Effect of media literacy on entrepreneurial development of learners in adult and vocational education

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ABSTRACT

Much attention has been paid to the contributions of media literacy to children and adolescent development in most developed countries. This study adopted a non-equivalent control type of quasi-experimental research design involving the experimental and control groups. The sample size for the study was 90 learners drawn from all public adult and vocational education centres across Nigeria. The Entrepreneurial Development Test” (EDT) was the data collecting instrument. Data gathered were analysed using mean, standard deviation and analysis of covariance. Findings show that learners exposed to media literacy had a higher positive effect on entrepreneurial development than basic literacy. Furthermore, the cooperative learning style adopted gained a higher entrepreneurial development mean score than solitary. On interaction effect, the study shows that basic literacy had a more positive effect than media literacy, hence, the advocacy for providing necessary facilities to promote media literacy skills.

Keywords: media literacy, entrepreneurial development, adult and vocational education.
INTRODUCTION

Media literacy is a multifaceted phenomenon encompassing all technical, cognitive, social, civic, and creative capabilities, allowing an individual to access the media, have a critical understanding, and interact with it (European Commission, 2006). Media literacy is a term that means many different things to different people, such as scholars, educators, citizen activists, and the general public (Potter, 2010). The variety of contexts suggests the various societal issues reflected in media content. Some of these issues include promoting fundamental rights that enable individuals to identify, propagate and become critical in understanding the media’s role in self-expression and the democratic process (Kellner, 2015; Mihailidis & Thevenin, 2013). Critical understanding involves distinguishing information from propaganda, deconstructing media communication and interacting with social media in a mindful way (Area & Pessoa, 2012). Traditionally, media literacy connotes the ability to use, understand, and create media content in various contexts (Aufderheide, 1993; Ofcom, 2015, 2019).

Media literacy is a continuum of basic literacy where an individual is more or less skilled, and each skill can be enhanced or improved continuously. It is a core competence for citizens of all ages (Area, 2012; Fedorov et al., 2016) and in digitalised societies (Petranova, 2013). Hence, acquiring media literacy skills can change learners’ mindsets, attitudes, and behaviours (Vahedi et al., 2018). Interestingly, most studies on media literacy focus on children and adolescents in formal school settings (Rich, 2004; O’Rourke & Miller, 2022). Therefore, the present study extends to adult and vocational education learners in informal learning systems with particular interest in their entrepreneurial development.

In this study, adult and vocational education is an educational setting where learners voluntarily undertake learning activities outside the formal system to acquire knowledge, skills and competencies required to meet life challenges. The study is significant because the relationship between media and entrepreneurial development is reciprocal and complex, with media influencing entrepreneurial activities and media contents being determined by the activities (Hang & Weezel, 2007). In addition, research in the area still needs to be expanded and unevenly distributed as very few efforts have been made to the effect of media on entrepreneurial development (Hang & Weezel, 2007).

The authors concluded that there is need for further investigation, especially in developing countries (Khajeheian, 2013).

Media literacy education aims to develop competencies germane to modern business and democratic societies. It helps to advance the values, attitudes, skills, knowledge and understanding that allow citizens to use media effectively and safely (Council of Europe, 2018). Thus, media literacy is believed to help learners develop the skills and competencies necessary for successful entrepreneurship (Oxstrand, 2009). The effective use of media is predicated on acquiring basic literacy skills for greater participation in a larger society and business world. Research has consistently shown a positive correlation between the acquisition of basic literacy and entrepreneurial development. For instance, a business skills course was reported to have significantly improved the performance of female entrepreneurs in rural Mexico, leading to higher profits, more enormous revenues, and more clients served (Calderon et al, 2013); the importance of infusing basic business principles into language curricula was found to enhance entrepreneurial literacy (Rauch & Slack, 2016), while engaging primary literacy activities was reported to have positively impacted language competence in Bali (Padmadewi et al, 2020). Effective entrepreneurial development stems from the knowledge of good communication skills. These studies collectively highlight the crucial role of basic literacy in fostering entrepreneurial success. Meanwhile, acquiring media literacy skills could be seen as an expansion of basic literacy skills (Hobbs, 2017).

