



The Role of Technology Adaptation in Social Media Marketing: A Study on the Perceptions of BSBA Students at San Isidro College

Kean Leamar A. Sul-aron¹, Marife M. Bayo², Devine Angel R. Coloma³, Charles T. Mariquit⁴, Chadnie D. Ampalaya⁵, Evan P. Taja-on^{6*}
San Isidro College, Philippines

Corresponding Author: Evan P. Taja-on etajaon@sic.edu.ph

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ABSTRACT

In today's digital landscape, the ability to adapt to technology plays a vital role in shaping how future business professionals engage with social media as a marketing tool. Understanding this adaptation sheds light on how prepared students are to transform their knowledge into practical strategies for real-world business environments. The research employed a survey-based approach, supported by a descriptive design, ensuring that student responses were systematically collected and provided a reliable depiction of how students perceive and adapt to technology in the context of social media marketing. The findings reveal that students who are well aware of technology adaptation also demonstrate a strong readiness to apply social media marketing in real business contexts. This connection shows that understanding digital tools plays an important role in building confidence and practical competence in marketing activities.

INTRODUCTION

Technology adaptation plays a central role in social media marketing, as it enables individuals and organizations to maximize the potential of digital platforms for business growth. For business students preparing to enter the professional world, learning how to adopt new tools, adjust to emerging technologies, and apply these to marketing strategies is an essential skill (Cabasag, 2025). This adaptation process influences their readiness to use social media marketing effectively in real business situations, since their ability to navigate technological changes directly shapes their confidence, creativity, and competence in applying these platforms for competitive advantage (Canlas & Perez, 2024).

Despite its significance, many individuals continue to face challenges in fully understanding and applying technology for marketing purposes. The lack of knowledge and skills in areas such as content creation, digital analytics, and platform management creates barriers in using technology effectively (Al Husseiny & Youness, 2023). Technology adaptation in social media marketing requires not only exposure to digital platforms but also the ability to understand, adopt, and apply them in ways that meet business goals. This gap highlights the need to explore how students, as future marketers, perceive and prepare for the demands of technological integration (Khanom, 2023).

Building on this, a noticeable knowledge gap exists regarding how students develop the ability to independently access, evaluate, and use information through digital technology, particularly in marketing applications. While social media tools are readily available, not all students can critically analyze trends, measure performance, or translate data into effective strategies (Lin et al., 2020; Bartoloni & Ancillai, 2024). This raises questions on whether they are equipped with the necessary competencies to bridge classroom learning with real-world digital marketing practices, making it vital to examine their perceptions of technology adaptation as part of their academic and professional growth.

The importance of this lies in the fact that businesses and organizations today rely heavily on technological adaptation to remain competitive in an evolving market. With social media becoming one of the most powerful tools for brand visibility and customer engagement, the ability to adopt technological innovations determines the success of marketing strategies (Martincevic & Kozina, 2018). The study emphasizes why it is crucial for future business professionals to understand and embrace the dynamics of digital technology, ensuring that they are prepared to contribute meaningfully to modern business practices by highlighting the role of adaptation.

The objective of the study is to explore how BSBA students perceive the influence of technology adaptation on social media marketing. It seeks to provide insights into their readiness, understanding, and approach to using technological tools, bridging their academic learning with practical business applications.

Statement of the Problem

Many students today are exposed to different digital platforms, yet their ability to adapt to technology for marketing purposes remains uncertain. While social media has become one of the most powerful tools in promoting businesses, not all students possess the skills and confidence to maximize its potential. This creates a gap between their theoretical knowledge and their readiness to apply these tools in real business settings. Given this context, the study seeks to address the following problems:

1. What is the level of awareness of students in adapting to technology for social media marketing?
2. What is the level of readiness of students to apply social media marketing in actual business situations?
3. Is there a significant relationship between students' level of awareness in adapting to technology and level of readiness in applying social media marketing?

