USE OF NEW MEDIA IN PROMOTING DELTA STATE SKILLS TRAINING AND ENTREPRENEURSHIP PROGRAMME AMONG YOUTHS: AN EVALUATION

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Abstract

This study examined the extent new media usage have promoted the success of the Delta State Skills Training and Entrepreneurship Programme. The study specifically examines how the use of new media has impacted on both the campaign for and delivery of the Delta State Skills Training and Entrepreneurship Programme. The study was able to look at the use of new media in relations to the development process of the beneficiaries who were primarily youths, whether and how new media usage influenced their willingness to participate in the programmes and the successful contributions new media usage had on the Delta State Skills Training and Entrepreneurship Programmes campaign. This study adopted the cross-sectional research design. The study designed, distributed and retrieved information using the online survey monkey platform from the 361 respondents determined from the targeted population of 6,074, using the Stat Trek random number generator with the assistance of Graph pad Table of Random Selection. Information collected were analyzed the inferential statistics such as the simple regression analysis to test hypothesis 1 to 4. Findings from the study discovered that the awareness and campaign on the Delta State Skills Training and Entrepreneurship programme were majorly done using the "word of mouth" with little to the new media form of communication and the new media is significantly not useful in measuring the success of the Delta State Skills Training and Entrepreneurship Programme. The study concluded stating that awareness should be created on the use of existing new media platforms developed for the aim of the programme in order to ensure the programme sustainability.

Keywords: Evaluation, New Media, Skills Training, Entrepreneurship, Youths.

1. Introduction

In the emerging Nigerian economy, youth entrepreneurship as a strategy for sustainable development seems critical to equip the youth population with essential information and skills that would undoubtedly positively impact the country's long-term development. It can also be said that people who acquire essential information and skills through the instrumentality of youth entrepreneurship will participate very actively in addressing issues of common concern in order to drive sustainable development in Nigeria (Jacob, 2021). Youths and young adults are one of a country's most valuable assets. Programs and activities in schools and communities help to create conditions that encourage healthy youths' development. Effective programs and initiatives for the development focus on recognizing youths' strengths, thereby promoting growth rather than tackling dangers in isolation. Youth who are constructively engaged in learning and doing and linked to good adults and peers are less likely to participate in dangerous or self-destructive activities. Youth development prepares a child or adolescent to face the challenges of adolescence and adulthood and reach his or her most significant potential. Activities and experiences that assist adolescents in developing social, ethical, emotional, physical, and cognitive abilities are emphasized.

Moreover, entrepreneurship is a critical component of every societal development process. As Khillar, (2021) mentioned, entrepreneurship is a vital aspect of every development effort. Indeed, human entrepreneurship remains a vital aspect or component of sustainable development programmes in today's global climate (Panda, 2020). Essentially, entrepreneurship aids people in acquiring essential knowledge and abilities that will enable them to actively address societal issues of common concern; one of the most sought-after entrepreneurships by youths in developing countries today is entrepreneurial development.

Madina, and Makananise (2020) says unemployment is, without a doubt, one of Nigeria's most serious economic problems. As a result, several agencies and organizations have started initiatives to stimulate skill development and provide opportunities for Nigerian youths to contribute to the country's progress to achieve economic growth and social development. Nigeria's unemployment rate is expected to reach 33 percent by 2022. In the previous year, this percentage was expected to be 32.5 percent. According to Historical Statistics, Nigeria's unemployment rate has been steadily increasing. Approximately 33% of Nigeria's workforce was jobless in the fourth quarter of 2020 (Statista, 2022). Nigerians now engage in youth entrepreneurship programs, which are government-funded projects to boost the workforce and

human capacity. Practically, entrepreneurial development is a highly sought-after entrepreneurship scheme among Nigerian youths (Madina, & Makananise, 2020). These indicate that one of Nigeria's pressing challenges today is youth unemployment with the ripple effect of increased violent crimes. This has raised significant concern among public members to encourage youths to engage in helpful livelihood instead of waiting for white-collar jobs. Therefore, the importance of entrepreneurship development in Nigeria has become a subject of ever-increasing attention. The media is believed to wield power and can either support or oppose a development programme. Media stories can either help or hurt a country's economy. Through its message to the masses, the media in emerging and underdeveloped nations strives to bring about developmental change. The media highlights society's flaws and critical development areas via interpretation, analysis, and debate.

New media improves the level of participation and engagement required to achieve the Sustainable Development Goals. Political coordination and accountability are advantages of new media's potential to contribute to development communication. For Political Coordination, conventional media outlets are primarily controlled by the government; the opposition parties can acquire significant parliamentary seats and come close to capturing the president thanks to effective new media use. While for accountability, as impoverished people have more access to new media, they may utilize it to reveal atrocities against them. Local inhabitants are best positioned to view and communicate crucial information to the public, particularly in remote areas coping with extractive industries. Such like this is the activities of the Green Lines Initiative in Nigeria.The Green Lines initiative in Nigeria has used mobile phones to capture and disseminate crucial environmental information (Highfield, 2015). Thus, this study seeks to investigate the use of new media in promoting the Delta state Skill and Entrepreneurship Programme among youths.

The Delta State Skills Training and Entrepreneurship Program is a new effort that began in 2020/2021 to prepare Delta youths to become entrepreneurs, business owners, job creators, and wealth creators. Since 2015, the Delta State Government has used the Skills Training and Entrepreneurship Program (STEP) as one of its main employment development initiatives. STEP's mission is to empower jobless adolescents, graduates, and school leavers to become self-employed company entrepreneurs by training, equipping, establishing, and mentoring them. The initiative is key to the state government's plan to combat young unemployment. The comprehensive nature and high quality of training are essential building elements of the Delta

State Job and Wealth Creation Bureau programme - Skills Training and Entrepreneurship Programme (STEP) and Youth Agricultural Entrepreneurs Programme (YAGEP).

There are three mutually reinforcing training stages regarding STEP: The first section consists of Orientation and Personal Effectiveness Training, which is intended to encourage a shift in mentality from pursuing employment to becoming self-employed by focusing on skill acquisition, entrepreneurship, and personal accountability. OPET stands for Orientation and Personal Effectiveness Training. It is a series of motivating, character-building, and self-confidence-building seminars targeted at improving personal and interpersonal effectiveness, self-leadership, and people interactions. The second section is Vocational or Agricultural Skills Training (Life Skills), which is aimed to teach practical skills that may be used to start and maintain a business. Entrepreneurship and Business Management Training is the final section, which aims to instill entrepreneurial skills in participants. Entrepreneurship and Business Management Training (EBMT) is a series of enlightenment and learning seminars aiming to instill entrepreneurial attitudes and skills, facilitate business start-ups, and instill fundamental business operations abilities. The recipient will be prepared to start his or her own business after completing this programme.

The STEPs include training youths in various skills and trades and assisting them in starting their own businesses and becoming employers of labour. The program's graduates are known as STEPreneurs. The following skill/enterprise categories are covered by STEP but are not limited to the following: computer hardware maintenance/repairs, smartphones, and PC tablets are examples of information and communication technologies (ICTs), construction and building service: POP, tiling-painting-masonry; welding & fabrication; electrical installation/repairs (including solar energy); and plumbing, fashion design, and tailoring, as well as furniture and upholstery, are examples of handicrafts, personal services include hair styling and make-up, event planning and management, catering, and confectionery/baking, light and sound technicians; cinematography (visual cameraman); set designers; production managers; and audiovisual editors are examples of audiovisual technology services.

