

**MS Research Thesis**  
**INFLUENCE OF SOCIAL MEDIA INFLUENCERS ON**  
**UNDERGRADUATE STUDENTS' ACADEMIC GOALS**  
**AND CAREER CHOICES**



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# **INFLUENCE OF SOCIAL MEDIA INFLUENCERS ON UNDERGRADUATE STUDENTS' ACADEMIC GOALS AND CAREER CHOICES**



**By**

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**10-FOE/MSTE/F23**

A thesis submitted in partial fulfillment of the requirements for the award of degree of  
MS Teacher Education

**DEPARTMENT OF TEACHER EDUCATION  
FACULTY OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY, ISLAMABAD**

**2025**

## APPROVAL SHEET

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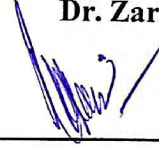
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I, Isra Abbasi, Registration. No. 10-FOE/MSTE/F23 as a student of MS Teacher Education, Department of Teacher Education, Faculty of Education at International Islamic University Islamabad, do hereby declare that the thesis entitled "Influence of Social Media Influencers on Undergraduate Students' Academic Goals and Career Choices" submitted for the partial fulfillment of MS degree Teacher Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not, be submitted by researchers for obtaining any degree from this or any other university or institutions in future.



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## SUPERVISOR'S CERTIFICATE

The thesis entitled "Influence of Social Media Influencers on Undergraduate Students' Academic Goals and Career Choices" submitted by Ms. Isra Abbasi Regd. No. 10- FOE /MSTE/ F23 in partial fulfillment of MS degree in Teacher Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

Dated: 30-09-2025

Supervisor



Dr. Zaria Akhtar

# DEDICATION

DEDICATED

TO

MY RESPECTED PARENTS & MY FAMILY

(who made me believe in myself)

&

MY HONORABLE SUPERVISOR DR. ZARINA AKHTAR

(WHO INSPIRED ME TO COMPLETE THIS RESEARCH)

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Isra Abbasi

## **Abstract**

In the modern digital age, social media influencers are influential figures who hold significant sway over their followers and have the potential to shape students' perception by promoting financial stability, job security and luxurious lifestyle. Academic goals are what students aim to achieve in their studies while career choices involve selecting a professional path which aligns with these goals. The objectives of this study were, 1. to identify the extent to which undergraduate students follow social media influencers on social media platforms. 2. To identify the influence of social media influencers on shaping the academic goals and career choice of undergraduate students. 3. To explore personal experiences and perspectives of highly influenced undergraduate students. 4. To compare the influence of social media influencers on academic goals and career choice of undergraduate students across faculties. The paradigm of this study was post-positivism. The paradigm of this research was post-positivism and the design of the study was mixed method. A sequential explanatory design was adopted. This type of design is characterized by the collection and analysis of quantitative data in the first phase followed by the collection and analysis of qualitative data in the second phase. The study was delimited to female Undergraduate Students of BS 7th and 8th semesters from the faculties (Education, Social Sciences and Management Sciences) of IIUI. The total population of the study were N-1216 female undergraduate students of 7th and 8th semesters from faculties (Education, Social Sciences and Management Sciences) of IIUI. The sample was Faculty of Social Sciences n-283, faculty of Education n-73 and faculty of Management Sciences n-112 female undergraduate students. The sample size for this study was initially determined using Yamane's formula to ensure accurate result. However, since collecting data from a large sample can be challenging, the Finite Population Correction (FPC) method was used to reduce the sample size from n-468 to n-325. Stratified random Sampling Technique was used to collect quantitative data from sample and Purposive Sampling Technique was used to collect qualitative data. Self-developed questionnaires were used for quantitative data. The questionnaire was developed based on a literature review to collect data regarding the influences of social media influencers on academic goals and career choices. The questionnaire was utilizing a 5-point Likert scale, ranging from Strongly Disagree to Strongly Agree. The items in the questionnaire related to the research variables; social media influencers,

academic goals, and career choices while the qualitative phase employed semi-structured interviews with purposively selected students who reported strong influence. The validity of instrument was checked through the expert's opinions and suggestions. For reliability the pilot study was conducted on a selected sample from the whole population. Cronbach Alpha was applied to check the reliability of the instruments. Data was collected through personal visit and Quantitative data were analyzed using descriptive statistics and inferential statistics including frequencies, means scores, standard deviations and ANOVA test, for qualitative, themes and codes were generated to provide insight of qualitative data. The findings revealed that social media influencers significantly shape undergraduate students' academic goals and career aspirations by reducing their motivation, weakening their long-term commitment, and undermining the perceived value of formal education. Moreover, the study found that this influence was consistent across faculties, with no significant differences reported among students from Education, Social Sciences, and Management Sciences.

***Keywords:*** *Social Media, Social Media Influencers, Undergraduate Student, Academic Goals, Career Choices*

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## **LIST OF ABBREVIATIONS**

<b>SMI</b>	Social Media Influencer
<b>SMP</b>	Social Media Platform
<b>CC</b>	Career Choice
<b>AG</b>	Academic Goals
<b>UG</b>	Undergraduate
<b>IIUI</b>	International Islamic University, Islamabad
<b>HEC</b>	Higher Education Commission
<b>MMR</b>	Mixed Method Research

# CHAPTER 1

## INTRODUCTION

Nowadays, social media has become an integral part of individual's lives, it not only shapes personal lives but also plays a significant role in education sector. Social media also affecting how individuals can communicate, learn and plan their career paths. Worldwide around 4.2 billion people are connecting with social media platforms such as TikTok, Instagram and YouTube and some ordinary people are getting famed and reached high following audience and become an influential figure in different niches such as fashion, fitness, lifestyle and education and career then they have set some trends, and the millions of people are getting inspired by social media influencers (Nguyen et al., 2023).

Social media influencers are people who have developed an extensive following on social media sites like Instagram, YouTube, TikTok, and Facebook. Academic goals are the objectives students aim to achieve in their studies, while career choices involve selecting professional paths which align with these goals (Chaffey, 2024). The desire for financial stability, job security and luxurious lifestyle can influence the academic goals and career choice of undergraduate students, Undergraduate students are specially influenced because they are in crucial phase of determining their future academic goals and career choice. So, it is essential to identify the influence of social media influencers on undergraduate students' academic goals and career path (Azkiah & Hartono, 2023).

Despite growing research on the role of social media in education and career development, there remains a lack of focused study on how social media influencers specifically shape the academic goals and career choices of female undergraduate students in Pakistan, particularly in a university context like the International Islamic University, Islamabad (IIUI). Most existing studies focus on general social media usage or the influence of influencers on consumer behavior, leaving a gap in understanding the academic and career impact on undergraduate students. Addressing this gap is crucial for educators, policymakers, and students themselves to understand the interplay between social media influence and higher education decision-making. Although previous studies have looked at the general impact of social media influencers on adolescent's mental health, body image, and behaviors but there is a significant gap in understanding the influence of social media influencers in the discipline of education

and specifically on undergraduate students' academic goal and career choices. Therefore, this study aims to identify the influence of social media influencers on the academic goals and career choices of undergraduate students at IIUI, with the objective of providing insights into how digital platforms shape educational aspirations and career planning in the contemporary context.

### **1.1 Background and the Context of the Study**

In the modern era, our everyday lives are greatly influenced by social media, it just not shaping personal lives but also play significant role in education sector. Social media has shifted the way we communicate and acquire information on many different kinds of platforms. Studies showed that more than 4.2 billion peoples are active in social media platforms such as TikTok, Instagram and YouTube (Chaffey, 2024). Some ordinary people are getting famed and reached high following audience and become an influential figure in different niches such as fashion, fitness, lifestyle and education and career then they have set some trends, and the millions of people are getting inspired by social media influencers.

Albadri (2023) stated that a key catalyst in the rise of Influencers is emerging of application and development of internet in an environment of communication. Applications with greater levels of activity seek to attract greater numbers of followers who are searching for content that meets their requirements for knowledge acquisition. Influencers use different social media platform such as TikTok, Snapchat and Instagram to provide information that meet the need of the audience.

Social media influencers are people who have developed an extensive following on social media sites like Instagram, YouTube, TikTok, and Facebook. They are considered as experts in their respective fields, which can range from fitness and education to fashion and beauty. Their content, which is frequently composed of professional advice, personal stories, and lifestyle showcases, connects with their audience and encourages interaction. These influencers' relatability and credibility add to their persuasive power, making them important figures in the formation of attitudes and behaviors (Azkiah & Hartono, 2023). Due to high fame, wealth and luxurious lifestyles, these influencers have strong potential to change their followers' ideas, goals and their choices. (De Castro et al., 2021)

Research shows that job selection is shaped by various factors, the most significance motivators are financial stability, being the potential to achieve social respect and a meaningful impact on society (Nguyen et al., 2023). Undergraduate students seek careers that not only offer sustainable income but also grant them prestige with in their community. However, social media influencers, who often display a glamorous lifestyle, high income and large following, represent different path to success that align closely with the motivating factors. As undergraduate students are near to their degree completion, they are exposed more and more of these influence through social media which might lead to changes in their academic goals and career choices. Potentially may be causing them to give up on their initial goals in favor of becoming influencers. Some influencers who frequently have no formal schooling, seem to be able to attain financial success and social prominence which can create a perception that such careers of a quickly reward as compared to traditional professions. This trend presents a specific challenge as students who initially planned to pursue careers that contribute meaningfully to society might become distracted by the material and social reward that influencers culture promote. The main focus of the study is to identify that how social media influencers, influence academic goals and career choices of female undergraduate students, maybe diverting them from their initial motivated goals toward a pursuit of personal fame and luxury. Although previous studies have looked at the general impact of social media influencers on adolescent's mental health, body image, and behaviors but there is a significant gap in understanding the influence of social media influencers in the discipline of education and specifically on undergraduate students' academic goal and career choices.

## **1.2 Problem Statement**

The rapid growth of social media and the growing number of influencers on social media platforms like TikTok, Instagram, Facebook and YouTube, have completely transformed the process in which knowledge is spread and communicated. Due to high fame, wealth and luxurious lifestyles, these influencers have potential to change their followers' ideas, goals and their choices. Undergraduate students are specially affected because they are in crucial phase of determining their future academic goals and career choice. However, previous research has examined the effects of social media on adolescents' mental health, body image, and consumer behavior (De Castro et

al., 2021; Al-Ansi et al., 2023), far less attention has been paid to its educational dimension. Specifically, there is limited evidence on how influencer culture influence academic goal setting and career choices among undergraduate students in higher education.

The role of social media influencers in shaping academic goals and career choices has not been systematically studied within the educational context of Pakistani universities. Addressing this gap is crucial because it not only concerns students' academic persistence but also the alignment of their career decisions with long-term societal and economic needs. Therefore, the present study identifies the influence of social media influencers on female undergraduate students at IIUI in terms of their academic goals and career choices. This study contributes new insights to educational research, highlights challenges posed by digital culture, and provides implications for student counseling, academic advising, and educational policy.

### **1.3 Objectives of the Study**

The research objectives were to:

1. measure the extent undergraduate students, follow social media influencers on social media platforms.
2. identify the influence of social media influencers on shaping the academic goals and career choice of undergraduate students.
3. explore personal experiences and perspectives of highly influenced undergraduate students.
4. compare the influence of social media influencers on academic goals of undergraduate students across faculties (Education, Social Sciences and Management Sciences).
5. compare the influence of social media influencers on a career choice of undergraduate students across faculties (Education, Social Sciences and Management Sciences).

### **1.4 Research Questions**

The research questions of the study were:

1. At what extent undergraduate students follow social media influencers on social media platforms?

2. How do social media influencers, influence the academic goals and career choice of undergraduate students?
3. What are the personal experiences and perspectives of highly influenced undergraduate students?

### **1.5 Hypotheses of Study**

H<sub>01</sub>: There is no significance difference in the influence of social media influencers on academic goals of undergraduate students across faculties (Education, Social Sciences and Management Sciences).

H<sub>02</sub>: There is no significance difference in the influence of social media influencers on career choice of undergraduate students across faculties (Education, Social Sciences and Management Sciences).

### **1.6 Significance of the Study**

This study holds significant academic and practical value by addressing a critical gap in understanding how social media influencers influence the academic goals and career choices of undergraduate students, particularly in the context of education. It fills a research gap by understanding the influence of social media influencers on female undergraduate students' academic goal and career choices. Furthermore, by focusing on female undergraduate students at (IIUI) adds new contextual knowledge to the literature on how social media influences career-related decisions in higher education settings in Pakistan. The findings can inform educational institutions and academic advisors, helping them better understand the external influences affecting students' decisions, allowing them to provide more targeted counseling and career guidance. The study is significant for several stakeholders. For educational institutions and academic advisors, it provides evidence to design counseling and awareness programs that address the dual role of influencers—as both sources of learning and distractions from academic commitment. For policy makers, the study emphasizes the need to integrate skill-based training (such as digital marketing, freelancing, and content creation) into curricula, enabling students to balance traditional career paths with emerging digital opportunities. For students and their families, the research raises awareness of how social media shapes aspirations, offering guidance for making informed, realistic career decisions. Additionally, this research may help students and their families become more aware of

how social media content shapes career goals, while also equipping parents and guardians to better support their children's career aspirations.

### **1.7 Delimitation of the study**

The study was delimited to the female undergraduate students in the BS (7th and 8th semesters) from the faculties (Education, Social Science and Management Sciences) at International Islamic University Islamabad IIUI.

### **1.8 Operational Definitions**

#### **1.8.1 Social Media Influencer**

Social media influencers are an individual who has extensive following on different social media platform (Instagram, TikTok, YouTube and Facebook) where they create content related to different niches such as fashion, fitness, lifestyle and education and career. They are often identified by their money, large social media followings and luxurious lifestyle and due to this they have potential to change their followers' ideas, goals and choices

#### **1.8.2 Academic Goals**

Academic goals are defined as specific objectives and targets that undergraduate students have set to accomplish within a specific time period. This goals typically include achieving certain GPA, obtaining certificate and acquiring specific skills and knowledge.

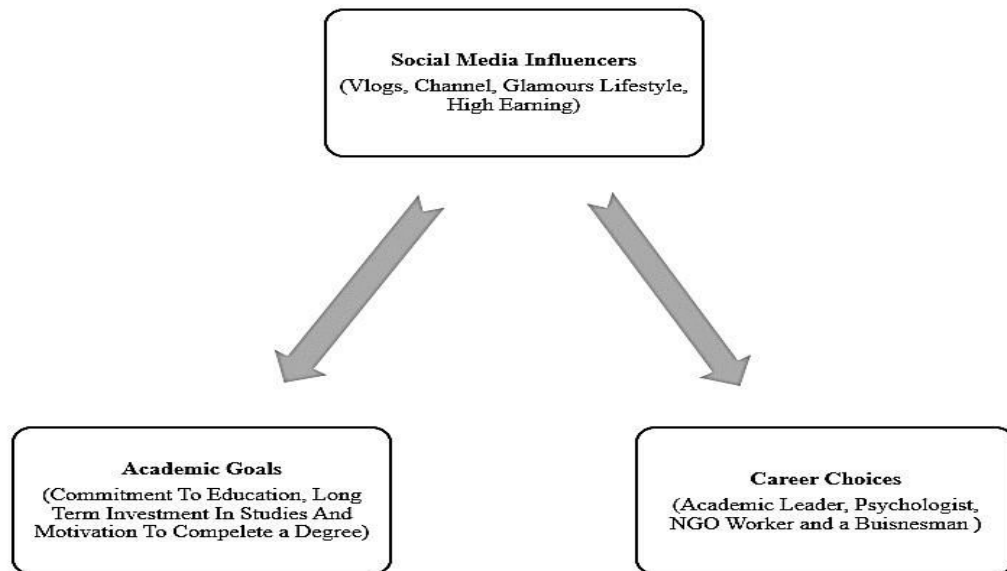
#### **1.8.3 Career Choice**

Career choice is a process of making decision related to the selection of specific occupation or profession after the completion of specific degree and also selecting profession based on interest and skills.

