



Impact of Social Networking on Students' Attitudes Toward Music Entrepreneurship Orientation and Professionalism in the Uyo Education Zone

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Abstract

Social networking is a veritable tool for shaping younger generations' professional aspirations, attitudes, and career orientations. The availability of online sites or platforms has made it easier. Despite the growing presence of digital platforms in education and their potential to reshape career aspirations, there are limited studies on how these tools affect students' perceptions and engagement with music entrepreneurship. This study examines the influence of these platforms on students' attitudes toward music entrepreneurship orientation and professionalism in the Uyo Education Zone. Three objectives with corresponding research questions were formulated to guide the study. The survey research design was adopted for the study. The population of the study comprised 3167 students (from selected Senior Secondary 3 classes) in the Uyo Education Zone of Akwa Ibom State. 264 students were selected using a purposive sampling technique. A researcher-developed questionnaire, "Impact of Social Networking on Students' Attitudes toward Music Entrepreneurship Orientation and Professionalism" (ISNSATMEOPQ), was used to gather data. The instrument was duly validated and subjected to a Cronbach Alpha reliability test. The Mean was used for data analysis. This data analysis revealed that social networking (i.e., internet-based social media platforms) positively impacts students' attitudes toward music entrepreneurship orientation and professionalism. Therefore, the paper recommends that the music curriculum should include topics related to the use of social media, especially content related to music.

Keywords: Social Networking, Music Entrepreneurship Orientation, Professionalism, Students' Attitudes.

Introduction

Social networking (i.e., internet-based social media platforms) is an online platform that connects people from all works of life, shares ideas and connects in various types of social relations (Anjugu, 2013). It is meant to build relationships that can help individuals in various aspects of life. These platforms include Facebook, X or Twitter, Instagram, WhatsApp, 2go, LinkedIn, YouTube, TikTok, and many others. They encompass in-person and online interactions and are essential for advancing careers, expanding businesses, and building meaningful personal connections (Eaton, 2016). The use of these platforms is not limited to interactions alone but for creating profiles, joining various online groups, posting updates, and viewing various videos and opinions about various professions (Modeme, 2022).

The emergence of social networking platforms has significantly reshaped various aspects of modern life, including learning attitudes and career orientations (Goldfarb & Tucker, 2019). Music is believed to be a worldwide acceptable profession and loved by young people, especially students, but the willingness to study music in a higher institution in Nigeria is a cause for concern. Researching the impact of social networking platforms on students' attitudes toward music, generally, as an entrepreneurship or vocational subject is, therefore, pertinent. Higher music education in Nigeria has witnessed some setbacks. One of such is that students with limited knowledge or no knowledge at all of academic or school music get enrolled to study in higher institutions. For example, music in the primary, junior and senior secondary schools is taught to students as Cultural and Creative Arts (CCA), a merger of four distinct art subjects comprising music, art, dance and drama (Ekwueme, 2010). The dearth of qualified teachers in the four subjects merged as one makes the objectives unachievable. Therefore, some components of the interdisciplinary field are left out. Moreover, the number of schools where music is taught at the Senior Secondary school level is very marginal. Those who apply for admission to read music in higher institutions may not have had any contact with classroom musical studies. Another crucial issue is the fact that music is not taught as a part of CCA in higher institutions but as a separate course of study. So, the few who opt to study music seem to have missed very crucial information on/experience with music. In reality, the number of students who are admitted into the Departments of Music in universities, or Department of Performing Arts in some cases, and other higher institutions are grossly inadequate when compared to the number admitted into other departments/subject areas or disciplines.

This study also aims to explore how social networking affects students' attitudes toward music entrepreneurship orientation (providing vital information to students on opportunities to make meaningful and sustainable lives out of their careers, collaborating, producing and marketing their musical products); and professionalism (imbibing positive conduct, attitudes, work ethics, seriousness in labour) as they concern music as their career. By examining the interaction between social media usage and students' career orientation within the context of music, we seek to identify trends, opportunities, and potential pitfalls that could inform educational strategies and support structures in the Uyo Education Zone. This study explores the impact of social networking on students' attitudes toward music entrepreneurship and professionalism within the Uyo Education Zone. By analysing the interaction between social media use and students' perceptions of music entrepreneurship, this research aims to provide insights into how digital platforms can affect career aspirations and professional attitudes in the music industry.