The Bureau's Chief Job and Wealth Creation Officer of STEP, Prof. Eric Eboh, stated that are some institutional development tools established and used by the bureau to ensure organizational and programme sustainability in the future during a graduation ceremony for 1000 beneficiaries of the Delta state Skill Training and Entrepreneurship Programme for 2020/2021. The four sustainability tools are as follows: the MIS (Management Information

System) for Online Programs: The first platform is the job creation website (deltastatejobcreation.ng), and the second platform is the Digital Programme Portal, an open-access online platform (deltastatejobcreation.net). The site provides crucial programme information, such as a database of 6,074 beneficiaries from the bureau's founding to the present, a database of all trainers, training resources (manuals and audiovisuals), an enterprise beginning pack checklist, and a flow chart. The site was defined as a one-stop shop for information and knowledge resources that may be used for long-term learning and citation. The site can be accessed online without a password, demonstrating the job creation program's openness, trustworthiness, and integrity, in keeping with Governor Ifeanyi Okowa's idea of accountability to the people. Job Creation Magazine Series: As the second sustainability tool, the Job Creation Magazine Series has been published since 2015. "The most current edition of this magazine series, which contains eight editions, was released in November last year. The magazine series serves as the principal vehicle for documenting, disseminating, and receiving feedback on job development efforts, progress, accomplishments, and effects," he stated. Satellite-based Digital Survey Map: All validated YAGEP farm operations in the state are shown on a satellite-based digital survey map. As he puts it: "This digital map is an interactive electronic dashboard that displays the GPS position of confirmed YAGEP farm companies, as well as information about the businesses, such as the names and contact information for the owners and the type of business. All existing YAGEP farm operations may be found, examined, and contacted online using this satellite-based digital map, which can be accessed from anywhere in the globe ". Five-year Masterplan: The Delta State Job and Wealth Creation Bureau's five-year masterplan, fueled by the Delta State House of Assembly's legal enactment establishing the bureau, is the fourth sustainability tool, according to Prof. Eboh. He stated that the master plan would serve as a road map and signposts for improving the model's relevance, impact, and long-term viability.

The skill categories are constantly changing following participant needs/preferences and the reality of the work. The state employed new media by creating two websites dedicated to the cause. The website carries first-hand information about the programme and showcases beneficiaries of the programme along with their milestones. Also, the state utilized social media, a new media component, to facilitate conversations and buzzwords around the programme. The use of new media for this initiative led to traditional media such as television, newspapers, and radio disseminating news concerning the programme. This expanded the program's reach, thereby increasing its credibility and stimulating conversations around the programme. Since its inception in 2020/2021, the Entrepreneurship initiative has benefited more than 5000 people,

and new enterprises have sprung up in the state because of the skill acquisition program and the effective and efficient use of new media. (Delta State Job and Wealth Creation Bureau, 2022). Therefore, this study seeks to evaluate the use of new media in promoting the Delta State Skills Training and Entrepreneurship Programme (STEP) among youths.

Problem Statement

It is difficult to deny that the new media have pried into almost every aspect of human endeavour. Although in developing countries, new media is faced with obstacles, including inadequate ICT infrastructure, lack of qualified ICT personnel, epileptic service delivery, unbearable high bills, and resistance to change from traditional methods to a more innovative and technology-based system but a few. These challenges are dominant on a larger scale in developing countries, of which Nigeria is among several studies conducted on the use and implications of new media in various areas of these developing societies.

Nonetheless, within the circumference of countries in dire need of development, there is still a gap in the body of information regarding the specific use of new media in development communication. Against this background, this study seeks to contribute insights on whether new media is used in creating awareness and inducing youths to participate in the Delta State Skills Training and Entrepreneurship programme. Furthermore, the study investigates whether new media creates an understanding of the development process, enhances an acceptance of the development activity, and harnesses the audience's willingness to participate in the development activities, using the Delta State Skills Training and Entrepreneurship programme as a case study.

Objectives

i. To ascertain how the new media usage has created an understanding of the development process to youths in the Delta State Skills Training and Entrepreneurship Programme.

ii. To determine the extent to which the new media usage has influenced youths' willingness to participate in the development activities in the Delta State Skills Training and Entrepreneurship Programme Campaign. **Ho:3** The new media has not significantly been used to influence youths' willingness to participate in the development activities in the Delta State Skills Training and Entrepreneurship Programme Campaign

iii. To determine how new media usage has contributed to the success of the Delta State Skills Training and Entrepreneurship Programme Campaign.

Research Hypotheses

Ho₁ The new media has not significantly been used to create an understanding of the development process of youths in the Delta State Skills Training and Entrepreneurship Programme.

Ho₂ The new media has not significantly been used to influenced youths' willingness to participate in the development activities in the Delta State Skills Training and Entrepreneurship Programme Campaign.

Ho₃ The new media has not significantly contributed to the success of the Delta State Skills Training and Entrepreneurship Programme Campaign.

2. Literature Review

New Media and Entrepreneurship

In many nations across the world, entrepreneurship has been recognized to play a very critical and significant role in the creation of jobs, social welfare, and enormous economic growth. The introduction and adoption of entrepreneurship by many countries throughout the world has made it feasible for many to move from industrial societies to what is now known as information societies as a result of ongoing changes in the worldwide environment. As a result, education and information are essential resources for every entrepreneurial endeavour (Brooks, 2013). With the emergence and introduction of new technologies, it is now simple to obtain knowledge and information, and there is now a substantial archive on topics related to entrepreneurship and technology.

The methods, techniques, or skills used in the production of goods and services as well as the data collection are referred to as technology, according to Rogers (2013). The main goal of technological development is to address problems while also providing business owners and entrepreneurs with a wide range of opportunities that will allow them to continually develop their enterprises and ensure their ongoing survival. All aspects of business and how business is conducted globally have continued to change as a result of technology.The process of entrepreneurship has evolved over time as a result of technological advancements, as well as the

fact that many business owners and entrepreneurs have embraced technology in their day-to-day operations. The internet and computers are the primary factors that have fueled the growth of entrepreneurship.

The degree of progress documented in entrepreneurial activity has greatly grown as a result of the introduction of new media. The effectiveness of the services provided by organizations has also improved as a result of this. One important instrument that has fostered the growth of entrepreneurship in many countries throughout the world, including Nigeria, is the technological infusion and use of technology. The introduction of technology into entrepreneurship has increased speed, reduced the need for physical data storage by businesses, decreased administrative corruption, improved accuracy and efficiency in business deliveries, reduced the cost of doing business and transacting business, created a significant number of jobs, and generally improved the profit margin of many entrepreneurial businesses (Abedi & Rahim, 2011).

The incorporation of new media into entrepreneurship has decreased the incidence of low feasibility for businesses and entrepreneurs, assisted in bridging communication gaps, improved business performance, created space to reach millions of customers and clients in real time without distortions, made it simple to birth entrepreneurship ideas, and stimulated the creation of new businesses (Obar, Jonathan & Wildman, 2015).According to Davidson, 2014, the introduction of new media to entrepreneurship in Nigeria increased effectiveness, decreased waste in business, decreased delay in completing business transactions, enabled businesses and customers to effectively engage and communicate in real time, created room for feedbacks, increased sales, gave rise to many new entrepreneurial businesses, gave businesses more and easy access to customers, and also created room for improved efficiency.

Characteristics of New Media

The following are the characteristics of computer-mediated communication according to Romiszowski (2022)

    i.   **Interactivity:** The capacity to facilitate complicated processes of interaction between individuals is the first of these traits. To some extent, the computer combines the permanence of written communication with the speed and dynamism of spoken telephone contact. Unlike other kinds of computer-based learning, such as CAL, where interactivity is limited, the opportunities for interaction and feedback are nearly infinite

because of participants' inventiveness and personal engagement in the online debate. Unlike CAL, feedback messages do not need to be produced and kept. Participants can also communicate not just the simple text of their communications but also their perspectives and, to an extent, any emotional undertones that may be present. As a result, a CMC system's interaction potential is more flexible and prosperous.

ii. **Asynchronous or Synchronous Communication:** Asynchronous and synchronous communication processes are unique characteristics of CMC. For example, they depend on the scenario, like telephone, or an asynchronous communication medium, such as an email. Asynchronous communication occurs when the participants are not all online simultaneously, like when writing an email. Synchronous communication is real-time communication between two or more individuals, such as over the phone. The fascinating element of utilizing a computer as a communication medium is that it may be used as a synchronous communication medium.

iii. **Multi-directional communication:** Another feature of the communication process is that it is essentially bidirectional. At the absolute least, communication is two-way, as in the example of two persons exchanging messages in the context of an email. Most of the time, however, communication is multidirectional, with all group members receiving and responding to messages from each other on social media platforms.

The Five C's

According to Friedman and Friedman (2013) the five c's below distinctively describes new media technology and its peculiarities:

i. **Communication:** For the most part, new media technologies are involved with communication in some way. Blogs can be used as an alternative or addition to traditional publications and a replacement for personal websites. Furthermore, bloggers do not limit themselves to one-way communication. Many will quote and link to the postings of other bloggers; enough cross-linking and the outcome is "conversational blogging." New media-supported communication can be classified as unidirectional, collaborative, or networked. Communication is extraordinarily fast in this digitally linked world, whether asynchronous or synchronous. The term "viral" (as in "viral marketing" or "viral films") denotes a high rate of transmission across a networked society.

ii. **Collaboration:** Collaboration over the Internet is possible with most, if not all, new media technologies. The wiki is the most well-known and widely used example of this type of medium. In the past (and now), email was used for Internet cooperation. When we utilize email for document collaboration, we usually send the collaborative document as an attachment to all group members at each iteration. This is a colossal waste of time, bandwidth, hard drive space, and other resources and restricts the group's size. With this level of redundancy, separate copies of the document may include distinct data sets.

