



ENUGU STATE UNIVERSITY OF SCIENCE & TECHNOLOGY

JOURNAL OF SOCIAL SCIENCES & HUMANITIES

Volume 9
Number 2,
2024

EDITOR-IN-CHIEF

Prof. Nicholas Attamah

MANAGING EDITOR

Prof. Barnabas Nwankwo

PUBLISHED BY

**Faculty of Social Sciences,
Enugu State University of Science And Technology**

SYNERGISING NEW MEDIA POTENTIAL AND BUSINESS EDUCATION FOR ECONOMIC GROWTH IN NIGERIA

Ito Fidelia Mamezi

Department of Business Education, Ignatius Ajuru University of Education
Rumuolumeni, Portharcourt, Rivers, Nigeria
fidy4real@gmail.com

Ivwithren, Hannah Emuobosa

Department of Mass Communication, Federal Polytechnic, Orogun, Delta State, Nigeria
ORCID: <https://orcid.org/0009-0003-8016-6974>
Correspondent- *kaylaeguonor@gmail.com*

Abstract

The integration process of the new media technologies to enhance teaching and learning of business is a revolutionary approach to producing business leaders. Therefore, study's objective is to establish the effectiveness of the incorporation of new media to provide an engaging, exciting, and Versatile approach to business education. It is a mixed-method study combining survey and key information interview. The study targets 300 final year students of Ajuru University of Education, Port Harcourt, and interviews of key informants who are media technology specialists, entrepreneurs and educational administrators from Port Harcourt for insights of valuable information on the integration of new media with business education and how to maintain academic integrity in an online system are touched on, thus presenting a fair viewpoint of the efficacy of adopting it. Technological Diffusion Theory of how innovations spread in a society or an organization was used to explain the manner in which new media technologies were adopted and implemented in business environments. Mean output was added in the data summary of the survey and the inferential statistics that were employed utilizing Spearman Rank on Software app STATA 15. zero to attempt a hypothesis to discover interconnection among the variables. The findings confirm how new media when appropriately adopted and integrated into teaching and learning practices in business education has a big potential of delivering on its promise. It also recommends media organization should collaborate with universities, vocational training centers, and businesses to establish internship programs and collaborative projects focusing on new media applications in business.

Keywords: *Digital Platforms, Interactive Tools, New Media, Personalized Learning and Student Engagement*

Introduction

Currently, the world is experiencing advancement in technologies, and new media is a significant and critical phenomenon that is revolutionizing various sectors such as the education sector (Horska et al. 2022). The use of new media technology offers an exciting proposition toward improving learning and teaching environment within business education and bracing economic development. In Nigeria, where challenges continue to plague education system like outdated curricular, lack of adequate infrastructural facilities, and poor quality of teaching resources, new media can go a long way in countering each of these challenges and to prepare students for the challenges of a dynamic global economy (Irabor & Onwudinjo,2022). New media refers to the use of technology to disseminate information through interactive simulations, multimedia forms of content delivery, social networks, and computerized means of collaborative work. These technologies equip students with flexible, rich, and adaptive learning environments that provide improved and lifelong learning outcomes. New media can therefore be described as the application of technology in conveying

information through games like simulations, Multimedia forms of content delivery such as social networks, and computerized forms of mass collaboration. In this case, these technologies enable students to have flexible, rich, and adaptive learning environments that enhance better and lifetime learning achievements. New media therefore has abundant application in business education as a way of creating competent professions in business and entrepreneurship, simulated business solutions, and contexts, virtual businesses and networking (Aguaded et al. 2022).

However, the application of new media in business education in Nigeria is relatively still limited and sporadic. Unfortunately, many educational institutions do not have suitable hardware and software support, as well as qualified staff to apply new media technologies (Jacob & Samuel 2020). Furthermore, there is digital inequality that actually amplifies social inequalities making many learners unable to access the tools and opportunities that new media presents to them. These challenges affect how business education programs can embrace the new media hence affecting the economic growth and development of the nation. Their resolution is crucial for the further development of the Nigerian economy. When aligned with the new media potential, changes the Nigeria business education landscape to produce skilled, flexible and capable workforce fit for the dynamic business environment (Abdullahi et al. 2020). This alignment does not only improve the quality of business education but also encourages the culture of innovation, increase productivity, as well as boosts economic growth. Hence, the endeavour to investigate if the practices in the use of new media in business education is not only an important theoretical question but also an essential prerequisite to the Nigerian economic growth and enhanced competitiveness on the international market.

Objectives of the Study

The main objective of this study is to investigate synergizing new media potential and business education for growth. Specifically, the objectives are to;

1. assess the perceived attributes of new media in business education
2. analyze the role of communication channels in promoting new media adoption and
3. evaluate the impact of new media on business engagement and outcomes.