Literature Review

The world has evolved with the emergence of social networking sites. Researchers have equally expended efforts in studying the way students' networking skills have changed their perception towards career choice and professionalism. Akkas (2022) is one of the many researchers whose works have been an indispensable tool for review. Akkas surveyed the role of networking skills in the career success of students in Kumasi. The main purpose of the work was to determine the extent to which networking skills could help predict students' future ambitions. The researcher adopted the ex post facto method, where the questionnaire was the major instrument. Out of 155 final-year students, 16 were randomly selected from three schools in Kumasi, with a T-test and linear regression to test hypotheses and answer research questions used. The results revealed that a lot of students who engaged in high networking skills such as Facebook live streaming and WhatsApp status updates actually found studying computer or technology a necessary decision. Though the study reviewed here concerned studying the computer or technology, it has implications for music

entrepreneurship and social networking. Social networking requires the use of technology (phones, computers or any other kind of technology) for its operation. It, therefore, means that similar results may be obtained under the same conditions because many students operate phones or computers, which may aid them in entrepreneurship and professionalism.

In another study, Forret and Dougherty's (2019) study on "Networking skills and students' academic excellence" concurred with the above-mentioned or afore-said result by stating that there was a positive connection between exposure to networking sites and students' performance. Similarly, Ogundijo's (2014) work on the 'Effects of networking on career success' focused on the impact created by networking as it sampled 250 students out of a population of 2176 high school students in Nairobi. With the aid of quantitative design, the use of a questionnaire was an ostensible option; Pearson Product Moment Correlation was used as the statistical tool. The result showed a positive connection, the same as the previously reviewed works. Though Ogundijo's study concerned students' performance, it relates with this present study as it concerns the impact of networking and the positive connection it can have on students' choice of a career. The findings also expose the possibility of networking influencing achievement or vocation positively.

Furthermore, Eaton (2016) undertook a study on the "Impact of social networking skills on students' performance" with a focus on how the skills students gather through exposure to networking sites and usage could influence their academic progress. It was also aimed at exploring the paradoxical relationship between social networks and students randomly selected from three schools in Macedonia. The study considered the questionnaire as a better data collection option. The results of this study shed light on how students use online social networking sites and the skills they possess. The study found that while social media usage can lead to increased connectivity and learning opportunities, it can also negatively impact their studies and encourage procrastination in the form of distracting students' attention from vital and meaningful tasks. It can also make students dodge responsibilities. Still, the study insisted that social networking skills really helped students for research purposes from their responses. Based on these findings, it is fair to conclude that, though there is no adequate statistical information, the review is invaluable.

Ogundijo (2014) is one scholar who had made valid findings on the use of social networking among secondary school students in Lagos State, Nigeria and how it affects academic performance. The study was limited to randomly selected students from both public and private secondary schools in the State. A survey design was employed to collect data through a questionnaire and records inspection. Using simple random sampling, the study made use of a sample size of 240 students, that is, 20 students selected from each school from 12 secondary schools in 3 Local Government Areas (LGAs) representing 15% of the State's L.G.A.

Ogundijo's (2014) study was an elaborate one, and it had quite a useful result. The data was gathered through the questionnaire. Frequency distribution, cross table and regression testing were the statistical tools. The findings revealed that the time students spent learning or going through gadgets did not influence their academic performance and that class participation could not have been a factor in their performance. In relation to the present study on impact of social networking on students' attitudes toward music entrepreneurship orientation and professionalism, the findings could have significant implications for students' interest in professionalism in that understanding the impact of social networking on academic performance, like the views of Udoka (2022), James and Ebele (2020) could help students to recognise the importance of balancing their online skills with their educational responsibilities. If this research indicated a negative correlation, it, therefore, would encourage music students to prioritise their studies over online networking.