Furthermore, the risk of viruses and other malware has grown with all the attachment forwarding. Wikipedia, the online encyclopedia, is arguably the most well-known example of a wiki, demonstrating that the size of the collaborative community is not restricted by wiki technology. Collaboration is limited on blogs in general.

On the other hand, a single blog may be shared by a group of people, and a blog can also be used for collaborative projects. Online special interest groups frequently share papers, and Google Docs now allows several users to collaborate on a single page. Virtual communities, such as Clubhouse, are used for virtual conferencing, and social networking services like Facebook include a collaborative feature. Conference calls are made easier with Skype, Zoom, etc.

iii. **Creativity:** User-generated content is a significant component of new media. Users are no longer passive recipients of the information. The image of the couch potato has already passed its prime. Members of today's "audience" make and edit videos, blog, write product evaluations, and contribute material in various ways. What drives this new media's active innovation? This is attributable mainly to the digitalization of media. Our editing powers are only limited by our capacity for thought with digitalization and the correct tools. Today's digital media consumers do not only read, listen to, watch, or play it. They can also make mashups and edit and modify them. Because of this post-purchase activity, a product is no longer considered "complete" when it enters the manufacturing and distribution process.

iv. **Community:** Community, a crucial component of new media, is cultivated in various ways and using a range of new media technologies, such as social networking sites such as WhatsApp and Facebook; virtual worlds such as Clubhouse

and Webkinz; and social bookmarking systems such as del.icio.us. helped to develop a feeling of community among like-minded people who were geographically or time zone-wise separated but could meet synchronously or asynchronously over the Internet. Many new media tools, even those that do not appear to embrace this feeling of community at first, eventually did. For example, users that log in to YouTube and Craigslist get access to social networking features. Many online technologies we would not connect with new media now include a social networking component (for example, visit eBay and HowStuffWorks). This characteristic of contemporary communication technologies is responsible mainly for perceiving the globe as smaller than it was. Our new media communities are democratic and inclusive and span the world. In other words, new media technologies help to level the playing field. Technology has acted as a tremendous leveler.

v.   **Convergence:** In the new media phenomena, there are various sorts of convergence, including the convergence of technology, the convergence of media, the convergence of consumption, and the convergence of roles. Over the last few decades, we have seen a confluence of technology that is incredible. This is mainly owing to widespread digitization and the internet. It may be viewed as a convergence of digitization and telephony in and of itself. Companies that make printers are now in the camera business. Long-distance phone calls are made using a broadband internet connection; photographs are sent via e-mail using a cellular telephone; several companies are competing for video-on-demand; computer manufacturers are now in the music business, and many more are the results of this trend.

•   **Convergence of Technology:** The merger of computer technology and entertainment, such as Youtube, is one of the most noticeable current trends. Both sectors are dubbed "infotainment" by marketers. Will TV sets become obsolete as the country transitions to digital TV, with computers taking their place? The fusion of software programs into a web application hybrid, such as using Google Maps to map available homes in a specific location, is an example of a unique type of mashup. The divergence of technologies appears to be one countertrend. We can perform the same thing on various platforms with mobile technologies. We want to be able to check our email and update our Facebook page from anywhere: at home, at work, on the train, at a coffee shop, and so on. It's worth noting that this

technological disparity looks to be a unique occurrence or, possibly, a result of technological convergence.

- **Convergence of Media:** Newspapers, magazines, radio, and television were all independent and different from the traditional media. Due to technological advancements, we see media convergence; for example, a newspaper must now have an online presence and a few blogs. On the other hand, most traditional media producers have "converged" into a few big businesses. More reason to appreciate the new media's entrepreneurial, democratic, and inclusive nature.

- **Convergence of Consumption:** One intriguing topic is whether consumer convergence is influenced by technology convergence. Consumers that use many media simultaneously, such as a computer, Internet, music, newspapers, phone, camera, and so on, are exhibiting convergence of consumption, as do consumers who create mashups combining multiple media types. Is technology convergence, on the other hand, market response to customer demand for multitasking multimedia?

- **Convergence of Roles:** The distinction between users, developers, distributors, producers, and consumers has blurred because of new media technologies. New media encourages user-generated material, which also promotes businesses, offers distribution channels for aspiring artists, and builds communities of customers for these user-generated commodities.

In mass communication and development communication, the new media have been the most significant innovations. Their characteristics have given them a competitive advantage over traditional media. It is critical to note that most new media are advancements of traditional media.

3. Theoretical Framework

Technological Determinism

Thorstein Veblen, an American economist, and sociologist developed the phrase "technological determinism" (1857-1929). Technological determinism could be described in Smith (1994) words: "Technology dictates history." The concept of technology defining the nature of a civilization is central to the notion. Technology is seen as a society's driving force of culture,

determining its historical trajectory. This is in line with Egbon (2015), who believes that the media may aid in promoting social equality and change and the search for alternatives to the status quo. Karl Marx argued that technological advancement in a society led to newer modes of production, which altered society's cultural, political, and economic components, thereby transforming society itself.

He illustrated his point by describing how, with the advent of the steam mill, a feudal society that relied on manual mills gradually evolved into an industrial capitalist society. The new media, enabled by Internet technology, indicate an integration and convergence of present media to increase communication barriers, supporting the argument above. Modern information technology "provides nearly endless options for extending the amount and enhancing the quality, speed, and availability of information" in a complex but more interconnected environment (Choudhury, 2012).

New media are not merely extensions of old media but also new technologies with a deterministic component. "The media is the message," as Marshall McLuhan famously said. This indicates that the communication medium impacts the receiver's psyche. The emergence of newsprint, television, and the internet has demonstrated how technological advancements affect society. Following Sehgal (2022), communication was restricted to print and electronic media (radio, television). Because of technology and connectivity, communication has evolved into a tool for facilitating and including everyone.

Criticism of Technological Determinism

One criticism of technological determinism is that technology never imposes itself on society's members. Man invents technology and decides to employ it. He is the one who creates television and chooses to watch it. There is no requirement for the technology to be utilized; individuals must use a car or a microwave at some point. Humans have the option of employing technology and experiencing its consequences. The theory of technological determinism offers both advantages and disadvantages. It does demonstrate how technological advancements may alter the trajectory of human history. We can see how the internet is affecting society's economic, political, and cultural fabric, especially in today's context. However, we face the risk of exaggerating the future influence of technology. Our futures are determined by our adoption and use of technology, not by the technology itself. We still have the freedom to choose how

we utilize technology and how it will or will not impact our destinies as a community and as people.

Uses and Gratification Theory

Uses and Gratification theory is based on classical mass communication research on how people seek out and pick certain media to meet their requirements (Katz, Dunn, Chenoweth, & Golden 1974; Weiss, 1976). According to the theory, people require communication to meet their wants, which are based on social and psychological moods and conditions. In other words, their communication style is influenced by their demands (Rubin & Rubin, 1992). Blumber& Kats (1974) are considered the founders of the uses and gratification theory, and their works are regarded as a progression in mass communication research.

The audience is active in this situation, as opposed to the Magic Bullet idea, which claims that the audience is passive. The user/audience is at the heart of this philosophy. Even for interpersonal communication, people turn to the media for ideas on what to discuss. They obtain additional knowledge and exposure to the world outside their limited gaze; by referring to the media to others. People have a variety of requirements and sources of gratification. They are divided into five categories according to CommunicationTheory (2018):

Cognitive needs

People utilize media to gain knowledge, information, and facts, among other things. Some members of the audience are hungry for intellectual and academic knowledge. This is not a common occurrence. Different people have various requirements. Quiz shows on television, for example, focus on factual knowledge; to keep up with current events, people should watch the news regularly; search engines on the internet are also viral because they allow people to search for any topic quickly without regard for time constraints.

Social integrative needs

It refers to the necessity to interact with family, friends, and other members of society. People appear not to socialize on weekends anymore, instead using social networking sites such as Facebook, Twitter, etc., to meet their demands.

