



Entrepreneurship Education and New Media in Nigeria

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Abstract. The focus of the paper was on the relevance of informal education to entrepreneurship education. In doing this, the paper examined the prospects of new media as an informal tool, for the acquisition of entrepreneurship education and training. The intention of this paper was not to quantify the population of students that were internet or new media compliant but the quality of which the sample that were users put it into use. To achieve this, a study was conducted on One Hundred Final Year Higher National Diploma (HND II) students of Lagos State Polytechnic, to determine how new media has impacted on them in the process of acquiring entrepreneurship education and training, and to examine the prospect of adopting new media as an instrument for propagating entrepreneurship education. The findings showed that new media had not contributed significantly to this process. However, majority of the respondents agreed and also the hypothesis confirmed that new media has the potential to impact positively in their quest for entrepreneurship education and training. Some of the suggestions offered include government intervention, guidance by the volunteer groups and social media groups. If considered, it would accelerate positive engagement of new media.

Keywords: Entrepreneurship, Education, New media, Innovation, Agenda-setting.

1. Introduction

Educational method is either formal (institutionalized) or informal (participatory); but the goals of both is to facilitate acquisition of basic values and skills necessary for the transformation of individuals in the society. We can adduce rightly that inappropriate or wrong education largely responsible for the avoidable level of youth unemployment in Nigeria and the quest to arrest the consequence of

this policy failure prompted the government to embellish the school curriculum with different subjects and courses in entrepreneurship education and training. But one thing is clear; this effort is driven by formal educational sector. For instance, at the polytechnic level, three different courses in entrepreneurship education were introduced by the Nigeria National Board for Technical Education (NBTE) namely- EED 126 (Introduction to Entrepreneurship Development for NDI /100 level students); EED 216 (Practice of Entrepreneurship for ND II /200 level students); EED 412 (Entrepreneurship Development for HND II /400 students). All the courses have both theory and practical components. However, the fact that these courses are not core courses imposes a limitation on the coverage of entrepreneurship issues and prominence accorded the training by the students. Also, paucity of funds and underfunding of education is another limitation on the capacity of various institutions to execute meaningful entrepreneurship training on their students. In order to ameliorate these deficiencies, governments at the various levels and private organizations offered post school or graduate entrepreneurship education and training as addition to what were offered formally through teaching while they were in school. Definitely, other areas and platforms have to be explored to expand the scope of entrepreneurship education and training in Nigeria. . Ngonso (2019) agrees that as much as the use of internet is beneficial to students and the youths, its prolonged use and addiction is detrimental to their welfare. Without prejudice to efforts and studies by others in this direction, this paper, due to wide spread influence of internet nowadays, examines the prospects of exploring new media as an informal platform for continuing education to expand the acquisition of entrepreneurship education and training. To do justice to this, the paper is structured as follows: theoretical framework; conceptual

explanations; research methodology, findings and observations, conclusion and, references.

2. Theoretical Explanation

Media theory deals with the study of technologies and technique of representation and communication. There are many theories of media. Bolter (n.d) classifies these theories generally into two; formal media theory and critical theory.

Formal theory relates to technological determinism. The use or significance of media depends on its formal properties. On the other hand, critical theories are ideological critique, explored to examine the ideological determinant of media. The aim of this is to expose how dominant ideologies determine the purposes and messages of media.

However, though there are many theories on media but more specifically for this study, two theories would assist. They are Uses and Gratifications model and Agenda-setting theories.

Uses and Gratifications model according to Katz, Blumler, Michael (1973) emphasize the significance of what individuals do with media rather than what media offers. It is audience centered approach to the study of reasons for adoption and usage of media. Reasons and goals for adoption of media differ among individuals. The audiences are the active consumers in their preferred media, motivated by their needs and priorities. The audience value judgment and agenda determines what uses media can be to the people. According to them the uses include; information gathering, molding personal identity, and as a tool for social interaction. On the other hand, Agenda- setting theory examines the importance of media in influencing salience of media as propagated by McCombs and Shaw (1972). It is based on the assumption that the more frequent or prominent particular news or issue, the more the audience or public identify it as important (Flew, 2008). Also, instead of representing reality, media shapes the reality. Instead of asserting an opinion, the media set what to form opinion on by the public. Agenda setting is a product of cognitive process referred to as accessibility (Lang & Lang, 1981) meaning; the degree of frequency and prominence of issues in media determines the accessibility of the issue in audience's memory.