## 1.9 Conceptual Framework

**Figure 1**

*Conceptual Framework*



This conceptual framework demonstrates how social media influencers especially through vlogs and online channels, shape the academic goals and career choices of undergraduate students. Influencers often present a lifestyle characterized by financial success, brand sponsorships, flexible work, and rapid popularity. These indicators (vlogs, lifestyle portrayal, high earning, daily routines) serve as powerful models that students observe and internalize.

Through continuous exposure to such content, students may begin to compare traditional academic pathways with influencer-driven success. As a result, the influence of vlogs can alter their academic goals by reducing commitment to long-term education, weakening motivation to complete a degree, and reshaping their perception of academic achievement. Instead of viewing education as a pathway to stability and professional identity, students may seek faster alternatives promoted by influencers.

Similarly, career choices are influenced when students start aspiring toward social media-based professions such as content creation, digital entrepreneurship, freelancing, or brand influencing. These aspirations often conflict with academically grounded careers, such as becoming an academic leader, psychologist, NGO worker, or business professional. Therefore, this framework highlights the shifting mindset of

students in the digital age, where social media content increasingly competes with educational institutions in guiding career aspirations.

## CHAPTER 2

### LITERATURE REVIEW

This section provides a comprehensive overview of existing research and scholarly works relevant to the study's focus on influence of social media influencers on prospective teachers' academic goals and career choice. The review is structured into three major parts: (a) theoretical background, (b) conceptual background, and (c) methodological support. The theoretical background discusses the theories that guide the study and provide an explanation for how social media use and influencer culture shape students' behaviors and decisions. The conceptual background synthesizes previous research findings on social media, social media influencers, academic goals, and career choices, highlighting their interrelationships. The methodological support reviews research designs and approaches applied in prior studies to justify the methodological choices adopted for this study. Together, these three aspects provide a coherent framework for situating the present research within existing scholarship.

#### 2.1 Theoretical Review

Although this study does not adopt a single theoretical framework, several theories offer valuable insights to understand how social media influencers may shape students' academic goals and career choices. Social Learning Theory (Bandura, 1977) explains that individuals learn behaviors, attitudes, and goal-setting by observing role models; in the digital era, influencers act as such models, portraying lifestyles and career paths that students may seek to emulate. Likewise, the Uses and Gratification Theory (Katz, Blumler & Gurevitch, 1974) suggests that individuals actively use media to fulfill needs such as information, entertainment, and identity exploration, which helps clarify why undergraduate students engage with influencers for both academic motivation and personal inspiration. Additionally, the Social Cognitive Career Theory (SCCT) (Lent, Brown & Hackett, 1994) emphasizes the role of external influences, self-efficacy, and outcome expectations in shaping one's academic and career decisions, highlighting how exposure to influencer narratives can alter students' perceptions of success and achievement. While the present study does not directly test these theories, they collectively provide a theoretical lens that supports the rationale of the research and strengthens its academic foundation.

## **2.2 Conceptual Background**

### **2.2.1 Social Media**

Social media refers to internet-based platforms that enable users to create, share, and interact with content and communities in real time. These platforms support various functions such as messaging, video sharing, blogging, and networking (Kaplan & Haenlein, 2010). According to Unsal (2020) The entire world is currently experiencing a revolution in social media, as a result, social media platforms like Facebook, TikTok, YouTube and Instagram are frequently used for communication purpose. Social media has shifted the way we communicate and acquire information on many different kinds of platforms. Studies shows that more than 4.2 billion peoples are active in social media platforms such as TikTok, Instagram and YouTube (Chaffey, 2024). The study show that the social media platform is a useful platform for exploring different career options but due to the lake of guidance can lead certainties among perspective teachers (Ahamad, 2022). Social media has become an integral part of youth culture, deeply influencing the values, behaviors, and decision-making patterns of young people. Platforms such as Instagram, TikTok, Snapchat, and YouTube are widely used by adolescents and young adults to express themselves, connect with peers, and consume content. According to Nadanyiova and Sujanska (2023), undergraduate students spend a significant portion of their daily routine on social media, making it a powerful tool for shaping opinions and lifestyle choices.

### **2.2.2 Time Spent on Social Media**

University students spend a significant amount of time on social media platforms. According to Fauziah, Hidayat, and Fitria (2024), undergraduate students report spending between three to five hours daily browsing platforms like Instagram, YouTube, and TikTok. This high engagement exposes them to a vast amount of curated content, including motivational videos, lifestyle tips, academic strategies, and influencer-driven career success stories. This frequent exposure to influencers makes students more susceptible to adopting their ideas, values, and lifestyles. The more time they spend consuming influencer content, the more likely it is to influence their academic priorities and career goals, sometimes diverting their focus from traditional educational pathways to content creation or entrepreneurial digital ventures.

### **2.2.3 Purpose of Social Media**

Initially developed for social interaction, the purpose of social media has diversified for students. Now, platforms are used not only for communication but also for educational content, self-promotion, skill-building, and career exploration. Ibrahim and Khan (2024) found that students increasingly turn to YouTube tutorials, LinkedIn posts, and TikTok “day-in-the-life” videos to learn about professions, academic routines, and digital career options. This shift in usage shows how students are no longer confined to institutional guidance or textbooks. They are now looking to influencers for academic and career inspiration—often using what they see as a model for setting their own life goals. Influencers who portray academic achievement, entrepreneurship, or financial independence attract followers who aim to replicate those outcomes.

### **2.2.4 Most Popular Social Media Platforms Among Students**

According to Hidayat (2024), Instagram, TikTok, and YouTube are the most popular platforms among undergraduate students. These apps stand out due to their emphasis on visual storytelling, short-form videos, and interactive content, which appeals to students’ desire for quick, engaging, and relatable information.

- TikTok, for instance, features short clips of study hacks or “study vlogs.”
- YouTube includes long-form educational content and career-related interviews.
- Instagram often highlights aesthetic portrayals of work-life balance and digital success.
- Facebook is commonly used by students to join academic groups, university communities, and career networking pages. It facilitates peer discussion, event participation (e.g., webinars and job fairs), and exposure to professional opportunities shared by influencers, alumni, and recruiters.

These platforms are hotspots for influencers, who leverage algorithms and engagement to promote lifestyles and careers that seem exciting and attainable. Students frequently following such content are more likely to compare their academic paths and professional ambitions with what they see online, leading them to modify or even abandon original goals in favor of what influencers suggest.

### **2.2.5 Influence on Decision-Making**

Influencers play a critical role in shaping students' personal and academic choices. Fetter, Zhang, and Szekely (2023) found that many students view influencers as credible and relatable sources of life guidance, particularly when it comes to fashion, mental health, entrepreneurship, and career paths. Influencers' content often includes personal success stories, income breakdowns, and "a day in my life" vlogs, all of which can strongly sway student perceptions of success and ambition. When students start seeing influencers as trusted role models, they may begin to shift their academic goals or restructure their future plans based on the careers, values, or lifestyles promoted online. Influencers may inadvertently discourage academic persistence by glamorizing alternative career paths that seem more lucrative or enjoyable, despite lacking educational rigor.

### **2.2.6 Role of Social Media in Shaping Perceptions**

Social media does more than just facilitate communication and entertainment—it has become a powerful tool that influences users' self-image, lifestyle choices, and long-term aspirations. For undergraduate students, who are in a critical stage of identity development and career planning, the role of social media in shaping behavior and expectations is particularly significant. Exposure to curated success stories, influencer lifestyles, and peer comparisons directly affects how students perceive academic achievement, career success, and life priorities.

The influence of social media is not limited to entertainment; it plays a key role in shaping self-perception, identity, and aspirations. Studies show that the curated lives of influencers often lead youth to compare themselves to idealized standards, which can affect their self-esteem and psychological well-being (Popaitoon, 2022). This phenomenon is particularly prominent among teenagers who are still developing their sense of self and are vulnerable to external validation through likes, shares, and comments (Alsanie, 2015).

Moreover, youth increasingly rely on social media influencers for guidance in areas such as fashion, beauty, career, and even academic advice. Influencers are perceived as relatable role models, often more trusted than traditional celebrities or institutional figures (Freberg et al., 2011). This trust significantly impacts youths'

choices, from consumer behavior to long-term career planning (Ayuningtyas et al., 2024).

Ahamad (2022) examined the role of social media in attracting talent, highlighting how organizations increasingly rely on platforms such as LinkedIn, Twitter, and Instagram to identify and engage potential candidates. The study found that social media facilitates both visibility and accessibility for employers, allowing them to reach a wider audience and target specific talent pools efficiently. Additionally, the research emphasized that job seekers' online presence and digital branding significantly influence recruitment outcomes, as organizations often assess candidates' skills, professionalism, and cultural fit through their social media activity. This study underscores the growing importance of social media not only as a networking tool but also as a strategic channel for human resource management, suggesting that effective social media engagement can enhance talent acquisition processes and organizational competitiveness.

Swathi and Kumar (2023) emphasize that excessive social media usage can affect academic performance, particularly when used predominantly for non-academic purposes. Ultimately, social media's impact on youth is profound and multifaceted, influencing how they see themselves, others, and their futures. The digital environment has reshaped social norms, value systems, and even educational and career trajectories

### **2.2.7 Positive Academic Role of Social Media**

Despite growing concerns about excessive screen usage, social media has emerged as a valuable academic resource when utilized constructively. Many undergraduate students follow educational influencers, academic vloggers, and motivational speakers who share study routines, exam strategies, and career-building guidance. According to Al-Rahmi and Othman (2021), social media platforms promote peer discussion, academic collaboration, and timely access to learning materials, thus increasing students' academic engagement. Students often rely on YouTube channels and academic vlogs for exam preparation, concept clarification, and skill development, especially in fields where institutional resources are limited.

Furthermore, Ainin et al. (2022) found that educational content on platforms such as Instagram Reels and YouTube Shorts supports micro-learning by delivering

short, focused academic lessons. These resources help learners stay motivated and connect with real-life experiences shared by successful professionals and students. In this way, social media contributes to the development of academic self-efficacy and future career clarity.

Additionally, Yangyang (2024) emphasizes that academic influencers play an inspirational role by sharing personal academic journeys, overcoming failures, and highlighting the value of perseverance. These narratives positively shape students' academic goals and career aspirations. Ibrahim and Khan (2025) also noted that when students are exposed to productive academic content, they tend to value education, set academic milestones, and pursue careers aligned with their competencies rather than mere fame or trends

### **2.2.8 Influence of Social Media on Academic Goals and Career Choices**

Social media platforms have increasingly become a guiding force in shaping students' academic goals and future career choices. Students no longer rely solely on traditional career counselling; instead, they actively follow social media influencers, educational vloggers, and professional mentors who share insights about educational paths, scholarships, skill development, and career opportunities. According to Hashim and Nikbin (2021), exposure to academic and career-oriented content on platforms like YouTube and Instagram helps students gain clarity about their academic goals and long-term aspirations. These platforms create informal learning environments where learners observe real-life success stories, which in turn motivate them to pursue similar educational and career trajectories.

Moreover, Yangyang (2024) highlights that motivational influencers often encourage students to set disciplined study routines, select meaningful career fields, and remain committed to their educational journeys. Influencers who share experiences of university life, internships, or professional success indirectly shape students' perceptions of "successful careers," influencing their choice of degree programs. Ibrahim and Khan (2025) further found that some students may prioritize fame and quick financial gains promoted on social media, while others are inspired to seek academic excellence and professional stability. Therefore, social media acts as both a motivational source and a decision-making tool, capable of positively or negatively altering students' academic direction and career ambitions.

### **2.3 Social Media Influencers**

In the contemporary digital age, social media influencers (SMIs) have emerged as powerful figures capable of shaping the career aspirations and academic goals of undergraduate students. These influencers, who project images of fame, financial success, and lifestyle freedom, increasingly serve as role models for undergraduate students, who are at a critical stage of determining their academic and professional futures (Ibrahim & Khan, 2024).

Duffy (2020) stated that social media influencer is a content creator that focuses mostly on social media platform to engage with like-minded individuals using various social media platform with the goal of making money and due to sincerity and trust they can build a good relationship with their followers.

An influencer can be an individual organization or group who have ability to who have potential to shape the decision of a target audience on a digital platform due to the same credibility knowledge position and relationship because of the internet accessibility some of the people require sizeable following and attract a lot of attention while also offering guidance to their followers and grow as social media influencer (Bansal & Saini, 2022).

Social media influencers are people who have developed an extensive following on social media sites like Instagram, YouTube, TikTok, and Facebook. According to Azkiah and Hartono (2023) social media influences are considered as experts in their respective fields, which can range from fitness and education to fashion and beauty. Their content, which is frequently composed of professional advice, personal stories, and lifestyle showcases, connects with their audience and encourages interaction. These influencers' relatability and credibility add to their persuasive power, making them important figures in the formation of attitudes and behaviors. Due to high fame, wealth and luxurious lifestyles, these influencers have strong potential to change their followers' ideas, goals and their choices (De Castro et al., 2021).

Albadri (2023) stated that a key catalyst in the rise of Influencers is emerging of application and development of internet in an environment of communication. Applications with greater levels of activity seek to attract greater numbers of followers who are searching for content that meets their requirements for knowledge acquisition.

Influencers use different social media platform such as Tiktok, Snapchat and Instagram to provide information that meet the need of the audience.

### **2.3.1 Types of Social Media Influencers**

Social Media Influencers (SMIs) are individuals who have built a significant online presence and can shape the opinions, behaviors, and decisions of their followers. Influencers can be categorized in various ways, including follower count, content niche, and level of influence (Freberg et al., 2011; Sudha & Sheena, 2017). Understanding these types is essential for analyzing how different influencers impact youth, especially undergraduate students' academic and career decisions

### **2.3.2 Social Media Influencers based on Platforms**

Influencers also differ based on the platforms they primarily use:

#### **1. Influencers on Instagram**

Instagram influencers are known for posting visually appealing content—such as fashion, lifestyle, food, and travel imagery—that promotes a desirable and often luxurious lifestyle. Due to its visual and interactive design, Instagram is a preferred platform for influencers in beauty, fashion, and wellness. Students, particularly undergraduates, are drawn to these visuals and may begin associating success and fulfillment with what they observe. This could potentially influence their academic choices if they aspire to careers that promise similar aesthetics or freedom (Vişelar, 2019).

#### **2. Influencers on YouTube (YouTubers)**

YouTube influencers create long-form content such as tutorials, educational videos, daily vlogs, and personal storytelling. This format builds deeper relationships with viewers and allows for more informative and skill-based content. (Kayyali, 2024).

#### **3. Influencers on TikTok**

TikTok has emerged as a dominant platform among Generation Z due to its short-form, engaging, and often viral video content. Influencers on TikTok post quick lifestyle hacks, motivational messages, behind-the-scenes looks at their careers, and even “study with me” or “day in my life” videos. These bite-sized clips are highly impactful, and undergraduate students may develop career aspirations or question

traditional education norms based on the success stories they frequently view (Lu, 2023).