Affective needs

People utilize media to meet their emotional requirements, such as Twitter. It encompasses a wide range of human emotions, pleasures, and moods. The most exemplary illustration would be when people become emotional, agitated, and even cry while viewing tragic moments of the Nigerian End Sars protest.

Tension-Free Needs

People utilize the media as escapism from the actual world and a means of easing anxiety and stress. For instance, individuals find it relaxing to watch television, listen to the radio, or surf the internet. In reality, media can capture an audience's attention because of the emotional connection between them, the circumstance, and the characters. Although the media is the same, people use it for various reasons. Since each person's demands are unique, how the media meets those requirements is subjective. For example, some people may find it relaxing to watch the news, while others may find it tensing or agitating.

Personal integrative needs

This is the requirement for self-confidence. People utilize the media to boost their self-esteem, establish credibility, and maintain stability. As a result, people partake in social media challenges to reassure themselves of their social standing. Individuals also watch advertisements on the media for jewelry, furniture, and apparel and then purchase these items to change their lifestyle. Given related literature, it is seen that the uses and gratification theory is intertwined with new media usage; this implies that the audience decides the media they want to participate in development communication.

Application of uses and gratification theory and development communication

With the public is becoming more engaged, they are deciding which media to utilize and how the media will satisfy their demands. The Delta state government has intentionally employed new media for development communication, selecting the media that will be most fit for the programme based on audience preferences. This forces the government to adapt to public opinion by assisting them in determining which media their target audience prefers.

Blumler and Katz's (1974), as cited in Egede and Nwosu (2013) uses and gratification theory, suggests that media users play an active role in choosing and using the media. Users take an

active part in the communication process and are goal-oriented in their media use. The theorist says that a media user seeks a media source that best fulfills the user's needs. Uses and gratifications assume the user has alternate choices to satisfy their needs. The uses and gratifications theory take a more humanistic approach to media use. Blumber and Katz, as further cited in Wimmer & Dominick (2010), believed that there is not merely one way the populace uses media. Instead, they believe there are as many reasons for using the media as there are media users. According to the theory, media consumers have free will to decide how they will use the media and how it will affect them. Blumber and Katz's values are seen by the fact that they believe that media consumers can choose the influence media has on them and the idea that users choose media alternatives merely as a means to an end. Uses and gratification are the optimist's view of the media. The theory considers that the media can unconsciously influence our lives and how we view the world. The idea that we use the media to satisfy a given need does not seem to fully recognize the power of the media in today's society (Shinkafi, 2016).

Empirical Review

Madina and Makananise (2020), in their study, on the use of digital media technology to promote female youth voices and socio-economic Entrepreneurship in rural areas of Thohoyandou, South Africa, opined that for several years digital media played a significant role in bridging the information gap between the information have and have-nots in developing societies. This article examined how previously marginalized female youth in rural South Africa use digital media to voice societal issues and the extent to which these technologies break down barriers for women entrepreneurship. A quantitative method was employed, and data were gathered through a self-administered questionnaire disseminated to selected 100 females from rural areas of Thohoyandou-South Africa. The study established that most female youths used digital media to voice social concerns attributed to socio-economic development. The paper maintains that female youth's constant access to digital media indicates the great potential for empowering them through harnessing digital media.

Shinkafi (2016), in his study, an exploratory study of new media usage and developmental outcomes by government and emerging political leaders –the Nigerian experience, claimed that most political systems around the world, including long-standing democratic systems, have been afflicted by corruption: non-transparent decision-making processes, power distribution, hostile public relations, and poor consultation exercises. The research assessed the views of those in Government Ministries, Democratic Institutions, National IT agencies, and emerging citizen

leaders in the form of Nigerian graduate and postgraduate students. The study examined how these new mediated 'public' spaces enable different expressions of public opinion. Nigeria makes a critical case study as it sits at the fulcrum of the battle between citizen freedoms and Government censorship. The study established an expansion of interactive media leads, more inclusive or democratic practices, more transparent governance and efficient delivery of public goods.

A study by Madra-Sawicka, Nord, Paliszkiewicz, and Lee (2020) in Digital Media: Entrepreneurship and Equality investigated the use of digital media, specifically social media technologies, in the workplace in Taiwan. This study compared women and men's attitudes when using social technologies and investigated the realization of the economic Entrepreneurship component. The data for this study was collected through an online survey. Participants responded to questions asking whether social technologies could be a source of Entrepreneurship, leading to equality. The findings reveal that both genders use social technology platforms for business support, experience benefits and believe that these technologies could provide Entrepreneurship for success.

Wattem (2013), in her study integrating social media for community Entrepreneurship: a study of community reporting in two more significant Manchester Urban Regeneration Areas, explore a qualitative case study of a Community Reporter Programme with a social media and Entrepreneurship focus being integrated within two urban regeneration areas in Greater Manchester. The study drew primarily on the experiences and insights of community reporter participants. How participation in community-generated content becomes meaningful within urban regeneration areas and thus potential empowerment is found to lie in a complex interweaving of individual interpretative framing, aspects of identity beyond the demographic frame, and strategies for the domestication of the specific social media practice of community reporting. The study found that the Entrepreneurship value attached to participation in community-generated content is primarily located at the individual level, psychological and social, related to a 'reconnecting' and 'feel good factor which appears to have a particular benefit for those who have been at risk of social exclusion. The value at the collective level of Entrepreneurship constructed as 'voice' is limited and potential disempowerment within a social context of audience inattention and subtle dangers of 'voice' exploitation and appropriation.

Ahmad, Alvi, and Ittefaq (2019) conducted a study on the Use of social media on Political Participation Among University Students: An Analysis of Survey Resulted from Rural Pakistan.

The study investigated how online political activities impact political efficacy and real-life political participation among university students in rural Pakistan. In addition, it also discussed the relationship between political activities and political awareness. The result of findings showed that most students use social media for political awareness and information. In conclusion, the study's findings suggest that online political activities strongly correlate to political awareness and offline political participation.

Fab-Ukozor and Ojiakor (2020) conducted a study on social media and youth Entrepreneurship. The empirical study opined that the flight of global unemployment is frightening, especially with more jobs being rendered redundant due to the advent of Information Communication Technology, notably the internet. The sample population was 143 social media users in Anambra State whose ages ranged from 23-37 years. The participants were sampled from a pool of social media users using the purposive and convenient technique. The result revealed that youths' awareness of the Entrepreneurship potential of social media is high while indicating that social media attract the majority (65.7%) of the youths by its leisure appeal, and they use it for chatting, connecting friends, and leisure compared to 34.3% of youths who use it for learning, Entrepreneurship, and opportunities. Furthermore, there were significant differences between males and females in social media user appeal. It was recommended that youths be mentored on the Entrepreneurship potentials of social media by successful leaders in the industry.

Akashraj & Pushpa (2014) indicated in their study "Role of Social Media on Development" that development cannot occur in isolation, whether at the micro or macro level. As a result, there is a pressing need for a powerful tool to instantly connect people, allowing for continuous and instant knowledge transmission. Health care, poverty reduction, effective governance, environmental preservation, community development, and socio-economic and cultural development are just a few concerns addressed by the media for development. All of the above is achievable through social networking and media, as the world is becoming a smaller place to live in, share knowledge and ideas, and pass on vital culture to the next generation. Every component of society has both positive and negative externalities, and we must figure out how to balance and overcome these negative externalities through positive externalities to achieve development in all aspects. A survey of 100 samples was used as the primary data for the study. To understand the function and influence of social media in the development sector, the researcher used correlation and regression.

Furthermore, according to Lallana (2015), social media is becoming an increasingly significant component of ICT-enabled health initiatives. This is due to its ability to deliver fast, accessible, and trustworthy health information, which is crucial for improving public health outcomes. Twitter and other social media platforms may not bring health to everyone, but they may assist in offering accurate health information to much more people than ever before. After all, a single fact sheet or an emergency alert about an outbreak may travel faster than any influenza virus through Twitter. Minister Monday's Twitter conversations are an example of a health professional investigating how to utilize social media to listen to and engage health stakeholders. Dr. Agnes Binagwaho (@agnesbinagwaho) uses Twitter to interact with her supporters. Family planning and mental health are two topics that have been covered. She also uses Twitter to make significant policy announcements, such as the toilet tweet and the performance-based funding programme. http://dr-agnes.blogspot.com/ is the website of Rwanda's health minister. Social media's potential for HIV prevention and education has been highlighted. According to a blog post on the subject, there is hopeful evidence that social media may be used to undertake large-scale, low-cost HIV prevention activities, with the promise that these social media interventions can reach the most at-risk people whom earlier efforts may have neglected. Data from social media platforms are increasingly being used to track illness transmission. One example is the use of Twitter to monitor epidemics. Various attempts have been made to leverage the media's potential for development goals in India since the early stages of its introduction.