Literature Review

New Media

New media, which is a departure from the traditional approach of communication broadcasting, involves the use of information technologies and related launching which feature the user or personal communication (Wannheden et al. 2022; Peters et al. 2014). The mass media communication refers to the communication through printed publications, broadcast on radio, television, and films that has played an enormous role in influencing the public, culture, and norms of the society but has limited operations geographically (Zerdick et al. 2000). A new way of learning, working, and communication has emerged with social media such as Facebook, Twitter, Instagram, and LinkedIn influencing learning, work, and interaction (Liu et al. 2017; Ji, et al. 2022). It has also helped in streaming services such as YouTube, Netflix, and Spotify, that entertainment and media has become consumables. Mobile-first apps like WhatsApp, SnapChat, and TikTok have become the dominant trend in digital communication (Prashant & Shilpa 2022; Zheng, et al. 2021). Virtual Reality technology like that of Oculus Rift and the Augmented Reality, like that of the Pokémon GO allow the user to have different

perception by placing the objects in the real environment (Shafer, et al. 2019). It is used in game interfaces, for educational and training purposes. Google Drive, Microsoft Teams, Slack and the likes are the collaborative platforms that combine document sharing, communication and project management tools for enhancing work from home and cross-company collaboration (MacLennan, 2019). In a nut shell, the media is known to have the capabilities of changing various industries through offering more personal yet user- participatory methods of information disseminating (Nwanguma, 2015).

Business Education for Economic Growth

This study posits that business education is crucial to the development of any given economy since it equips candidate with the right knowledge and skills so as to engage in formal business ventures (Zafar, et al. 2017). They include management, finance, marketing, and venture creation. On this front, business education has the mandate of developing human resource, encouraging innovation and enhancing the population's knowledge on the role of financial management in economic development (Nwosu, et al. 2023). Graduates are able to recognize factors conducive to the creation of new organizations and start the economic development process. The acknowledgement of financial management in the running of any business is important since, it enhances capability in making of good decisions while enhancing on the performance of the organization (Akinyede 2023). The knowledge stored in Business education assists in appraisal of, and call for, improved creative use of technology in strategically planning for reasonable, well helpful goods and services, and helpful process that cause upliftment of the efficiency and competitiveness of learning through innovativeness (Rahayu, et al. 2023). It affects different economic levels resulting to employment creation and economic balance. The acquisition of business education enables the growth of different segments of the economies enabling diversification as identified by Cropley (2015).

In particular, higher education of the entrepreneurial population and business leaders accelerates the creation of new industries, as well as contributes to the diversification of the economy. To be specific, it is essential in the contemporary world economy that a nation has its populace informed on the international business environment. For effectiveness in the delivery of business education for economic redevelopment, there is the need to employ business managers as teachers, update with market-related alterations, and develop curriculum with skills content (Zafar & Ahmad, 2017). To enhance the learning environment and the tools, one must incorporate continuing education through executive education, professional development courses, and online learning. More so, efforts like funding for the people who want to start businesses, business mentorship, and subsequent business connection can complement business education to advance the business economy (Akinyede 2023).

Attributes of New Media in Business Education

As opined by Crittenden and Crittenden (2015), new media in business education enables a flexible and innovative learning environment, that positively affects students' learning positive results and adequately prepares them for modern business world. As Jing pointed out in the 2023, it is a type of resource or application that depends on the technology and has features of being active, innovative, and elastic. Therefore, the level of complexity of the new media tools defines the use and application in business education where it is relatively easier to integrate in the existing curriculum. In contribution, Shang (2016) emphasized the importance of

trialability in implementation claiming that institutions should be able to try out plans, correct mistakes and build confidence among educators and learners. New media is preferred over conventional approaches due to its freedom of activities, making material more understandable and interesting (Irabor & Onwudinjo,2022). Information technologies offer fast responses and can be integrated into current educational practices without disrupting normal delivery. However, according to Lee (2016), the complexities of new media tools make their applicability in business education questionable. Therefore, adequate usability evaluation is necessary to encourage educators and students to use these technologies in learning (Horska, et al. 2022; Outhwaite et al. 2019). Trialability allows for testing before extending usage on a large scale, promoting sustainable incorporation of new media into curriculum delivery in business education institutions (Mack, et al. 2017).

Role of Communication Channels in Promoting New Media Adoption

The study by Ivwighren et al. (2023) identified new media potential in transforming business education, focusing on interactivenss, entertainment, and flexibility. Peters, et al. (2014) also highlights the importance of communication channels for successful integration, such as trainings, presentations, meetings, forums, lectures, articles, publications, mouth-to-mouth connections, social media, websites, examples, funders, media PR, and publicity (Adolwa, et al. 2018). Practice-oriented events such as workshops and training sessions, according to Ivanov (2021) provide attendees with specific scenarios and help acquire first-hand knowledge and operational skills. Professional development allows faculty members to upgrade information on available technology and teaching approaches (Figueiredo, et al. 2018; Lee 2016).

