

MEDIA EDUCATION AND ENTREPRENEURIAL MINDSET

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ABSTRACT

Media education encompasses a broad spectrum of knowledge and skills aimed at understanding, analysing, and critically engaging with various forms of media, including traditional outlets like television and newspapers, as well as newer digital platforms such as social media and streaming services. Entrepreneurship is a component of business life that contributes to a successful business organisation. An entrepreneurial mindset is a collection of abilities that helps people recognize opportunities, seize them, bounce back from losses, and flourish in a range of situations. The aim of this study is to evaluate how media educates entrepreneurial mindset. The theory used for this study is the social influence theory. The methodology of this study was gathered through secondary data collection. Other academics' studies as well as press articles served as sources. The conclusion of this study is that there are many ways that media education and an entrepreneurial attitude can come together to provide people with the knowledge and abilities needed to successfully navigate the quickly changing media landscape while also encouraging creativity and innovation. This study recommends that people acquire the knowledge, abilities, and mindset necessary to prosper in the dynamic and constantly evolving media ecosystem while simultaneously pursuing their passions by fusing media education with an entrepreneurial mindset.

Keywords: media, media education, entrepreneurship, media education and entrepreneurship

INTRODUCTION

The convergence of media education and an entrepreneurial attitude has gained importance in the modern world, when digital technology and media are ubiquitous. People's capacity to traverse the complex information landscape is greatly influenced by their media education, which includes the knowledge and skills required to critically engage with various media types. However, in today's fast-paced and cutthroat market, an entrepreneurial mindset—marked by creativity, daring, and proactive problem-solving—is crucial for success.

People who receive a media education are better able to evaluate media, comprehend the processes involved in producing media, and craft their own messages. It promotes media literacy, empowering individuals to identify persuasive strategies, detect biases, and assess the reliability of information sources. Media literacy is essential for informed citizenship and political involvement at a time of widespread misinformation and digital manipulation.

In this era of digital disruption, where traditional media models are being upended and new opportunities for content creation and distribution are constantly emerging, the ability to think entrepreneurially within the realm of media is invaluable. Whether it's launching a digital media startup, leveraging social media platforms to build a personal brand, or pioneering innovative ways to monetize content, those with both media education and an entrepreneurial mindset are poised to thrive (Al-Quran, 2022).

Moreover, Sutrisno, Prabowo & Kurniawan (2023) said that the symbiotic relationship between media education and entrepreneurship extends beyond individual success to broader societal implications. A populace well-versed in media literacy and entrepreneurial thinking is better equipped to navigate the complexities of the information age, discerning fact from fiction in an era of fake news and misinformation. Furthermore, fostering an entrepreneurial spirit within the media landscape fuels innovation, drives economic growth, and fosters a culture of creativity and experimentation. In this introductory exploration, we delve into the synergies between media education and an entrepreneurial mindset, examining how these two disciplines intersect, complement each other, and pave the way for individual and collective advancement in the ever-evolving media landscape.

MEDIA EDUCATION

Media education is the study, learning, and teaching of, and about, modern communication and expression media as a specific and autonomous area of knowledge within education theory and

practice, distinct from their use as aids in the teaching and learning of other areas of knowledge, such as mathematics, science, and geography (Lee, 2010). The definition of media education provided in UNESCO documents states that it encompasses all forms of communication media, including printed words and graphics, sound, still and moving images, and any kind of technology that is delivered.

Media education is part of the essential entitlement of every person in every country in the world to freedom of expression and the right to knowledge, and it is instrumental in developing and maintaining democracy. Media education in the modern world can be defined as the process of developing personality with the help of and on the material of media, with the goal of shaping a culture of interaction with media, developing creative, communicative skills, critical thinking, perception, interpretation, analysis, and evaluation of media texts, and teaching different forms of self-expression using media technology. Media education assumes media is not transparent and shapes the subjects it presents in unique ways. According to Buckingham (2015), everything follows from the notion that the media reflects reality rather than represents it.

The Progress of Media Education

Media education can take place in a variety of institutional settings, both “formal and informal,” and can be provided by organisations in both the public and private sectors. Media education involves teachers from schools and other formal educational institutions.