In a study titled "Media in Development Communication," Choudhury (2012) claims that the media plays a vital role in the development communication by disseminating information, providing a forum for discussion of issues, teaching ideas and skills for a better life, and establishing a base of consensus for state stability. Through several programmes like Educational Television (ETV), Countrywide Classroom (CWC), Teleconferencing, and others, television is being employed in our nation as a medium for social education, a weapon against ignorance and awareness among the people. In recent years, satellite technology has been used to experiment with social transformation and development. SITE Program and Kheda Communication Projects have been used to accomplish this. New technologies have also been put to good use for development communication. Today, the government has a variety of websites and contact centers that give real-time information or respond to requests from the public. Mobile phones, websites, and the internet are all interactive technology. Interactivity, real-time feedback, and persuasion power are all employed to bring the average person into the development process.

In addition to the, Lallana (2014) stated that the decision-making process, market view, empowering rural communities, addressing disadvantaged groups, and providing jobs are all areas where ICT has been acknowledged as having a catalytic role in improving rural regions. Social media is a one-of-a-kind instrument for strengthening rural communities by its very nature. As we have seen, social media amplifies/enhances the "voice" of people, groups, and social sectors. Participatory development is made possible by social media. The tale of turmeric farmers in India, where one Facebook account spared many farmers in Maharashtra's Sangli area from becoming poor, is an excellent example of community Entrepreneurship. Local farmers utilized the popular social media platform for communicating with colleagues from other regions of the nation about the turmeric price fall. After these conversations, the Sangli farmers opted not to participate in a local auction. "The story spread like a forest fire on social media, and 25,000 turmeric farmers in Sangli learned about the boycott." As a result of the boycott, the prices increased." Agricultural researchers in underdeveloped nations have indicated a wish to promote their results through social media and other digital communication channels. Their poor usage of digital communication tools is due to a "lack of workplace incentives."

Appraisal of Literature Review

Based on the reviewed related research work, there is a gap in the literature because no research has ever been done on the Delta state Skills Training and Entrepreneurship Program, and no research has yet been done on the role of new media in Delta state Skills Training and Entrepreneurship Program. While there have been several studies on the influence of new media on development communication, there has been a minimal study on Entrepreneurship programmes, particularly in Delta State. Choudhury (2012), on the other hand, highlighted a strong link between new media and development communication, noting that satellite technology has been utilized to experiment with social change and development in recent years. The Kheda Communication Projects and the SITE Program have been utilized to accomplish this. The government now has several websites and contact centres that provide real-time information and react to public inquiries.

4. Methodology

The Cross-Sectional Research Design was adopted for this study. Additionally, this is a descriptive study, a type of empirical research that uses people and organizations as observation

units. The population comprised of employees and beneficiaries of Delta state's Skills Training and Entrepreneurship Programme that stood at 6,074 recipients of the STEP project, (Delta State Job and Wealth Creation Bureau, 2022). A sample sizewas determined using Krejcie and Morgan (1970) table for a given population which stood at 361 from a population of 6074 **with** the application **of** Stat Trek random number generator table. Structured questionnaire was used to collect data. The questionnaire was designed using the online survey monkey application because responders was administered the questionnaire via social media, which is part of the new media bordering on social demographics and 5-point Likert Scale pattern. The study relied on the primary source of data collection. Prima-facie information was collected from youths participating in the STEP projects in Delta State. The simple regression analysis was used to test the hypotheses along statistical significance, interdependence and the general relationship of variables.

5. Data Presentation and Discussion of Findings

Test of Hypotheses

The study formulated four hypotheses which were tested using the linear regression statistical techniques

Hypothesis 1

Ho1   The new media has no significant usefulness in the Delta state Skills Training and Entrepreneurship Programme.

Table 4.14: Model Summary for New media usage and Delta State Skills Training and Entrepreneurship Programme

Model		B	Std. Error	F (p-value)	R R^2	T	p-value	Decision
Dependent Variable (Skills and Training)	**Independent Variable**							
Information and communication technologies (ICTs)	(Constant)	3.959	0.398	0.260	0.027	9.941	0.000	Do not Reject
	New Media Usage	0.067	0.132	(0.611)	(0.02)	0.509	0.611	
Construction and building service	(Constant)	3.802	0.428	0.245	0.026	8.875	0.000	Do not Reject
	New Media Usage	0.070	0.142	(0.621)	(0.02)	0.495	0.621	
Handicrafts	(Constant)	3.980	0.375	0.008	0.005	10.616	0.000	Do not Reject
	New Media Usage	0.011	0.125	(0.928)	(0.03)	0.090	0.928	

Personal services	(Constant)	3.950	0.419	0.002	0.002	9.418	0.000	Do not Reject
	New Media Usage	0.006	0.139	(0.965)	(0.03)	0.043	0.965	
Audio-visual technology services	(Constant)	3.998	0.373	0.225	0.025	10.718	0.000	Do not Reject
	New Media Usage	0.059	0.124	(0.636)	(0.02)	0.474	0.636	
Skills Training and Entrepreneurship Training (STEP)	**(Constant)**	**3.938**	**0.372**	**0.120**	**0.018**	**10.599**	**0.000**	**Do not Reject**
	New Media Usage	**0.043**	**0.123**	**0.729**	**(0.02)**	**0.347**	**0.729**	

Source: Researcher's Computation, 2022

Table 4.14 shows the model summary for the test of hypothesis 1 which explains the effect which New Media Usage may have on Delta State Skills Training and Entrepreneurship Programmes. As observed, the model was segmented into five based on the skills training and entrepreneurship programmes that beneficiaries participated in. We observe that the value of t_{stat} obtained for the model was 0.347 with a corresponding p-value of 0.729. For each of the skills training and entrepreneurship programmes, the t_{stat} value obtained had similar and near results - Information and communication technologies (ICTs) (t_{stat}=0.509;p=0.611), construction and building service (t_{stat}=0.495;p=0.621), Handicrafts (t_{stat}=0.090;p=0.928), Personal services (t_{stat}=0.043;p=0.965) and Audio-visual technology services (t_{stat}=0.474;p=0.636). These results suggest that the new media usage among beneficiaries have no significant influence on the different Delta State Skills Training and Entrepreneurship Programmes. This result is confirmed by the result of the F_{cal} for the model which stood at 0.120 with a corresponding p-value of 0.729. The F_{cal} statistics obtained for each of the skills training and entrepreneurship programmes, had similar results - Information and communication technologies (ICTs) (F_{cal}=0.260; p=0.611 >0.05), construction and building service (F_{cal}=0.245; p=0.621 >0.05), Handicrafts (F_{cal}=0.008; p=0.928 >0.05), Personal services (F_{cal}=002; p=0.965 >0.05) and Audio-visual technology services (F_{cal}=0.225.; p=0.636>0.05). This result shows that the Delta state skills training and entrepreneurship programme is not significantly affected by new media usage among beneficiaries. This result is further confirmed by the result of the coefficient of determination (Un standardized β value). The model β value of 0.043 indicates that a 1% change in new media usage among beneficiaries will result to 4.3% changes in programmes, thereby not accounting for 94.7% in the Delta State Skills training and Entrepreneurship programmes. Similar results were also arrived at for each of the skills training and entrepreneurship programmes - Information and communication technologies (ICTs) (β = 0.067), construction and building service (β = 0.070), Handicrafts (β = 0.011), Personal services (β = 0.006) and

Audio-visual technology services ($\beta = 0.059$). With these results, hypothesis 1 of this study is not rejected but accepted, thereby leading to the conclusion that there is no significant relationship between new media usage and Delta State skills training and entrepreneurship programmes.

Hypothesis 2

Ho2 The new media has not significantly been used to create an understanding of the development process of youths in the Delta State Skills Training and Entrepreneurship Programme.