Peer-reviewed articles and reports contribute ideas and data for the effectiveness of new media tools, supporting education decision-makers and educators in adopting new technologies (Zafar, et al. 2017). Word of mouth communication allows for the diffusion of new practices and sharing best practices, providing a peer source for new media adoption (Hajli, 2018). New media social networks are helpful for educators as they share materials, ideas, opinions, and coordination of projects (Rahayu, et al. 2023). As opined by Imke (2017), media is vital in promoting change and adopting new media, and institutional newsletters and websites can act as channels for disseminating information about new initiatives and training schedules. Press releases and media coverage can enhance an institution's image and attract potential adopters and partners (Happer & Philo 2013).

Impact of New Media on Business Engagement and Outcomes

According to Stoica et al. (2014), the incorporation of new media technologies has brought about a dramatic transformation in the way organisations and their audiences engage, leading to improvements in customer interactions, marketing tactics, and feedback systems. Traditional business methods and interpersonal communication have been revolutionised by platforms including blogs, social networks, and mobile applications. For example, social networking sites like Facebook, Twitter, and Instagram let companies interact with clients directly and respond to their questions and issues immediately (Abdullahi et al., 2020; fuophu-Biri & Ijeh 2021). By using data to customise marketing campaigns, this degree of personalisation raises the possibility of sales and improves client happiness. Digital marketing platforms, such Facebook

AdWords and Google AdWords, allow companies, particularly startups, to start profitable advertising campaigns with little capital outlay and generate significant traffic (Prashant & Shilpa, 2022; Garner & Kim, 2022).

Additionally, real-time assessments give companies information about how successful their marketing plans are, enabling ongoing development and the pursuit of new market prospects (Zheng et al., 2021). Businesses can improve client interactions and promote business development by using specialised technologies to keep an eye on pertinent social media conversations (Tuominen et al., 2022). In addition to increasing income and sales, the use of new media in marketing also promotes innovative promotional techniques and improves brand awareness. By encouraging innovation and customer-centred activities, the further incorporation of new media into organisational practices has the potential to have a beneficial impact on the economy (Dai et al., 2020).

Theoretical Framework

The study explores the potential of new media in business education using Diffusion of Innovation Theory (DOI). This is a theory that explains how innovations spread within a society or organization (CFI Team 2022). Innovation is the first determinant factor that affects the diffusion process while the communication channel, time factor, and social system are other factors. Founded by American sociologist and communication theorist E. M. Rogers in 1962, categorizes adopters into five groups: The new adopter categories are the innovators, the early adopters, the early majority, the late majority and the laggards (Imke 2017). Innovation characteristics include; relative advantage, compatibility, complexity, trial ability, and observability. These include the official platforms such as the workshops, training, academic meetings or conferences or even writing articles, and that of people-to-people discussion or social media. The adoption timeline involves studying the stages of adoption within educational institutions and identifying factors that accelerate or hinder the process (Talukde, 2012; Lamorte, 2019).

Regarding the study, diffusion of innovation theory applicability is based on the fact that relative to new media attributes concerning the business education sector, perceived attributes can be evaluated, communication channels for promoting new media adoption can be analyzed, and potential factors affecting different adopter categories' adoption rates can be explored. Perceptions and experiences of new media tools with educators and students will be obtained through questionnaires and interviews. Some of the new media initiatives that will be used to evaluate the success of adopting them and the communication tactics that will be used will include analyzing case studies of some of the successful new media implementations. Applying the theory in context with new media to the business education offers a deeper understanding of the flow and the factors that affect the processes of innovations diffusion and the guidelines on how to implement such technologies in learning environment.

Research Hypothesis

H₁: The perceived attributes of new media, such as interactivity, accessibility, and personalization, significantly enhance the effectiveness of business education

H₂: Effective use of communication channels, such as social media, email marketing, and webinars, significantly promotes the adoption of new media in business practices compared to less targeted communication strategies.

Research Method

The study used descriptive design to understand the theme of new media adoption and its impact on business engagement. We incorporated quantitative data from surveys, using a questionnaire, and qualitative insights from interviews to enhance the validity and reliability of the findings. The study targeted 300 final year students from Ignatius Ajuru University of Education, Port Harcourt, who were purposively selected from the Business Education department due to their exposure to new media content and usage. This approach, allow the researchers to purposively select the sampled respondents based on the researcher’s knowledge of the population as well as the respondents’ knowledge of the subject matter. Since the population is a manageable size, sample size was not drawn but to distribute the questionnaire, a combination of sampling techniques is employed to capture a comprehensive and representative sample. Purposive sampling, also known as judgmental or selective sampling, was applied for participants based on specific characteristics or criteria relevant to the research objectives in this case, business education students. Likewise, the fact that the researchers do not know the students individually, Snowball sampling was adopted so participants recruit future participants from among their acquaintances till required population was covered. The survey was administered manually, with clear instructions and informed consent.