LITERATURE REVIEW

Technology Adaptation and Digital Literacy

Technology adaptation and digital literacy are widely recognized as essential components of effective participation in today's digital economy (Wong et al., 2022; Cabasag, 2025). Existing literature emphasizes that digital literacy goes beyond basic technology use and includes the ability to understand, evaluate, and apply digital tools in meaningful ways. In the context of marketing, technology adaptation allows individuals to respond to rapid changes in platforms, tools, and consumer behavior (Al Hussein & Youness, 2023; Biclesanu et al., 2023; Rohmah et al., 2023). Studies highlight that individuals who are digitally literate are more capable of adjusting to new systems and trends, which strengthens their ability to perform marketing tasks efficiently (Dag-um et al., 2025). This perspective supports the idea that students' awareness and understanding of digital tools are fundamental in preparing them for technology-driven marketing environments.

Social Media as a Marketing Tool in Modern Business

Social media has become one of the most influential marketing tools in modern business due to its wide reach, cost efficiency, and interactive nature. Literature consistently shows that businesses use social media platforms to promote products, communicate with customers, and build brand identity (Canlas & Perez, 2024). These platforms allow organizations to engage directly with consumers, receive immediate feedback, and tailor content to specific audiences (Cabasag, 2025). As a result, social media marketing is no longer optional but a core part of business strategy across industries.

Further studies indicate that the effectiveness of social media as a marketing tool largely depends on how well users understand and manage the platforms. Knowledge of content planning, audience targeting, and performance monitoring plays a critical role in achieving marketing goals (Rohmah et al., 2023; Jazuli et al., 2024). This highlights the importance of preparing future business professionals to not only use social media but to

apply it strategically (Al Husseiny & Youness, 2023). The literature suggests that students who develop these competencies early are better positioned to adapt to the demands of real business environments.

Challenges and Barriers in Adopting Technology for Marketing

Despite its advantages, adopting technology for marketing is not without challenges. Research points to several barriers, including limited technical skills, lack of confidence, and difficulty keeping up with frequent platform updates. These challenges can reduce the effectiveness of social media marketing efforts and discourage consistent use (Lin et al., 2020; Wong et al., 2022; Biclesanu et al., 2023). For students, these barriers may hinder the transition from theoretical knowledge to practical application, especially when support and training are insufficient (Bartoloni & Ancillai, 2024).

Additional literature emphasizes that institutional factors, access to resources, and individual readiness also affect technology adoption. Without proper guidance and opportunities to practice, individuals may struggle to maximize the potential of digital tools (Martincevic & Kozina, 2018; Canlas & Perez, 2024; Jazuli et al., 2024). These challenges underline the need to examine how students perceive technology adaptation and how prepared they feel to overcome such barriers. Understanding these concerns provides important context for assessing readiness and awareness in social media marketing.

Conceptual Framework

The study is anchored on the Technology Acceptance Model (TAM) and the Unified Theory of Acceptance and Use of Technology (UTAUT), which both explain how individuals adopt and use new technologies. TAM (Su & Li, 2021) emphasizes perceived usefulness and perceived ease of use as critical factors influencing a person's decision to adopt technology, while UTAUT (Chuang & Liu, 2024) expands this by including elements such as social influence and facilitating conditions. Together, these frameworks provide a structured way of analyzing how students form their perceptions toward technology adaptation in social media marketing.

These two frameworks complement each other by offering both simplicity and depth in understanding technology adoption. While TAM highlights the practical and individual-level aspects of adaptation, UTAUT integrates social and organizational influences that also affect technology use. The study provides a more holistic understanding of how students respond to the challenges and opportunities of digital marketing by combining these perspectives. This integration ensures that the perceptions of students are analyzed not only in terms of personal readiness but also within the broader context of social and institutional factors.

METHODOLOGY

Research Design and Locale

The research employed a descriptive correlational design design (Bloomfield & Fisher, 2019), which enabled the researchers to present an accurate account of students' perceptions regarding the adaptation of

technology in social media marketing. The design was appropriate since it focused on describing existing conditions and identifying patterns from the responses rather than establishing causal relationships. Data collection was carried out within San Isidro College, ensuring that the study remained contextually relevant to the environment where the respondents are situated.