Table 4.15: Model Summary for New media usage and development process of youths in the Delta State Skills Training and Entrepreneurship Programme

Model		B	Std. Error	F (p-value)	R R^2	T	p-value	Decision
Dependent Variable	**Independent Variable**							
Orientation and Personal Effectiveness Training	(Constant)	3.883	0.404	0.175	0.022	9.604	0.000	Do not Reject
	New Media Usage	0.056	0.134	(0.676)	(0.02)	0.418	0.676	
Vocational Skills Training(Life Skills)	(Constant)	3.758	0.407	0.828	0.048	9.226	0.000	Do not Reject
	New Media Usage	0.123	0.135	(0.364)	(0.00)	0.910	0.364	
Entrepreneurship and Business Management Training	(Constant)	3.745	0.445	0.882	0.050	8.411	0.000	Do not Reject
	New Media Usage	0.139	0.148	(0.348)	(0.00)	0.939	0.348	
Development process of youth in the delta state Skills Training and Entrepreneurship Programme	**(Constant)**	**3.795**	**0.379**	**0.710**	**0.045**	**10.014**	**0.000**	**Do not Reject**
	New Media Usage	**0.106**	**0.126**	**(0.400)**	**(0.01)**	**0.842**	**0.400**	

Source: Researcher's Computation, 2022

Table 4.15 shows the model summary for the test of hypothesis 2 that explains the effect New Media Usage have on the development process of youths in the Delta State Skills Training and Entrepreneurship Programmes. As observed, the model was segmented into three based on the development process of Delta State skills training and entrepreneurship programmes. We observe that the value of t_{stat} obtained for the model was 0.842 with a corresponding p-value of 0.400. For each of the development process, the t_{stat} value obtained had similar and near results - Orientation and Personal Effectiveness Training (t_{stat}=0.418;p=0.676), Vocational Skills

Training(Life Skills) (t_{stat}=0.910;p=0.364), and Entrepreneurship and Business Management Training (t_{stat}=0.939;p=0.348). This result suggests that the new media usage have no significant influence on the development process of youth in the Delta State Skills Training and Entrepreneurship Programmes. Confirming this result was the result of the F_{cal} for which the model stood at 0.710 with a corresponding p-value of 0.400. The F_{cal} statistics obtained for each of the development process of youths in the skills training and entrepreneurship programmes in relation to new media usage, had similar results - Orientation and Personal Effectiveness Training (F_{cal}=0.175; p=0.676>0.05), Vocational Skills Training (Life Skills) (F_{cal}=0.828.; p=0.364>0.05), and Entrepreneurship and Business Management Training (F_{cal}=0.882.; p=0.348>0.05). This result shows that the development process of youths in the Delta state skills training and entrepreneurship programme is not significantly affected by new media usage. This result is further confirmed by the result of the coefficient of determination (Un-standardized β value). The model β value of 0.106 indicates that a 1% change in new media usage results to 10.6% changes in the development process of the Delta State Skills training and Entrepreneurship programmes, thereby not accounting for 89.4.9% respectively. Near similar results were also arrived at for each of the development process of youths in the skills training and entrepreneurship programmes - Orientation and Personal Effectiveness Training (β = 0.056), Vocational Skills Training (Life Skills) (β = 0.123), and Entrepreneurship and Business Management Training (β = 0.139). With these results, hypothesis 2 of this study is not rejected but accepted, thereby leading to the conclusion that there is no significant relationship between new media usage and understanding the development process of youth in the Delta State skills training and entrepreneurship programmes.

Hypothesis 3

Ho:₃   The new media has not significantly been used to influence youths' willingness to participate in the development activities in the Delta State Skills Training and Entrepreneurship Programme Campaign.

Table 4.16: Model Summary for New media usage and youths' willingness to participate in the development activities of the Delta State Skills Training and Entrepreneurship Programme Campaign

Model		B	Std. Error	F (p-value)	R R²	T	p-value	Decision
Dependent Variable (STEP's Youths Willing to Participate)	Independent Variable							
Information and communication technologies (ICTs)	(Constant)	3.906	0.411	0.234	0.031	9.511	0.000	Do not Reject
	New Media Usage	0.079	0.136	(0.564)	(0.02)	0.578	0.564	
Construction and building service	(Constant)	3.492	0.439	1.308	0.061	7.952	0.000	Do not Reject
	New Media Usage	0.167	0.146	(0.254)	(0.01)	1.144	0.254	
Handicrafts	(Constant)	3.682	0.392	0.607	0.041	9.404	0.000	Do not Reject
	New Media Usage	0.101	0.130	(0.436)	(0.01)	0.779	0.436	
Personal services	(Constant)	3.383	0.434	1.620	0.068	7.787	0.000	Do not Reject
	New Media Usage	0.184	0.144	(0.204)	(0.02)	1.273	0.204	
Audio-visual technology services	(Constant)	4.059	0.387	0.058	0.013	10.499	0.000	Do not Reject
	New Media Usage	0.031	0.128	(0.810)	(0.03)	0.240	0.810	
Skills Training and Entrepreneurship Training (STEP)	**(Constant)**	**3.704**	**0.386**	**0.766**	**0.047**	**9.586**	**0.000**	**Do not Reject**
	New Media Usage	**0.112**	**0.128**	**(0.382)**	**(0.01)**	**0.875**	**0.382**	

Source: Researcher's Computation, 2022

Table 4.16 shows the model summary for the test of hypothesis 3 which explains the effect which New Media Usage may have on youth's willingness to participate in the development activities of Delta State Skills Training and Entrepreneurship Programmes. As observed, the model was segmented into five based on the youth's willingness to participate in the skills training and entrepreneurship programmes. We observe that the value of t_{stat} obtained for the model was 0.875 with a corresponding p-value of 0.382. For each of the skills training and entrepreneurship programmes that beneficiaries were willing to participate in, the t_{stat} value obtained had similar and near results - Information and communication technologies (ICTs) (t_{stat}=0.578;p=0.564), construction and building service (t_{stat}=1.144;p=0.254), Handicrafts (t_{stat}=0.779;p=0.436), Personal services (t_{stat}=1.273;p=0.204) and Audio-visual technology services (t_{stat}=0.240;p=0.810). This result suggests that the new media usage among beneficiaries have no significant influence on the willingness of youth to participate in the development activities of the Delta State Skills Training and Entrepreneurship Programmes. This result is confirmed by the result of the F_{cal} for the model which stood at 0.766 with a

corresponding p-value of 0.382. The F_{cal} statistics obtained for each of the skills training and entrepreneurship programmes youths were willing to participates in relation to new media usage, had similar results - Information and communication technologies (ICTs) (F_{cal}=0.234; p=0.564 >0.05), construction and building service (F_{cal}=1.308; p=0.254 >0.05), Handicrafts (F_{cal}=0.607; p=0.436 >0.05), Personal services (F_{cal}=1.620; p=0.204 >0.05) and Audio-visual technology services (F_{cal}=0.058.; p=0.810>0.05). This result shows that the willingness of youth to participate in the development activities of Delta state skills training and entrepreneurship programme is not significantly affected by new media usage among beneficiaries. This result is further confirmed by the result of the coefficient of determination (Un-standardized β value). The model β value of 0.112 indicates that a 1% change in new media usage among beneficiaries will result to 11.2% changes in youths' willingness to participates in the in the Delta State Skills training and Entrepreneurship programmes, thereby not accounting for 88.8% respectively. Near similar results were also arrived at for each of the skills training and entrepreneurship programmes - Information and communication technologies (ICTs) (β = 0.079), construction and building service (β = 0.167), Handicrafts (β = 0.101), Personal services (β = 0.184) and Audio-visual technology services (β = 0.031). With these results, hypothesis 3 of this study is not rejected but accepted, thereby leading to the conclusion that there is no significant relationship between new media usage and the willingness of youths to participate in the development activities of Delta State skills training and entrepreneurship programmes.