Entrepreneurship means different things to different people. It is the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully (Eze, 2013). To Stone and Freeman (1992) in Eze (2013:29), entrepreneurship is “a process of combining resources to produce new goods and services.” It has to do with presenting avenues and opportunities for students to build viable, sustainable careers (Kemewerigha, Onwubiko, & Ebiwenimoh, 2017). This requires an individual to develop themselves by acquiring skills that will enable them to make meaningful contributions to their lifelong existence. Entrepreneurship also involves imbuing a positive attitude, work ethics, exhibition of good conduct and risk management. One must be ready to take risks concerning any business endeavour. Entrepreneurship education or orientation, therefore, is paramount if success is to be achieved. It includes all steps taken to inform, train, educate, monitor and evaluate the students or would-be entrepreneurs in the society (Eze, 2013). An entrepreneurial mindset births new ideas, new ventures, creativity, and innovation. Eze (2013, p. 29) sees “creativity and innovativeness” as the “hallmarks of entrepreneurship.” As it stands, entrepreneurship education or orientation is imperative for students to aid in music professionalism.

Entrepreneurship is seen as a veritable tool for sustainable development in the nation, a creative and innovative response to the environmental, economic or business opportunities (Eze, 2013). One of the stress areas in music is the Music Business. Provision of entrepreneurship orientation, through any means, to help the students succeed in their callings/profession is apt. Ejikeme (2013, p. 79) supports entrepreneurial education thus:

Entrepreneurial education should be taught at all levels of education, irrespective of area of specialization, level, school, program or course of study to have skills in providing goods and services, decision making, acquisition of new ideas, inculcate sense of creativity and innovation, positive behaviour, attitude, and application of knowledge for self-reliance and for the benefit of our teeming populace and the nation's economy.

The objectives of entrepreneurial education, as outlined by Osuala (2010, p. 102), are to:

- (i) provide education that will make self-reliant and self-independent youth,
- (ii) provide the youth with training and support that will make them have a career in small and medium-sized businesses,
- (iii) afford the youth with training skills that will make available the human resource needs of the society, and
- (iv) provide the youth with skills that will ginger in them creative and innovative abilities to locate new business opportunities.

From the above-stated objectives, there is an indication that good and successful implementation of entrepreneurship education/orientation will produce graduates who will be “tools for fostering social, economic, and political development and suitability in the country by creating job opportunities, eliminating poverty and frustration, thereby ensuring the development of both individual and the society at large” (Osuala, 2010, p. 102).

Today's world requires expertise and professionalism (Ekong, 2020). Professionalism is a term that has no clear-cut definition. The meanings are as varied as the authors. Pratte and Rury (1991, p. 60) see it as “an ideal to which individuals and occupational groups aspire to distinguish themselves from other workers” It involves exercising discretion in making decisions within the scope of expertise (Brehm et al, 2006). There are three (3) categories of professionalism, as noted by Creasy (2015). These are:

- (i) professional parameters which deal with the legal and ethical issues that must be adhered to;

- (ii) Professional behaviours – Maintain appropriate behaviours with people concerned in the organisation (students, teachers, parents); and,
- (iii) Professional responsibilities to include exercising responsibility to the students, parents, the school and the community. (see Creasy 2015, p. 24).

In the music industry, the ability to display or exhibit some valuable virtues such as good conduct, positive attitude, punctuality, and preparedness is regarded as professionalism (No author, <http://bom-bmusic.com>, 2025). The crux of professionalism is acquiring basic skills and competencies, imbibing good quality work ethics, hard work, demonstrating good conduct and exhibiting oneself in a professional manner. All these may be acquired when adequate entrepreneurship education/orientation is given to students to ensure positive results or achieve the objectives outlined earlier. This suggests that substantial attention must be given to the curriculum content and mode of preparing students for entrepreneurial professionalism. Any avenue for fostering improvement in developing the students for the best practice in music education should be adopted. Therefore, social networking toward music entrepreneurship orientation and professionalism would contribute to success in the music business.

Ejikeme (2013) highlights some constraints/problems to entrepreneurship. These include finance, management competency and skills, access to information about support, business skills, willingness to take risks and security. To solve some of these problems, serious and well-mapped-out entrepreneurship orientation is crucial, with the hope that the students become well-armed to contribute to their self-development and the nation's.

