire along with education is the true victory for the youth, instead of swapping one for the other.

Conclusion

This study discovers the effect of mindset influencers on social media in deterring youth from education in the name of entrepreneurship, and the findings showed that the majority of students still understand the value of education and how it plays an important role in long-term



success. Social media influencers present entrepreneurship as a faster and easier path, which misinforms youth to undervalue their education, and highlights the importance of educational institutions' counseling programs and parental guidance in shaping students' choices.

Influencers should encourage the completion of education, which is what most of the participants expect from them. It shows that students do not reject education overall, but want a balanced tactic where education and entrepreneurship are linked. This recommends that the encounter is not entrepreneurship itself, but the technique through which it is presented on social media.

Overall, social media influencers, parents, educational institutions, and policymakers all have a shared responsibility in counselling and guiding youth to follow entrepreneurial determinations without sacrificing the long-term importance of education.

Recommendation

- **Influencer's Role of Responsibility-**

Social media influencers should be reinvigorated to endorse the complementarity of education and present entrepreneurship as an accompaniment rather than an auxiliary for academic knowledge.

- **Entrepreneurship and Integrating Education -**

Balance academic lessons with business skills. Schools should include programs that give students a strong sense of the value of education alongside entrepreneurship opportunities.

- **Consolidation parental guidance –**

Before following entrepreneurship, parents should dynamically guide their children about the importance of completing their education, strengthening long-term goals over temporary gains.

- **Policymakers' involvement –**

Crusades highlighting the risk of abandoning education for quick entrepreneurial success and promoting balanced evolution through both education and entrepreneurship should be planned by educational policymakers.

- **Enhancing counseling –**

Educational institutions should strengthen career guidance and counseling programs to support students in making informed choices and avoiding misleading explanations found on social media.

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