Basic literacy, just as the name implies, is pivotal to other literacies. It is the foundation for success in every area of an individual life (Arnett, 2017). This literacy connotes the acquisition of skills of reading, writing, and arithmetic usually through traditional modes of delivery. Research shows that the ability to read and write significantly impacted the acquisition of entrepreneurial skills of artisans (Akinyemi, 2019). By acquiring basic literacy skills, individuals are empowered to make proper decisions. Some of the areas in which these decisions are evident include participating in the labour market, improving child family health and nutrition, reducing poverty and expanding life opportunities (Ngwu, Ivi-Ngwu & Anim, 2020). As a matter of dignity and human rights, UNESCO (2019a) submits that basic literacy paves the way for the impactful development of society. Despite the enormous benefits of this literacy, scholars admit
that it has narrowly been conceived. Hence, basic literacy was recommended to be expanded to accommodate the identification, understanding, interpretation, creation and communication in an increasingly digital, text-mediated, information-rich and fast-changing world (UNESCO, 2019b). This recommendation identifies some features of media literacy that could be known through the application of appropriate learning strategies or styles. These strategies play a significant role in gaining success in learners (Neroni et al., 2019).

Learning styles or strategies used interchangeably in the present study are habits that express how people expand, store and accommodate their information. They constitute ways an individual organises and uses certain skills to learn content or complete other tasks more effectively and efficiently in formal and informal settings. Learning styles could be conceived as the composition of cognitive, affective and psychological elements that reveal how an individual interacts and gives feedback on the learning environment (Duff, 2000). Research shows that the discrepancy in learning styles between lecturers and their students can affect academic achievements (Esa et al., 2009). As to whether a relationship exists between learning styles and entrepreneurial development, Callanan and Zimmerman (2016) explain that mastery of entrepreneurial skills for students requires an effective way to learn. Thus, there is a need for learners to choose suitable learning styles. Agreeably, while there are various learning styles, the present study limits the styles to solitary and cooperative learning.

Solitary learning style involves lone learners having autonomy of time, choice of what to learn, how to learn, and where to learn with the large depositories of information and data around them (Sood & Sarin, 2021). Studies have highlighted the importance of personal qualities such as independent thinking and a sense of responsibility in the entrepreneurial learning process (Mueller & Anderson, 2014). Although there appears to be research on learning styles and entrepreneurial development, solitary learning style in entrepreneurial development has not been explicitly addressed (Mustapha & Selvaraju, 2015). Hence, the need for its inclusion in the present study.

Another learning style relevant to the present study is cooperative learning. This involves the instructional use of several groups working together to maximise their and each other’s learning. The essence of cooperative learning is to jointly acquire knowledge and skills at the individual level based on gaining cooperative experience of students, to solve educational tasks using information exchange, questioning, method stimulation, and awareness of the responsibility for the learning outcomes not only by students, themselves but also by their group mates (Volkova et al., 2020). This style is an alternative way of teaching for promoting student social interaction (Ning, 2011; Gomeksiz, 2007). Research using the KOPMA strategy, which involves students’ cooperation, is effective in instilling and developing entrepreneurial spirit (Trihastuti et al., 2020). In addition, the learning strategy has been found to have provided space for sharing experiences and developing entrepreneurial knowledge (Hägg, 2021). The above studies establish the relationship between cooperative learning style and entrepreneurship development of learners. Consequently, using a cooperative learning style in fostering positive attitudes (Subendan & Bengu, 2014; Ning & Hornby, 2010) is believed to inculcate a high level of entrepreneurial competencies in learners in informal settings such as adult and vocational education.

A large body of literature on the positive effect of learning styles exists. However, there needs to be more literature regarding how solitary and cooperative learning styles as a moderating variable in the present study could facilitate the entrepreneurial development of learners in adult and vocational education in Nigeria. This study sets to validate this view by determining the effect of media literacy on the entrepreneurial development of learners in adult and vocational education. The study contributes to the body of knowledge by providing evidence to verify the existing studies.