Social networking is carried out on technology-based platforms. The importance of technology in teaching and learning cannot be underestimated. Effective and relevant music programmes can be delivered by music educators (Crawford, 2009). Ekong (2011) sees technology as an avenue for great and promising avenue for music educators to explore. She notes that “One way of encouraging the students to learn is by adopting technology in teaching and learning situations. Youth is full of life, action, and exploration. Students' interest could be ignited, not only with computers but other forms of technology” (Ekong, 2011, p. 160). Therefore, social networking can impact students' attitudes toward entrepreneurship orientation and professionalism

Statement of the Problem

Modern-day students have made social networking platforms an important part of their lives, and this serves as a part of the tools shaping their communication patterns, social interactions, and professional aspirations. This increase in social networking could potentially nurture students' perspectives and attitudes in diverse ways, including their orientation towards music entrepreneurship and professionalism. Despite the significance of these platforms, little attention is paid to examining the impact of social networking on students' attitudes toward music entrepreneurship and professionalism, particularly within the Uyo Education Zone, Nigeria.

Purpose of the Study

The main objective of the study was to investigate the impact of social networking on students' attitudes toward music entrepreneurial orientation and professionalism in public secondary schools in Uyo Education Zone, Nigeria. Specifically, the study sought to:

- i. determine the impact of social networking on students' awareness of music entrepreneurial opportunities;
- ii. investigate how exposure to social networking content related to music entrepreneurship influences students' interest and orientation towards pursuing careers in music;

- iii. examine the impact of social networks on students' perception of professionalism in the music industry.

Research Questions

- i. What impact does social networking have on students' awareness of music entrepreneurship opportunities?
- ii. How does exposure to social networking content related to music entrepreneurship influence students' interest and orientation towards pursuing careers in music?
- iii. What impact do social networks have on students' perception of professionalism within the music industry?

This paper seeks to address these gaps by investigating how social networking impacts students' attitudes toward music entrepreneurship orientation and professionalism in the Uyo Education Zone, Nigeria. This study intends to provide insights that could inform educational strategies, career counselling, and support mechanisms, modified to enhance and propel the students to have the awareness of the entrepreneurial opportunities that will enable them to choose music as a career.

Research Methodology

The study adopted the survey design. It is relevant because it is only used to explore the possible effects of variables that cannot be manipulated experimentally with human subjects. The population of this study comprised 3,167 students from selected public secondary schools in the Uyo Education Zone. The zone is made up of Uyo, Nsit Atai, Ibesikpo Asutan, and Uruan Local Government Areas. A purposive sampling technique was adopted to select 264 (SS3) students drawn from two public secondary schools in each of the four local government areas that make up the Uyo Education Zone. A researcher-developed questionnaire, "Impact of Social Networking on Students' Attitudes toward Music Entrepreneurship Orientation and Professionalism" (ISNSATMEOPQ), was designed to gather data for the analysis. The instrument was divided into two sections, A and B. Section A contained demographic information about the respondents, while section B was about the issues related to the objectives of the study arranged in clusters. The researchers, with the help of a Research Assistant, after being briefed on the dynamics of the study, administered the questionnaires to the 264 respondents. Because it was an on-the-spot administration and retrieval conducted, it was possible for all the copies administered to be retrieved and used for analysis.

The data collected from the respondents were analysed using the Mean. For each questionnaire item constructed, a four-point rating scale with response categories was constructed and nominal values were assigned to the categories as follows:

- | | |
|-------------------|-----------------|
| Strongly Agree | [SA] = 4 points |
| Agree | [A] = 3 points |
| Disagree | [D] = 2 points |
| Strongly Disagree | [SD] = 1 point |

The Mean was used to answer the three research questions. The scale used, nominal values assigned, the cut-off points and decision options were as follows:

SCALE	NOMINAL VALUE ASSIGNED	CUT-OFF	DECISION RANGE
Strongly Agree (SA)	4	2.50	Agree (4 - 2.50)
Agree (A)	3	-	-
Disagree (D)	2	-	Disagree (Below 2.50)
Strongly Disagree (SD)	1	-	-

The cut-off point, 2.50, was arrived at by summing up all four nominal values and dividing the total by the response categories. The Mean for analysing responses was calculated from the formula:

$$X = \frac{\sum fx}{N}$$

$$= \frac{(4xf_1) + (3xf_2) + (2xf_3) + (1xf_4)}{N}$$

$$X =$$

Results

Research Question 1:

What impact does social networking have on students' awareness of music entrepreneurship opportunities?

Table 1: Mean responses of students on the impact social networking has on awareness of music entrepreneurship opportunities (n=264).

