

**WHEN MEDIA ACTION ISN'T SUFFICIENT: AN  
EXTRAPOLATIVE ANALYSIS OF THE MASS MEDIA AND  
ENTREPRENEURIAL EDUCATION IN ENUGU URBAN**

**ONYEBUCHI, Alexander Chima Ph.D<sup>1</sup>  
ONWUDE, Nnenna Fiona<sup>2</sup>**

<sup>1</sup>Imo State University, Owerri

<sup>2</sup>Godfrey Okoye University

Email: [greatonyebuchialex@gmail.com](mailto:greatonyebuchialex@gmail.com), [nenyififi@gmail.com](mailto:nenyififi@gmail.com)

**Abstract**

*The challenges in securing a white collar job after graduation in Nigeria have made it imperative to include entrepreneurial training or education in the academic curriculum of students in tertiary institutions in the country. However, the four years period of most academic programmes vis-a-vis entrepreneurial training is not sufficient to provide the complete skills in the area of entrepreneurial pursuit, hence, the need for continuous entrepreneurial training programme. There is also need to educate those who have not seen the four walls of the university, yet want to improve their entrepreneurial skills. This is where the media serve as a veritable means to educate the people on entrepreneurial skills. The issue, therefore, is whether the media have been able to carry out this function effectively. Hence, this study sought to analyze audience perception of media role in educating the populace in entrepreneurial skills in Enugu Urban, Enugu State. The study used survey method on a population of 722,724 and a sample size of 520. Questionnaire was used as an instrument for data collection. It was revealed that the media do have programmes on entrepreneurship but it is not sufficient in advancing entrepreneurial education among the populace. This study concluded that media programmes in the area of entrepreneurship is not adequate hence, the inability of media to impact on the populace. Therefore, the researchers recommended that more programmes on entrepreneurship education should be created and disseminated through the media for the benefit of the masses and for solving Nigeria's unemployment problems.*

**Keywords:** Mass Media, Entrepreneur, Education, Entrepreneurial Education

## **Introduction**

The Nigerian economy which used to boom on agricultural exports such as cocoa, groundnut, hides and skin, is presently depending solely on the price of oil in the international market. It is a common knowledge that any fall in the price of oil will result to a fall in the domestic Nigerian economy. Therefore the Federal Government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education (EE), which is aimed at equipping tertiary students with entrepreneurial skills, attitudes and competencies in order to be job creators and not just job hunters. This is to improve the economic, technological and industrial development of the nation, as well as to reduce poverty to its minimum in the country (Adekunle & Kayode, 2014).

Entrepreneurship is a dynamic process of vision, change, and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Entrepreneurship is the key driver to a country's economy, and it is a lifelong learning process, its characteristics include the willingness to take calculated risks in terms of time, equity, or career; ability to formulate effective venture teams, and fundamental skills of building solid business plan. Recognizing opportunity where others see chaos, contradiction, and confusion is also an important priority for entrepreneurship driven policies (Kuratko & Hodgetts, 2004). Therefore, jobs are expected to be created to enhance economic development.

According to Davis in 1983, as cited in Igbo (2005) entrepreneurship is the creation and running of one's own business. Timmons in 1987 also cited in Igbo (2005), sees it as the creation, building and distribution of something of value from practically nothing to individuals, groups, organizations and society. He further explained that it involves planning and organizing small business ventures through the mobilization of people and resources to meet people's needs. Schumpeter 1995 as cited by Amiri and Marimaei (2012), entrepreneurship is a process of change where innovation is the most important function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development

Amiri and Marimaei (2012) further explained that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas, value while bearing the risk of competition. Entrepreneurial development is a catalyst for economic, social and industrial development. Egai (2008) explains that entrepreneurial development is a disposition to accept new ideas, new methods and making people more interested in present and future than the past.