Hypothesis 4

i. The use of New Media will have greater contribution to the success of Delta State Skills Training and Entrepreneurship Programmes when properly utilized. The activation of the already existing management information sharing system is critically needed for the sustainability of the programmes

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Table 4.17: Model Summary for New media usage and contribution to the success of the Delta State Skills Training and Entrepreneurship Programme Campaign

Model		B	Std. Error	F (p-value)	R R²	T	p-value	Decision
Dependent Variable (Contribution to STEP Success)	Independent Variable							
Information and communication technologies (ICTs)	(Constant)	2.204	0.343	0.067	0.014	6.427	0.000	Do not Reject
	New Media Usage	0.030	0.114	(0.796)	(0.03)	0.259	0.796	
Construction and building service	(Constant)	2.326	0.276	0.080	0.015	8.421	0.000	Do not Reject
	New Media Usage	0.026	0.092	(0.777)	(0.03)	0.284	0.777	
Handicrafts	(Constant)	2.080	0.328	0.371	0.032	6.348	0.000	Do not Reject
	New Media Usage	0.066	0.109	(0.543)	(0.02)	0.609	0.543	
Personal services	(Constant)	2.561	0.340	0.195	0.023	7.538	0.000	Do not Reject
	New Media Usage	0.050	0.113	(0.659)	(0.02)	0.442	0.659	
Audiovisual technology services	(Constant)	2.467	0.339	0.369	0.032	7.287	0.000	Do not Reject
	New Media Usage	0.068	0.113	(0.544)	(0.02)	0.607	0.544	
Skill Training and Entrepreneurship Training (STEP)	**(Constant)**	**2.328**	**0.204**	**0.027**	**0.009**	**11.404**	**0.000**	**Do not Reject**
	New Media Usage	**0.011**	**0.068**	**(0.871)**	**(0.03)**	**0.163**	**0.871**	

Source: Researcher's Computation, 2022

Table 4.17 shows the model summary for the test of hypothesis 4 which explains the effect which New Media Usage has on the contributions to the success of Delta State Skills Training and Entrepreneurship Programmes. As observed, the model was segmented into five based on the new media usage contributions to Delta State skills training and entrepreneurship programmes. We observe that the value of t_{stat} obtained for the model was 0.163 with a corresponding p-value of 0.871. For each of the skills training and entrepreneurship programmes that that new media usage contributed to, the t_{stat} value obtained had similar and near results - Information and communication technologies (ICTs) ($t_{stat}=0.259; p=0.796$), construction and building service ($t_{stat}=284; p=0.777$), Handicrafts ($t_{stat}=0.609; p=0.543$), Personal services ($t_{stat}=442; p=0.659$) and Audio-visual technology services ($t_{stat}=0.607; p=0.544$). This result suggests that the new media usage has no significant influence or contribution to the success of the Delta State Skills Training and Entrepreneurship Programmes. Confirming this result was the result of the F_{cal} for which the model stood at 0.027 with a corresponding p-value of 0.871. The F_{cal} statistics obtained for each of the contribution to the success of skills training and entrepreneurship programmes in relation to new media usage, had similar results - Information

and communication technologies (ICTs) (F_{cal}=0.067; p=0.796 >0.05), construction and building service (F_{cal}=0.080; p=0.777 >0.05), Handicrafts (F_{cal}=0.371; p=0.543 >0.05), Personal services (F_{cal}=0.195; p=0.659 >0.05) and Audio-visual technology services (F_{cal}=0.369.; p=0.544>0.05). This result shows that the contribution to the success of the Delta state skills training and entrepreneurship programme is not significantly affected by new media usage. This result is further confirmed by the result of the coefficient of determination (Un-standardized β value). The model β value of 0.011 indicates that a 1% change in new media usage results to 1.1% changes in the contribution to the success of the Delta State Skills training and Entrepreneurship programmes, thereby not accounting for 98.9% respectively. Near similar results were also arrived at for each of the skills training and entrepreneurship programmes - Information and communication technologies (ICTs) (β = 0.030), construction and building service (β = 0.026), Handicrafts (β = 0.066), Personal services (β = 0.050) and Audio-visual technology services (β = 0.068). With these results, hypothesis 4 of this study is not rejected but accepted, thereby leading to the conclusion that there is no significant relationship between new media usage and the contribution to the success of the Delta State skills training and entrepreneurship programmes.

6. Discussion of Findings

This study seeks to examine the extent new media usage contributes to the success of the Delta State Skills Training and Entrepreneurship programmes. In order to achieve this, the study focused on the Skills Training and Entrepreneurship programmes beneficiaries that hail from within and outside Delta State. Specifically, the beneficiaries were asked questions on their use of the new media concerning an understanding of the development process of youths involved in Delta State Skills Training and Entrepreneurship programmes, youth's willingness to participate in the development activities of the Skills Training and Entrepreneurship programmes and the contribution to the success of the Skills Training and Entrepreneurship programmes. During the study, primary data were obtained through a self-structured online questionnaire that was distributed to three hundred and sixty-one (361) respondents who were active beneficiaries of the programmes. Out of the 361 targeted respondents online, a total of 355 took part in the survey and duly completed and submitted the questionnaire via the link provided. The discussion of findings was based on the presented and analyse results above.

Analysis of the Awareness and Participation of youths in the Delta State Skills Training and Entrepreneurship Programmes

This study conducted a background survey on the beneficiaries, before analyzing the actual objectives of the study. The researcher wanted to know if they had adequate awareness and knowledge of the Delta State Skills Training and Entrepreneurship Programmes. From the analysis of the opinions of the respondents with respect to their awareness of the programmes, we observed that more than half of the beneficiaries were adequately aware of the Delta State Skills Training and Entrepreneurship Programmes. However, 40% of the respondents claimed the Delta State Skills Training and Entrepreneurship Programmes were their first Skills Training and Entrepreneurship Programmes they had ever participated in. The confirmation of their level of awareness and participation was confirmed by the high level of satisfaction that over half of them claimed they got from the Delta State Skills Training and Entrepreneurship Programmes. As against the objective of the study, 43.4% of the beneficiaries got the necessary awareness of this programme from word of mouth i.e. face to face verbal communication while less than 20% got informed through the use of the new media. Therefore, awareness of the Delta State Skills Training and Entrepreneurship Programmes was mainly through word of mouth. Beneficiaries of the Delta State Skills Training and Entrepreneurship Programmes were mainly unemployed graduates and job seekers whose aim was to own their own business and become entrepreneurs. This supports the goal of the Delta State Skills Training and Entrepreneurship Programmes which is targeted at empowering job seekers and unemployed graduates due to the inability of the government to provide them with the necessary job placements.

Analysis of an understanding of the Development Process of Youths in the Delta State Skills Training and Entrepreneurship Programme

In analyzing the understanding of the development process of beneficiaries of the Delta State Skills Training and Entrepreneurship Programmes, the study surveyed the effectiveness of the development process; the level of beneficiaries engaged in the use of the web resources created to complement the development process; and how these development processes have impacted on the youth skills training and entrepreneurship programmes. First, the study reveals that the beneficiaries considered the three development processes, which are Orientation and Personal Effectiveness Training, Vocational Skills Training and Entrepreneurship and Business

Management Training; as highly effective, but the Entrepreneurship and Business Management Training was considered the most effective. This may be connected to the beneficiary's claim that they participated solely because they want to acquire entrepreneurial skills and own their businesses. Secondly, the study reveals that despite the online interactive web pages designed to complement the skills training and entrepreneurship programmes, the beneficiaries had less interest in exploring the additional information, possibly because of a dearth of awareness of the existence of those resources. This supports our earlier findings that almost half of the beneficiaries were informed of the programme through word of mouth and not through the new media. Hence, knowing that Delta State Skills Training and Entrepreneurship Programmes had resourceful web pages and sites would have been difficult for them if the necessary awareness was not created by the management of the programme. Also, the development process was seen to have impacted the Delta State Skills Training and Entrepreneurship Programmes. There was a higher impact of the development process on programmes classified under the ICT, construction and building, and audio-visual technology services than on other programme categories such as handcrafts and personal services. This is because the development process enhances participants' spirits to become business owners and entrepreneurs. Those involved in ICT, construction, and building; and audio-visual technology skills have a higher prospect of being self-dependent coupled with the high demand for their services. This observation is not at variance with the position of Madina and Makananise (2020), who averred that the key to entrepreneurial orientation is the business management ability that they develop resulting from the training. They further averred that this ability helps to sustain their potency and struggle to achieve the desired outcome.

Notwithstanding the position of Madina and Makananise (2020) and the earlier submission on the efficacy of the development process of the Delta State Skills Training and Entrepreneurship Programmes, it must be noted that from the result of the test of Hypothesis II as presented in Table 4.15 which depicts the model summary that explains the effect New Media Usage may have on the development process of the Delta State Skills Training and Entrepreneurship Programmes, displayed the weighted computed value for FStat as 0.710 with a probability value of 0.400. Given that the test was conducted at a 5% level of significance (0.05 level of significance), it is obvious that there is no significant relationship between new media usage and the youths' development process of the Delta State Skills Training and Entrepreneurship Programmes. Thus, this study could not reject the Null Hypothesis 2; thereby leading to the conclusion that youths' development process of the Delta state skills training and

entrepreneurship programme is not significantly affected by new media usage among beneficiaries. This result is contrary to the views of the prior study (see Madina & Makananise, 2020). Madina and Makananise (2020) provided a ground observation on how new media critically supports the development of skills acquisition and training in critical sectors of the economy. He averred that the use of new media has encouraged online development and training involving self-space training. Therefore, contemporary skills training and entrepreneurial development programme like that of Delta State is unlikely to be effective and sustainable if new media is effectively utilized.