**LITERATURE REVIEW**

There is a growing concern for media literacy owing to the widespread interaction with media, particularly the new media. This latest media embodies multimediiality of instruments and contents, portability, high connectivity, multimediiality of consumption, and interactivity (Rivoltella cited in Perez Tornero, Celot & Varis, 2007). The significant difference between the old and the new is that while the old is predominantly one-directional communication, the new involves multidirectional communication and synchronicity. This pragmatic shift in media may have accounted for various debates on media literacy. The development of new communication technologies includes transforming media consumers into media creators and
creating, sharing, and discriminating original media messages as characteristics of qualified media users (Literat, 2014).

Acquiring media literacy skills helps people use media intelligently, discriminate and evaluate media content, critically dissect media forms, investigate media effects and uses, and construct alternative media (Kellner & Share, 2005). Hence, notable researchers have identified core constructs of media literacy to ethical awareness, media access, media awareness, media evaluation and media production (Hallaq, 2016). While most scholars explain the concept as the ability to access, analyse, evaluate and produce communication in a variety of media forms, media literacy in a broader perspective involves the ability to understand the content of any medium, at the surface level, the direct or manifest message being transmitted (Smiler, 2014). This invariably explains why it is a continuum of learning that enables an individual to achieve his or her goals, develop his or her knowledge and potential and participate in the broader society (UNESCO, 2004).

Teaching media literacy in lower schools has gained prominence in developed countries, but at a lower ebb in Nigeria as a developing country (Folarin et al., 2022). Hence, the authors recommended its inclusion into the school curriculum, especially in civic education. The recommendation is premised on the assumption that media is capable of helping teenagers develop an informed and critical understanding of the nature of mass media, the techniques used, and their impacts on various aspects of human endeavours. In education, media literacy aims to increase students’ understanding of how the media work, how they produce meaning, how they are organised, and how they construct reality. In other words, it is purported to empower learners to use media and information critically and creatively for their personal and social development.

The efficacy of media literacy has been demonstrated in several empirical studies. For instance, action research on the implementation and evaluation of media literacy skills curriculum was conducted by Erdem and Eristi in 2022. The study reveals that the curriculum implementation had a robust positive effect on pre-service teachers’ levels of media literacy skills. Similarly, a study on digital media literacy intervention for older adults was carried by Moore and Hancock in 2022. The study shows that older adults who received training on intervention were more likely to employ strategies for identifying misinformation online compared to pre-intervention and the control group. Furthermore, a study on exploring critical media health literacy (CMHL) in the online classroom was conducted by Squires, Peters and Rohr in 2023. The study reveals that students were found to illustrate critical media health literacy skills when interacting with Peers on Twitter more than when directly assessing online news media.

The contributions of media literacy in the above studies infer that it is a well-known concept, yet it appears not many studies have been done to determine its effect on the entrepreneurial development of learners in informal systems of learning. The present study is significant because it draws the attention of researchers to this salient issue and provides an avenue for comprehensive evaluation of the effect of media literacy in various areas of learning and, most importantly, in developing countries such as Nigeria.

To this end, the following questions and hypotheses are raised in this study to determine the effect of media literacy on the entrepreneurial development of learners in adult and vocational education.

**Research questions**

1. How does the entrepreneurial development of participants trained using media literacy differ from participants trained in basic literacy?
2. What is the influence of learning styles of participants on entrepreneurial development?
3. What is the interaction effect of the training programme (media and basic literacy programmes) and learning styles on participants entrepreneurial development?

**Hypotheses**

\(H_0\). The mean entrepreneurial development scores of participants trained using media literacy differ significantly from participants trained in basic literacy.

\(H_1\). The mean entrepreneurial development scores of participants trained using cooperative learning style differ significantly from participants trained using solitary learning styles.

\(H_2\). The mean entrepreneurial development scores of participants differ significantly from the interaction effect of training programme and learning styles.
METHOD

The study adopted the non-equivalent control group type of quasi-experimental research design. The design allows the researchers to manipulate the assignment to the treatment condition. Thus, two groups are involved in the study namely; the experimental which is exposed to treatment and the control which was not. The choice of non-equivalent is because the groups were not randomly assigned. The design is denoted by (Figure 1):

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>0₁ x 0₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>0₁ ... 0₂</td>
</tr>
<tr>
<td>where 0₁ – Pre-tests</td>
<td></td>
</tr>
<tr>
<td>x – Treatment for group 1</td>
<td></td>
</tr>
<tr>
<td>0₂ – Post tests.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1. Quasi-experimental research design

Using a convenience sampling technique, the sample size of 90 learners was drawn from two public adult and vocational education centres.