One of the issues in the Nigerian educational system, is it is inclined to the theoretical aspect of learning. For one instance, most Nigerian universities produce graduate who are at best only suited for white collar jobs and have little or no basic skills of any other vocational relevance. Naturally, such a situation will lead to high unemployment rate especially among university graduates (Ejere & Tende, 2012). The contribution of an entrepreneur is unique in a nation's economy that is why entrepreneurship is important. One major policy aim in fostering entrepreneurship education is to render general support and training of entrepreneurs. It has been previously argued if an entrepreneur can be trained in the classroom and by extension, based on this the general opinion presently is that entrepreneurs can be trained at least to some extent in the classroom (Solomon & Fernald, 1991).

An entrepreneur is the one who ventures into the business of organizing and managing, while entrepreneurship is the service rendered by the entrepreneur (Akanwa & Agu, 2005). An entrepreneur is the 'person' who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably. The entrepreneur bears non-insurable risks and directs human and material resources to achieve economic, social, and financial goals of the enterprise (Adekunle & Kayode, 2014).

According to Emeraton (2008) Entrepreneurship education deals with those attitudes and skills that are necessary for the individual to respond to its environment in the process of conserving, starting and managing a business enterprise. He believes that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons. Entrepreneurship education – or enterprise education as it is sometimes called is that education which assists students to develop positive attitudes, innovation and skills for self-reliance rather than depending on the government for employment. Such an experience will in return produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development. (Adekunle & Kayode, 2014). It is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. It aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business (Agu, 2006).

According to Coleman (2003), mass media technology is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues,

entertainment, and news in pop culture. Mass media also plays a critical role in educating the public; there are many educational television stations or radio programs that one could learn from. The media also plays an essential role in educating the general public. With the information gotten from the media, one could learn how to do both simple and complex things (Ajasin & Okoko, 2016).

### **Statement of Problem**

The present inadequate job opportunities in Nigeria has rendered people redundant and throwing them into the labor market for rigorous job search when they least expected. Many have, as a result of their inability to secure jobs. Presently the government has been advocating for the incorporation of entrepreneurship studies into the syllabus of all our higher institutions of learning; the implication of this is to sensitize the entire citizens of Nigeria about the importance and advantages of being self-reliant instead of searching for white-collar jobs, which also is often referred to as salary jobs, that are not always readily available for graduates. Entrepreneurship training scheme provides the opportunity for students to be trained to acquire a particular skill, so as to be productive for self-development and in turn contribute to the economic growth of the country at large (Olayinka & Olaoluwa).

The mass media has three major functions which are to inform, educate and entertain. Therefore it is the duty of the media to inform the audience about entrepreneurship education, educate them on the meaning advantages (benefits) and disadvantages. Therefore, this study sought to analyze audience perception of media role in educating the populace in entrepreneurial skills in Enugu State.

### **Objectives of Study**

The major objectives of this study were to:

1. Examine the level of awareness of people on entrepreneurship education.
2. Identify the major source of awareness on entrepreneurship education.
3. Find out the audience perception concerning media dissemination on entrepreneurship education.
4. Examine the level of influence of entrepreneurship education on the audience.
5. Find out the factors that affect the influence entrepreneurship programs have on the audience.

### **Research Question**

1. What is the level of awareness of people on entrepreneurship education?
2. What is the source of awareness on entrepreneurship education?
3. What is the audience perception concerning media dissemination on entrepreneurship education?
4. What is the level of influence of entrepreneurship education on the audience?

5. What are the factors that affect the influence of entrepreneurship programs on the audience?

### **Literature review**

**Mass Media: According to Coleman (2003), mass media** means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to provide information regarding political issues, social issues, entertainment, and news in pop culture. Ndolo (2005) stated that functions of the mass media are divided into:

- Functions of the mass media for society
- Functions of mass media for individuals

### **Functions of the mass media for society**

#### **Information**

- Provide information about local, national and international events and conditions
- Facilitate innovation, adaptation and progress
- Indicating relations of power

#### **Correlation**

- Explaining, interpreting and commenting on the meaning of events and information
- Providing support for established authority and norms
- Socializing
- Consensus building
- Set the agenda and confer status
- Coordinate separate activities