Rogers and Dearing (1988) identify three types of agenda setting which are; public agenda setting in which the dependent variable is the public's agenda; the media agenda setting in which its dependent variable is the media's agenda; and lastly the policy

agenda setting in which the dependent variable is elite policy makers (Rogers,1983). Agenda setting can lead to agenda building, refers to as mutual influence between the mass media and society and consequently on public policy (Lang & Lang, 1981). Setting an agenda implies the transformation of media agenda to public agenda (Berkowitz, 1992).

Furthermore in this internet era, agenda setting theory leads to agenda-melding which explains interconnection between the agenda of individuals and their group affliction. The basis for membership of a group is acceptance of the agenda of the group, but later, one can influence the group agenda with his own agenda (Bolter,n.d) .

3. Conceptual Explanation

3.1 New Media

There are divergent views on what the concept of new media depicts among the scholars. Some scholars describe it by enumerating its technologies like, DVD-video, DV editing, web application etc. Others emphasize its interactive features, while others see it as categories of tool that entail digital media. Vangie, (n.d) describes new media as output generated through various electronic communication channels with the aid of computer technology. It is a product and service that can generate information or entertainment with the aid of computers or the internet. (dictionary.cambridge.org). It is a general term for various electronic communications. (searchson.techtarget.com). Manovich (2003) gave eight different views to clarify the concept of new media. They are:

- New media entails cultural objects and paradigms as opposed to Cyber culture which entails social ideas and phenomena found in network communications like blogs etc.
- New media is a digital computer technology used in facilitating distribution and exhibition e.g internet.
- New media represent digital data with operational software.
- New media can also be seen as interaction between old and new cultural conventions by which data are represented, and manipulated.
- New Media is described as the aesthetics adduced to every new modern media and communication technology.
- New Media as a computer based facilitates high speed and faster execution of algorithms, introduction of new

representational technique and new forms of media art.

- New Media as Avant-Garde are modern ways of accessing and manipulating information. Also as a meta-media, it has to do with how quantity can transform to quality and modernist aesthetics transforming to postmodern aesthetics.
- New Media as execution of similar ideas in modern computing.

Characteristics of new media include; being interactive in nature, network base, compressible and manipulative. Example of new media include: internet, websites, computer media, video games, blogs, chatrooms, email, social media, mobile apps etc. The main distinction between new media and old media like films, paper publications, and television has to do with their ability to facilitate digital interaction through technologies (Manorich, 2003).

Nevman, in Manorich, (2003) asserts that, the new media would bridge the geographic distance, increase the volume of communication, and improve the speed, which makes it a better platform for interaction and interconnecting diverse forms of communication

3.2 Entrepreneurship Education

Entrepreneurship Education as a concept is made up of two words which are; entrepreneurship and education. According to Sobel (n.d), entrepreneurship refers to the process of discovering innovative ways of organizing resources. It can be describes as the capacity and willingness to develop, organize and manage a business with the limitation of risk for profit making (Business dictionary.com). It is the process of seeking opportunities in the market and organizing resources necessary to exploit the opportunity for profit (Ray, slideshare.net).

However, Education refers to the act or process of acquiring a specific knowledge or skill (dictionary.com) Education can be formal or informal. To formalists, education is about passing information and handing over of culture and civilization to new generations. Here teaching is central. The emphasis is on formation or development from without. On the other hand, informal education or to the progressive, education is about induction, initiation and involvement with cultural idea. It is formation or development within. (Thomas 2013: 25-26). Furthermore, entrepreneurship education represents the educational process meant to provide students with the

knowledge, skills and motivation to achieve entrepreneurial success (Wikipedia.org). It focuses on the acquisition of skills or attributes that can assist in making entrepreneurial decisions, like opening a new organization, developing new products, new services and new market.

Entrepreneurship Education in Nigeria according to Paul (2005) would achieve but not limited to the following:

- Provide a functional education that can motivate self-reliance.
- Offer training that can facilitate innovation and creativity.
- Enhance empowerment and reduce the level of poverty.
- Facilitate opportunity for employment.
- Discourage rural-urban influx.
- Promote small and medium scale enterprise.
- Accelerate economic growth and development.