#### **4. Influencers on Twitter**

Twitter influencers, often referred to as thought leaders, tend to focus on real-time commentary, academic discourse, and niche topics in politics, technology, or business. Although less visual, Twitter is effective in shaping students' opinions, particularly regarding current events, policy debates, and emerging career fields. Influencers on this platform may include academics, CEOs, or professionals whose advice can sway the educational or career direction of students (Lou & Yuan, 2019)

#### **5. Influencers on LinkedIn**

LinkedIn influencers are typically professionals who share business insights, leadership advice, and personal development content. They are crucial in guiding students through academic choices and preparing them for the professional world. Their posts about internships, industry trends, or soft skills development often resonate with undergraduate students planning their future careers. LinkedIn influencers can shape students' career identities and help bridge the gap between academic goals and workplace expectations (De Veirman et al., 2017).

### **2.3.3 Social media influencers Based on Follower Count**

This classification is one of the most common and is typically divided into five levels:

#### **1. Mega-Influencers**

Individuals with over 1 million followers. They are often celebrities or public figures who influence broad audiences but may have lower engagement rates due to their vast follower base (Lou & Yuan, 2019).

#### **2. Macro-Influencers**

Influencers with 100,000 to 1 million followers. They are usually internet personalities or experts in a particular field and are more accessible for brand collaborations than mega-influencers (De Veirman et al., 2017).

#### **3. Mid-Tier Influencers**

Those with 50,000 to 100,000 followers. They often have a well-defined niche and balanced engagement.

#### **4. Micro-Influencers**

These influencers typically have between 10,000 and 50,000 followers. They tend to have high engagement rates and strong credibility within niche communities (Geyser, 2023).

#### **5. Nano-Influencers**

With fewer than 10,000 followers, these individuals often influence small, tightly-knit communities. Despite their smaller audience, they often have the highest engagement rates and are perceived as highly authentic (Jin et al., 2019).

### **2.3.4 Social Media Influencers Based on Content Niche**

Influencers can also be classified by the type of content they produce and the interests of their followers.

#### **1. Lifestyle Influencers**

Share personal experiences, daily routines, and aspirational content. They often impact followers' life goals and career perspectives (Vițelar, 2019).

#### **2. Fashion and Beauty Influencers**

Specialize in trends, makeup tutorials, and style tips. They often influence product choices and self-image (Khamis et al., 2017).

#### **3. Fitness and Health Influencers**

Provide workout routines, nutrition tips, and health advice, inspiring followers to adopt healthier lifestyles (Casaló et al., 2020).

#### **4. Educational Influencers**

Focus on academic advice, career tips, or subject-specific content. They can positively impact students' learning and professional aspirations (Kayyali, 2024).

#### **5. Entertainment Influencers**

Produce humor, music, or gaming content and are widely followed for their engaging and relatable style.

Each type of influencer plays a unique role in shaping youth behavior and decision-making. While mega-influencers reach wider audiences, micro and nano-influencers often hold more personal sway, particularly within niche academic or professional domains. Understanding these categories is essential to analyzing how influencers affect students' academic goals and career planning.

## **2.4 Empirical Review**

This section reviews previous empirical studies that have investigated the impact of social media and social media influencers on students' academic goals, career decisions, and related behaviors. The review covers both international and regional studies, highlighting their findings and identifying gaps.

Social media influencers are people who use their substantial followings to endorse product or service in an effort to increase online engagement. Influencers are regarded as content creator who have reliable audience. Lajnef (2023) found that influencers are a person who entertaining and audience through a channel and use blocks post tweet and other social media platform to shape the audience need is known as influencers. He also Stated that influences have these main features (content creation, commercial intent, monetization, trust and authenticity. This categorization is particularly relevant for the present study, as students at IIUI are likely exposed to different categories of influencers whose influence may vary depending on their follower base and credibility. His study also categories social media influencers in different level, Nano who have (1000-10,000 followers), Micro (10,000-50,000 followers) Macro level influencers have (500,000-1 million followers) and Mega level influencers are generally celebrities and online specialty expert who have more than 1 million followers on social media platform (Lajnef, 2023)

According to Albadri (2023) Due to the authenticity trustworthiness similarity and attractiveness, the people follow those influencers and purchase the product recommended by the social media inferences and these features consider as key catalyst in rise of influencers in social media platform. This reinforces the idea that students may view influencers as credible and relatable role models, which could extend beyond consumer choices to decisions about academics and careers. Fetter et al. (2023) noted that nearly 75% of youth aspire to become influencers, motivated by the perception of immediate financial gain without prolonged academic commitments. These digital

careers offer various income sources—sponsorships, affiliate marketing, product sales—that appeal to students seeking quicker paths to financial independence compared to conventional professions that require years of study and experience (Kiatkawsin & Lee, 2022; Solak, 2024). This finding is important in the IIUI context, where undergraduate students may similarly be drawn to influencer careers as quicker and more rewarding alternatives to traditional professions.

De Castro et al. (2021) The research resists significant concerns about the influence of social media influencers on adolescence specially in area such as mental health body image and healthy behavior. research also indicates that interaction among peers through social media platform have can have a substantial impact on online behavior and buying decision. Psychological studied also raised alarm for those people who spend a lot of time on social media platform and suggested that social media influencers can have detrimental effect such as increase in level of depression, anxiety and loneliness. Moreover, social media influencers frequently encourage unrealistic body views through social media platforms which can cause identity issue particularly in women but also increasingly in men. Furthermore, this kind of exposure has been linked to unhealthy habits including drinking alcohol and promoting meals high in fat sugar and salt which are contributing factors in the rising incidence of obesity among adolescence. In light of this result demand for law protecting youth for the damaging effect of social media inferences are increasing however there is a still lack of knowledge on the complete extent of social media impact positive or negative on teenagers while some researches has explore the general impact of social media influencers on adolescence health and behavior but there is a limited focus on how social media influencer affect undergraduate students' academic goal and career choice this gap is crucial, as the influence of social media influencer may extend beyond social and psychological impact to affect Educational aspiration and professional decision. This creates a research gap that the present study addresses—examining not only the social and psychological but also the academic and career-related influences of social media influencers.

Acarli and Sağlam (2015) investigated pre-service teachers' intentions to use social media in teaching activities within the framework of the Technology Acceptance Model (TAM). The study aimed to understand how perceived usefulness and perceived

ease of use influence teachers' willingness to integrate social media tools into their instructional practices. By surveying pre-service teachers, the authors found that both perceived usefulness and ease of use significantly impacted their intention to adopt social media for teaching purposes. The findings highlight the importance of training and familiarization with digital tools in teacher education programs, suggesting that educators' positive attitudes toward technology can enhance effective integration of social media into pedagogical activities. This study underscores the role of social media not only as a communication platform but also as a potential tool to enrich teaching and learning experiences in educational contexts.

Acquiring an understanding of this connection is crucial for creating strategies and regulation that might reduce and negative impact while maximizing the potential benefit of social media influencers on young people academic and career path. According to Nguyen et al. (2023), Undergraduate students seek careers that not only offer sustainable income but also grant them prestige with in their community. However, social media influencers, who often display a glamorous lifestyle, high income and large following, represent different path to success that align closely with the motivating factors. As undergraduate students are near to their degree completion, they are exposed more and more of this influence through social media which might lead to changes in their academic goals and career choices. Potentially may be causing them to give up on their initial goals in favor of becoming influencers. Some influencers who frequently have no formal schooling, seem to be able to attain financial success and social prominence which can create a perception that such careers of a quickly reward as compared to traditional professions. This trend presents a specific challenge as students who initially planned to pursue careers that contribute meaningfully to society might become distracted by the material and social reward that influencers culture promote. The main focus of the study is to identify that how social media influencers, influence academic goals and career choices of female undergraduate students, maybe diverting them from their initial motivated goals toward a pursuit of personal fame and luxury. his aligns directly with the present study, as IIUI students may be shifting from degree-based career aspirations to influencer-inspired alternatives.

Taillon et al. (2020) found in his study that tik Tok, Instagram and Facebook these are the specific platform in which social media influencers appear the most and

they have potential to shape or mold the follower's decision. These influencers attract people by posing their opinion in blogs on different social media platform. This study also suggest that social media influencers mostly dealt with the content of games, entertainment then art and skills, social or educational and religious content. Through posting blogs on social media platform, they consider as role model for young people it's like that the level of role and influenced of social media influencers was high. These influencers also share their successful experience of social media platform to the followers to gain substantial following. Since these same platforms dominate students' digital routines in Pakistan, the relevance of this finding extends directly to IIUI students' decision-making patterns.

The study conducted in the Middle East explores that there is a significant impact of social media on adolescence's intellectual, social, ethical and health related behaviors and the result shows that social media influencers have positive influence on adolescence intellectual development by giving them access to extensive amount of information and they have a negative effect on social, ethical and health aspects. the study also highlights it that there is a need of social and family supervision over teenagers' use of social media. The study also recommend that it is important to control social media influencers and make sure their content fit with moral and cultural norms. This knowledge is especially important for prospective teachers, since their professional aspirations and academic objectives could be influenced by the morals and conduct that social media influencers exhibit online (Al-Ansi et al., 2023). This suggests that in contexts like IIUI, where cultural and moral expectations are strong, influencers' impact on students' academic and career decisions may also need careful institutional attention.

Ibrahim and Khan (2024) explored why undergraduate students is increasingly drawn to influencer careers over traditional academic pathways. Their study highlighted three primary motivators: financial incentives, fame and recognition, and work flexibility. These motivators offer immediate gratification and career autonomy, which challenge the long-held notion of education as the main path to success. This is particularly relevant as undergraduates make decisions about academic majors and long-term careers. Their conceptual framework positions social media as a transformative force that not only shapes lifestyle preferences but also redefines success criteria, diverting students from conventional academic pursuits. This finding resonates

with the present study, which investigates whether IIUI female undergraduates face similar diversions from their academic goals.

Beyond financial motivations, the desire for fame and public recognition also plays a crucial role. As noted by Shabahang et al. (2022), many students equate social media visibility with success and social validation, often prioritizing popularity metrics—such as likes, shares, and followers—over academic achievements. Platforms like TikTok and Instagram provide rapid visibility, making fame feel more accessible than success through academic or professional performance. This phenomenon leads some students to devalue the significance of education in favor of a digital identity that can generate both social status and income. This suggests that IIUI students' definitions of success may also be shifting away from academic performance toward digital validation.

Although previous research has examined the effects of social media on adolescents' mental health, body image, and consumer behavior (De Castro et al., 2021; Al-Ansi et al., 2023), far less attention has been paid to its educational dimension. Specifically, there is limited evidence on how influencer culture influence academic goal setting and career choices among undergraduate students in higher education. The present study fills this gap by focusing specifically on how influencer culture shapes the academic goals and career choices of female undergraduate students at IIUI.

A review of methodological approaches in prior studies provides support for the design of the present research. Many studies investigating the influence of social media and social media influencers on youth and students have employed quantitative survey methods. For instance, De Castro et al. (2021) and Swathi and Kumar (2023) used structured questionnaires to examine the relationship between social media exposure and psychological/academic outcomes, providing valuable statistical evidence of these associations. Similarly, Ibrahim and Khan (2024) conducted a survey-based study among undergraduates to analyze the motivational drivers behind students' preference for influencer careers, applying descriptive and correlational analyses.

Other studies adopted qualitative or mixed-methods approaches. For example, Al-Ansi et al. (2023) incorporated interviews to explore adolescents' perceptions of influencers' ethical and social impact, while Nguyen et al. (2023) combined survey data with focus group discussions to capture both measurable patterns and deeper insights

into career aspirations. These approaches highlight the usefulness of mixed methods in examining complex social phenomena such as digital influence, motivation, and career choices.

The methodological diversity in existing research suggests that neither quantitative nor qualitative designs alone are sufficient to capture the multifaceted nature of social media influence. Therefore, this study adopts a mixed-methods design, using a self-developed questionnaire to gather quantitative data and semi-structured interviews to explore qualitative insights. This approach ensures both breadth and depth in understanding how social media influencers shape female undergraduate students' academic goals and career choices in the context of IIUI.

The role of social media influencers in shaping academic goals and career choices has not been systematically studied within the educational context of Pakistani universities. Addressing this gap is crucial because it not only concerns students' academic persistence but also the alignment of their career decisions with long-term societal and economic needs.

Therefore, this study identifies the influence of social media influencers on female undergraduate students at IIUI in terms of their academic goals and career choices. This study contributes new insights to educational research, highlights challenges posed by digital culture, and provides implications for student counseling, academic advising, and educational policy.

## **2.5 Factors Influencing the Undergraduate Students to Become Influencers**

The increasing popularity of social media influencer careers among undergraduate students reflects a significant shift from traditional academic and professional aspirations. This growing appeal is largely driven by three primary factors: financial incentives, the desire for fame and recognition, and the flexibility and engagement associated with digital work.

### **2.5.1 Financial Incentives of influencers**

One of the most compelling reasons undergraduate students are drawn toward influencer careers is the prospect of financial independence. The influencer economy offers quicker financial returns compared to the traditional path of higher education followed by employment. According to Fetter et al. (2023), approximately 75% of

young adults aspire to become influencers, suggesting a widespread perception of influencers as a profitable and viable career option. The COVID-19 pandemic further accelerated this shift, as financial uncertainty pushed students to seek alternative income sources. Influencers, especially in the financial sector—known as "Finfluencers"—offer digestible and engaging financial advice through platforms like Instagram and TikTok (Subramanian, 2024; Wu, 2023).

Unlike conventional careers that require years of education and experience before yielding substantial income, influencers can monetize their content through multiple streams such as brand sponsorships, affiliate marketing, advertisements, and personal product lines (Kiatkawsin & Lee, 2022; Solak, 2024). Micro-influencers, with smaller but loyal audiences, can generate significant revenue by targeting niche markets. This rapid income potential makes influencer careers particularly attractive to students burdened by the cost and delayed financial returns of formal education.

### **2.5.2 Desire for Fame and Recognition of influencers**

Another factor influencing undergraduate students' preference for social media careers is the desire for fame and social validation. Social media platforms provide immediate and measurable feedback through likes, comments, and followers, which can be highly motivating (Fetter et al., 2023). Shabahang et al. (2022) and Zhu and Szekely (2022) argue that many students now value public recognition and digital fame more than academic achievements, which typically require long-term effort and delayed rewards.

Influencers are increasingly seen as modern-day celebrities who shape public opinion, trends, and lifestyle standards. Platforms like Instagram, YouTube, and TikTok display success stories of individuals who gain widespread recognition and financial success without traditional qualifications (Kiatkawsin & Lee, 2022). This visibility not only boosts self-worth but also opens doors to brand partnerships, media appearances, and even political or cultural influence. While fame offers opportunities, it also presents psychological risks, including anxiety, burnout, and the loss of privacy. Zhao and Zhou (2021) suggest that educational systems must teach students to value deeper forms of recognition rooted in academic and social contributions, rather than mere popularity.

### **2.5.3 Luxurious Lifestyle of Influencers**

The portrayal of a luxurious lifestyle by social media influencers has become a significant factor influencing undergraduate students to reconsider traditional career paths and pursue influencer careers instead. Platforms such as Instagram, YouTube, and TikTok regularly showcase influencers living glamorous lives filled with expensive clothing, exotic travel, lavish homes, and high-end technology. These highly curated lifestyles symbolize success and independence, making them particularly appealing to students who are still shaping their professional goals (Khamis et al., 2017; Viçtelar, 2019). Unlike conventional professions that often require years of education and offer delayed gratification, influencer careers present an image of immediate success and financial abundance. This perceived accessibility encourages students to prioritize digital careers over traditional ones that may seem rigid, time-consuming, or less rewarding in terms of lifestyle (Casaló et al., 2020; Fetter et al., 2023).

According to Ibrahim and Khan (2024), many undergraduate students no longer perceive traditional careers as desirable or capable of fulfilling their lifestyle aspirations, leading them to invest more time and effort into building online personas and monetizing digital content. This shift reflects not only a change in career preferences but also a broader transformation in how students define ambition, success, and self-worth in the digital age.