#### **Cultural Transmissions**

- Refer to the media's ability to communicate norms, rules and value society
- Transmission of these values from one generation to another
- Expressing the dominant cultures and recognizing sub cultures and new culture developments
- Forging and maintaining commonality of values

#### **Entertainment**

- Providing amusement, diversion and means of relaxation
- Providing escape form our daily problems and concerns
- Reducing social tension

#### **Mobilization**

- Ability for media to promote national interest and certain behaviors especially during times of national crisis

- Advance national interest in the sphere of politics, war, economic development, work, religion, and sports
- Mobilize the populace against dictatorial policies and regiments

### **Functions of the media for individuals**

#### **Information**

- Finding about relevant events and conditions in immediate surroundings, society and the world
- Seeking advice on practical matters, opinions' and complex issues to help facilitate their decision making
- Satisfying curiosity and general interest
- Learning, self-education
- Gaining sense of securing through knowledge

#### **Personal Identity**

- Finding reinforcement for personal values
- Finding models of behavior
- Identifying with valued other
- Gaining insight into oneself

#### **Integration and Social Interaction**

- Gaining insight into circumstances of others
- Identifying with others and gaining a sense of belongings
- Finding a basis of conversation and social interaction
- Having a substitute for real life companionship
- Helping to carry out social roles
- Enabling one to connect with family, friends and society

#### **Entertainment**

- Escaping or being diverted from problems
- Getting intrinsic cultural or aesthetic enjoyment
- Filling time
- Emotional release
- Sexual arousal

#### **Education**

- Through books, newspapers, magazines, journals, radio, television, video, cable, individuals acquire more both formal and informal education.

Entrepreneur: According to Eze (2011) an entrepreneur can be defined as an individual who has the ability to identify opportunity where others see nothing and also being able to mobilize the necessary resources to translate such idea into viable business. He went further to explain that they are people creative and innovative mindset, who have a sharp discerning mind of their environment.

Being an entrepreneur it is not just about being an owner of a business enterprise.

While the owner manager does what every other person does, the entrepreneur does it in a significantly new and better way. Thus an entrepreneur provides value addition and better satisfaction than the owner manager or business owner. He further noted that potential for growth and profit of a business of the entrepreneur is significantly more than that of the business owner. (Inyang & Enuoh, 2009). They also observed that one does not have to start a venture business, but needs to build a truly scalable (that ongoing viability of the business not ultimately depends on the founder's skills, reputation, a personal charm.) business in order to observe the title of entrepreneur. Otherwise he insists, the person is simply a business owner.

**Education:** Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. In Short, education is the development of individual according to his needs and demands of society, of which he is an integral part (Satish & Sajjiad, 2016).

**Entrepreneurial Education:** According to NACCE (2010) entrepreneurship is the “the transformation of an innovation into a sustainable enterprise that generates value...entrepreneurship merges the visionary and the pragmatic.” Therefore, the education of entrepreneurship is the exposure to and understanding of the skills, knowledge and process of innovation and new venture creation. They explained that entrepreneurship is “a way of thinking and acting that is opportunity obsessed, holistic in approach, and leadership balanced.” Students in their entrepreneurship program “develop a broad-based entrepreneurial skill relevant to any organization—start-up, established, and for and not-for profit—in an industry. Raymond (1993) explained that Entrepreneurial education is the process of learning how to do something new and something different for the purpose of creating wealth for the individual and adding value to society.

### **The media and entrepreneurship**

Over the years entrepreneurship has received massive attention, after the Oil Crises in the 1970s, it was recognized that there was need to diversify Nigeria's oil based economy, thus, stronger focus was devoted to entrepreneurship, new business formation and the role of small business growth. According to Kim K and Kevin H (2007) many national governments use mass media as a source to promote entrepreneurship however the knowledge about if and how mass media have an influential effect on entrepreneurship is still lacking. Without any knowledge on how different audiences perceive mass media stories on entrepreneurship, using mass media as a source of promoting entrepreneurship is unclear.