This technique involves a statistical method that draws representative data by selecting units based on the ease of their volunteering or availability or easy access (Lavrakas, 2008). Hence, the choice of the learners was based on their readiness and availability. Out of this sample, 45 learners were assigned to the control and experimental groups. The control group was exposed to basic literacy training using both learning styles (solitary and cooperative). The training approach adopted in this programme was the traditional method, where learners are exposed to the knowledge of entrepreneurial development. Areas covered in entrepreneurial development included steps for the sustainability of business activities; developing entrepreneurial behaviours, attitudes and skills; strategies for overcoming business weaknesses; identifying flaws in business activities; entrepreneurial processes; measures for starting a new business; and problem-solving and critical thinking skills. The traditional method assumes that having been provided with the needed information about entrepreneurial development, learners were allowed to study at their own pace for independent growth. On the other hand, the experimental group was exposed to media literacy, referred to as the treatment accompanied by both learning styles while imploring personalised instruction methods. This method encourages the integration of blended learning and the promotion of teamwork.

The duration of the training was 24 weeks (April 01, 2022, to September 30, 2022). This period is believed to provide learners with adequate entrepreneurial knowledge needed to achieve appreciable entrepreneurial development, having spent 132 hours in 20 weeks, with the other four weeks designated for training the facilitators in the use of the treatment and administering a mock on the learners to ascertain their knowledge level. The treatment comprised five essential skills: theoretical basis, access, analysis, evaluation and communication. From these skills emerged topics on the overview of media literacy, principles and characteristics, content types in media, tips on media interaction, analysis of media platforms, ethical principles and issues, and expression of one through media.

Experimental procedure

Ethical approval was granted to the researchers by the University of Nigeria Nsukka Ethical Committee before the commencement of the study. To minimise experimental errors, the researchers trained the facilitators of the two selected adult and vocational education centres for two weeks as they served as research assistants. With this training, the research assistants administered a pre-test on the control and experimental groups to ascertain learners’ general knowledge of entrepreneurial development. The pre-test was chosen to ascertain the level of homogeneity among the groups before the treatment. After this test, the experimental group was exposed to media training. The overview of media literacy, its definitions, media types, skills, principles and characteristics, classified under a theoretical basis, were treated for four weeks at six hours weekly. Content types in media, tools and platforms, web types and content search strategies featured under access skill were treated in two weeks (12 hours). Weeks 9-12 addressed media analysis using images, specific propaganda techniques, and tips on media interaction classified under broad heading analysis skills. In week 13, learners were exposed to practical analysis. Analysis of media platforms, learning theories, strategies in interaction with social media, instances of online manipulation techniques, news analysis, types and problems were treated in week 14-17 classified under evaluation, while media tools in content creation and shaving, ethical issues and principles and expression of one through media and social campaigns classified under communication were addressed in week 18-21. Revision and practical were
held for week 23. After these trainings, a post-test was conducted using the facilitators to ascertain the effect of the treatment. In doing this, learners in both experimental and control were not informed about the research process to exhibit their natural behaviour. This step was taken to minimise treatment bias.

Meanwhile, a reliability coefficient of 0.84 was obtained using the Kuder Richardson Formula 21 (Kr-21). Data analysis was done using mean, standard deviation and analysis of covariance.

**RESULTS**

This section provides the results from the analysis done in determining the entrepreneurial development mean scores on the training programmes, the influence of learning styles on entrepreneurial development and the interaction effect between the training programmes and learning styles. The results from the hypotheses were also obtained.

Table 1 shows that participants trained using media literacy had a pre-test entrepreneurial development mean score of 28.22, with a post-test mean score of 35.02 and a mean difference of 6.14. On the other hand, participants trained using basic literacy had a pre-test entrepreneurial development mean score of 22.42, the post-test was 28.38, and the mean difference was 5.96. Given this result, participants trained using media literacy were found to have higher mean scores for entrepreneurial development than those trained using basic literacy.