### **2.5.4 Flexibility and Engagement of Work of influencers**

The flexibility inherent in influencer careers also plays a crucial role in attracting undergraduate students. Social media work offers autonomy over schedules, locations, and content creation, which contrasts with the structured and often rigid nature of traditional employment (Khateeb, 2021). Influencers can work from any location, set their own hours, and pursue passion-driven content—whether it involves fitness, fashion, gaming, or education (Kiatkawsin & Lee, 2022).

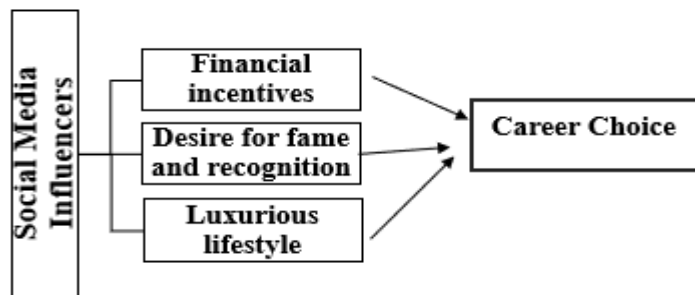
This flexibility is especially relevant for students seeking a better work-life balance. The ability to merge personal interests with income generation leads to a sense of fulfillment not often found in conventional jobs. Moreover, the direct interaction between influencers and their followers through live sessions, comments, and

collaborative content fosters a sense of community, which strengthens their engagement and sense of purpose (Atiq et al., 2022; Lee et al., 2022).

Influencer careers also encourage innovation and entrepreneurship. Undergraduate students who are tech-savvy and creatively inclined find these digital pathways more aligned with their strengths and values (Ernanda & Fazlurrahman, 2023; Zhang, 2023). As digital natives, they are more comfortable expressing themselves online and navigating digital platforms to build personal brands

**Figure 2**

*Factors Influencing Undergraduate Students to Become Influencers*



## 2.6 Academic Goals

Academic goals define as specific objectives and targets that prospective teachers have set to accomplish within a specific time period. This goals typically include achieving certain GPA, obtaining certificate and acquiring specific skills and knowledge (Mufidah, 2019).

The study of Mufidah (2019) also identified a number of important academic goals for perspective teachers who are taking part in a teaching practice program. The improvement of teaching performance to real word experience and supervisor evaluation is essential to achieving these aims. The program also significantly improves their ability to plan and structure lessons effectively. However, this study also identifies some common challenges which include issues with pronunciation grammar and classroom management along with the need for better preparation in using various media and teaching method. Prospective teacher can use different method such as Communicative Approach (CA) Grammar Translation Method(GTM) and Audio Lingual Method (ALM) but face difficulties with time management and maintaining

accuracy in the target language and this study also recommend that detail feedback from supervisor are crucial for professional development .Prospective teachers are also encouraged to keep up to date with the technological advancement and language teaching to continuously enhance knowledge and skills.

## **2.7 Social Media and Academic Goals**

Students' career decisions are greatly influence by social media, Graduates use social media to look for jobs and get in touch with recruiter who specialize in the field. Due to the exchange of information about jobs and employers, social media platforms have become increasingly important for job seekers. Unsal (2020) found in his study that Prospective teacher always used different social media platform such as YouTube, Instagram and WhatsApp. Further more skilled learners use digital media to explore careers in order to make well-informed judgement about their careers, they need appropriate advice and social media literacy. social media plays a significant role in influencing how students view the world and choose the career options (Kara, 2019).

According to Murtaza, (2023) numerous numbers of students suffer academically as a result of their dependency on social media. This addiction frequently resulted in time spend studying and less focus on academic work and ultimately low academic performance however the study also suggest that the social media could be leveraged for educational purpose, enhancing academic activities rather than detracting from them. the researcher also recommends that for creating a balance between social media use and academic responsibilities, it is necessary to developed the educational pages and groups on social media platforms.

As the studies focus on general student population at the University of logos but its findings are relevant to the research study on the influence of social media influencers on prospective teacher's academic goals and career choice. Additionally, the results show a social media dual function, as distraction and resource for improving education. This contradiction may show up in the academic goals of prospective teachers, as social media may present risks of distraction in addition to serving as a source of motivation as well as tools for their teaching careers.

## **2.8 Social Media Influencers and Academic Goals**

In the digital era, Social Media Influencers (SMIs) have become central figures in shaping the values, behaviors, and aspirations of undergraduate students. While academic goals have traditionally been influenced by personal motivation, family expectations, and institutional environments (Zimmerman & Schunk, 2011), the increasing visibility and perceived success of SMIs is introducing new, and sometimes conflicting, influences on students' academic planning.

### **2.8.1 Disruption of Traditional Academic Motivation**

Academic goals—such as completing a degree, achieving high grades, or preparing for professional careers—are closely linked to long-term success and societal mobility (Schunk, 2005). However, the rise of influencer culture has begun to alter students' perceptions of what success looks like. Influencers often promote images of wealth, luxury, and fame achieved outside of traditional academic routes, which may lead students to question the value of higher education (Ibrahim & Khan, 2024).

Ibrahim and Khan (2024) argue that many Gen Z students are increasingly influenced by the rapid career success of social media influencers who appear to bypass formal education entirely. This phenomenon shifts focus from delayed academic gratification to immediate rewards such as online fame and monetization. As such, SMIs can redirect students' attention away from structured academic goals toward alternative digital career pathways.

### **2.8.2 Shift in Goal Orientation and Academic Identity**

Goal-setting theories suggest that students are motivated either by mastery (learning and personal development) or performance (grades and competition) orientations (Elliot & McGregor, 2001). The presence of social media influencers, who emphasize lifestyle success and public visibility, may drive students to adopt performance goals not rooted in academia but in digital recognition. Yangyang (2023) found that highly exposed students often show diminished interest in academic achievements and increased interest in becoming content creators, indicating a shift in goal orientation that undermines traditional academic identity.

According to Bandura's Social Learning Theory (1966), individuals learn behaviors and set goals by observing role models. In the context of social media,

influencers serve as visible examples of success, especially for impressionable undergraduate students. Fuente et al. (2023) explain that students may attempt to replicate the pathways of influencers by prioritizing content creation or online branding over academic excellence. This observational learning can lead to a redefinition of academic priorities, with students seeking validation through likes, followers, and personal branding instead of academic achievement.

Social media not only influences aspirations but also affects the ability to maintain academic focus. Swathi and Kumar (2023) found that students who spend excessive time on social media—especially following influencers—are more prone to procrastination, academic disengagement, and decreased performance. When students allocate cognitive and emotional resources toward building an online persona or emulating influencers, academic goals may be deprioritized or abandoned altogether.

Despite these concerns, not all influence is negative. Some educational influencers actively promote learning, skill development, and career planning. When followed with discernment, such influencers can reinforce academic motivation (Viştelar, 2019). This duality suggests that the type of influencer followed—and the intent behind following them—significantly shapes whether social media serves as a motivator or distractor for academic pursuits.

The academic goals of undergraduate students are increasingly shaped by the digital environment in which they live. Social media influencers serve as both aspirational figures and potential distractions, contributing to a redefinition of what constitutes success. While traditional academic frameworks emphasize delayed achievement and structured progression, influencer culture often champions immediate results and non-academic paths. This tension makes it essential to examine how social media influencers impact the academic goal-setting behaviors of today's students and what this means for future educational engagement.

## **2.9 Undergraduate Students and Career Choices**

Career choice is one of the most critical decisions in a student's life, as it affects future employment, financial security, and personal fulfillment. For undergraduate students, this decision is influenced by a wide range of individual, social, and environmental factors. In recent years, digital exposure—especially through social

media platforms—has emerged as a powerful influence, reshaping how students perceive their ideal careers.

Nguyen et al. (2023), stated that several factors are influencing students' career choices. such as, family friends and teachers significantly shape students' career decision, student interest in a subject also enhance engagement and success while financial constraints lead them to choose affordable program which shows a strong link between financial consideration and career decision. Self-capacity including self-efficacy plays a crucial role, with some students changing majors when their abilities don't align with their initial choices. Career opportunities are influenced by economic condition with wages, job security and employability guiding students' preference.

Cultural factors such as family business heritage and entrepreneurship also shape career decisions of undergraduate students. Study also shows that job selection is shaped by various factors, the most significance motivators are financial stability, being the potential to achieve social respect and a meaningful impact on society (Nguyen et al., 2023). Undergraduate students seek careers that not only offer sustainable income but also grant them prestige with in their community. However, social media influencers, who often display a glamorous lifestyle, high income and large following, represent different path to success that align closely with the motivating factors. As undergraduate students are near to their degree completion, they are exposed more and more of these influence through social media which might lead to changes in their academic goals and career choices. Potentially may be causing them to give up on their initial goals in favor of becoming influencers. Some influencers who frequently have no formal schooling, seem to be able to attain financial success and social prominence which can create a perception that such careers of a quickly reward as compared to traditional professions. This trend presents a specific challenge as students who initially planned to pursue careers that contribute meaningfully to society might become distracted by the material and social reward that influencers culture promote. The main focus of the study is to identify that how social media influencer, influence academic goals and career choices of female undergraduate students, maybe diverting them from their initial motivated goals toward a pursuit of personal fame and luxury.

### **2.9.1 Key Factors Influencing Career Choice in Undergraduate Students**

Undergraduate students are often attracted to career paths that offer flexibility, creativity, and personal freedom. Influencers frequently emphasize these aspects of their work—such as working from anywhere, setting their own hours, and choosing projects based on personal interest—which appeals to students who may find traditional 9-to-5 roles limiting (Zhang, 2023). Consequently, some students begin to favor career options that mirror influencer lifestyles, potentially shifting away from professions that require long-term academic commitment or rigid structures. Numerous empirical studies identify key determinants of career choice among undergraduates:

#### **2.9.1.2 Parental and Cultural Expectations**

Family influence remains one of the strongest predictors of students' career decisions. In collectivist cultures especially, students often choose fields like medicine, law, or engineering based on parental preference. However, the rise of social media is creating tension between traditional career expectations and modern digital aspirations (Fauziah et al., 2024).

#### **2.9.1.2 Perceived Job Market Trends**

Students are increasingly influenced by what they perceive to be the most financially secure or trending careers. Influencers often display financial freedom and entrepreneurial success, making digital careers appear more lucrative than traditional professions, even if such portrayals lack nuance (Subramanian, 2024).

#### **2.9.1.3 Peer and Media Influence**

Peers and media content are critical sources of social validation for students. Career options that are portrayed as popular or prestigious—often through influencers—can become more appealing, regardless of alignment with academic strengths or vocational fit (Shabahang et al., 2022).

### **2.10 Social Media Influencers on Undergraduate Students' Career Choices**

The rise of platforms like TikTok, Instagram, and YouTube has democratized fame and financial opportunity, making the influencer lifestyle seem more accessible and desirable. According to Ibrahim and Khan (2024), the glamorous portrayal of influencer careers—highlighting luxury, independence, and creative freedom—has led

many undergraduate students to reconsider traditional academic paths in favor of digital fame. This cultural shift suggests that influencers are not just entertainment figures, but role models whose lifestyles and career narratives directly influence students' decisions about their own futures.

The growing visibility of influencers as digital entrepreneurs has introduced new standards for career success. Many undergraduate students see influencer careers as a fast track to financial independence, often achievable without academic qualifications (Fetter et al., 2023; Wu, 2023). The ability to monetize personal interests such as fitness, fashion, or gaming reinforces the perception that passion and digital skill outweigh formal education.

Traditionally, students were encouraged to pursue careers based on academic achievement, job stability, and long-term growth. However, influencers now present an alternative narrative of success—one that is built on personal branding, lifestyle content, and direct audience engagement (Ibrahim & Khan, 2024). Undergraduate students who are regularly exposed to such content may begin to view conventional careers as restrictive or outdated, especially when influencer careers offer visibility and financial potential without formal qualifications.

Furthermore, the appeal of influencer careers often lies in their flexibility and creative autonomy. Students are drawn to the idea of controlling their work environment, setting their own schedules, and turning personal passions into professions (Fetter et al., 2023). This shift in values—from job security to freedom and self-expression—marks a significant departure from the traditional criteria used to evaluate career choices.

The studies also highlight the strong economic motivations behind students' interest in influencer careers. Influencers often monetize their platforms through sponsorships, affiliate marketing, and product placements, which are perceived as faster and more accessible forms of income than those offered by traditional careers (Ibrahim & Khan, 2024). In particular, “finfluencers” (financial influencers) provide relatable and engaging content that resonates with students facing uncertain job markets or economic pressure. In addition to economic motives, social validation plays a major role. Students are motivated by the potential for public recognition, popularity, and follower counts, which serve as visible markers of success. This craving for recognition can overshadow

academic achievements, as online fame becomes a more immediate and emotionally rewarding goal (Shabahang et al., 2022).

The study by Fuster De Hernández, (2020) investigate the reasons why domination Republic high achievers decide to persevere and teaching in contrast to social norms which promoting high paying higher paying occupation the study shows that these student choices are largely influenced by intrinsic reasons such as desire to engage with students and advance national education. Additionally, due to the dominant governments teacher's scholarship programs, the prospective teachers have elevated the teaching profession, making it more attractive option for students. While existing literature have explored various factors influencing prospective teacher's career decision such as intrinsic and extrinsic motivation, societal expectation and educational policies but there is a notable gap in research specifically examining the role of social media influencer in prospective teacher's career choice.

The aspirational value of influencers is often grounded in their ability to command fame and recognition. Research shows that social validation — through likes, comments, and followers — significantly influences youth values, sometimes leading them to devalue academic pursuits in favor of gaining digital clout (Shabahang et al., 2022; Zhu & Szekely, 2022).

Ao, Bansal, Pruthi, and Khaskheli (2023) conducted a meta-analysis to examine the impact of social media influencers on customer engagement and purchase intentions. The study synthesized findings across multiple research works to identify consistent patterns and the strength of influence that social media personalities exert on consumer behavior. Their results indicated that influencers significantly shape followers' attitudes, trust, and engagement, which in turn positively affects their intention to purchase products or services endorsed by these influencers. The research also highlighted that the credibility, expertise, and attractiveness of influencers play a moderating role in this relationship. This study emphasizes the strategic role of social media influencers in marketing, suggesting that businesses can leverage influencer partnerships to enhance brand engagement and drive consumer decisions in the digital marketplace.

The emergence of digital technologies and social media has significantly shifted traditional views regarding career success, particularly the belief that it is best achieved

through higher education. This change is driven by the rapid evolution of technology and the expanding role of social media in everyday life, as well as the widening disconnect between formal education and the expectations of the contemporary job market (Drăghici, 2023). Online platforms and digital employment opportunities have introduced alternative career paths that are increasingly appealing to undergraduate students. These new opportunities challenge the conventional assumption that a university degree is the only or most effective route to professional achievement.

Social media platforms have become central tools for career exploration, employability enhancement, and job-seeking activities, particularly for undergraduate students. These platforms are instrumental in enabling many students to pursue careers as social media influencers by offering avenues for personal branding, audience engagement, and strategic self-marketing. Undergraduate students are increasingly aware of the power of digital self-presentation and actively use platforms like Instagram, TikTok, and YouTube to express their identities, build visibility, and foster potential career growth (Vițelar, 2019). By producing appealing content, engaging with followers, and developing brand partnerships, students can rapidly increase their influence and credibility in the digital space (Fitria et al., 2024; Hidayat et al., 2023). Their fluency with social media technologies—especially the short-form video formats popularized by TikTok—has made them an important demographic for digital marketing strategies (Lu, 2023). Compared to previous generations, undergraduate students display unique consumption preferences that make them highly attractive to marketers and brands.