### **Empirical Review**

Aniemeka (2013) in a paper titled “Social Media and Entrepreneurship Education: Pedagogical Implications of Computer Mediated Communication in Higher Learning in Africa” examines the global integration of social media in pedagogy and how this incorporation specifically strengthens and augments the quality of teaching and learning in Africa. The paper examine how computer mediated communication in particular; social media is employed for entrepreneurship education in Nigeria. The research identified four Nigerian universities from a stratified sampling who formed the test group that was interviewed for the study. Data obtained from the email interviews indicate that educational background and aptitude influence the use of social media in entrepreneurship education. The research indicates the use of online social networks could play important role in university teaching in Nigeria. The findings relieve concerns that distributed learning could be separate and separable from the face-to-face experience of conventional pedagogy, and identifies major shift in teacher education globally and how learners are demanding more, thus making a small contribution to the under-researched area of social media and entrepreneurship education in Africa. It concludes that while the internet has been praised as an instructional tool, it is also a strong contrivance for transforming the teaching-learning process in new and powerful ways. These may be of interest to the Nigerian Federal Ministry of Education, the National Universities Commission in Nigeria, Nigerian universities and education in Africa in general (Aniemeka, 2013).

In another study by Olayinka (2016), titled “Mass Media: The Promoter for entrepreneurship Opportunity for sustainable development”, focused on it needs of a country to deliberately plan of actions and programs to sustain its efforts in other to established and maintain sustainable developments, the researcher used empirical study was adopted to gather information from secondary sources. The findings agreed greatly to the fact that entrepreneurship enhances the sustainability and survival of every individual. Therefore, the entrepreneurial opportunities in mass media provide an individual the opportunity to operate in a manner that meets his or her needs and public expectations that society needs for development. The main reason that individuals choose to explore such opportunities is that they appear more socially responsible, thus improving their wellbeing and the entire citizenry, to deliver the best in contributing to the economic development and growth of the nation (Olayinka, 2016).

Babatunde (2014) in a study titled “The Impact of Entrepreneurial Education on Entrepreneurial Intentions among Nigerian Undergraduates”. This paper provides an understanding of the entrepreneurial intentions of small sampled Nigerian undergraduates. It reports finding from quantitative data retrieved from questionnaire administered to 120 undergraduates that were selected through stratified and simple random sampling. Analytical techniques used include



frequency count, percentages, and inferential statistics in the form of chi-square and degree of significance to know the impact of entrepreneurship education on the rate of students' self-employment intention. The study found that exposure to entrepreneurship education influences students' intentions of becoming self-employed. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure, and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges (Babtunde, 2014).

A study by Hang and Aldo (2001) titled "Media and Entrepreneurship: A Survey of the Literature Relating Both Concepts" examined the mutual relationship by reviewing articles and books relating to either entrepreneurship in media or the impact of media on entrepreneurship. A survey was conducted using bibliographic databases to search for journal articles and books in the English language published between 1971 and 2004. Despite the time span of more than thirty years, the number of articles found was very limited, the majority of which were classified as studies of entrepreneurship in media, whilst a small number corresponded to studies of the impact of media on entrepreneurship. The researchers concluded that there is an increasing trend for researching media and entrepreneurship, the current entrepreneurship research in media industries is unevenly distributed, with newspapers, film and music being the favoured industries, and the topics of innovation and family business the most frequently addressed. Finally, very few efforts have been made to research how media affect the entrepreneurship phenomenon (Hang & Aldo, 2001).

### **Theoretical framework**

Development communication was at first based on the developmental theory of westernization. The meaning of development communication has been growing with time from considering people as audiences who were to be influenced and the process rooted in the [SMCR model](#) (Source, message, channel and receiver). The unilateral communication flow was criticized for cultural imperialism. Development communication focused on passive audience which was not participatory. This gave the notion that development was being, like the developed countries, one way influence. After that, the aspect of feedback was added (Businessstopia, 2017). Development communication is an educational process. It aims at developing social consciousness, personal responsibility towards one's fellowmen, one's community and country. Development communication implies respect for the human person, respect for his intelligence and his right to self-determination. The role of mass communication is to help, not to take over or substitute for, his thinking. It serves him by providing the facts on which to base a sound judgment, and the inspiration to carry out his resolve (Raza, 2012).