Cluster A							
S/N	ITEMS	SA	A	D	SD	X Mean	REMARKS
1	Social media platforms provide valuable information about career opportunities in music entrepreneurship.	153	111	0	0	3.58	Agree
2	Following music entrepreneurs on social media has increased my awareness of different business opportunities in the music industry.	87	145	21	11	3.16	Agree
3	Social networking sites have introduced me to resources and tools that can help me pursue music entrepreneurship.	109	133	22	0	3.33	Agree
4	I have learned about music entrepreneurship workshops and seminars through social media.	98	132	34	0	3.35	Agree
5	Social media advertisements and sponsored content have made me more aware of music entrepreneurship opportunities.	110	143	11	0	3.37	Agree
6	Engaging with content related to music entrepreneurship on social media has improved my understanding of what is involved in starting a music-related business.	143	66	55	0	3.33	Agree
7	I actively search for pages or profiles related to music entrepreneurship on social media to stay informed about opportunities.	89	110	33	32	2.97	Agree
8	Interactions with peers and mentors on social media have enhanced my awareness of music entrepreneurship career paths.	99	121	11	33	3.03	Agree
9	Social media influencers in the music industry have increased my knowledge of how to get started with music entrepreneurship.	77	120	45	22	2.95	Agree
10	I feel that social networking platforms offer more relevant and accessible information about music entrepreneurship than traditional sources.	110	121	22	11	3.25	Agree

Data presented in Table 1 shows the mean responses of students on the impact social networking has on students' awareness of music entrepreneurship opportunities. The result reveals that the respondents agree with all the items with the mean scores above 2.50.

Research Question 2

How does exposure to social networking content related to music entrepreneurship influence students' interest and orientation towards pursuing careers in this field?

Table 2: Mean responses of students on how exposure to social networking content related to music entrepreneurship influences students' interest and orientation towards pursuing music careers (n=264).

Cluster B							
S/N	ITEMS	SA	A	D	SD	X MEAN	REMARKS
11.	I frequently encounter content related to music entrepreneurship on social networking platforms.	110	132	22	0	3.33	Agree
12.	The content I see on social media about music entrepreneurship is often from reputable sources.	33	165	66	0	2.86	Agree
13.	Social media platforms provide a variety of content (e.g., articles, videos, interviews) about music entrepreneurship.	176	88	0	0	3.37	Agree
14.	I follow social media accounts or pages dedicated to music entrepreneurship.	109	110	23	22	3.03	Agree
15.	Exposure to social media content about music entrepreneurship has increased my interest in pursuing a career in this field.	110	55	32	67	2.79	Agree
16.	I find the stories and experiences shared by music entrepreneurs on social media inspiring and motivating.	187	55	0	22	3.54	Agree
17.	Social media content has helped me understand the potential career opportunities in music entrepreneurship.	121	143	22	11	3.58	Agree
18.	I actively seek out information on social media to learn more about starting a career in music entrepreneurship.	121	77	56	10	3.17	Agree
19.	Exposure to social media content about music entrepreneurship has influenced my decision to consider a career in this field.	77	132	33	22	3.16	Agree
20.	Social media has helped me build a network of contacts in the music entrepreneurship field.	110	66	77	12	3.05	Agree

Table 2 above presents the mean responses of students on how exposure to social networking content related to music entrepreneurship influences students' interest and orientation towards pursuing careers in this field. These results indicate that the respondents agreed with all the items having scored above the decision score of 2.5.

Research Question 3

What impact do social networks have on students' perception of professionalism within the music industry?

Table 3: Mean responses of students on the impact social networks have on their perceptions of professionalism within the music industry (n=264).

Cluster C							
	ITEMS	SA	A	D	SD	X MEAN	REMARKS
21	I regularly see content related to professionalism in the music industry on social networking platforms.	154	88	22	0	3.50	Agree
22	Social media profiles of music industry professionals often highlight their professional practices and ethics.	99	121	44	0	3.20	Agree
23	Social media platforms provide valuable insights into the expectations and standards of professionalism in the music industry	110	132	11	10	3.30	Agree
24	I follow social media accounts or pages that discuss the professional aspects of working in the music industry.	99	121	11	32	3.10	Agree
25	Exposure to social media content has helped me understand what constitutes professionalism in the music industry.	121	77	55	10	3.20	Agree
26	The portrayal of professionalism on social media has positively influenced my views on how to conduct myself professionally in the music industry.	100	132	32	0	3.30	Agree
27	I believe that social media provides realistic examples of professional behaviour in the music industry.	88	132	44	0	3.20	Agree
28	Social media content has made me more aware of the importance of networking and building professional relationships in the music industry.	132	88	43	1	3.30	Agree
29	Social media has influenced my understanding of industry standards for professionalism, such as communication and appearance.	110	132	21	1	3.30	Agree
30	The professional achievements showcased on social media platforms inspire me to adopt similar professional practices.	77	132	32	23	3.00	Agree