Furthermore, undergraduate students today are redefining what it means to have a successful career. They tend to prioritize values such as flexibility, autonomy, personal purpose, and mental well-being over traditional career markers like job security and long-term tenure with a single employer (Fleeton, 2024; Savić et al., 2023; Aldjic & Farrell, 2022). With their comfort in using technology, entrepreneurial spirit, and drive for meaningful engagement, undergraduate students are increasingly drawn to non-traditional paths like content creation and digital influence as viable and rewarding careers (Hidayat, 2024; Popaitoon, 2022; Bulut, 2021). As these students enter the workforce, their expectations and behaviors are shaping new industry standards and

career models. This transformation in career thinking highlights the appeal of becoming a social media influencer as not only acceptable but even desirable.

Research from Western countries such as the United States and the United Kingdom shows that the key motivators for undergraduate students include the pursuit of fame and the desire for financial independence. These students view influencer careers as faster and more adaptable avenues to success compared to conventional academic and professional pathways (Fetter et al., 2023; Zhu & Szekely, 2022). In contrast, studies in Asian contexts—including Malaysia, Indonesia, and South Korea—indicate that while cultural and family expectations still exert significant influence, students are increasingly inspired by influencers who model independent, modern lifestyles (Fauziah et al., 2024; Fitria et al., 2024).

Despite this emerging trend, there remains a notable gap in literature regarding how motivations for pursuing influencer careers vary across cultural, socioeconomic, and educational backgrounds. For example, Vițelar (2019) emphasizes how personal branding is central to influencing career decisions among European students, whereas Lu (2023) highlights the role of TikTok-driven entrepreneurship in shaping the aspirations of students in East Asia. While the global popularity of influencer careers is widely recognized, most existing studies tend to focus on individual motivators or isolated case studies without integrating these into a broader explanatory framework. This limits the understanding of how diverse contextual factors interact in shaping career aspirations among undergraduate students.

The present study seeks to address this gap by offering a multidimensional analysis of the phenomenon, emphasizing how social media influencers affect undergraduate students' career considerations and the shift away from traditional academic trajectories.

## **2.11 Critical Summary of Literature Review**

The literature review demonstrates that social media and social media influencers significantly shape undergraduate students' academic goals and career choices, presenting both opportunities and challenges. Platforms such as Facebook, Instagram, TikTok, and YouTube have become integral to students' daily lives, serving as spaces for networking, knowledge exploration, and exposure to diverse role models.

While these platforms provide access to educational resources and career guidance, they also act as distractions, reducing academic focus and reshaping students' definitions of success. This dual role highlights the complexity of social media influence on undergraduate learners.

Existing studies emphasize multiple dimensions of social media influence. Research has explored psychological effects such as body image and mental health (De Castro et al., 2021), social and cultural implications (Al-Ansi et al., 2023), and motivational aspects linked to career aspirations (Nguyen et al., 2023; Ibrahim & Khan, 2024). However, these investigations often overlook the educational perspective—specifically, how influencers affect undergraduate students' academic goal-setting and professional decision-making. Theoretical frameworks such as Social Learning Theory, Uses and Gratification Theory, and Social Cognitive Career Theory provide valuable insights into why students adopt influencers as role models, yet there remains limited empirical attention to their academic outcomes.

Methodologically, most prior studies rely heavily on surveys and quantitative approaches, offering breadth but lacking depth in capturing students' lived experiences. Few studies employ qualitative or mixed-methods designs, which could provide richer insights into how students interpret and respond to influencer culture in real educational contexts. Moreover, many existing studies are based in Western societies or focus on adolescents in general, neglecting cultural, institutional, and program-specific differences that may shape the impact of social media in contexts such as Pakistani higher education. This leaves an important gap for research that integrates both quantitative and qualitative evidence within local cultural and institutional settings.

In conclusion, the literature indicates that influencers exert substantial influence on students by promoting financial independence, fame, lifestyle freedom, and material success, often redefining students' aspirations and career choices. Yet, there is a significant gap in examining how these dynamics unfold within the academic environment of Pakistani universities. This study responds to this gap by focusing on female undergraduate students at IIUI, investigating how social media influencers shape their academic goals and career choices. By addressing this underexplored educational dimension, the study contributes both theoretically and practically, offering insights for academic advisors, policymakers, and higher education institutions.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

In this section, the research methodology was comprehensively detailed, outlining the approach and techniques employed to investigate the study's objectives. This included the selection of a research paradigm and a research design and also addressed population and sample selection, instrument adaptation, validation procedures, data collection methods, and planned data analysis techniques. Additionally, considerations for ethical conduct throughout the research process are highlighted.

#### **3.1 Research Design**

The paradigm of this research was post-positivism and the design of the study was mixed method. A sequential explanatory design was adopted. This type of design is characterized by the collection and analysis of quantitative data in the first phase followed by the collection and analysis of qualitative data in the second phase. Quantitative data were collected through a self-developed questionnaire administered to a sample of female undergraduate students from three faculties (Education, Social Science and Management Science). the aim of this phase was to identify the influence of social media influencers on students' academic goals and careers choice while in the second phase qualitative data were collected through semi structure interviews. Participants for this phase were purposively selected based on their questionnaire responses, specifically those who show a highly level of influenced by social media influencers. the qualitative phase provided deeper insight about the influence of social media influencers.

#### **3.2 Population**

The target population of this study comprised N-1216 female undergraduate students of 7th and 8th semesters, session F21 and S22 from faculties (Education, Social Sciences and Management Sciences) enrolled at the International Islamic University Islamabad (IIUI). Since the focus of the research was on how social media influencers shape female students' academic goals and career choices, only female students were selected. Three faculties were included in the study (Faculty of Education, Faculty of Social Sciences and Faculty of Management Science). A stratified sampling technique

was used to ensure representation from each faculty. Within the strata, participants were selected conveniently, considering accessibility and willingness to participate. This approach ensured that the data reflected diverse academic backgrounds while remaining feasible within the time and resource constraints of the study.

### 3.3 Sample

The total sample for the quantitative phase consisted of 468, Faculty of Education (n = 73) and Faculty of Management Sciences (n = 112) female undergraduate students from three faculties of the International Islamic University Islamabad (IIUI). The sample size was determined using Yamane’s formula (1967), which provided a statistically acceptable number of participants from the total population of female undergraduate students.

For the qualitative phase, a purposive sampling technique was employed. From the initial survey respondents, 12 students were selected based on their strong responses indicating the influence of social media influencers on their academic and career-related choices. This purposive selection ensured that the interview participants were directly relevant to the objectives of the study and could provide in-depth insights.

**Table 3.2.1**

*Population and Sample Size*

<b>Faculties of IIUI</b>	<b>Population (N)</b>	<b>Sample Size (n)</b>
<b>Social Sciences</b>	969	283
<b>Education</b>	90	73
<b>Management Sciences</b>	157	112
<b>Total</b>	1216	468

### 3.4 Sampling Technique

This study employed a combination of stratified sampling and purposive sampling to effectively address both the quantitative and qualitative phases of the

research. For the quantitative phase, a stratified sampling technique was utilized to ensure fair representation from the three selected faculties at the International Islamic University Islamabad (IIUI): Education, Social Sciences, and Management Sciences. Each faculty served as a distinct stratum, and a proportionate number of female undergraduate students were selected from each, allowing the researcher to capture variations in responses across different academic disciplines. For the qualitative phase, purposive sampling was employed. From the initial survey respondents, 12 students were selected based on their strong responses indicating the influence of social media influencers on their academic and career-related choices. This approach ensured that participants were directly relevant to the study and could provide deeper insights into how social media influencers shaped their academic goals and career choices.

**Table 3.2.2**

*Detail of Faculties and Departments*

Faculties	Departments	7 <sup>th</sup>	8 <sup>th</sup>	Total population (N)	Sample size (n)
		P	P		
<b>Education</b>	Educational Leadership and Management (ELM)	41	49	90	73
	Sociology	31	35	969	283
	Psychology	165	182		
<b>Social Sciences</b>	Politics & IR	120	115		
	Media /Communication	87	98		
	History/Pak. Studies	64	72		
<b>Management Sciences</b>	Business Administration	36	42	157	112
	Accounting Finance & Commerce	44	35		
<b>Total</b>				<b>1216</b>	<b>468</b>

Note: P (Population), N (Total Population) and n (Sample).

The sample size for this study was initially determined using Yamane’s formula to ensure accurate result. However, since collecting data from a large sample can be challenging, the Finite Population Correction (FPC) method was used to reduce the sample size. This approach was used to keep the sample representative of the population while making data collection more manageable. It was also ensuring fair representation of students from all selected faculties, allowing the study to capture diverse perspectives from undergraduate students in different academic disciplines (Israel, 1992).

### Formula for Calculating FPC

Where n is the sample size and N is the population size

$$n = \frac{n(0n 0-1)}{1 + N}$$

**Table 3.2.3**

*Sample Size through Finite Correction Population (FPC)*

Faculties	Sample Size through Yamane Formula	Finite Population Correction (FPC)
Social Sciences	283	219
Education	73	40
Management Sciences	112	66
Total sample size	468	325

### 3.5 Instruments

For the quantitative phase, a self-developed questionnaire was used to measure students’ perceptions of the influence of social media influencers on their academic goals and career choices. The questionnaire was constructed after reviewing relevant literature and considering the objectives of the study. A five-point Likert scale was utilizing a 5-point Likert scale, ranging from Strongly Disagree to Strongly Agree. The items in the questionnaire related to the research variables; social media influencers, academic goals, and career choices.

For the qualitative phase, semi-structured interviews were conducted with a purposively selected group of female undergraduate students who reported higher levels of influence from social media influencers in the quantitative phase. The qualitative data

aimed to provide a deeper understanding of students' personal experiences and perceptions regarding how social media influencers shape their academic goals and career choices. The interviews were transcribed and analyzed thematically to identify emerging patterns and themes.

### **3.6 Procedure (Validity, Pilot Testing & Reliability)**

Research instruments were validated through the expert's opinions and suggestions. The pilot study was conducted on a selected sample from the whole population. Cronbach Alpha was applied to check the reliability of the instruments.

#### **3.6.1 Validity of the Research Instrument**

The items were reviewed by a panel of experts in the field of education and social media studies. Their feedback was used to assess the relevance, clarity, and appropriateness of the questions in relation to the research objectives. Expert opinions were help refine the instrument to ensure it accurately measures the influence of social media influencers on academic goals and career choices.

#### **3.6.2 Pilot Testing**

A pilot study was conducted on 10% of the target population to ensure the reliability and clarity of the research instrument. The participants of the pilot test were not included in the final study to avoid bias. The pilot test was carried out for item analysis to identify any confusing items, or areas for improvement in the questionnaire. Feedback obtained from the respondents was carefully reviewed and incorporated into the final version of the questionnaire, thereby enhancing its clarity, validity, and overall effectiveness.

#### **3.6.3 Reliability**

The reliability of the research instrument was assessed using Cronbach's Alpha. This statistical test help determine the internal consistency of the items in the questionnaire, ensuring that the questions are measuring the same underlying constructs. the questionnaire was divided into two major construct academic goals and career choices which was influence by social media influencers as the overarching independent variables the Cronbach's Alpha coefficient for the academic goals construct was found to be 0.82 while the career choice is construct show a reliability coefficient of 0.85 both values exceed the generally accepted threshold of 0.70

indicating a high level of internal consistency among the items. the result confirms that the items group under each construct reliably measure the intended concept, making the questionnaire valid tool for data collection in the context of this research.

### **3.7 Data Collection**

Data were collected through personal visits. Questionnaires were distributed among the target sample of 325 undergraduate female students from the three selected faculties. Responses were collected and organized for analysis using descriptive statistics. Based on the quantitative results, 12 students who met the selection criteria were invited for semi-structured interviews. Each interview lasted approximately 25–35 minutes and was conducted in a quiet setting to ensure comfort and confidentiality. With participants' consent, the interviews were recorded and later transcribed for thematic analysis.

### **3.8 Data Analysis**

The Quantitative data obtained from the questionnaires were analyzed using descriptive statistics (frequencies, percentages, and means). The results provided an overview of the general trends regarding the influence of social media influencers.

Interview transcripts were subjected to thematic analysis, which involved coding the data, identifying recurring patterns, and grouping them into themes. This process helped uncover deeper insights into how and why social media influencers, influence student's academic goals and career choices.

### **3.9 Ethical Consideration**

Ethical consideration for this study includes obtaining informed consent from the participants, ensuring confidentiality, respecting participant's right and minimizing researcher bias while maintaining honesty. By holding these ethical guidelines, the study was conducted responsibly and ethically by prioritizing the protection of participant's personal information.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATIONS

This chapter presented a comprehensive analysis and interpretation of data gathered through a mixed-methods approach, integrating both quantitative and qualitative methodologies. Quantitative analysis involved administering a structured questionnaire comprising 16 Likert-scale statements. In contrast, qualitative analysis entailed conducting semi-structured interviews with those participants, who were most influenced, yielding rich, comprehensive insights. During the interviews, the researcher secured permission to record responses, ensuring accuracy and reliability in thematic analysis. Descriptive statistics, including mean and standard deviation, were utilized to analyze the questionnaire data using SPSS Version 20, providing valuable insights into central tendency and response variability. Thematic analysis of interview data involved identifying patterns, developing themes, and interpreting them in relation to the research objectives. This chapter presented a comprehensive discussion of the findings, integrating both quantitative and qualitative results. The data was presented in a tabular format to enhance clarity, readability, and comprehension of the respondents' perspectives.

#### 4.1 Analysis of Questionnaire

**Table 4.1.1**

*Demographic Information*

*Faculties Wise Representation*

<b>Faculties of IIUI</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Social Sciences</b>	219	67.4%
<b>Education</b>	40	12.3%
<b>Management Sciences</b>	66	20.3%
<b>Total</b>	325	100%

**Table 4.1.2**

*Time Spent Daily on social media platform*

<b>Faculties</b>	<b>Less than One Hour</b>	<b>One hour</b>	<b>2-3 hour</b>	<b>More than 3 hour</b>	<b>Total</b>
<b>Education</b>	8 20%	10 25%	13 32.5%	9 22.5%	40 100%
<b>Management</b>	9 13.6%	14 21.2%	24 36.6%	19 28.7%	66 100%
<b>Social Sciences</b>	32 14.6%	49 22.3%	80 36.5%	58 26.4%	219 100%

This table 4.1.2 indicates that the majority of the students across faculties, above 30% respondent spent 2-3 hour daily on social media platforms. The details further shows equal number of respondent 36.6% from Management Sciences and Social Sciences spent almost equal time in social media whereas less numbers of respondent 32.5% from Education Faculty spent time on social media platforms, which shows their highly engagement toward social media influencers

**Table 4.1.3***Reason For Following Social Media Influencer*

<b>Faculties</b>	<b>Educatio n</b>	<b>Managemn t</b>	<b>Social Science</b>	<b>Total</b>	<b>Percentage</b>
<b>Education Content</b>	6	32	9	47	15.1%
<b>Entertainmn t/Fun</b>	7	40	11	58	17.8%
<b>Fasion &amp; Beauty Tips</b>	5	30	10	45	13.8%
<b>Stying Update With Trends</b>	6	36	13	55	16.8%
<b>Career Guidance</b>	8	45	11	64	19.5%
<b>Following Their Lifestyles</b>	8	36	12	56	17%
<b>Total</b>	40	219	66	325	100%

This table 4.1.3 indicates that across all faculties 15.1 % students followed influecres due to educational content while 17.8% students followed them for entertainment and fun , 13.8 % followed them for fashion and beauty tips , 16.8 % followed them for staying update with trends , 19.5 % followed them for career guidance and 17 % for following influencers' lifestyle.The overall results show that social media influencers influence students through both academicaly and non academicaly, contributing to their shifting views on career choice and lifestyle choice.