Development media theory was propounded by Denis McQuail and the underlying fact behind the genesis of this theory was that there can be no development without communication. Under the four classical theories, capitalism was legitimized, but under the Development communication theory, or Development Support Communication as it is otherwise called, the media undertook the role of carrying out positive developmental programmes, accepting restrictions and instructions from the State. The media subordinated themselves to political, economic, social and cultural needs. Hence the stress on “development communication” and “development journalism” There was tacit support from the UNESCO for this theory. The weakness of this theory is that "development" is often equated with government propaganda (Genaro, 2010).

In relation to this paper dissemination of entrepreneurship education is a typical example of development communication because it is an educational process that sharpens the consciousness of individual into entrepreneurial activity which will develop the community and country.

### **Methodology**

The research design adopted in this study is survey research design. Survey research is social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior (Nandan, 2010). The population of this study consisted of residents in Enugu Urban area.

<b>Local Government Area</b>	<b>Population</b>
Enugu East	279,109
Enugu North	244,872
Enugu South	198,743
Total	722,724

Source: National Population Commission (2006 Census projected to 2017)

A sample size of 520 was drawn from the population using the Wimmer and Dominique online calculator. The sample population was gotten from the population of study in such a way that it will be representative of the local government areas in Enugu State. The measuring instrument in gathering information for this study was questionnaire. The questionnaire had close-ended questions. The close-ended questions were used to make study easier for the researcher by making the responses measurable. The researcher considered it best and appropriate to make use of frequency table presentation, charts and simple percentages, while simple descriptive analysis was used to infer meaning from data in the table for analysis for

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the results to be easily understood by both academicians and non-academicians.

### **Data Presentation and Analysis**

Out of the 520 copies of the questionnaires distributed, only 449 were returned usable. These were the copies analyzed and presented for the discussion of findings.

#### **Research Question One: What is the level of awareness of people on entrepreneurship education?**

The analysis in the table below indicates that the respondents are moderately really aware of entrepreneurship programs. 85 (16.3%) respondents has very high level of awareness, 67 (12.9%) respondents are highly aware of entrepreneurship programs, 245 (47.1%) respondents are moderately aware, 107 (20.6%) respondents has low level of awareness while 16 (3.1%) respondents cannot say if they are aware of entrepreneurship programs are not.

This implies that majority of the respondents are moderately aware of entrepreneurship programs since over 245 (47.1%) respondents indicated that their level of awareness on entrepreneurship is moderate.

**Table two: Assessing the respondents view on the level of awareness of people on entrepreneurship education.**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
Very high	85	16.3
High	67	12.9
Moderate	245	47.1
Low	107	20.6
Can't say	16	3.1
<b>Total</b>	<b>520</b>	<b>100%</b>

#### **Research Question Two: What is the major source of awareness on entrepreneurship education?**

The analysis of the table below 93 (17.9%) of the respondents indicated that newspapers are their major source of awareness on entrepreneurship education, 61(11.7%) indicated that Magazines are their major source of awareness on entrepreneurship education, 104 (20%) respondents indicated that Radio is their major source of awareness on entrepreneurship education, 122 (23.5%) indicated that television is their major source of awareness on entrepreneurship education while 140 (26.9%) respondents indicated that the social media is their source of entrepreneurship education.

This implies that the major source of awareness on entrepreneurship education is the social media since majority of the respondents indicated that their major source of awareness on entrepreneurship education is the social media.