4. Research Methodology

The assumption of this paper is that new media can offer a reliable opportunity to expand the acquisition of entrepreneurship education and training if the users are guided and encouraged. Therefore, the study is meant to determine the level and extent to which the users (students) explore the new media platform to broaden their entrepreneurship skills and orientations and to examine the possibility of adopting new media as medium for entrepreneurship education. The study population was HND II students of Lagos state Polytechnic and the research subjects were one hundred respondents. The research instruments used were questionnaires relevant to the assumptions and hypotheses. The modality adopted in generating the data was that one hundred and twenty questionnaires were distributed among the HND II students in the six faculties of the school (twenty copies per faculty) through convenient random sampling. This category had completed the mandatory three entrepreneurship courses mentioned earlier but expected to gain more through informal platforms for continue entrepreneurship education. The Heads of each class were used as research assistants in the distribution and collection of questionnaires with the instruction to administer the questionnaires only on those that are active on new media. One hundred and eight were returned, out of which one hundred carefully selected were the ones without any error and no any items on the questionnaire were omitted. The data collated were used to confirm both the null hypothesis (new media cannot impact positively on entrepreneurship

education) and the alternative hypothesis (new media can impact positively on entrepreneurship education). Both percentages and inferential statistics were used in data analysis.

5. Findings and Data Presentation

After the collation of the data, the findings are as follows:

Hypothesis testing

H₀: New media cannot impact positively on entrepreneurship education

O	E	(O-E)	(O-E) ²	(O-E) ² /E
8	20	-12	144	7.2
62	20	42	1764	88.2
4	20	-16	256	12.8
20	20	0	0	0
6	20	-14	196	9.8
100	100			118

$\chi^2_{cal} = 118$ and $\chi^2_{tab} = 9.49$
 P-value=0.0000

Decision: Reject H₀ since Chi-square calculated (118) is greater than Chi-square tabulated (9.48) and conclude that New media can impact positively on entrepreneurship education at 5% level of significance.

This implies that we are 95% sure that new media can significantly impact on entrepreneurship education if properly planned.

6. Observations and Discussion

From the findings above, 84% understood the meaning of the new Media, while 4% are indifferent and 12% did not understand New Media. This is evidence that many Nigerian youths are exposed to new media tools. Also, 72% of the respondents often engage new media while 4% are indifferent and 24% usually do not engage new media. In addition, 100% of the respondents have good knowledge of entrepreneurship education. Since they are HND II students, they must have gone through the three mandatory entrepreneurship courses recommended by the National Board for Technical Education. However, 26% of respondents are receiving continue entrepreneurship education through New Media while 6% are indifferent and 68% have not received such education. It is evident that new media offered them opportunities for other engagements rather than acquisition of entrepreneurship education.

The findings of a sample survey study by Ngonso (2019) agrees that majority of teenagers and youths

H₁: New media can impact positively on entrepreneurship education

Level of significance, $\alpha = 0.05$ (i.e 5%)

Test Statistic: Chi-Square

Decision Rule: Reject H₀ if Chi-square calculated is greater than Chi-square tabulated

Computation of Test Statistic:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where

O is the observed frequency

E is the expected frequency

have access to internet through their personal or parents phones, but rarely use it for academic purposes. Rather, most youths use the internet and social media to enhance their social lives. Furthermore, access to social media has also aided cheating during examinations and greatly hinders their learning and comprehension of teaching in class as they are easily distracted.

Ahmed and Farooq (2021) also investigated the side effects of access to social media on the youths. They argue that the risks of social media depend on how social media is used and the amount of time spent on social media. The paper also points out that distraction in class, sleep disruption, poor academic performance, poor mental health, cyber bullying, rumor spreading, peer pressure, depression, treats to moral conducts, and having unrealistic views of other people’s lives are risks that might heighten; the more youths are addicted to social media.

Ironically, 70% of respondents agreed that new media tools have potential to enhance entrepreneurship education. This conclusion offers a prospect or possibility to explore positively the new media platform for the purpose of expanding entrepreneurship education and training. Ojeleye et al (2018) examined the impact of social media on entrepreneurship development among users in Zamfara State of Nigeria and posited that social media impact significantly on entrepreneurship development among users in Zamfara state of

Nigeria. The findings of the study pointed out that new media in terms of Facebook, WhatsApp and Instagram contribute significantly in realizing innovation and creativity among users in Zamfara State of Nigeria, while YouTube does not contribute to entrepreneurship development in terms of creativity and innovation among users in Zamfara State of Nigeria, as its users only concentrated on film, without considering the content and adoption for entrepreneurship development in the state in terms of developing products.