Content and face validity helped guarantee the questionnaire measured the required variables for construct, clarity, relevance, and coverage of all study objective. To test for the reliability of the instrument and establish the degree of consistency with which the instrument measures the objectives of the study, the researchers adopted the Cronbach Alpha method and the benchmark of 0.7 was met in agreement with Kılıç (2016), that it indicates accurate and dependable measures for more research. Linkert scaling method was followed in the structured questionnaire based on a five-point scale from the highest to the lowest representing; Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1). Key informant interviews (KII) were conducted with stakeholders who are educational administrator, media technology specialist and entrepreneurs. The decision was based on the mean output of 3 and inferential statistics using Spearman Rank on Software app STATA 15.0 was used to analyze the data.

Table 1: Questionnaire distribution

S/N	Description	F	%
1	Copies Retrieved and Found Usable	287	96
2	Copies Not Retrieved and Those Found Not Usable	13	4
	Total	300	100

Table 4.1 shows that three hundred copies of the structured questionnaire were administered, of which 287 were properly filled and retrieved making 13 out of the questionnaire representing 4% were not retrieved or found usable. This represents a questionnaire return rate of 96% which is considered significantly accurate for the study.

Data Presentation

Demographic Data

Table 2: Respondent Gender, Age and Postgraduate Programme

<i>GENDER</i>	Male	Female			
	131(46%)	153 (54%)			
<i>AGE</i>	15-18	19-22	23-26	29-32	33+
	48 (17%)	97(34%)	83 (29%)	45 (15%)	14 (5%)
<i>Connection to New Media</i>	Very High	High	Moderate	Low	Very Low
	97 (34%)	79(28%)	61 (21%)	33 (11%)	17(6%)

Table 2 above depicts that the study's participants are primarily aged 19-22 and 23-26, representing 63% of the sample. These groups are highly engaged with new media technologies, potentially influencing their perceptions and interactions. However, the smaller representation of participants aged 15-18 and 27-32, and the least representation of those 33 and older, suggest potential generational differences in new media usage and attitudes. The gender distribution is slightly higher, with a slightly higher representation of females (54% compared to 46%), suggesting a nearly balanced view of perspectives. This may provide additional insights into how females perceive and interact with new media in business education. The study's findings may help understand the nuances of new media usage and attitudes among different age groups.

Thematic Data

Table 3: Perceived attributes of new media in business education

Table 3 above was to assess the perceived attributes of new media in business education using

<i>S/ N</i>	<i>QUESTIONNAIR E ITEMS</i>	<i>NO</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>TOTAL</i>	<i>MEAN</i>	<i>DECISION</i>
1	New media tools (e.g., social media, interactive e-books) enhance my learning experience in business education.	287	107	72	97	8	3	1133	3.95	Accepted
2	New media resources are easily accessible for business or education needs.	287	129	87	49	14	8	1176	4.10	Accepted
3	New media allows for personalized learning experiences in business.	287	84	92	99	4	8	1096	3.82	Accepted
4	The use of new media in business education keeps me more engaged than other methods.	287	122	65	79	12	9	1140	3.97	Accepted
5	I find new media to be an effective tool for learning complex business concepts.	287	71	42	127	31	16	982	3.42	Accepted

survey data. Five key aspects were measured: new media tools, accessibility, personalization, engagement, and effectiveness in learning complex concepts. The results showed that new media tools enhance the learning experience, making it more dynamic and appealing compared to traditional methods. Accessibility of new media resources was a significant factor, with a mean score of 4.10, indicating a strong consensus. Personalization was also a significant factor, with a mean score of 3.82, indicating the potential for personalized learning. Engagement was a key factor, with a mean score of 3.97, indicating the effectiveness of new media in keeping students engaged.

Table 4: Role of Communication Channels in Promoting New Media Adoption

<i>S/N</i>	<i>QUESTIONNAIRE ITEMS</i>	<i>NO</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>TOTAL</i>	<i>MEAN</i>	<i>DECISION</i>
6	Social media platforms effectively disseminate information about new media tools.	287	132	97	45	7	6	1203	4.19	Accepted
7	Recommendations from peers influence my decision to adopt new media tools.	287	128	72	58	21	8	1152	4.01	Accepted
8	Webinars and online tutorials are effective in promoting the adoption of new media in business education.	287	71	52	103	44	17	977	3.40	Accepted
9	Email marketing campaigns provide useful information that encourages me to try new media tools.	287	21	84	139	38	5	939	3.30	Accepted
10	Communication from my educational institution promotes the adoption of new media effectively.	287	94	76	88	22	7	1089	3.80	Accepted

Table 4 provides data to analyze the role of communication channels in promoting new media adoption. The first item measured the effectiveness of social media platforms in promoting the adoption of new media. With the highest mean score of 4.19, the data reveals that social media platforms, such as Facebook, LinkedIn, and Twitter, play a significant role in promoting new media adoption in business education. Likewise, 4.20 mean score is an indication that respondent generally agree that email marketing campaigns are perceived as effective. Webinars and online workshops are considered useful for educating users about new media technologies considering the mean output of 3.40 but there is room for improvement. With the output of 3.30, Peer recommendations and reviews are also obviously influential, but their visibility and credibility could be enhanced. Lastly, 3.80 mean output depicts that informative blogs and articles are considered effective for educating users about new media technologies.