Analysis of Youths' Willingness to Participate in the Development Activities in the Delta State Skills Training and Entrepreneurship Programme.

The aim of analyzing this objective was to know the level of youth's willingness to participate in the development activities of the Delta State Skills Training and Entrepreneurship Programme. As observed in the analysis, the study reveals that all the beneficiaries were willing to participate in the skills training and entrepreneurship programmes. However, there was a higher level of willingness among those beneficiaries who participated in the ICT, construction and building, and audio-visual technology services skills training. The study also finds out that the status of the benefactors, i.e., unemployment, was a key driver for their willingness to participate in the skills training and entrepreneurship programmes. Hence, this study's position is that willingness is critical when it comes to the motivation behind skills training participation. This finding supports prior studies (Litera, 2022; Lister, Dovey, Giddings, Grant & Kelly, 2022).

However, the findings of the test of hypothesis 3 reveal that new media usage could not influence the beneficiary's willingness to participate in the Delta State Skills Training and Entrepreneurship Programmes. The model summary in hypothesis 3, as shown in Table 4.16, that explains the effect that New Media Usage may have on the willingness of beneficiaries to participate in the Delta State Skills Training and Entrepreneurship Programmes displayed the weighted computed value for FStat as 0.766 with a probability value of 0.382. It is very evident from the result that there is no significant relationship between new media usage and the willingness of beneficiaries to participate in the Delta State Skills Training and Entrepreneurship Programmes. Thus, this study could not reject the Null Hypothesis 3 and had to conclude that the willingness of beneficiaries to participate in the Delta state skills training and entrepreneurship programme is not significantly affected by new media usage among beneficiaries. The above finding is significantly different from the conclusions of prior research

(see Romiszowski, 2022, Sahgal, 2022). Collectively, they are of the view that new media plays a significant role in skills acquisition and training involvement and participation.

Analysis of New Media Usage contribution to the success of the Delta State Skills Training and Entrepreneurship Programme

The aim of analyzing this objective was to know if the new media usage contributes to the success of the Delta State Skills Training and Entrepreneurship Programme. As observed in the analysis, the study reveals that both in the area of usage for the activities and campaign, the new media had fewer contributions to the Delta State Skills Training and Entrepreneurship Programme. Specifically, the study reveals that contributory success was only seen in the ICT category of skills training. Beneficiaries in the other different skills training and programme categories rated the contributory success of New Media usage to the campaign low. This supports and strengthens the study's earlier position that a little under half of the beneficiaries subscribed to the programme via non-new media platforms. In essence, the new media was considered less useful in measuring the success of the Delta State Skills Training and Entrepreneurship Programmes, except for some of the ICT-inclined programmes such as computer hardware maintenance, smartphones and gadget repairs, electrical installations, and cinematography. These programmes cannot be effectively learned without the use of new media gadgets and channels, hence the relevance of new media to the success of the ICT programmes. These findings are not in tandem with those of prior studies (Lallana, 2014; Rabia, Adnan, Misbah, Nawaz, Gillani, & Arshad, 2020; Khillar, 2021). Khillar's (2021) findings averred that new media has made significant contributions to skills training and empowerment. He further stressed that without the use of the new media, creating awareness of the programme, developing schemas and facilitating interactive participation may not have been possible.

In line with the above positions, Hypothesis 4 of this study was tested and the result was in line with the previous observation on the non-successful contributions new media usage had on Delta State skills training and entrepreneurship programmes. The model summary displayed the weighted computed value for FStat as 0.027 with a probability value of 0.871. This obvious result shows that there is no significant relationship between new media usage and the contribution to the success of the Delta State Skills Training and Entrepreneurship Programmes. Thus, this study could not reject the Null Hypothesis 4 and had to conclude that the contribution to the success of the Delta state skills training and entrepreneurship programme is not significantly affected by new media usage among beneficiaries. The above finding is

significantly different from the conclusions of prior research (Rabia, Adnan, Misbah, Nawaz, Gillani, & Arshad, 2020, Khillar, 2021).

Sustainability of the Delta State Skills Training and Entrepreneurship Program

A programme such as the Delta State Skills Training and Entrepreneurship programme will not endure for long if there are no sustainability strategies. As part of the goal of the programme, we were able to identify four key sustainability strategies and beneficiaries were surveyed on the effectiveness of these strategies. They acknowledge and strongly affirmed the need to develop a management information system accessible to all beneficiaries. The management information system respondents strongly agreed that it should serve as an interactive platform for beneficiaries to create jobs and inclusion of all-round participants before, during and after the training and development process. The study also reveals that beneficiaries strongly affirmed the need for a Digital Programme Portal that will provide crucial programme information to beneficiaries and serves as a database for all trainees even after the programme. As part of the sustainability strategies, beneficiaries further affirmed the need to develop a database to accommodate all the programme trainees, and channels for job creation to demonstrate the program's openness and trustworthiness to the people. In essence, despite the low rating on the use of new media channels for the success of the STEP, there was a collective agreement among beneficiaries that the role of new media channels of communication cannot be undermined in ensuring that the Delta State Skills Training and Entrepreneurship programme is sustained. Beneficiaries were able to recognise key areas where this new media could be useful such as in job creation, programme openness and trust, gathering, disseminating and documenting information and tracking feedback from beneficiaries. In summary, new media may not have been useful in the Delta State STEP, but its key to sustaining the programme over a longer period.

7. Conclusion

It is a known fact that new media usage has played a significant role in skills training and entrepreneurial orientations, as several empirical literatures reviewed pointed out. Studies have showed how new media bridge information and communication development gaps between the information providers and seekers. New media usage has helped to enhance the educational learning environment and improved learning performance. The use of new media for skills training and empowerment ease communication among students and trainers, provide wider

avenue for consultation, campaign and assessing resource needed for skills and training. Despite the contributory role of the new media usage to skills and training, the reality of Delta State Skills Training and Entrepreneurship Programmes depict otherwise. Beneficiaries of these different programmes affirmed the poor role of the use of new media in the general aspect of the programme. The use of new media was neither present in the programme campaign across the state nor actively used in actualizing the objectives of the programmes. A little above half of the beneficiaries were enlisted in the programme through word of mouth. The use of the new media for youth's development in the Delta State Skills Training and Entrepreneurship Programmes critically were irrelevant to the programmes. The willingness to participate in the Delta State Skills Training and Entrepreneurship Programmes were not linked to new media usage. The willingness results from other factors such as beneficiary's aim and status. Therefore, the study concluded that new media usage is not significantly useful in measuring the success of the Delta State Skills Training and Entrepreneurship Programmes and there was a collective affirmation among beneficiaries that much awareness should be created on the use of existing new media platforms developed for the aim of the programme in order to ensure the programme sustainability.

Recommendations

The study recommends among others.

ii. The Delta State Skills Training and Entrepreneurship Programmes should be restructured to embrace fully, the use of new media technology and platforms both in the programme campaign and the very skills and training sessions. This is because of the growing skills and life dependency on using new media. Similarly, the use of New Media will have greater contribution to the success of Delta State Skills Training and Entrepreneurship Programmes when properly utilized. The activation of the already existing management information sharing system is critically needed for the sustainability of the programmes

iii. Using New media for the skills training and entrepreneurship programmes will assist beneficiaries to acquire the different skills better because they will frequently share information among them, and consultations could be established with their trainers both on-premises and off-premises.

iv. Understanding the development process of youths in relation to the Delta State Skills Training and Entrepreneurship Programmes will be more effective with the use of New Media. Hence, New Media usage should be prioritized when it comes to youth development.

v. The use of New Media could assist in creating higher awareness campaign on the Delta State Skills Training and Entrepreneurship Programmes even at a cost-effective campaign. This will help improve the willingness of the participant to involve in the skills training. Also,the organizers of the Delta State Skills Training and Entrepreneurship Programmes should reactivate the Digital Programme Portal that provides crucial programme information to beneficiaries and serves as a database for all trainees even after the programme.

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