Table 2 shows that participants who adopted a cooperative learning style had a pre-test entrepreneurial development mean score of 25.89 and 33.48 as the post-test, while 7.59 was the mean difference. Furthermore, participants who adopted the solitary learning style had a pre-test entrepreneurial development mean score of 24.78 with a post-test of 30.00, while the mean difference was 5.22. Based on this result, participants who adopted the cooperative learning style were found to have higher mean scores for entrepreneurial development than those using solitary learning styles.

Table 3 shows that participants in media literacy who adopted a cooperative learning style had an entrepreneurial development mean score of 29.00 in the pre-test and 35.75 in the post-test, resulting in an
adjusted mean of 6.75. On the other hand, participants who employed the solitary learning styles had a mean score of 27.33 in the pre-test and 34.19 in the post-test, leading to an adjusted mean of 6.86. Similarly, participants in basic literacy who adopted a cooperative learning style had a mean score of 22.15 on the pre-test and 30.75 on the post-test, with an adjusted mean score of 8.60. In adopting the solitary learning style in basic literacy, the participants had a mean score of 22.64 on the pre-test and 26.48 on the post-test, with the adjusted mean as 3.84. The result shows that the mean difference in the experimental (media literacy) was 0.11, while the control (basic literacy) was 4.76. Consequently, the result shows that basic literacy had a more positive effect on participants towards entrepreneurial development than media literacy.

Table 4. *t*-test comparison of the pre-test and post-test mean entrepreneurial development scores of learners in media and basic literacy

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean (̅x)</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media (pre-test)</td>
<td>45</td>
<td>28.22</td>
<td>2.90</td>
<td>88</td>
<td>-10.15</td>
<td>.00</td>
<td>s</td>
</tr>
<tr>
<td>Basic (pre-test)</td>
<td>45</td>
<td>22.42</td>
<td>2.51</td>
<td>88</td>
<td>-10.23</td>
<td>.00</td>
<td>s</td>
</tr>
<tr>
<td>Media (post-test)</td>
<td>45</td>
<td>35.02</td>
<td>2.86</td>
<td>88</td>
<td>-10.15</td>
<td>.00</td>
<td>s</td>
</tr>
<tr>
<td>Basic (post-test)</td>
<td>45</td>
<td>28.38</td>
<td>3.28</td>
<td>88</td>
<td>-10.23</td>
<td>.00</td>
<td>s</td>
</tr>
</tbody>
</table>

Note: s – significant, significant at p < 0.05.

Table 5. *t*-test comparison of the pre-test and post-test mean entrepreneurial development scores of learners in cooperative and solitary learning styles

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean (̅x)</th>
<th>SD</th>
<th>Df</th>
<th>t-value</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media (pre-test)</td>
<td>44</td>
<td>25.89</td>
<td>4.43</td>
<td>88</td>
<td>-1.32</td>
<td>.19</td>
<td>Ns</td>
</tr>
<tr>
<td>Basic (pre-test)</td>
<td>46</td>
<td>24.78</td>
<td>3.44</td>
<td>88</td>
<td>-1.32</td>
<td>.19</td>
<td>Ns</td>
</tr>
<tr>
<td>Media (post-test)</td>
<td>44</td>
<td>33.48</td>
<td>3.61</td>
<td>88</td>
<td>-3.92</td>
<td>.00</td>
<td>s</td>
</tr>
<tr>
<td>Basic (post-test)</td>
<td>46</td>
<td>30.00</td>
<td>4.71</td>
<td>88</td>
<td>-3.92</td>
<td>.00</td>
<td>s</td>
</tr>
</tbody>
</table>

Note: ns – not significant, s – significant, significant at p < 0.05.