Table 5: Impact of New Media on Business Engagement and Outcomes

Table 5 survey data reveals that new media platforms significantly enhance customer

<i>S/N</i>	<i>QUESTIONNAIRE ITEMS</i>	<i>NO</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>TOTAL</i>	<i>MEAN</i>	<i>DECISION</i>
11	New media platforms (e.g., social media, websites) significantly enhance customer engagement for businesses	287	118	101	76	9	3	1253	4.36	Accepted
12	The use of new media marketing strategies leads to higher sales growth	287	97	81	102	5	2	1127	3.92	Accepted
13	Businesses that use new media experience better market performance than those that do not.	287	67	47	123	94	66	1146	3.99	Accepted
14	New media enhances customer satisfaction by providing better customer service and support.	287	59	73	141	12	2	1036	3.60	Accepted
15	Engagement through new media channels increases brand loyalty among customers.	287	23	81	167	11	5f	967	3.40	Accepted

engagement, leading to increased satisfaction and loyalty. The majority of respondents with the mean of 4.36, 3.9 and 3.99 agree that digital marketing strategies, such as targeted ads, social media campaigns, and influencer partnerships, contribute to higher sales growth. Businesses utilizing new media perform better in the market compared to those that do not. The mean score of 3.60 suggests that new media enhances customer satisfaction through better customer service and support. However, the high number of neutral responses suggests that some respondents may not fully experience the benefits. The mean score of 3.40 suggests that new media engagement increases brand loyalty. The data highlights the importance of new media in enhancing business engagement and outcomes.

Testing of hypothesis

H₁: The perceived attributes of new media, such as interactivity, accessibility, and personalization, does not significantly enhance the effectiveness of business education.

Table 6: spearman etdmr cfdmr, star (0.05)

Number of obs	287
Spearman's rho	0.0231
Prob > t	0.0657

From the table 6 above, Hypothesis 1 (H₁) posits that the perceived attributes of new media, including interactivity, accessibility, and personalization, significantly enhance the effectiveness of business education. To test this hypothesis, a Spearman's rho correlation analysis was used. Spearman's rho of 0.0231 indicates a very weak and negative link between the perceived characteristics of new media and the efficacy of business education. The p-value is the probability that the observed link happened by coincidence. A p-value larger than 0.05 often indicates that the findings are not statistically

significant. Here, the p-value of 0.6965 is much more than 0.05, suggesting that the association is not statistically significant.

Invariably, the analysis of Hypothesis 1, using the given data, does not support the notion that the perceived attributes of new media significantly enhance the effectiveness of business education. The weak and negative correlation, coupled with a high p-value, indicates no statistically significant relationship therefore, the hypothesis is rejected.

H₂: Effective use of communication channels, such as social media, email marketing, and webinars, significantly promotes the adoption of new media in business practices compared to less targeted communication strategies.

Table 7: spearman etdmr cfdmr, star (0.05)

Number of obs	287
Spearman's rho	0.0051
Prob > t	0.0042

On table 7 is data to test hypotheses 2. It is shows that 287 respondents were observed with a Spearman's rho value of 0.0051. This suggests a very weak positive association between successful communication channels (e.g., social media, email marketing, and webinars) and the incorporation of new media into corporate processes. This suggests that there is a minor correlation between improved communication channel utilization and higher acceptance of new media, however the association is not substantial. The p-value of 0.0042 suggests that the observed association is statistically significant. Despite the low connection, the association between successful communication channels and the incorporation of new media into corporate processes seems unlikely to be attributable to coincidence. This lends credence to the concept that good communication channels help to promote the adoption of new media technologies.

Key Informant Interviews (KII)

Thematically, response was gathered from three key information stakeholders on the subject matter for their insight. The informants are randomly picked educational administrators media technology specialists, and entrepreneurs at Ignatius Ajuru University of Education, Port Harcourt.

Perceived Attributes of New Media in Business Education

New media tools, such interactive e-books and virtual simulations, improve learning outcomes by increasing the accessibility and interest of materials. The KII personnels pointedly agreed that these tools have improved student performance and engagement, but they also come with obstacles, such ensuring students and teachers have regular access to technology and training. They are more successful than conventional approaches, but they have also had a good influence on entrepreneurs' learning and understanding of business principles.