**Table three: Analyzing the major source of awareness on entrepreneurship education**

Item	Frequency	Percentage
Newspaper	93	17.9
Magazine	61	11.7
Radio	104	20
Television	122	23.5
Social Media (Facebook, twitter, Instagram, whatsapp , websites and YouTube)	140	26.9
<b>Total</b>	<b>520</b>	<b>100</b>

**Research question three: What is the audience perception concerning media dissemination on entrepreneurship education?**

The analysis of the table below indicates that 97 (18.7%) respondents indicated that the media gives sufficient information in the area of entrepreneurship education, 103 (19.8%) respondents indicated that the media give guidelines for entrepreneurship activity, 112 (21.5%) respondents indicated that the media is a motivating platform for the move into entrepreneurship and 208 (40%) respondents indicated that the media is not doing enough in educating the audience on entrepreneurship education.

This implies that media is not doing enough in educating the audience/ readers of entrepreneurship education since 40% which is the majority of the respondents indicated that the media is not doing enough in educating the audience on entrepreneurship education.

**Table four: Analyzing the audience perception concerning media dissemination on entrepreneurship education**

Item	Frequency	Percentage
The media gives sufficient information in the area of entrepreneurship education	97	18.7
The media give guidelines for entrepreneurship activity	103	19.8
The media is a motivating platform for move into entrepreneurship	112	21.5
The media is not doing enough in educating the audience/readers on entrepreneurship education	208	40
<b>Total</b>	<b>520</b>	<b>100</b>

**Research Question four: What is the level of influence of entrepreneurship education on the audience?**

The analysis of the table below shows that 81 (15.5%) respondents indicated that the level of influence of entrepreneurship education on the audience is very high, 103 (19.8%) respondents indicated that the level of entrepreneurship education on the audience is high, 225 (43.3%) respondents indicated that the level of influence of entrepreneurship education is moderate, 19 (3.7%) respondents indicated that they can't say the level of the influence of entrepreneurship education on the audience, 67 (12.9%) respondents indicated that the level of influence of entrepreneurship education is low while 25 (4.8%) respondents indicated that the level of influence of entrepreneurship education on the audience is very low.

This implies that the level of influence of entrepreneurship education on the audience is relatively high since 103 and 225 indicated that the level of influence of entrepreneurship education on the audience is high and moderate respectively.

**Table Five: Analyzing the level of influence of entrepreneurship education on the audience.**

<b>Item</b>	<b>Frequency</b>	<b>Percentage</b>
Very High	81	15.5
High	103	19.8
Moderate	225	43.3
Can't say	19	3.7
Low	67	12.9
Very Low	25	4.8
<b>Total</b>	<b>520</b>	<b>100</b>

**Research Question five: What are the factors that affect the influence of entrepreneurship education on the audience?**

The analysis of table below shows that 53(10.2%) of the respondents indicated that educational qualification affects the influence of entrepreneurship education on the audience, 196 (37.7%) respondents indicated that Access to fund is the factor that affects the influence of entrepreneurship education on the audience, 177 (34%) respondents indicated that family perception is the factor that affect the influence of entrepreneurship education on the audience while 94 (18.1%) indicates that family/peer pressure are the factors that affect the influence of entrepreneurship education on the audience.

This implies that the major factor that affect the influence of entrepreneurship education on the audience is access to fund, since 196 (37.7%) of the respondents indicated that access to fund is the factor that affect the influence of entrepreneurship education on the audience.

**Table six: Analyzing the factors that affect the influence of entrepreneurship education on the audience.**

Item	Frequency	Percentage
Educational qualification	53	10.2
Access to fund	196	37.7
Individual perception	177	34
Family/ peer pressure	94	18.1
Total	520	100

### **Discussion of findings**

#### **Research Question one: What is the level of awareness of people on entrepreneurship education?**

The study revealed that the respondents are moderately aware of entrepreneurship programs. It was revealed that 85 (16.3%) respondents has very high level of awareness, 67 (12.9%) respondents are highly aware of entrepreneurship programs, 245 (47.1%) respondents are moderately aware, 107 (20.6%) respondents has low level of awareness while 16 (3.1%) respondents cannot say if they are aware of entrepreneurship programs are not. This implies that level of awareness of entrepreneurship education is not low however it is not too high but the level of awareness of entrepreneurship education is moderate.