Table 3 above shows the mean responses of students on the impact social networks have on their perceptions of professionalism within the music industry. It is observed that the respondents agreed with all the 10 items, with Item 21 ranking highest with a mean score of 3.50. Item 30 earned the lowest mean score of 3.00. The mean rating, 3.00 to 3.50, indicates that social networks positively impact the student's perceptions of professionalism within the music industry.

Discussion of Findings

The findings of the study reveal the mean responses of respondents on the Impact of Social Networking on Students' Attitudes toward Music Entrepreneurship Orientation and

Professionalism. It was evident that all the students agreed that social media platforms have a great positive impact on their attitude towards music entrepreneurship orientation and professionalism, their disposition towards music as a course of study, notwithstanding. The findings showed that their engagement with social networking platforms had greatly influenced their awareness of music entrepreneurship opportunities. This connotes that the social networking platforms have given them enough awareness towards entrepreneurship opportunities. This result is not in tandem with Eaton's (2016) findings that social media usage impacts students negatively. Exposure to social networking content related to music entrepreneurship is another aspect that the students agreed has given them enough platform and reasons that gingered their interest and orientation towards pursuing careers in the field of music. The responses by the respondents showed that constantly encountering content related to music entrepreneurship has helped them to understand their potential in music careers. The findings also showed that the students do not just wait for the information; they rather seek it on social media platforms, especially on YouTube, to learn more about starting a music career. By the responses from the students, it is glaring that social network has a great positive impact on the students' perceptions toward pursuing a career in the music profession. These results seem to be in tandem with Ogundijo's (2014) findings that there is a positive connection between exposure to networking and students' performance. Though it was about academic performance, the bottom line is that engaging in networking skills such as creating content and sharing short views could help them get "likes" and motivation to choose music as a career.

Akkas (2022) corroborated the foregone findings by submitting a result that showed that a lot of students who engaged in networking skills by creating content and showing posts or statuses on social media tend to find their amusement in arts and music; some ventured into comedy, while others become musicians. The findings for the present study, therefore, reveal that students who are exposed to healthy social media skills are likely to appreciate their academic and artistic skills better. It does not only give them the need for maturation but also allows them to practise and experience such a career in the full glare of human popularity. This is because they are exposed to social media platforms, and the positive use of it has enabled them to acquire more information that has impacted positively on their choice of a music career.

Conclusion

Social networking has had a profound impact on students' attitudes toward music entrepreneurship and professionalism in the Uyo Education Zone. While it offers significant benefits in terms of exposure and inspiration. This paper exposes entrepreneurship as a platform where positive attitude, work ethics, exhibition of good conduct, risk management, etc. should be inculcated. It, therefore, calls for steps to be taken to inform, create awareness and evaluate the process. It also requires effort to cope with and manage challenges that may arise in the course of their orientation and socialisation. Music educators should see the use of technology as an aid, not a punishment or distractor. By understanding and addressing these dynamics, stakeholders can better support students in their quest for music careers and professional advancement. By implementing the highlighted recommendations, educational institutions would further enhance the positive impact of social networking on students' music entrepreneurship orientation and professionalism, helping them build valuable connections to advance their careers in the music industry.