**Table 4.1.4***Trend/Skills Learned from Social Media Influencers*

<b>Faculties</b>	<b>Education</b>	<b>Social Science</b>	<b>Management Science</b>	<b>Total</b>	<b>Percent age</b>
<b>Content Creation</b>	6	20	9	35	10.7%
<b>Digital Entrepreneurship</b>	5	13	8	26	8 %
<b>Freelancing</b>	4	9	6	19	5.8%
<b>Digital Marketing/ E-Commerce</b>	+4	18	11	33	10.1%
<b>Graphic Designing</b>	6	26	4	36	11.1%
<b>Vedio Editing</b>	4	40	5	49	15.2%
<b>Learn No Skill</b>	11	93	23	127	39.1%
<b>Total</b>	40	219	66	219	100%

This table 4.1.4 indicates that within all faculties 10.7% students learned content creation from influencers while 8% learned Digital Entrepreneurship, 5.8% Freelancing , 10.1% Digital Marketing/ E-Commerce, 11.1% Graphic Designing, 15.2% Vedio Editing and 39.1 % are those students who never learned any skill from social media influencers. This result shows that a large num of students developing interest in skills actively promoted by the social media infuenecres and these skills are

non traditional and not typically covered in formal degree programs, indicating a potential shift in students career choices.

**Table 4.1.5**

*Social media influencers affect my commitment to my academic goals*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	10	8	7	8	7	2.85
		<b>Percentage</b>	25.0	20.0	17.5	20.0	17.5	
			%	%	%	%	%	
<b>Management Sciences</b>	66	<b>Frequency</b>	14	17	9	20	6	2.80
		<b>Percentage</b>	24.2	14.2	23.3	19.6	18.7	
			%	%	%	%	%	
<b>Social Sciences</b>	21 9	<b>Frequency</b>	53	31	51	43	41	2.95
		<b>Percentage</b>	21.2	25.8	13.6	30.3	9.1%	
			%	%	%	%		

This table 4.1.5 indicates that Students from the Social Sciences faculty agreed the most, with 47% and a mean score of 2.95 and in the Education faculty, 45% agreed and 37% disagreed, with a mean score of 2.85, showing a slightly lower level of influence. Management Sciences students had the most balanced view, with 39.4% agreeing and 38.3% disagreeing, and a mean score of 2.80. Overall, students of Social Sciences perceive a greater influenced of social media influencers on their academic commitment than those from Education and Management Sciences.

**Table 4.1.6***Influencers' success without degree shakes my confidence for degree program*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	9	10	9	7	5	2.70
		<b>Percentage</b>	22.2%	25.0%	22.2%	17.5%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	13	18	13	14	8	2.80
		<b>Percentage</b>	19.7%	27.3%	19.7%	21.2%	12.1%	
<b>Social Sciences</b>	219	<b>Frequency</b>	44	55	47	43	30	2.96
		<b>Percentage</b>	20.1%	25.1%	21.1%	19.6%	13.7%	

This table indicates that 47.5% of students from Education Faculty agreed with the statement, while 30% disagreed and mean score was 2.70, while 47% students from Management Sciences Faculty also agreed, and 33.3% disagreed, with a slightly higher mean score of 2.80. Among students from the Social Sciences Faculty, 45.3% agreed and 33.3% disagreed, with the highest mean score of 2.96, showing the strongest perception of influence. Overall, the result indicates from Management Sciences and Social Sciences students were agreed that Influencers' success without degree shakes their confidence for degree program.

**Table 4.1.7**

*The glamorous lifestyle and financial success of influencers motivate me to quit studies and start working for money*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	7	9	11	8	5	2.83
		<b>Percentage</b>	17.5%	22.5%	27.5%	20%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	16	19	7	14	10	2.97
		<b>Percentage</b>	24.3%	28.7%	10.6%	21.3%	15.1%	
<b>Social Sciences</b>	219	<b>Frequency</b>	48	42	58	37	34	3.01
		<b>Percentage</b>	21.9%	19.2%	26.5%	16.9%	15.5%	

This table indicates that students from Education Faculty, 40% of students agreed while 32.5% disagreed and the mean score was 2.83. From Management Sciences faculty, 39.4% agreed and 36.4% disagreed and mean score was 2.97. Among Social Sciences students, 41.1% agreed and 32.4% disagreed, with the highest mean score of 3.01. Overall, students of Social Sciences perceive a greater influence of social media influencers' glamorous lifestyle and financial success on their motivation to leave studies and start earning, compared to students from Education and Management Sciences.

**Table 4.1.8**

*I have revisited my academic goals after being inspired by Social Media Influencers' content.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	6	11	9	8	6	2.75
		<b>Percentage</b>	15.0%	27.5%	22.5%	20.0%	15.0%	
<b>Management Sciences</b>	66	<b>Frequency</b>	10	16	14	13	13	2.89
		<b>Percentage</b>	15.2%	24.2%	21.2%	19.7%	19.7%	
<b>Social Sciences</b>	219	<b>Frequency</b>	51	58	42	38	30	2.91
		<b>Percentage</b>	23.3%	26.5%	19.2%	17.4%	13.7%	

This table indicates that 49.8% of students from the Social Sciences Faculty agreed with the statement that social media influencers inspired them to revisit their academic goals, while 31.1% disagreed and the mean score for this faculty was 2.91. In the Education Faculty, 42.5% of students agreed and 35% disagreed, with a mean score of 2.75. The Management Sciences Faculty presented a balanced view, with 39.4% of students agreeing and the same percentage (39.4%) disagreeing, and a mean score of 2.97, suggesting a split opinion. Overall, while students across all faculties showed influence, the influence was most evident among Social Sciences students, followed by those from Education, with Management Sciences students showing the least consistent response.

**Table 4.1.9***Lifestyle of Social Media Influencers inspire me to rethink about my academic goals.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	7	10	9	8	6	2.78
		<b>Percentage</b>	17.5%	25.0%	22.5%	20.0%	15.0%	
<b>Management Sciences</b>	66	<b>Frequency</b>	12	17	13	14	10	2.85
		<b>Percentage</b>	18.2%	25.8%	19.7%	21.2%	15.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	50	54	44	38	33	2.92
		<b>Percentage</b>	22.8%	24.7%	20.1%	17.4%	15.1%	

This table indicates that among all Faculties, students from Social Sciences showed the highest agreement, with 47.5% agreeing and 32.5% disagreeing, and the highest mean score of 2.92, indicating a stronger perception of influence. In the Management Sciences Faculty, 44.5% of students agreed and 36.4% disagreed, with a mean score of 2.85, reflecting a moderate level of agreement. Students from the Education Faculty showed 42.5% agreement and 35% disagreement, with a slightly lower mean score of 2.75. Overall, the results suggest that students across all three Faculties are inspired by the lifestyle of social media influencers to reconsider their academic goals, with the highest influence observed among Social Sciences students.

**Table 4.1.10**

*I have revised my academic goals after being inspired by Social Media Influencers' financial success.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	6	11	10	8	5	2.73
		<b>Percentage</b>	15.0%	27.5%	25.0%	20.0%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	11	16	14	15	10	2.86
		<b>Percentage</b>	16.7%	24.2%	21.2%	22.7%	15.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	47	53	46	40	33	2.94
		<b>Percentage</b>	21.5%	24.2%	21.0%	18.3%	15.1%	

This table indicates that from Education faculty 42.5% participants agreed with the statement while 32.5% participants disagreed. The means score of this statement is 2.73 indicating a high level of agreement. the Management Science faculty 40.9% participants agreed and 37.9% participants disagreed with the statement and the means score of this statement is 2.86, which also reflect a slightly inclination toward agreement. From Social Sciences faculty 45.7% participants agreed with the statement, 33.4% participants disagreed and the means score of this statement is 2.94. it indicates slightly higher perception of influence compared to other faculties. Overall the results shows that, they have revised their academic goals after being inspired by Social Media Influencers' financial success.

**Table 4.1.11**

*My academic performance has been affected due to my active engagement with social media trends.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	7	10	8	8	7	2.80
		<b>Percentage</b>	17.5%	25.0%	20.0%	20.0%	17.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	13	15	14	13	11	2.88
		<b>Percentage</b>	19.7%	22.7%	21.2%	19.7%	16.7%	
<b>Social Sciences</b>	219	<b>Frequency</b>	49	55	42	39	34	2.90
		<b>Percentage</b>	22.4%	25.1%	19.2%	17.8%	15.5%	

This table indicates that Students from the Social Sciences Faculty showed the highest agreement, with 47.5% agreeing and 33.3% disagreeing, along with the highest mean score of 2.90. In the Management Sciences Faculty, 42.4% of students agreed while 36.4% disagreed, with a mean score of 2.88. Similarly, in the Education Faculty, 42.5% of students agreed and 37.5% disagreed, with a slightly lower mean score of 2.80. Overall, the results suggest that students from all three Faculties experienced some level of influence on their academic performance due to their active involvement in social media trends, with the highest influence observed among students from the Social Sciences faculty.

**Table 4.1.12**

*I think that financial success of social media influencers is comparatively better than degree holders.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	8	10	9	7	6	2.78
		<b>Percentage</b>	20.0%	25.0%	22.5%	17.5%	15.0%	
<b>Management Sciences</b>	66	<b>Frequency</b>	12	17	13	14	10	2.84
		<b>Percentage</b>	18.2%	25.8%	19.7%	21.2%	15.2	
<b>Social Sciences</b>	219	<b>Frequency</b>	48	52	45	38	36	2.93
		<b>Percentage</b>	21.9%	23.7%	20.5%	17.4%	16.4%	

This table indicates that Students from the Social Sciences Faculty showed the highest level of agreement, with 45.6% agreeing and 33.8% disagreeing, and a mean score of 2.93. In the Education Faculty, 45% of students agreed and 32.5% disagreed, with a slightly lower mean score of 2.78. The Management Sciences Faculty showed 44% agreement and 36.4% disagreement, with a mean score of 2.84. Overall, the results suggest that students across all faculties believe social media influencers achieve greater financial success than traditional degree holders, with this view being slightly more common among Social Sciences students.

**Table 4.1.13**

*Social media influencers have changed my belief about the long-term value of attaining higher education.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	16	12	3	4	5	2.73
		<b>Percentage</b>	40%	30%	7.5%	10%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	15	21	14	9	7	2.88
		<b>Percentage</b>	22.7%	31.8%	21.2%	13.6%	10.6%	
<b>Social Sciences</b>	219	<b>Frequency</b>	51	63	42	34	29	2.93
		<b>Percentage</b>	23.2%	28.7%	19.1%	15.5%	13.2%	

This table indicates that Students from the Education Faculty showed the highest level of agreement, with 70% agreeing and only 22.5% disagreeing. The mean score of 2.73 indicates a strong agreement. In comparison, 54.5% of students from the Management Sciences Faculty agreed and 24.2% disagreed, with a slightly higher mean score of 2.88, showing a moderate inclination toward agreement. Among Social Sciences students, 51.9% agreed and 28.7% disagreed, with the highest mean score of 2.93, reflecting a relatively stronger perception of influence. Overall, the results suggest that students from all faculties believe that social media influencers have changed their belief about the long-term value of attaining higher education, with Education students showing the highest agreement, while Social Sciences students reflected the strongest average perception based on the mean score.

**Table 4.1.14**

*Social Media Influencers make me feel that traditional careers are less rewarding than social media careers.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	8	10	9	8	5	2.73
		<b>Percentage</b>	20.0%	25.0%	22.5%	20.0%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	12	17	13	14	10	2.84
		<b>Percentage</b>	18.2%	25.8%	19.7%	21.2%	15.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	46	51	44	42	36	2.92
		<b>Percentage</b>	21.0%	23.3%	20.1%	9.2%	16.4%	

This table indicates a comparison of students' responses regarding the perception that traditional careers are less rewarding than social media careers. In the Social Sciences faculty, 45.3% of students agreed with the statement while 34.7% disagreed, and the mean score was 2.92—the highest among the three faculties—indicating a relatively stronger perception of influence. Similarly, 45% of students from the Education faculty agreed and 32.5% disagreed, with a slightly lower mean score of 2+.73. In the Management Sciences faculty, 44% agreed and 36.4% disagreed, with a mean score of 2.84. Overall, the results suggest that students across all faculties feel that social media influencers create the impression that traditional careers are less rewarding compared to careers in social media, with Social Sciences students showing the strongest views.

**Table 4.1.15**

*Success Stories of Social Media Influencers make careers in Digital Entrepreneur more appealing than traditional professions.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	9	11	10	7	3	2.68
		<b>Percentage</b>	22.5%	27.5%	25.0%	17.5%	7.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	13	17	14	13	9	2.78
		<b>Percentage</b>	19.7%	25.8%	21.2%	19.7%	13.6%	
<b>Social Sciences</b>	219	<b>Frequency</b>	52	55	48	38	26	2.88
		<b>Percentage</b>	2.7%	25.1%	21.9%	17.4%	11.9%	

This table indicates that from Education faculty 50% participants agreed with the statement while 25% participants disagreed. The means score of this statement is 2.68 indicating a high level of agreement that Digital Entrepreneur more appealing than traditional professions. In the Management Science faculty 45.5% participants agreed and 33.4% participants disagreed with the statement and the means score of this statement is 2.78, which also reflect inclination toward agreement. From Social Sciences faculty 48.8% participants agreed with the statement, 29.3% participants disagreed and the means score of this statement is 2.88. it indicates slightly higher perception of influence. Overall the results shows that across all faculties, Success Stories of Social Media Influencers make careers in Digital Entrepreneur more appealing than traditional professions.

**Table 4.1.16**

*Influencers' content makes me to pursue careers that offer greater fame, flexibility, and quick income.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	8	10	9	8	5	2.73
		<b>Percentage</b>	20.0%	25.0%	22.5%	20.0%	12.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	12	17	14	13	10	2.84
		<b>Percentage</b>	18.2%	25.8%	21.2%	19.7%	15.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	49	53	47	38	32	2.90
		<b>Percentage</b>	22.4%	24.2%	21.5%	17.5%	14.6%	

This table indicates that Social Sciences Faculty, 46.6% of students agreed and 32% disagreed, with the highest mean score of 2.90. Similarly, in the Education Faculty, 45% of students agreed and 32.5% disagreed, with a mean score of 2.73. Among Management Sciences students, 43.9% agreed while 34.9% disagreed, and the mean score was 2.84. Overall, the findings suggest that students from all Faculties feel influenced by social media content to choose careers that provide fame, flexibility, and fast income, with the strongest perception reported by Social Sciences students.

**Table 4.1.17**

*I feel pressured to pursue a career similar to successful social media influencers rather than my original career choice.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	7	9	10	8	6	2.75
		<b>Percentage</b>	17.5%	22.5%	25.0%	20.0%	15.0%	
<b>Management Sciences</b>	66	<b>Frequency</b>	11	17	14	13	11	2.86
		<b>Percentage</b>	16.7%	25.8%	21.2%	19.7%	16.7%	
<b>Social Sciences</b>	219	<b>Frequency</b>	45	52	48	39	35	2.91
		<b>Percentage</b>	20.5%	23.7%	21.9%	17.8%	16.0%	

This table indicates that Students from the Social Sciences Faculty showed the highest level of agreement, with 44.2% agreeing and 33.8% disagreeing, along with the highest mean score of 2.91. In the Management Sciences Faculty, 42.4% agreed and 36.4% disagreed, with a mean score of 2.86. From the Education Faculty, 40% of students agreed and 35% disagreed, with a slightly lower mean score of 2.75. Overall, the results suggest that students across all Faculties feel same level of pressure to follow career paths similar to social media influencers, with Social Sciences students feeling the strongest influence.