#### **Research Question Two: What is the major source of awareness on entrepreneurship education?**

The study revealed that 93 (17.9%) of the respondents indicated that newspapers are their major source of awareness on entrepreneurship education, 61(11.7%) indicated that Magazines are their major source of awareness on entrepreneurship education, 104 (20%) respondents indicated that Radio is their major source of awareness on entrepreneurship education, 122 (23.5%) indicated that television is their major source of awareness on entrepreneurship education while 140 (26.9%) respondents indicated that the social media is their source of entrepreneurship education.

This shows that the social media is the major source of awareness on entrepreneurship education, this is also in accordance with a study carried out by Aniemeka (2013) that stated internet it is also a strong contrivance for transforming the teaching-learning process in new and powerful ways.

#### **Research question three: What is the audience perception concerning media dissemination on entrepreneurship education?**

The study reveals that 97 (18.7%) respondents indicated that the media gives sufficient information in the area of entrepreneurship education, 103 (19.8%) respondents indicated that the media give guidelines for entrepreneurship activity, 112 (21.5%) respondents indicated that the media is a motivating platform go into

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entrepreneurship and 208 (40%) respondents indicated that the media is not doing enough in educating the audience on entrepreneurship education. This implies that media is not doing enough in educating the audience/ readers of entrepreneurship education.

**Research Question four: What is the level of influence of entrepreneurship education on the audience?**

The study revealed that 81 (15.5%) respondents indicated that the level of influence of entrepreneurship education on the audience is very high, 103 (19.8%) respondents indicated that the level of entrepreneurship education on the audience is high, 225 (43.3%) respondents indicated that the level of influence of entrepreneurship education is moderate, 19 (3.7%) respondents indicated that they can't say the level of the influence of entrepreneurship education on the audience, 67 (12.9%) respondents indicated that the level of influence of entrepreneurship education is low while 25 (4.8%) respondents indicated that the level of influence of entrepreneurship education on the audience is very low.

This implies that the level of influence of entrepreneurship education on the audience is relatively high. This is in relation to study carried out by Babatunde (2014) which indicated that exposure to entrepreneurship education influences students' intentions of becoming self-employed. Therefore exposure to entrepreneurship education will influence the intentions of the audience/ readers.

**Research Question five: What are the factors that affect the influence of entrepreneurship education on the audience?**

The study revealed that 53(10.2%) of the respondents indicated that educational qualification affects the influence of entrepreneurship education on the audience, 196 (37.7%) respondents indicated that Access to fund is the factor that affects the influence of entrepreneurship education on the audience, 177 (34%) respondents indicated that family perception is the factor that affect the influence of entrepreneurship education on the audience while 94 (18.1%) indicates that family/peer pressure are the factors that affect the influence of entrepreneurship education on the audience.

This implies that the major factor that affect the influence of entrepreneurship education on the audience is access to fund and in relation to Babtunde (2014) students were not very confident about their intentions due to fear of capital and failure. This is to say that individuals are not confident with their entrepreneurship intentions because of various factors like access to finance and individual's fear for failure.

### **Conclusion**

The findings of this study revealed that the respondents are moderately aware of entrepreneurship programs. (16.3%) respondents has very high level of awareness, (12.9%) respondents are highly aware of entrepreneurship programs, (47.1%) respondents are moderately aware, (20.6%) respondents has low level of awareness. Therefore it is categorically safe to say that people are aware of entrepreneurship programs. This study also concludes that individuals are influenced by entrepreneurial education to a relatively high extent, however, that media programs and reportage in the area of entrepreneurship is not adequate.

### **Recommendations**

This study recommends the following:

1. More programmes on entrepreneurship education should be created and disseminated through the media for the benefit of the masses.
2. Individuals should see the media as a forum to improve their knowledge on entrepreneurial development and use as one.
3. Newspaper outlets, radio stations, and television stations should own websites since social media is the major source of awareness on entrepreneurship education.
4. The mass media should give more guidelines for entrepreneurship education and this will educate individuals on how to take part entrepreneurship activity with small capital.



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