Recommendations

The findings revealed that social networking plays an important role in determining students' attitudes toward music entrepreneurship and professionalism. Social media platforms provide precious resources, role models, and networking opportunities that can motivate and channel students in their career aspirations. However, it is recommended that:

1. Schools should be equipped with ICT centres and make the centres more accessible to students under serious monitoring to make sure it benefits them. A suggestion made by Ekong (2011) is that students can be encouraged to learn by adopting technology in the teaching-learning situations. Moreover, technology improves and facilitates learning and, therefore, provisions should be made for its adoption and utilisation.
2. Students should be encouraged to continue to use the internet more often in schools since vital information can be retrieved from various social network platforms. This is because this will make their learning self-centred, increase their self-confidence and self-esteem.
3. Educators and career counsellors should leverage technology (social media) as a tool for career development while also helping students navigate its challenges. Changes brought about by technology are gradual development rather than anarchic. Adoption of technology to expand students' knowledge and activity-packed programmes is imperative.
4. Music curriculum should include topics related to the use of social media especially content related to music in our secondary schools.
5. Students should be given more training in entrepreneurship and risk management, as this is one of the variables associated with entrepreneurship.

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APPENDIX

IMPACT OF SOCIAL NETWORKING ON STUDENTS' ATTITUDES TOWARD MUSIC ENTREPRENEURSHIP ORIENTATION AND PROFESSIONALISM IN THE UYO EDUCATION ZONE.

Section 1: Demographic Information

1. Age:
2. Gender:
3. Class in School:
4. Type of School (e.g., public, private).

Section 2: (NOTE: Please tick (√) in the column containing your best option).

SA = STRONGLY AGREE; A = AGREE; D = DISAGREE; SD =STRONGLY DISAGREE.

S/N	ITEMS	SA 4	A 3	D 2	SD 1
	CLUSTER A: Influence of engagement with social networking platforms on students' awareness of music entrepreneurship opportunities				
1	Social media platforms provide valuable information about career opportunities in music entrepreneurship.				
2	Following music entrepreneurs on social media has increased my awareness of different business opportunities in the music industry.				
3	Social networking sites have introduced me to resources and tools that can help me pursue music entrepreneurship.				
4	I have learned about music entrepreneurship workshops and seminars through social media.				
5	Social media advertisements and sponsored content have made me more aware of music entrepreneurship opportunities.				
6	Engaging with content related to music entrepreneurship on social media has improved my understanding of what is involved in starting a music-related business.				
7	I actively search for pages or profiles related to music entrepreneurship on social media to stay informed about opportunities				
8	Interactions with peers and mentors on social media have enhanced my awareness of music entrepreneurship career paths.				
9	Social media influencers in the music industry have increased my knowledge of how to get started with music entrepreneurship.				
10	Social networking platforms offer more relevant and accessible information about music entrepreneurship than traditional sources.				

	CLUSTER B: Influence of exposure to social networking content related to music entrepreneurship on students' interest and orientation towards pursuing careers in this field	SA 4	A 3	D 2	SD 1
11	I frequently encounter content related to music entrepreneurship on social networking platforms.				
12	The content I see on social media about music entrepreneurship is often from reputable sources.				
13	Social media platforms provide a variety of content (e.g., articles, videos, interviews) about music entrepreneurship.				
14	I follow social media accounts or pages dedicated to music entrepreneurship.				
15	Exposure to social media content about music entrepreneurship has increased my interest in pursuing a career in this field.				
16	I find the stories and experiences shared by music entrepreneurs on social media inspiring and motivating.				
17	Social media content has helped me understand the potential career opportunities in music entrepreneurship.				
18	I actively seek out information on social media to learn more about starting a career in music entrepreneurship.				
19	Exposure to social media content about music entrepreneurship has influenced my decision to consider a career in this field.				
20	Social media has helped me build a network of contacts in the music entrepreneurship field.				
	CLUSTER C: Impact of social media networks on students' perceptions of professionalism within the music industry.	SA 4	A 3	D 2	SD 1
21	I regularly see content related to professionalism in the music industry on social networking platforms.				
22	Social media profiles of music industry professionals often highlight their professional practices and ethics.				
23	Social media platforms provide valuable insights into the expectations and standards of professionalism in the music industry				
24	I follow social media accounts or pages that discuss the professional aspects of working in the music industry.				
25	Exposure to social media content has helped me understand what constitutes professionalism in the music industry.				
26	The portrayal of professionalism on social media has positively influenced my views on how to conduct myself professionally in the music industry.				
27	I believe that social media provides realistic examples of professional behaviour in the music industry.				
28	Social media content has made me more aware of the importance of networking and building professional relationships in the music industry.				
29	Social media has influenced my understanding of industry standards for professionalism, such as communication and appearance.				
30	The professional achievements showcased on social media platforms inspire me to adopt similar professional practices				