Role of Communication Channels in Promoting New Media Adoption

Effective communication channels, like as social media and email marketing, have been discovered by educational administrators, media technology specialists, and entrepreneurs to encourage faculty and student use of new media. But sustaining interest and focusing on the appropriate audience present issues. Webinars are a great way to show off the benefits of new

media tools, but creating interesting material and getting in front of a large audience may be difficult. Entrepreneurs have to sift through a tone of communication to find the information they need.

Impact of New Media on Business Engagement and Outcomes

It has been demonstrated that new media enhances corporate performance, educational outcomes, and student engagement. Through interactive interactions, it improves learning and raises student engagement and performance. However, it needs ongoing maintenance in the form of updates and assistance. Experts in media technology have discovered that while new media platforms improve corporate interaction, long-term effects are still difficult to predict. Although sales growth and consumer involvement have grown, entrepreneurs still need to measure performance. It's still difficult to keep up with trends and technology.

Discussion

This survey was designed to enable the researchers to achieve the set objectives and to test the hypothesis. The information from the demographic data shows the majority of the respondents of about 34% admitting to be regularly connected to new media affirms the study of Peters, et al. (2014), Ivwighren, et al. (2023) and falls in line with CFI Team (2022) to explain how through, innovations spread within a society or organization. The result from the survey shows that new media with business education presents a significant opportunity for economic growth in Delta State, Nigeria in agreement with Jing (2023) and Shang (2016) that it does not only enables resources and applications that are proactive, creative, and malleable but also allows institutions to adapt their plans, fix flaws, and develop confidence among educators and learners. On the perception on new medial, it was established that, social media and interactive e-books enhance learning experience in business education. It was further found out that it creates easy accessibility for business or education needs. These findings align with the studies (Irabor & Onwudinjo (2022) and Horska, et al. (2022) that it has a comparative advantage over conventional approaches, as it allows for a wider range of activities, provide immediate feedback without interfering with the standard approach to teaching for individual educational activities that require gradual improvements.

From the survey, it was affirmed that by leveraging the capabilities of new media, businesses can enhance their communication strategies, reach broader audiences, and foster innovation through social media platforms for effective dissemination of information about latest trends. This corroborates the studies of Ivanov (2021) Figueiredo, et al. (2018) and Lee (2016) that it helps the faculty to constantly revise its knowledge on the available technology and teaching methodologies. The survey findings revealed that Communication from educational institution promotes the adoption of new media effectively and campaigns provide useful information that encourages adoption of new technologies. This affirms and aligns with Lamorte (2019) on the diffusion of innovation theory that new media adoption can be analyzed, and potential factors affecting different adopter categories' adoption rates can be explored. The impact of new media on business engagement was made revealed from the survey that it significantly enhances customer engagement for businesses and brings about helpful strategies that leads to higher sales growth. This finding agrees with Abdullahi et al. (2020); Prashant and Shilpa (2022); Garner and Kim (2022) when they suggest that it makes it easier for industries to market products to specific individuals based on consumer data, resulting in high levels of satisfaction. It also enhances marketing efficiency by offering digital platforms like Google Ads and Facebook

Ads, allowing businesses to target specific niches with high conversion rates customers for further enhancements and growth of new business opportunities in corroboration with Zheng, et al. (2021).

The findings from the tested hypothesis were bidirectional yet a significant indication of the potential of new media with business education. The result of the first hypothesis tested shows no statistically significant relationship to support the notion that the perceived attributes of new media significantly enhance the effectiveness of business education thereby rejecting the hypothesis. This finding is a contradiction to the studies of Onwudinjo (2022) and Horska, et al. (2022) who spotlighted its comparative advantage over traditional methods since it permits a greater variety of activities and offers quick feedback without interfering with the traditional method of instruction for specific educational tasks that call for incremental progress. The second hypotheses were accepted since it supports that effective communication channels play a role in promoting new media adoption. This result tallies with the studies of Ivanov (2021) Figueiredo, et al. (2018) and Lee (2016) and supports the views of Iwighren, et al. (2023), fuophu-Biri and Ijeh (2021) and Peters, et al. (2014) on how it enhances getting information and revolutionize business education in terms of interactiveness, entertainment, and flexibility. It also goes to affirm Imke (2017) on the diffusion of innovation theory applicability is predicated on the ability to assess perceived attributes in relation to new media attributes in the context of the business education sector, analyse communication channels that facilitate the adoption of new media, and investigate potential factors that may influence the adoption rates of various adopter categories.

Conclusion

Synergizing new media with business education training equips individuals with the necessary skills to navigate the digital landscape, promoting entrepreneurship and enhancing employability. This synergy not only addresses the challenges of unemployment and underemployment but also encourages the development of a more informed and engaged citizenry. As Nigeria continues to evolve in the global economy, harnessing the power of new media alongside robust business education will be crucial in driving sustainable economic growth and fostering a competitive workforce. Ultimately, this approach can contribute to a more dynamic and resilient economy, capable of meeting the diverse needs of its population. Beyond economic benefits, this synergy promotes the development of informed and engaged citizens. As individuals learn to navigate new media, they become more aware of social, political, and economic issues affecting their communities. This awareness encourages civic participation and advocacy, leading to a more active and informed populace.