Some may consider media education as essentially a question of protecting and preparing entrepreneurs. The meaningful and effective use of media in education thus requires students to develop a type of critical media literacy that goes much beyond learning how to utilise the hardware or software. Best practice in media education involves a combination of ‘hands-on’ creative approaches and critical reflection, which seeks to build on students' existing pleasures and experiences of media (Buckingham, 2007). In today's media-saturated society, media education is vital for empowering individuals to be aware, critical, and responsible media consumers and creators. Media education empowers people to traverse the complexities of the media landscape and actively shape media discourse, culture, and society by developing media literacy skills, critical thinking, and social consciousness.

ENTREPRENEURSHIP

Entrepreneurship is a component of business life that contributes to a successful business organisation. Entrepreneurship requires discipline (Crocì, 2016). Entrepreneurship is a distinct discipline with its own identity. Crocì (2016) characterised entrepreneurship as an autonomous and transdisciplinary discipline. According to Barot (2015), entrepreneurship begins with action and the establishment of new organisations. He continued by saying that entrepreneurship is essential for success.

Starting a new firm involves entering a new paradigm of entrepreneurship. Entrepreneurship involves transitioning from old behaviours to new ones through discipline and independence. Entrepreneurship can be said to be a successful organisational process or the development of mindsets and abilities. Entrepreneurship aims to create job possibilities and promote economic development (Barot, 2015; Hessels & Naude, 2019). It requires both technical and managerial abilities.

According to Barot's (2015) research, there are two types of entrepreneurship which are, opportunity-based entrepreneurship, where an entrepreneur pursues a business opportunity as a career choice and necessity-based entrepreneurship, where an entrepreneur initiates venture activity due to new ideas and personal amplifications.

MEDIA EDUCATION AND ENTREPRENEURSHIP

Media education provides budding entrepreneurs with the critical thinking, digital literacy, and communication skills required to navigate the media ecosystem, effectively promote their businesses, and interact with customers and stakeholders online. Media education lays the groundwork for people who want to create their own businesses in the media industry, such as a digital media company, a content production platform, or the development of innovative media technology (Sutrisno et al., 2023).

Since the world is moving from the traditional media like newspaper, radio and others, to new media technology like social media, it has served as a source where aspiring entrepreneurs get information. Social media inspires, encourages, and connects people to networks and resources that can help them become entrepreneurs. Thus, social media promotes student entrepreneurship by offering incentives and assistance.

Regarding influence and role models, social networking makes entrepreneurial information easily available. Students can follow entrepreneurial accounts, sites, and groups. This publicly available resource strengthens students' entrepreneurial understanding and purpose. We know that social media businesses can guide pupils. Students are welcome to contact them with guidance and queries. Student-mentor interactions give important insights and help for beginning and expanding businesses.

ENTREPRENEURIAL MINDSET IN MEDIA EDUCATION

Entrepreneurial principles such as creativity, innovation, resilience, and adaptability are incorporated into media education curricula to prepare students for careers in media-related fields while also empowering them to pursue entrepreneurial opportunities within the industry. Entrepreneurs use media literacy abilities to effectively communicate their brand message, interact with customers via digital channels, and negotiate the complexity of online marketing, advertising, and social media.

No wonder Jinjiang et al., (2020) stated that media education and entrepreneurship are complementary fields that prepare people to think critically, create, and flourish in an increasingly media-rich and entrepreneurial environment. Individuals can use media literacy skills in conjunction with entrepreneurial concepts to generate value, influence change, and have a beneficial impact on society.

MEDIA EDUCATION AND ENTREPRENEURIAL MINDSET

A crucial step in the growth of the human being is education. It's not the same as going to school. Schooling is only one method of providing education; education is concerned with the entire process of human learning, which includes the development of various abilities, the training of faculty members, and the transmission of knowledge. Another definition of education is the act of teaching, the practice of instilling moral values in the mind, or the development of character (Adesemowo et al., 2022).

An entrepreneurial mindset is a collection of abilities that helps people recognise opportunities, seize them, bounce back from losses, and flourish in a range of situations. Research indicates that having an entrepreneurial attitude is important for starting new enterprises, improves performance and educational attainment, and is regarded favourably by employers (NFTE, 2023).