In the same vein, Ibitoye and Eze (2019) scrutinized the influence of social media on skill acquisition and Business Education students' Academic Performance in Colleges of Education in Enugu State, Nigeria. The findings equally showed that the use of social media has positively influenced skill acquisition and Business Education academic performance of students in Colleges of Education in the study area. The paper further points out that the advent of social media has modified the way students communicate, interact, and develop academic skills, knowledge and understanding.

Similarly, Binuyo et al (2020) focused on the effect of the social innovation dimensions on skill acquisition among university graduates in Nigeria. The findings of the analyses revealed that social innovation dimensions had a positive and significant effect on skill acquisition among University graduates in Nigeria. According to the paper, social innovation has emerged as a potentially sustainable solution to economic, educational and societal challenges that Nigerian graduates are confronting in the labour market.

Akintayo et al (2021) investigated the influence of YouTube videos on skills acquisition among undergraduates in three universities in Ogun state and his finding is not far from above. They assert that YouTube has emerged as a platform with several entrepreneurial opportunities for students and none students alike, who have creative minds. The findings of the paper however revealed that although the level of awareness and accessibility of the platform among the undergraduates was high, it has no significance on their level of skill acquisition. The respondents rather utilized the platform more for other purposes (mostly watching entertainment videos) rather than for skills acquisition.

Corroborating this finding, Hang and Weezel (n.d) not only assert that media impact on entrepreneurship but, that entrepreneurship also influences media. In their view, media efficiency not only depends on

special features of entrepreneurship like creativity, innovation and critical thinking, but also its impact through transmitting entrepreneurial thinking in the society.

In another study, Aniemeka (2013) adds that online social network has potential to impact on teaching in tertiary institution in Nigeria and being an innovative instructional tool, it can change the face of teaching, learning process and medium in Nigeria. This is not significantly different from the positions of Goel (2008) that social media has removed geographical barrier to networking and ease of doing business, which is a feature necessary for informal entrepreneurial education.

Abi-Aad (2015) stresses further that social entrepreneurship impact on the society on issues like education, health and environment through the social media because it is a medium that can facilitate meaningful and personalized communication. It is cost effective in relation to large audience and most importantly it ensures a balance in the process of communicating the organization's cause and activity.

Furthermore the above finding correlates finding in another study on the role of social media in entrepreneurship education in India by Agarwal (2015), that though distributive learning differ from formal learning, social media has the potential to impact on entrepreneurship education because of changes in the demand of learners. Also, in a study to assess social media use in entrepreneurship education, McIntosh (2015) examines effectiveness of Crowdsourcing as a pedagogical tool in entrepreneurship education, with background framework of the theory of planned behaviour and collaboration of Quirky. Com, a crowd outsourcing site, the result shows positive correlation.

The internet revolution has impacts on all facets of human lives including education, economics, and even politics. For students, the internet is an integral part of their lives as it has made the teaching and learning become easier compared to the olden days as nowadays information is at their fingertips. Despite its benefits, internet addiction may negatively impact the students' life such as on their emotional instability, depression, poor time management, and poor academic performance (Ambad et al, 2017).

7. Conclusion

It is clear that students in higher institutions specifically polytechnic acquire entrepreneurship education through formal education, through teaching

but not through informal education such as new media platform. The findings above reveal that majority of the students engage new media platform perhaps for social activities instead of more beneficial structured issues such as acquisition of entrepreneurship education. Therefore, it is imperative for individuals and policy makers to design intervention schemes that will redirect the students and youths engagement of new media towards beneficial ends like entrepreneurship education. The prospects for this is already established, the only thing remaining is to build on it.

8. Summary

The paper attempts to establish relationship between new media and entrepreneurship education and in the process, two relevant media theories were explored to illustrate how entrepreneurship education can become an issue of engagement in new media platforms. Empirical study was conducted which reveals that majority of the students are active on new media but not for acquisition of entrepreneurship education. Therefore, suggestions are necessary to correct this discovery.

9. Recommendations

The following recommendations would assist in facilitating more engagements of new media for the purpose of entrepreneurship continues education and training:

- Establishing new media platform for entrepreneurship education by both private organizations and government;
- Giving prominence to entrepreneurial issues and ideas in the websites of professional organization;
- There must be deliberate encouragement and counseling of youths to be active more on new media on issues affecting their future and development than ordinary social issues;
- Government can subsidize platforms dealing with entrepreneurial issues for the purpose of mobilizing and redirecting the energy of the youths towards profitable engagements; and
- The entrepreneurship education facilitators must deliberately give the students group tasks to be resolved on their social media platforms.

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