Sampling Method and Respondents

The study used a random sampling method in which students enrolled in the Bachelor of Science in Business Administration program were chosen as respondents to select the respondents. This approach ensured that every student within the population had an equal chance of being included, accordingly minimizing bias and providing a more representative picture of the group (Martino et al., 2018). The use of this method was intended to strengthen the reliability of the findings and to reflect the varied experiences and perceptions of the students.

Table 1. Demographic profile of the Business Administration students (N=56).

	Demographic	Frequency	Percentage
Sex	Male	22	39.3
	Female	34	60.7
Year	First	19	33.9
	Second	20	35.7
	Third	13	23.2
	Fourth	4	7.1
Major	Financial Management	27	48.2
	Human Resource Management	7	12.5
	Marketing Management	22	39.3

The respondents of the study were limited to college students currently enrolled in the Bachelor of Science in Business Administration program. Their inclusion was guided by the research's focus on future business professionals who are likely to utilize technology and social media platforms in real-world marketing situations. The choice of this group directly aligned with exploring how young business students perceive and adapt to technological demands.

Data Gathering Procedure and Data Treatment

A researcher-made survey questionnaire was utilized for the data-gathering process. The instrument was carefully developed to align with the objectives of the study and was pilot-tested prior to its administration. The pilot test yielded a Cronbach's alpha of 0.917, which indicated a high level of reliability and internal consistency, confirming that the items in the questionnaire were appropriate and valid for use in the main study.

For data collection, information was gathered through both online and printed survey questionnaires to ensure wider accessibility and participation. Before the distribution of the questionnaires, respondents were informed about the purpose of the study and were asked to read and sign an informed consent form, confirming their voluntary participation. This process ensured that ethical

standards were followed and that respondents were fully aware of their rights throughout the data-gathering phase.

Descriptive statistics were employed to interpret the responses collected from the survey. This method enabled the researchers to present the data in a clear and organized manner, highlighting the levels of awareness, readiness, and challenges experienced by the participants.

RESEARCH RESULTS

This section presents the findings derived from the data gathered in the study. The results are organized in a logical sequence to provide a clear understanding of students' awareness and readiness in relation to technology adaptation and social media marketing, as well as the relationship between these variables.

Table 2 presents the findings related to students' awareness in adapting to technology for social media marketing. The table highlights how students recognize and understand the use of digital platforms and tools within marketing contexts, providing a foundation for assessing their level of familiarity and understanding in this area.

Table 2. Level of awareness of students in adapting to technology for social media marketing.

Variable	\bar{x}	σ_x	Qualitative Interpretation
Social Media Platforms	4.29	0.634	Very High Awareness
Technology Adaptation	4.31	0.479	Very High Awareness
Marketing Tools and Strategies	4.13	0.691	High Awareness
Challenges in Technology Adaptation	4.11	0.624	High Awareness
Personal Readiness	4.18	0.705	High Awareness
Level of Awareness	4.21	0.541	Very High Awareness

The results, as presented in Table 2, show that students demonstrate a very strong awareness of social media platforms and the importance of adapting technology for marketing purposes. They also show a high level of understanding of marketing tools, strategies, and the challenges that may arise when adapting to new technologies. Additionally, they are highly aware of their own readiness to engage with these tools. Overall, the findings indicate that students possess a very high level of awareness, suggesting that they are well-informed about how technology supports social media marketing.

Table 3 reflects students' readiness to apply social media marketing in actual business situations. The table shows how students perceive their ability to use social media marketing skills in practice, focusing on their preparedness across different areas of application.

Table 3. Level of readiness of students to apply social media marketing in actual business situation.