The study, learning, and teaching of contemporary communication and expression media as a distinct and autonomous field of knowledge within educational theory and practice is known as media education. This is in contrast to the use of media as teaching tools for other subject areas, such as geography, science, and mathematics. As we enter the Web 2.0 era, youth are immersed in a world that is heavily dependent on media. They watched media for a considerable quantity of time. The media has a major impact on their social behaviours and ideals as well. With the growth of the Internet, regular people are now producing media content in addition to media professionals. Unfiltered and unverified information is being shared on blogs and YouTube. The way that traditional media present news and information is also changing. For young people to engage with the rapidly changing society in an informed manner, media literacy is therefore essential, in order to widen and deepen their entrepreneurial mindset. Media education will undergo a paradigm change in the coming era (Zhao, 2005). The primary issue of media educators worldwide is the relationship between media education and the usage of new communication technology.

THEORETICAL FRAMEWORK

The study will make use of Herbert Kelman's Social Influence theory, which was propounded in 1958. The term known as "social influence" describes how a person's actions, viewpoints, or beliefs alter due to their social connections, frequently making them more like the people they are related to. Social Influence Theory, sometimes referred to as Social Influence Processes, describes how people are impacted by the attitudes, convictions, and actions of others in a social group or community.

This theory investigates how social influences affect people's decisions, conduct, and adherence to social norms. Social influence might be transient, personal, professional, or occur offline as well as online. The social influences that have the biggest daily impact on us come from the people we engage with. These contacts can take place with friends, family, or coworkers, and each of these people has the ability to affect someone's emotions, ideas, and actions in some manner.

According to the social influence idea, people's decisions and morality can change depending on who and what surrounds them. Many times, individuals are influenced by what they directly see or hear from the media or by those who have already been influenced by the media. This theory confirms how powerful the media is, as people's attitudes, convictions and actions are influenced

and they in turn influence the attitudes and behavior of others around them. This means that if the media, through its educating and literary function, do well by educating the masses on entrepreneurship and all it entails, their entrepreneurial mindsets can be change, not only them, but also those around them, as they will in turn influence them.

CONCLUSION

There are many ways that media education and an entrepreneurial attitude can come together to provide people with the knowledge and abilities needed to successfully navigate the quickly changing media landscape while also encouraging creativity and innovation.

The value of networking and teamwork is emphasized in both media education and entrepreneurship. Students can work together on projects, interact with professionals in the field, and form relationships within the media community through media education. Comparably, networking is necessary for entrepreneurship in order to develop partnerships, obtain resources, and take advantage of knowledge from a variety of sectors.

A generation of creative, adaptable, and morally-driven business people might be greatly nurtured by the nexus of media education and the entrepreneurial mindset. The study, therefore, offers important insights into how educational practices might be developed to better prepare people for the opportunities and challenges of the contemporary corporate environment by investigating this link.

RECOMMENDATIONS

The following suggestions are based on the relationship between media education and the entrepreneurial mindset and are meant to improve teaching methods, encourage the growth of entrepreneurial abilities, and assist in the creation of creative and resilient entrepreneurs.

1. All educational levels should create curricula that combine media literacy instruction with entrepreneurship studies. Classes should cover classic business themes like marketing, finance, and management in addition to sections on media analysis, digital communication, and content creation. Make use of case studies that showcase prosperous business owners who have expanded their brands through the use of media. Real-world examples can highlight how crucial media literacy is to successful entrepreneurship.
2. Businesses and organizations ought to provide practical and internships that let students work in media companies or start their own businesses. Understanding the practical application of theoretical information is greatly enhanced by practical experience. These organizations ought to set up startup incubators for entrepreneurs inside of educational institutions. These incubators

should assist students in starting and expanding their firms by offering resources, coaching, and access to media tools.

3. The government should revise curricula on a regular basis in collaboration with the education sector to reflect the rapidly evolving media ecosystem and new trends in entrepreneurship. Make sure the information is current and relevant. Feedback systems should be put in place so that the efficacy of the curriculum combining media and entrepreneurship is regularly evaluated. Utilize the input from students to make the required modifications and advancements.

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