Recommendation

It is therefore recommended that;

1. Educational institutions should reshape their business education curricula to incorporate comprehensive digital marketing strategies and new media platforms, focusing on digital communication, e-commerce, data analytics, and social media marketing.
2. Media organization should collaborate with universities, vocational training centers, and businesses to establish internship programs and collaborative projects focusing on new media applications in business.

References

- Abdullahi, Z., Gora, A., & Mohammed, A. (2020). New media technology in university libraries: Panacea for development of sustainable digital economy in Nigeria. *International Journal of Advanced Academic Studies*. <https://doi.org/10.33545/27068919.2020.v2.i3k.478>.
- Adolwa, I., Schwarze, S., & Buerkert, A. (2018). Best-bet channels for integrated soil fertility management communication and dissemination along the agricultural product value-chain: a comparison of northern Ghana and western Kenya. *The Journal of Agricultural Education and Extension*, 24, 435 - 456.
- Aguaded, I., Civilá, S., & Vizcaíno-Verdú, A. (2022). Paradigm changes and new challenges for media education: Review and science mapping (2000-2021). *El Profesional de la información*. <https://doi.org/10.3145/epi.2022.nov.06>.
- Akinyede, O. (2023). Financial Literacy and Entrepreneurship Performance. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4483051>.
- CFI Team (2022). *Diffusion of Innovation; The rate at which new ideas and technology spread*; <https://corporatefinanceinstitute.com/resources/economics/diffusion-of-innovation>
- Crittenden, V., & Crittenden, W. (2015). Digital and Social Media Marketing in Business Education. *Journal of Marketing Education*, 37, 131 - 132.
- Cropley, D. (2015). Promoting creativity and innovation in engineering education. *Psychology of Aesthetics, Creativity, and the Arts*, 9, 161-171.
- Dai, L., Shen, R., & Zhang, B. (2020). Does the media spotlight burn or spur innovation? *Review of Accounting Studies*, 26, 343-390.
- Figueiredo, M., Krippel, L., Ihorst, G., Sattel, H., Bylund, C., Joos, A., Bengel, J., Lahmann, C., Fritzsche, K., & Wuensch, A. (2018). ComOn-Coaching: The effect of a varied number of coaching sessions on transfer into clinical practice following communication skills training in oncology: Results of a randomized controlled trial. *PLoS ONE*, 13. <https://doi.org/10.1371/journal.pone.0205315>.
- Garner, B., & Kim, D. (2022). Analyzing user-generated content to improve customer satisfaction at local wine tourism destinations: an analysis of Yelp and TripAdvisor reviews. *Consumer Behavior in Tourism and Hospitality*. <https://doi.org/10.1108/cbth-03-2022-0077>.
- Hajli, N. (2018). Ethical Environment in the Online Communities by Information Credibility: A Social Media Perspective. *Journal of Business Ethics*, 149, 799-810.
- Happer, C., & Philo, G. (2013). The Role of the Media in the Construction of Public Belief and Social Change. *Journal of Social and Political Psychology*, 1, 321-336.

- Horska, K., Burov, O., & Orliy, O. (2022). IMPACT OF MEDIA TECHNOLOGIES ON DIGITAL EDUCATIONAL CONTENT IN MEDIA SECTOR. *Information Technologies and Learning Tools*. <https://doi.org/10.33407/itlt.v9i15.5047>.
- Imke, S. (2017). The 5 categories of adopters why you need to know about them; modules/sb/behavioralchangetheories/behavioralchangetheories4.html
- Indira, K. (2015). BLENDED LEARNING APPROACH TO BUSINESS EDUCATION. , 1, 167-172.
- Irabor, B., & Onwudinjo, A. (2022). The Educational Origins of Nigeria's Development Challenges. *Filosofiya osvity. Philosophy of Education*. <https://doi.org/10.31874/2309-1606-2022-28-1-12>.
- Ivwhighren H.E., Ogwezi J.O. & Igben H.G.O. (2023) Relationship Between Digital Advertising and Consumer Purchasing Behaviour in Delta State, Nigeria, *European Journal of Business and Innovation Research*, Vol.11, No.7, 87-102
- Ivanov, V., Tverdyakova, L., & Proskurin, N. (2021). Practice-oriented learning as a basis for acquisition of new knowledge, practical experience and use of them in solving important socio-economic tasks. *KANT*. <https://doi.org/10.24923/2222-243x.2021-39.57>.
- Jacob, O., & Samuel, A. (2020). Educational policy in Nigerian: Challenges of Implementation and Ways Forward. 4, 1-9.
- Ji, D., Wang, X., & Zhang, T. (2022). Application of New Media in Student Management from the Perspective of Deep Learning and Evaluation and Analysis of Practical Effects. *Computational and Mathematical Methods in Medicine*, 2022.
- Jiang, T., & Jing, Y. (2020). RETRACTED: Teaching of practice innovation of new media interactive for art design training in college. *International Journal of Electrical Engineering & Education*, 60, 501 - 513.
- Jing, H. (2023). Analysis on the Application of New Media Technology in Computer Course Teaching. *Advances in Computer and Communication*. <https://doi.org/10.26855/acc.2023.06.010>.
- Kılıç, S. (2016). Cronbach's alpha reliability coefficient -. *Journal of Mood Disorders*, 6, 47.
- Lamorte, W. (2022). Diffusion of innovation theory; Behavioural change model <https://sphweb.bumc.bu.edu/otlt/mph->
- Lee, A. (2016). Media education in the School 2.0 era: Teaching media literacy through laptop computers and iPads. *Global Media and China*, 1, 435 - 449.
- Mack, E., Marie-Pierre, L., & Redican, K. (2017). Entrepreneurs use of internet and social media applications. *Telecommunications Policy*, 41, 120-139.
- MacLennan, A. (2019). Book review: KJ Varnum (ed.), *Beyond Reality: Augmented, Virtual, and Mixed Reality in the Library*. *Journal of Librarianship and Information Science*, 53, 709 - 710.