Variable	\bar{x}	σ_x	Qualitative Interpretation
Technical Readiness	3.94	0.763	High Readiness
Strategic Readiness	3.99	0.805	High Readiness

Creative Readiness	4.09	0.585	High Readiness
Problem-Solving Readiness	4.04	0.690	High Readiness
Professional and Career Readiness	4.01	0.691	High Readiness
Level of Readiness	4.01	0.632	High Readiness

The results, as presented in Table 3, show that students show a consistently high level of readiness across various areas related to social media marketing. They demonstrate strong technical skills, strategic thinking, creativity, problem-solving abilities, and professional preparedness. Taken together, these results indicate that students feel highly ready to apply social media marketing practices in real business settings.

Table 4 presents the findings on the relationship between students' awareness of technology adaptation and their readiness to apply social media marketing in real business contexts. The table provides insight into how these two aspects are connected and how they influence one another.

Table 4. Relationship between level of awareness in adapting to technology for social media marketing and readiness to apply social media marketing in actual business situation.

Variable	\bar{x}	r	Extent of Relationship	p
Awareness	4.21	0.853	Very Strong Positive Relationship	<0.001
Readiness	4.01			

The results, as presented in Table 4, show a strong positive relationship between students' awareness of technology adaptation for social media marketing and their readiness to apply these skills in actual business contexts. This means that students who are more aware of relevant platforms, tools, and processes also tend to feel more prepared to use social media in practical marketing situations. This relationship reflects how awareness and readiness reinforce each other within the context of social media marketing.

DISCUSSION

This section provides an in-depth interpretation of the results, explaining the meaning of the findings and their relevance to the study. The discussion connects the results to broader insights on technology adaptation and social media marketing, offering a clear understanding of their implications.

Awareness of Students in Adapting to Technology for Social Media Marketing

The findings indicate that students demonstrate a strong level of awareness in adapting to technology for social media marketing. This suggests that they are generally familiar with the platforms used in marketing, understand the need to adjust to technological changes, and recognize how digital tools support marketing activities. Such awareness reflects a clear understanding of how technology functions as a practical and useful component of modern marketing, aligning with the purpose of determining how informed students are in adapting to digital environments.

In analyzing the results, students showed consistent awareness across key areas related to technology use, including platform familiarity, adaptation processes, and the use of marketing tools. Their recognition of challenges and personal readiness further indicates that awareness is not limited to surface-level exposure but extends to understanding both opportunities and limitations in technology use (Wong et al., 2022; Al Husseiny & Youness, 2023; Canlas & Perez, 2024). This balanced awareness suggests that students are capable of recognizing how technology supports marketing tasks while also acknowledging areas that require continuous learning and adjustment.

The implications of these results point to a favorable foundation for technology use in social media marketing. High awareness indicates that students are mentally prepared to engage with digital tools and understand their relevance in marketing contexts (Bartoloni & Ancillai, 2024; Cabasag, 2025; Dag-um et al., 2025). This level of awareness addresses the concern regarding students' preparedness and suggests that they are well-positioned to move beyond basic knowledge toward more active and confident engagement in technology-driven marketing practices.

Readiness of Students to Apply Social Media Marketing in Actual Business Situations

The findings indicate that students exhibit a strong level of readiness to apply social media marketing in real business situations. This readiness reflects their confidence in using digital tools, developing strategies, creating content, addressing challenges, and preparing for professional roles. Such findings indicate that students are not only aware of social media marketing concepts but also feel capable of translating these into practical actions.

Further analysis shows that readiness is evident across multiple dimensions, including technical, strategic, creative, and problem-solving aspects. This suggests that students view themselves as capable of handling both the operational and decision-making demands of social media marketing (Martincevic & Kozina, 2018; Al Husseiny & Youness, 2023; Rohmah et al., 2023; Jazuli et al., 2024). Their preparedness also reflects an ability to adapt to different situations, respond to feedback, and engage with marketing tasks in a professional manner.

The implications of these findings suggest that students are prepared to apply their skills in real-world contexts. High readiness indicates that students possess the confidence and practical orientation needed to engage in business-related marketing activities (Biclesanu et al., 2023; Canlas & Perez, 2024; Dag-um et al., 2025). This readiness helps address concerns about whether students can move from classroom learning to actual application, highlighting their potential to function effectively in technology-based marketing environments.