**Table 4.1.18**

*I want to changes my career as social media influencers instead of continuing career as (e.g., Psychologist, Social Researcher, NGO Worker, Teacher, Academic leader, and Businessman)*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	6	10	9	8	7	2.78
		<b>Percentage</b>	15.0%	25.0%	22.5%	20.0%	17.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	10	17	13	14	12	2.88
		<b>Percentage</b>	15.2%	25.8%	19.7%	21.2%	18.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	47	51	46	39	36	2.93
		<b>Percentage</b>	21.5%	23.3%	21.0%	17.8%	16.4%	

This table indicates that Students from the Social Sciences faculty showed the highest level of agreement, with 45% agreeing and 33% disagreeing, and a mean score of 2.93. In the Management Sciences faculty, 41% of students agreed and 36.4% disagreed, with a mean score of 2.88. Among Education faculty students, 40% agreed and 32.5% disagreed, with a slightly lower mean score of 2.78. Overall, the results suggest that students from all faculties are showing interest in changing their career direction (e.g., Psychologist, Social Researcher, NGO Worker, Teacher, Academic Leader, Businessman) to careers as social media influencers., with the strongest inclination observed among students from the Social Sciences faculty.

**Table 4.1.19**

*I believe that my initial career goals, have been affected with exposure to influencers promoting alternative paths.*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	8	10	9	7	6	2.75
		<b>Percentage</b>	20.0%	25.0%	22.5%	17.5%	15.5%	
<b>Management Sciences</b>	66	<b>Frequency</b>	12	16	14	13	11	2.86
		<b>Percentage</b>	18.2%	24.2%	21.2%	19.7%	16.7%	
<b>Social Sciences</b>	219	<b>Frequency</b>	48	50	45	41	35	2.90
		<b>Percentage</b>	21.9%	22.8%	20.5%	18.7%	16.0%	

This table indicates that from Social Sciences Faculty, 45.6% of students agreed with the statement, while 33.2% disagreed, and the mean score was 2.90. Similarly, in the Management Sciences Faculty, 45.5% agreed and 36.4% disagreed, with a mean score of 2.86. In the Education Faculty, 42.5% agreed and 35.5% disagreed, with a slightly lower mean score of 2.75, showing a high level of agreement. Overall, the results suggest that students across all Faculties have experienced a shift in their initial career goals due to exposure to influencers promoting alternative paths., with Social Sciences students showing the strongest influence.

**Table 4.1.20**

*I have revised my career plans because of the influence of influencers promoting certain careers*

<b>Faculties</b>	<b>N</b>	<b>Perception</b>	<b>SA</b>	<b>S</b>	<b>UN</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
<b>Education</b>	40	<b>Frequency</b>	7	10	9	8	6	2.75
		<b>Percentage</b>	17.5%	25.0%	22.5%	20.0%	15.0%	
<b>Management Sciences</b>	66	<b>Frequency</b>	11	16	13	14	12	2.87
		<b>Percentage</b>	16.7%	24.2%	19.7%	21.2%	18.2%	
<b>Social Sciences</b>	219	<b>Frequency</b>	46	52	47	40	34	2.91
		<b>Percentage</b>	21.0%	23.7%	21.5%	18.3%	15.5%	

This table indicates that from Social Sciences Faculty, 44.7% of students agreed with the statement and 33.8% disagreed, with the highest mean score of 2.91. Among Management Sciences students, 40.9% agreed and 37.9% disagreed, with a mean score of 2.87. In the Education Faculty, 42.5% agreed and 35.5% disagreed, with a slightly lower mean score of 2.75, showing a high level of agreement. Overall, the results suggest that students across all faculties have revised their career plans to some extent due to the influence of social media influencers promoting specific career paths, with Social Sciences students showing the strongest response.

## Inferential Statistic

**Table 4.1.21**

*Difference in the influence of social media influencers on academic goals of undergraduate students across faculties (Education, Social Sciences and Management Sciences).*

	<b>Sum of Square</b>	<b>df</b>	<b>Mean square</b>	<b>f</b>	<b>Sig.(p)</b>
<b>Between groups</b>	0.937	2	0.469	1.654	0.192
<b>Within groups</b>	91.238	322	0.283		
<b>Total</b>	92.175	324			

This table indicate that the f- value is 1.654 and p value is 0.192. Since the p-value is greater than 0.05, the result is not statistically significant, and therefore the null hypothesis is accepted. This confirms that there is no significance difference in the influence of social media influencers on academic goals of undergraduate students across faculties (Education, Social Sciences and Management Sciences).

**Table 4.1.22**

*Difference in the influence of social media influencers on career choice of undergraduate students across faculties (Education, Social Sciences and Management Sciences).*

	<b>Sum of Square</b>	<b>df</b>	<b>Mean square</b>	<b>f</b>	<b>Sig.(p)</b>
<b>Between groups</b>	1.016	2	0.508	1.871	0.156
<b>Within groups</b>	87.535	322	0.272		
<b>Total</b>	88.551	324			

This table indicate that the f- value is 1.871 and p value is 0.156. Since the p-value is greater than 0.05, the result is not statistically significant, and therefore the null hypothesis is accepted. This confirms that there is no significance difference in the influence of social media influencers on career choice of undergraduate students across faculties (Education, Social Sciences and Management Sciences).

## 4.2 Thematic Analysis

To Explore Personal Experiences and Perspectives of Highly Influenced Undergraduate Students

The qualitative phase of this study provided in-depth insights into how female undergraduate students personally experience and interpret the influence of social media influencers. The themes emerging from the interviews highlight the direct influence of influencers on students' academic and career-related perceptions.

### Themes

1. Attraction to influencers lifestyle over degree-oriented career
2. Doubt about the practical values of formal education
3. Redefining career success through social media influence
4. Emotional conflict- inspired yet pressured
5. Strong and ongoing influence on future decision

#### 1. Theme 1: Attraction to influencers lifestyle over degree-oriented career

The majority of students admired influencers for their luxurious lifestyle, fame and financial success which they viewed as more rewarding than traditional career linked to their degree. many participants stated that Tiktokers and vloggers achieved popularity and financial Independence without having formal qualification. These perceptions made student feel that influences career is more appealing and as accessible compare to structured, degree bound jobs.

“They earn more than MBA graduates and live freely”

“If a Tiktoker can earn in lakh monthly, why am I still worried about my midterm and CGPA”

“Sometime I feel like I'm wasting my time on this degree, while they are buying cars from YouTube income”

“They are earning traveling and getting famous-and I'm still trying to finish my assignment”

“They are my age, yet they have achieved everything I thought I'd get after graduation”

“I want that freedom and income even if I become a teacher, I still want to create content”

This theme reflects the personal perspectives of students who directly compared their academic struggles with the success of influencers. It shows how exposure to influencers’ lifestyles shifts their career choices.

## **2. Theme 2: Doubt about the practical values of formal education**

A persistent theme across all faculties was doubt regarding the effectiveness of formal degrees. Students mention that even after years of studying, job opportunities are limited and poorly paid, while influencers with no formal background or earning in lakhs. This made them feel their investment in education might not yield equivalent outcome.

“Sometime I feel like I am wasting time on this degree they become millionaire from YouTube and TikTok while we are still preparing for internship”

“I’m spending four years in university, and still unsure of a job. they are already settled.”

“We invest time, money and mental health and still don’t get half the outcome influencers do.”

“The more I scroll, the more I questioned whether this degree really matters.”

This theme demonstrates the personal perspective of students who feel their academic journey is less rewarding than pursuing influencer-related careers. It highlights how exposure to influencers has reshaped their belief in the effectiveness of formal education, aligning with the research question on students’ experiences and perspectives.

## **3. Theme 3: Redefining career success through social media influence**

Many students reported revisiting and modifying their career choices due to social media influences. For some, this meant blending their degree with digital content creation. while others considered completely switching field to pursue influencers related work such as freelancing, e-commerce and lifestyle branding.

*“I’m already running a business page and if it works, I won’t need a traditional job”*

*“Success used to mean a government job. Now it means having a monetize YouTube channel and Instagram pages.”*

*“Even if I get a degree-based job, I will continue content creation on the side.”*

This theme demonstrates how influencers reshape students’ definitions of success. Their personal experiences reveal a shift from traditional academic ambitions toward blending or replacing them with influencer-driven opportunities.

#### **4. Theme 4: Emotional conflict –inspired yet pressured**

Students described a range of emotional responses- from inspiration to confusion and pressure many felt that the fast success of influencers triggered anxiety and self-doubt, especially when comparing it to the slow and uncertain path of formal education. Female students, in particular, shared how the polished life of influencers affected their self-image and goal clarity.

*“I feel behind, they are earning travelling and famous while i am still writing assignments.”*

*“Sometime I feel inspired sometime i feel like I’m failing.”*

*“It’s confusing. I know I should study, but I also want the lifestyle they show.”*

*“Seeing their success makes me question mine”*

*“I admire how they travel, dress well, and still earn from home, who would not want that life”*

*“Their day starts when they want, mine start with 8a.m, classes and end with stress.”*

This theme highlights the emotional dimension of students’ experiences. Their perspectives reveal an inner conflict: admiration for influencers’ freedom and success, alongside pressure and self-doubt about their own academic paths.

#### **5. Theme 5: strong and ongoing influences on future decision**

Most students express that the influence of social media will not end with graduation. They plan to either pursue influencer career alongside their degree-based job or fully shift if their online presence grows. This demonstrates that social media is no longer just a source of entertainment, but a career path many students seriously considered.

*“If my page grows, I won’t go for a regular job.”*

*“Even if I become a teacher, I want to be one with a YouTube channel and a strong digital presence.”*

*“It’s not about copying them; it’s about realizing that there are other paths to success.”*

*“I will graduate with a degree but I will build a future with my phone and skills I learned from social media influencers.”*

This theme reflects the forward-looking perspectives of students who see social media as a serious career path. Their personal experiences suggest that influencer culture has long-term implications for how they view their futures beyond university.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents a comprehensive overview of the research conducted to identify the influence of social media influencers on the academic goals and career choices of female undergraduate students at the International Islamic University Islamabad (IIUI). The chapter begins with a summary of the study, outlining the research objectives, methodology, and major procedures adopted in both the quantitative and qualitative phases. It then discusses the main findings in light of existing literature and theoretical perspectives. The discussion interprets how social media influencers shape students' perceptions, motivations, and aspirations concerning their academic and career-related decisions. Finally, the chapter concludes with key conclusions drawn from the results and provides practical recommendations for educators, policymakers, and future researchers to better understand and address the growing impact of social media influencers on students' educational and professional pathways.

#### **5.1 Summary**

This study was conducted to identify the influence of social media influencers on undergraduate students' academic goals and career choices. The objectives of this study were to identify the extent to which undergraduate students follow social media influencers on social media platforms. To identify the influence of social media influencers on shaping the academic goals and career choice of undergraduate students. To explore personal experiences and perspectives of highly influenced undergraduate students. To compare the influence of social media influencers on academic goals and career choice of undergraduate students across faculties. The paradigm of this study was post-positivism. The design of the study was mixed method. The study was delimited to female Undergraduate Students of BS 7th and 8th semesters from the faculties (Education, Social Sciences and Management Sciences) of IIUI. The total population of the study was N-1216 female undergraduate students of 7th and 8th semesters from faculties (Education, Social Sciences and Management Sciences) of IIUI. The sample of the study was faculty of Social Sciences n-283, faculty of Education n-73 and faculty of Management Sciences n-112 female undergraduate students. The sample size for this

study was initially determined using Yamane's formula to ensure accurate result. However, since collecting data from a large sample can be challenging, the Finite Population Correction (FPC) method was used to reduce the sample size from n-468 to n-325. Stratified random Sampling Technique was used to collect quantitative data from sample and Purposive Sampling Technique was used to collect qualitative data. Self-developed (5-Likert Scale) was used for quantitative data and interview for qualitative data was conducted to explore the perception of undergraduate students regarding the influence of social media influencers on shaping the academic goals and career choice. The validity of instrument was checked through the expert's opinions and suggestions. For reliability the pilot study was conducted on a selected sample from the whole population. Cronbach Alpha was applied to check the reliability of the instruments. Data was collected through personal visit and Quantitative data was analyzed using descriptive statistics and inferential statistics including frequencies, means scores, standard deviations and ANOVA test through applying SPSS Version 21. For qualitative, themes and codes were generated to provide insight of qualitative data.

## **5.2 Findings**

The following findings are drawn from the analysis and interpretation of data.

1. The majority of the students across faculties (55% - Education, 65% Management Science and 63%-Social Science) spending more than 2-3 hour daily on social media platform which shows their highly engagement toward social media influencers.( table 4.1.2)
2. The findings shows that across all the faculties 15.1 % students followed influencers due to educational content while 17.8% students followed them for entertainment and fun , 13.8 % followed them for fashion and beauty tips , 16.8 % followed them for staying update with trends , 19.5 % followed them for career guidance and 17 % for following influencers' lifestyle. This show that social media influencers influence students through both academically and non academically, contributing to their shifting views on career choice and lifestyle choice.(table 4.1.3)
3. The finding shows within all faculties 10.7% students learned content creation from influencers while 8% learned Digital Entrepreneurship, 5.8% Freelancing , 10.1% Digital Marketing/ E-Commerce, 11.1% Graphic Designing, 15.2% Video

Editing and 39.1 % are those students who never learned any skill from social media influencers. This result shows that a large num of students developing interest in skills actively promoted by the social media infuenecres and these skills are non traditional and not typically covered in formal degree programs, indicating a potential shift in students career choices. ( table 4.1.4)

4. From Education faculty 45% participants, from management science 39.4% and Social Science 47% were agreed with the statement that Social media influencers affect their commitment to their academic goals. ( table 4.1.5)
5. The finding shows that 47.5% participants of Education faculty, 47% of Management Science and 45.3% of Social Science were agreed with the statement that Influencers' success without degree shakes their confidence for degree program . ( table 4.1.6)
6. The finding shows that 40% participants of Education faculty, 39.4% of Management Science and 4.1% of Social Science students admits that the glamorous lifestyle and financial success of influencers motivate them to quit studies and start working for money. ( table 4.1.7)
7. The finding shows that 42.5% participants of Education faculty, 39.4% of Management Science and 49.8% of Social Science were agreed that they have revisited their academic goals after being inspired by Social Media Influencers' content. ( table 4.1.8)
8. The finding shows that 42.5% participants of Education faculty, 44.4% of Management Science and 47.5% of Social Science were agreed that lifestyle of Social Media Influencers inspire them to rethink about their academic goals. ( table 4.1.9)
9. The finding shows that 42.5% participants of Education faculty, 40.9% of Management Science and 45.7% of Social Science were agreed that they have revised their academic goals after being inspired by Social Media Influencers' financial success. ( table 4.1.10)
10. The finding shows that 42.5% participants of Education faculty, 42.4% of Management Science and 47.5% of Social Science were agreed that, their academic performance has been affected due to active engagement with social media trends. ( table 4.1.11)