- Nwanguma, U. (2015). New Media and the Overlapping Roles of Content Providers and Content Consumers. *New media and mass communication*, 41, 30-36.
- Nwosu, L., Enwereji, P., Enebe, N., & Segotso, T. (2023). Determining the Roles of School Management Teams in Fostering Entrepreneurship among Learners. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.22.9.26>.
- Outhwaite, L., Gulliford, A., & Pitchford, N. (2019). A new methodological approach for evaluating the impact of educational intervention implementation on learning outcomes. *International Journal of Research & Method in Education*, 43, 225 - 242.
- Peters, H., Dunwoody, S., Allgaier, J., Lo, Y., & Brossard, D. (2014). Public communication of science 2.0. *EMBO reports*, 15. <https://doi.org/10.15252/embr.201438979>.
- Prashant, B., & Shilpa, S. (2022). Social media as new effervescent tool for higher education post Covid-19. *CARDIOMETRY*. <https://doi.org/10.18137/cardiometry.2022.23.629634>.
- Rahayu, P., Mayasari, I., Fitriyatunur, Q., & Agustina, M. (2023). Entrepreneurship Education and the Role of Technology in Driving Business Innovation. *Indo-MathEdu Intellectuals Journal*. <https://doi.org/10.54373/imeij.v4i2.268>.
- Sanusi, M. (2022). Action research to reassess the acceptance and use of technology in a blended learning approach amongst postgraduate business students. *Cogent Education*, 9. <https://doi.org/10.1080/2331186x.2022.2145813>.
- Shafer, D., Carbonara, C., & Korpi, M. (2019). Factors Affecting Enjoyment of Virtual Reality Games: A Comparison Involving Consumer-Grade Virtual Reality Technology. *Games for health journal*, 8 1, 15-23
- Shang, A. (2016). English Teaching Under New Media Environment. 628-631.
- Stoica, M., Ioanid, A., & Dumitrescu, F. (2014). IMPACT OF THE NEW MEDIA KNOWLEDGE ON THE ORGANIZATION MANAGEMENT. *Network Intelligence Studies*, 115-121.
- Talukde, M. (2012). Factors affecting the adoption of technological innovation by individual employees: an australian study; Published by Elsevier Ltd
- Ufuophu-Biri, E.& Ijeh, N. P. (2021). The Place of Digital Nativity and Digital Immigration on Internet Accessibility and Usage by students and Lecturers of Tertiary Institutions of Learning in Delta state, Nigeria. *Academic journal of interdisciplinary studies*. 10(1), 214-227.
- Wannheden, C., Åberg-Wennerholm, M., Dahlberg, M., Revenäs, Å., Tolf, S., Eftimovska, E., & Brommels, M. (2022). Digital Health Technologies Enabling Partnerships in Chronic Care Management: Scoping Review. *Journal of Medical Internet Research*, 24. <https://doi.org/10.2196/38980>.

- Zafar, A., Iraqi, K., & Mustafa, S. (2017). Analysis of Role of Educational Institutions in Development of Entrepreneurs (A Case Study of Karachi). *The International Journal of Academic Research in Business and Social Sciences*, 7, 95-110.
- Zerdick, A., Picot, A., Schrape, K., Artopé, A., Goldhammer, K., Lange, U., Vierkant, E., López-Escobar, E., & Silverstone, R. (2000). The Media and Communications Sectors: A Review Looking Forward. 38-135.
- Zheng, W., Yu, F., & Wu, Y. (2021). Social media on blended learning: the effect of rapport and motivation. *Behaviour & Information Technology*, 41, 1941 - 1951.