Relationship between Awareness and Readiness

The findings indicate a strong and meaningful relationship between students' awareness of technology adaptation and their readiness to apply social media marketing in actual business situations. This indicates that students who are more aware of digital platforms, tools, and adaptation processes also tend to

feel more prepared to use these in practice. Awareness appears to support readiness by shaping how students view the usefulness and ease of applying technology in marketing contexts.

In examining this relationship, the results show that awareness and readiness are closely aligned rather than independent of each other. Students who understand how technology works and why it is important are more likely to feel confident and capable of using it in real situations (Bartoloni & Ancillai, 2024; Cabasag, 2025; Dag-um et al., 2025). This alignment suggests that awareness plays a critical role in shaping students' willingness and confidence to engage in practical marketing tasks.

The implications of this relationship emphasize the importance of strengthening awareness as a pathway to improving readiness. When students are well-informed and understand the value of technology in marketing, they are more likely to apply it effectively (Biclesanu et al., 2023; Canlas & Perez, 2024; Dag-um et al., 2025). This finding directly addresses the concern regarding whether awareness translates into action, showing that informed students are more prepared to engage in social media marketing within real business settings.

Synthesis

Synthesizing these points, the results show that students possess both strong awareness of technology adaptation and a high level of readiness to apply social media marketing in practice. Their awareness reflects a clear understanding of digital platforms, tools, and challenges, while their readiness demonstrates confidence in using these resources in real business situations. This alignment indicates that students are not only knowledgeable but also prepared to act on that knowledge.

The strong relationship between awareness and readiness further reinforces the idea that understanding technology supports practical application. As students become more aware of how digital tools function and why they are important, they are more likely to feel confident in applying them. Overall, the findings suggest that awareness and readiness work together in shaping students' preparedness for technology-driven marketing, providing a solid foundation for effective engagement in modern business environments.

CONCLUSIONS

The findings show that students demonstrate a strong level of awareness in adapting to technology for social media marketing. They are familiar with digital platforms, understand the importance of adapting to technological changes, and recognize the role of marketing tools and strategies in business contexts. This awareness reflects a clear understanding of how technology supports marketing activities and prepares students to engage with digital environments in a meaningful way.

Alongside this awareness, students also show a high level of readiness to apply social media marketing in actual business situations. They feel confident in using digital tools, developing strategies, creating content, and responding to challenges that arise in marketing practice. The results further show a strong link between awareness and readiness, indicating that students who are more

informed about technology are also more prepared to apply it effectively. Together, these findings present a clear picture of students who are both knowledgeable and capable of engaging in technology-driven marketing tasks.

The study provides new insight into how students' understanding of technology directly supports their preparedness to apply social media marketing in real business settings. The results show that awareness of digital platforms and adaptation processes is closely connected to readiness, suggesting that informed students are more confident and capable in applying marketing practices. This highlights the value of strengthening both awareness and practical engagement to support effective use of technology in marketing.

RECOMMENDATIONS

Based on the findings, it is recommended that academic programs continue to strengthen learning activities that support both awareness and practical use of digital marketing tools. Integrating hands-on projects, real business simulations, and updated training on social media platforms may further enhance students' readiness. Providing opportunities for continuous exposure to emerging technologies can help reinforce the link between understanding digital tools and confidently applying them in real business situations.

ADVANCED RESEARCH

Several limitations should be acknowledged when interpreting the findings. The study relied on self-reported data, which may reflect students' perceptions rather than their actual performance in applying social media marketing. The focus on a single academic institution also limits the generalizability of the results, as students from other schools or programs may have different levels of exposure and experience with technology. In addition, the use of a descriptive design captured perceptions at a single point in time, which does not account for changes in awareness or readiness as students gain more experience or training.

Future studies may explore similar topics using a wider population that includes students from different institutions or academic programs to allow broader comparison. Researchers may also consider using mixed or longitudinal approaches to examine how awareness and readiness develop over time or after specific training interventions. In addition, future research may include actual performance-based measures to complement self-reported perceptions and provide a more complete understanding of technology use in social media marketing.

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