Table 6. *Analysis of covariance (ANCOVA)* of the interaction effect of training programme and learning styles on entrepreneurial development

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III sum of squares</th>
<th>Df</th>
<th>Mean scores</th>
<th>F</th>
<th>Sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected model</td>
<td>790.579</td>
<td>3</td>
<td>263.580</td>
<td>36.977</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Intercept</td>
<td>57037.052</td>
<td>1</td>
<td>57037.052</td>
<td>8002.240</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td>743.219</td>
<td>1</td>
<td>743.219</td>
<td>104.273</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Styles</td>
<td>7.723</td>
<td>1</td>
<td>7.723</td>
<td>1.083</td>
<td>.301</td>
<td></td>
</tr>
<tr>
<td>Programme* styles</td>
<td>25.943</td>
<td>1</td>
<td>25.943</td>
<td>3.640</td>
<td>.060</td>
<td>NS</td>
</tr>
<tr>
<td>Error</td>
<td>612.977</td>
<td>86</td>
<td>7.128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>59113.000</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>1403.656</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 indicates a significant difference (*t* cal = -1.32, *p* = .19) was not found at the pre-test stage between the influence of cooperative and solitary learning styles. This implies that both learning styles have similar attributes towards entrepreneurial development. However, at the post-test stage, a significant difference (*t* cal = -3.92, *p* = .00) was found between both learning styles. This implies that both
learning styles differ significantly in attaining entrepreneurial development. Table 6 shows that an $f$-ratio of 3.640 obtained with an associated probability value of 0.060 was greater than the 0.05 significance level, hence the acceptance of the null hypothesis. This implies that the mean entrepreneurial development scores did not differ significantly on the interaction effect between the training programmes of participants and their learning styles.

**DISCUSSION AND CONCLUSION**

While previous research has demonstrated the importance of media literacy on children and adolescents’ development in lower schools, mostly in developed countries (O’Rourke & Miller, 2022; Vahedi et al., 2018), such studies in Nigeria as a developing nation have remained under-explored. In addition, available data on media literacy tend to focus on the formal school system while neglecting the informal system, especially in adult and vocational education. The findings of this study provide empirical evidence in advocating that media literacy be seen as a continuum of basic literacy aimed at empowering all categories of individuals across all systems of learning in a digital world.

The study highlights that though participants exposed to media literacy had higher mean scores on entrepreneurial development, a significant difference was found in the hypothesis. The presence of diverse views may be connected with the fact that media literacy is a concept that has assumed various interpretations by scholars and in different contexts (Potter, 2010). The concern is even more worrisome in Nigeria because the application of digital skills is still at the infant stage. The study, therefore, advocates the need for the integration of media literacy skills in the curriculum as supported by the findings of Erdem and Eristi (2022). The integration of the skills is believed to help in facilitating the acquisition of critical thinking of learners capable of promoting their entrepreneurial development (Oxstrand, 2009).

The study acknowledges that the use of the cooperative learning style as a moderating variable also contributes to higher entrepreneurial development of participants than the solitary learning style. The study of Squires, Peters and Rohr (2023) further supports the promotion of team spirit in the search for knowledge. However, while the pre-rest establishes the existence of no significant difference between both learning styles, there was a diverse opinion of respondents on the post-test, owing to the rejection of the null hypothesis. Thus, affirming the flexibility in the application of different learning styles for the study of media literacy (Hallaq, 2016). This study suggests that learning styles constitute moderating variables towards the entrepreneurial development (Hägg, 2021) of learners in adult and vocational education; care should be taken to allow learners to choose their learning style.

Additionally, the study reports that the interaction effect of training programmes (media literacy and basic literacy) and learning styles on learners’ entrepreneurial development was positive; however, the effect was higher on basic literacy. The high effect of basic literacy invariably accounts for the people’s poor perception of media literacy in developing nations such as Nigeria. Folarin et al. (2022) rightly observe that the competence level in media use is still at the tender age in Nigeria. The study advocates that with the necessary facilities provided, media literacy is believed to assume its place in human and societal development in developing nations.

Consequently, the study provides the basis for determining the effect of media literacy on other parameters in future work. However, this study has some limitations. First, the sample of learners needed to be more significant for generalisation of the findings in other developing countries. Further research should therefore increase the sample size to accommodate the generality of findings. Based on restriction, two levels, cooperative and solitary learning styles, constituted the moderating variables. It is suggested that other learning styles be introduced. Further studies should generate insights into other parameters outside entrepreneurial development, especially with the disadvantaged in society.

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