11. The finding shows that 45% participants of Education faculty, 44% of Management Science and 45.6% of Social Science were agreed that financial success of social media influencers is comparatively better than degree holders. ( table 4.1.12)
12. The finding shows that 70% participants of Education faculty, 54.5% of Management Science and 51.9% of Social Science were agreed that social media influencers have changed their belief about the long-term value of attaining higher education. ( table 4.1.13)
13. The finding shows that 45% participants of Education faculty, 44% of Management Science and 45.3% of Social Science were agreed that Social Media Influencers make them feel that traditional careers are less rewarding than social media careers. ( table 4.1.14)
14. The finding shows that 50% participants of Education faculty, 45.5% of Management Science and 48.8% of Social Science were agreed that Success Stories of Social Media Influencers make careers in Digital Entrepreneur more appealing than traditional professions. ( table 4.1.15)
15. The finding shows that 45% participants of Education faculty, 43.9% of Management Science and 46.6% of Social Science were agreed that Influencers' content makes students to pursue careers that offer greater fame, flexibility, and quick income. ( table 4.1.16)
16. The finding shows that 40% participants of Education faculty, 42.4% of Management Science and 44.2% of Social Science were agreed that, students feel pressured to pursue a career similar to successful social media influencers rather than their original career choice. ( table 4.1.17)
17. The finding shows that 40% participants of Education faculty, 41% of Management Science and 45% of Social Science students want to changes their career as social media influencers instead of continuing career as (e.g., Psychologist, Social Researcher, NGO Worker, Teacher, Academic leader, and Businessman). ( table 4.1.18)
18. The finding shows that 42.5% participants of Education faculty, 45.5% of Management Science and 45.6% of Social Science students were agreed that their initial career goals, have been affected with exposure to influencers promoting alternative paths. ( table 4.1.19)

19. The finding shows that 42.5% participants of Education faculty, 40.9% of Management Science and 44.7% of Social Science students were agreed that they revised their career plans because of the influence of influencers promoting certain careers. ( table 4.1.20)
20. The f- value is 1.654 and p value is 0.192. Since the p-value is greater than 0.05, the result is not statistically significant, and therefore the null hypothesis is accepted. This confirms that there is no significance difference in the influence of social media influencers on academic goals of undergraduate students across faculties (Education, Social Sciences and Management Sciences). ( table 4.1.21)
21. The f- value is 1.871 and p value is 0.156. Since the p-value is greater than 0.05, the result is not statistically significant, and therefore the null hypothesis is accepted. This confirms that there is no significance difference in the influence of social media influencers on career choice of undergraduate students across faculties (Education, Social Sciences and Management Sciences). ( table 4.1.22)
22. The majority of students admired influencers for their luxurious lifestyle, fame and financial success which they viewed as more rewarding than traditional career linked to their degree. many participants stated that Tiktokers and vloggers achieved popularity and financial Independence without having formal qualification. These perceptions made student feel that influences career is more appealing and as accessible compare to structured, degree bound jobs. (Theme 1)
23. A majority of students across all faculties was doubt regarding the effectiveness of formal degrees. Students mention that even after years of studying, job opportunities are limited and poorly paid, while influencers with no formal background or earning in lakhs. This made them feel their investment in education might not yield equivalent outcome. (Theme 2)
24. Many students reported visiting and modifying their careers choices due to social media influences. For some, this meant blending their degree with digital content creation. while others considered completely switching field to pursue influencers related work such as freelancing, e-commerce and lifestyle branding. (Theme 3)
25. Student described a arrange of emotional responses- from inspiration to confusion and pressure many felt that the fast success of influencers triggered anxiety and self-doubt, especially when comparing it to the slow and uncertain path of formal

education. Female students, in particular, shared how the polished life of influencers affected their self-image and goal clarity. (Theme 4)

26. Most students express that the influence of social media will not end with graduation. They plan to either pursue influencer career alongside their degree-based job or fully shift if their online presence grows. This demonstrates that social media is no longer just a source of entertainment, but a career path many students seriously considered. (Theme 5)

### 5.3 Discussion

In the modern digital age, social media influencers are influential figures who hold significant sway over their followers and have the potential to shape students' perception by promoting financial stability, job security and luxurious lifestyle. The data shows that 45% of participants from education, 39.4% from management sciences and 47% from social sciences agreed that social media influencers influence their academic commitment. This suggests a moderate to high influence, consistent across faculties. However, ANOVA results indicate no statistically significant differences between faculties, suggesting that the influence of social media influencers on academic course is a general trend rather than faculty-specific. Qualitative responses highlight that many students experience distraction due to continuous consumption of influential content; some mention feeling demotivated about their degree because influencers appear to gain fame and wealth without formal education. Others, however, felt inspired by educational influencers to work harder. This aligns with Yangyang (2024), who stated that social media exposure can both inspire and distract students depending on the type of content consumed.

Quantitative data revealed that students showed a clear inclination toward careers resembling those of influencers. Students express interest in freelancing, content creation, digital marketing and entrepreneurship particularly when these paths promise financial stability and lifestyle flexibility. Qualitative data supported this trend; respondents stated "*Influencers can earn more than teachers or doctors without even having a degree*" these statements illustrate a shifting mindset among students from traditional degree-based careers to self-made digital professions.

ANOVA tests conducted to compare academic and career influence across faculties showed no statistically significant differences. This result suggests that students

across all the faculties or disciplines are equally influences. This finding aligned with the Ibrahim and Khan (2025), who observed that influencer impact cut out across academic discipline due to its emotional and aspirational appeal.

Thematic analysis of interviews with 17 highly influence students revealed persistent themes, as students admire the luxurious lifestyle of influencers and see it as a source of inspiration “*They travel the world while I’m stuck at in classrooms; that’s the life I want.*” Second theme was Fame over degree, as influencers’ success without higher education cause students to make question on their degree “*If they can earn in lakhs without a degree, why am I spending years in university?*” Third theme was Career shift intention as many students plan to blend their career with digital ventures “*I want to become a teacher and also run a YouTube channel.*” Fourth emotional comparison and pressure as students reported they feel behind and less successful “*Sometime I feel like quitting because they make success looks so easy.*” and most of the students express that the influence of social media will not end with graduation. They plan to either pursue influencer career along-side their degree-based job or fully shift if their online presence grows. This demonstrate that social media is no longer just a source of entertainment, but a career path many students seriously considered. These findings indicate that social media influencers have a significant emotional behavioral and aspirational impact on students while statistical significance was not found across facilities. the Qualitative data suggests deep-rooted psychological shift. Students increasingly measure success through financial independence, fame and lifestyle often show by influencers.

These findings are important for educator, policy makers and academic advisors as student increasingly lean toward digital careers, academic institution must recognize social media as a competing source of guidance. And provide career counselling that acknowledge students’ online aspiration. promote digital literacy and critical thinking about social media content.

Social media influencers are shaping the way female undergraduate students at IIUI perceive academic and career success. while their influence does not significantly differ across faculties statistically, it is strong enough to alter educational motivation, emotional well-being and career direction. The academic world must now evolve to engage with these digital forces not ignore them. Moreover, the findings emphasize that social media is not merely an entertainment platform for these students but has become

a major influence in shaping their identities, decisions and aspiration. As a result, this study contributes to a deeper understanding of how digital influence can both empower and pressure students, urging institutions to respond proactively to this growing dynamic.

#### **5.4 Conclusions**

This study was conducted to identify the influenced of social media influencers on undergraduate students' academic goals and career choices by using a mixed method approach. Quantitative data was collected from 325 students of the faculties of Education, Management Sciences and Social Sciences while qualitative insight from 12 interviews. The finding revealed that social media influencers significantly influenced students emotionally and behaviorally, even though statistical comparisons across faculties showed no major difference.

On the basis of findings, it is concluded that:

1. It is concluded that students across all faculties use social media daily, which increases their exposure to influencer content. This strong exposure makes them more likely to be influenced in their academic life.
2. Students follow social media influencers for both academic reasons (like Educational Content and Career Guidance) and non-academic reasons (such as Entertainment, Lifestyle, and Fashion). This shows that influencers play a role in shaping students' views about both career paths and personal lifestyle.
3. Many students are learning skills such as video editing, graphic designing, and content creation through influencers. These are not usually part of formal education programs, showing that students are becoming more interested in alternative skills that may change their future career plans.
4. It is also concluded that students admitted that their academic performance is influenced due to being actively involved in following social media trends. According them, they have revised or changed their academic goals after being influenced by the content shared by social media personalities.
5. The influencers' success without a degree has reduced many students' confidence in the value of their formal education
6. It is further concluded that the luxurious lifestyle and quick success of influencers made many students feel confused or less motivated about their slow academic journey.

Female students especially reported a loss of confidence and pressure to keep up with online success, which influenced their academic focus.

7. Many students believe that influencer careers are more rewarding than traditional jobs. They admire the wealth, fame, and freedom influencers enjoy, often without completing a degree. This has led many students to question the value of formal education and feel that traditional careers are less attractive.
8. Some students have already changed or adjusted their career plans, either by starting freelance work, doing content creation, or combining their degree with online income opportunities.
9. A large number of students, especially from the Education faculty, said that influencers have changed their belief in the long-term value of higher education. Students doubt the value of formal education. They feel that even after years of study, jobs are limited and low-paying, while influencers earn a lot without degrees. This raises concerns about the return on investment in education.
10. Students admire influencers for their wealth, fame, and success, especially since many achieved these without completing a degree. This makes the influencer career path seem easier and more rewarding than traditional jobs.
11. Students reported mixed feelings such as motivation, confusion, and pressure. The quick success of influencers made many students feel anxious or uncertain about their own slow academic path. Female students especially said this affected their confidence and self-image.
12. Finally, it is concluded that social media influencers have created a strong influence on students' thinking about future careers. Students are now more interested in careers that offer freedom, fame, and quick income, and less motivated by traditional professions, raising important concerns about how career planning is changing in today's digital world.
13. The statistical test showed no major difference among faculties in how much social media influencers influenced their academic goals and career choices. This means that the influence is widespread and similar across all three faculties.

## 5.5 Recommendation

Based on the findings and result of the study influence of social media influencers on undergraduate students' academic goal and career choices, the following recommendations were formulated.

1. It is recommended that undergraduate students develop critical awareness regarding the content they consume on social media. Students might be encouraged to participate in workshops, seminars, and training sessions on digital literacy, time management, and self-regulation. These initiatives will help them differentiate between realistic and idealized portrayals of success, enabling them to make more informed and balanced academic and career-related decisions.
2. University counselors and career advisors might be established in university and are recommended to conduct regular guidance and counseling programs focusing on the psychological and motivational effects of social media. They can organize awareness campaigns, individual and group counseling sessions, and peer discussions addressing issues such as social comparison and digital pressure. These efforts will help students maintain emotional balance and strengthen their academic motivation.
3. University administrations are advised to enhance mental health and student support services related to excessive or unhealthy social media engagement. This can be achieved by providing accessible counseling facilities, introducing mindfulness and stress management programs, and forming student-led peer mentoring groups. Such initiatives will promote digital well-being and reduce anxiety associated with online influence.
4. Curriculum planners and policymakers, including the Higher Education Commission (HEC) and university curriculum committees, are recommended to integrate modules on digital entrepreneurship, ethical content creation, and responsible use of social media into university programs. Incorporating these topics will help students gain modern skills and understand how education contributes to long-term success while preparing them for evolving digital career trends.
5. Faculty members and academic departments are encouraged to include discussions and reflective activities related to social media influence in their teaching and co-curricular engagements. This may involve classroom debates, project work, or guest lectures by professionals who successfully balance academic qualifications and digital careers.

Such activities will help students recognize the importance of education while navigating online spaces responsibly.

### **5.6 Recommendation for Future Studies**

1. Future studies may be focus on intervention-based research to test the effectiveness of digital literacy programs, awareness campaigns, or counseling strategies designed to reduce the influence of influencer’s culture on students’ academic goals.
2. It is recommended that future researchers examine differences in how social media influencers, influence students based on gender, academic discipline, or socio-economic background, to better understand variations in susceptibility to online influence.
3. Future research may also include comparative studies between public and private universities or among students from different cultural and national contexts, to broaden the understanding and generalizability of findings related to social media influencers on academic and career decisions.

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## APPENDIX -I

### Questionnaire for Undergraduate Students

#### Influence of Social Media Influencers on Undergraduate Students' Academic Goals and Career Choice

Dear undergraduate students, I'm MS-Scholar from the Department of Teacher Education (International Islamic university Islamabad) conducting my Research on a "Influence of Social Media Influencers on Undergraduate Students' Academic Goals and Career Choice" Please take a few minutes to complete this questionnaire. We guaranteed that your specific answer will be kept confidential. Please note that your honest responses are very important for this research.

#### Demographic Information

Please Tick the Relevant Block

#### Faculty

- Education
- Management Sciences
- Social Sciences

#### Social Media Platforms

##### 1. TIKTOK

- Time Spent Daily

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- Reason For Following Social Media Influencer

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- Trend/Skills Learned from Social Media Influencers

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##### 2. INSTAGRAM

- Time Spent Daily

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- Reason For Following Social Media Influencer

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- Trend/Skills Learned from Social Media Influencers

### 3. FACEBOOK

- Time Spent Daily

- Reason For Following Social Media Influencer

- Trend/Skills Learned from Social Media Influencers

### 4. YOUTUBE

- Time Spent Daily

- Reason For Following Social Media Influencer

- Trend/Skills Learned from Social Media Influencers

#### ○ Scoring Key

For each statements item below, please tick the relevant block from strongly agree to strongly disagree

1 (S.A)	2 (A)	3 (UD)	4 (D)	5 (S.D)
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

S.NO	Statements	S. A	A	UN	D	S. D
<b>ACADEMIC GOALS</b>						
1.	Social media influencers affect my commitment to my academic goals.					
2.	Influencers' success without degree shakes my confidence for degree program.					

3.	The glamorous lifestyle and financial success of influencers motivates me to quit studies and start working for money.					
4.	I have revisited my academic goals after being inspired by Social Media Influencers' content.					
5.	Lifestyle of Social Media Influencers inspire me to rethink about my academic goals.					
6.	I have revised my academic goals after being inspired by Social Media Influencers' financial success.					
7.	My academic performance has been affected due to my active engagement with social media trends.					
8.	I think that financial success of social media influencers is comparatively better than degree holders.					
9.	Social media influencers have changed my belief about the long-term value of attaining higher education.					
<b>CAREER CHOICES</b>						
10.	Social Media Influencers make me feel that traditional careers are less rewarding than social media careers.					
11.	Success Stories of Social Media Influencers make careers in Digital Entrepreneur more appealing than traditional professions.					
12.	Influencers' content makes me to pursue careers that offer greater fame, flexibility, and quick income.					
13.	I feel pressured to pursue a career similar to successful social media influencers rather than my original career choice.					
14.	I want to changes my career as social media influencers instead of continuing career as (e.g., Psychologist, Social Researcher, NGO Worker, Teacher, Academic leader, and Businessman)					
15.	I believe that my initial career goals, have been affected with exposure to influencers promoting alternative paths.					
16.	I have revised my career plans because of the influence of influencers promoting certain careers.					

**Thank You for Your Time and Feedback**

## APPENDIX -II

### Semi-Structured Interview Questions

#### Objective 03: To Explore Personal Experiences and Perspectives of Highly Influenced Undergraduate Students

1. Do you appreciate the career choice of Social Media Influencers?  
If yes, then why?  
If no, then why?
2. Do you know the social media influencers who have completed their degree?  
If yes, which degree did they pursue?
3. What is your personal expectation from the degree you are currently enrolled in?
4. What kind of career or lifestyle do you hope your degree will lead to?
5. Do you actively follow the social media influencers?  
If yes, then why?  
If no, then why?
6. Have you ever thought about pursuing a career as an influencer or in a field related to social media?  
If so, what's the reason?
7. Has the success of influencers without formal education led you to reevaluate the importance of completing your degree?
8. How do you feel while comparing your academic or career goals with those of influencers? (Can you share any examples, like feeling inspired, pressured, anxious, or something else)?
9. Do you think social media influencers will continue to influence your career decisions after graduation?  
If so, would you still pursue your original goals, or are you more inclined toward a new path?