

**THE ROLE OF APPLIED COMMUNICATION AND SOCIOECONOMIC
IMPACT IN NIGERIA: A SYSTEMATIC LITERATURE REVIEW**

ABIODUN OLAREWAJU

**Department of Mass Communication Redeemer’s University Ede, Osun State,
Nigeria.
abirewaju@gmail.com**

&

IFEDUBA, EMMANUEL

**Department of Mass Communication Redeemer’s University Ede, Osun State,
Nigeria
emmanuel.ifeduba@yahoo.com**

ABSTRACT

This study looks into the efficiency of the role of establishment of mass media and ideological communication in Nigeria. The issue of utilizing contemporary information and communication technologies for both practice and academic. By reviewing some contributions made by various researchers and institutions on the concept of applied communication, particularly its use in employment patterns, economic base, education, infrastructure and predominant industries, as this study reviews the literature and provides a scholarly background to the study. This study aims to determine the role of applied communication and socioeconomic impact in Nigeria. However, due to paucity of studies in this context, study method adopted systematic Literature Review to analysed the roles of mass media and ideological communication. Meanwhile, articles were collected from the electronic data-based Google Scholar Scopus, and Science Direct for English-language articles published from 2020 until 2022. The results show various kinds of role of applied communication and its’ socioeconomic impact vis-à-vis economic foundations, employment patterns, infrastructure and main industries. By evaluation, the article is mainly based on secondary data about the public relations industry, earlier research, and mapping of public relations and socioeconomic enhancement via education in applied communication.

Keywords: Nigerian Universities, Applied Communication, socioeconomic impacts, information and communication, systematic literature review

Introduction

Stereotypical judgments, a lack of trust, paradoxical challenges, and unrealistic expectations are all examples of communication problems that can harm a relationship and prevent collaboration (Akinyemi and Basse, 2012). A lack of trust was influenced by the roles that each of them is associated with and by the perception of their ties to larger media and governmental structures. According to research, the quality and timeliness of information provided to the public increases when emergency managers and journalists are more knowledgeable about one another's fields and when they forge closer personal bonds

(Arkorful and Abaidoo, 2015; Akuegwu and Nwi-ue, 2013). When discussing the value to be created from communication activities, public relations practitioners frequently and indiscriminately refer to return on investment (ROI). Though it does not frequently appear in academic discourse, it mimics business language, particularly from business administration and financial management (Akinriade, 2013). This is mostly evident in the self-denition, language, culture and customs as well as demographic features in the tertiary institutions in the country. Rather than conceptualizing public relations as a function of messaging, publicity, and media relations, this article traces the beginnings and ongoing growth of a socioeconomic factors in the context of main industries, employment trends, economic base and infrastructural growth (Demuyakor, 2020). The symmetrical model of public relations, the application of organisation theory to public relations, and the evaluation of communication programmes were all unplanned developments that followed the development of the situational theory of the public in the late 1960s. These middle-level theories were combined as part of the Excellence study, which started in 1985, to create a general theory, or theoretical building, that was centered on the function of public relations in strategic management and the importance of relationships with strategic publics to an organisation.

The three themes that the authors identify in this discourse are a strong commitment to stakeholders, an immediate and unwavering commitment to rebuilding, and crisis as an opportunity for renewal (Balaid et al., 2016). This in order words, driven the significant of communication application in the context of socialisation (Chae and Poole, 2006). Needless to say, applied communication is not only a new phenomenon of academic exercise, it is as matter of fact, a tale of new threshold of advancing socioeconomic impacts in the environment. The directionality of post-crisis discourse, the stakeholder's discourse's role in framing the meaning of crisis, the necessity of focusing on possibilities rather than questions of cause, blame, and culpability, and the impact of the crisis as a catalyst for organisational renewal are some of the discussion topics (Seeger, 2006; Bhatt, 2001). It is suggested to improve both crisis management and the understanding and use of image restoration (Chen et al., 2015; Hussain et al., 2014). Be that as it may, the introduction of this emerging discipline has raised the bar of transmitting communication practice and ethics to the both students of communications and strategic studies (Cheng et al., 2011).

Every higher educational institution worldwide has competed to optimize the use of applied communication in management and culture and customs (Cranfield and Taylor, 2008). Studies about the role of applied communication in the universities learning have been widely discussed; however, there have yet to be ones discussing the role of applied communication (Dalkir, 2009; Liu and Pompper, 2012). Therefore, this study includes several questions, such as: what are the roles of applied communication in socioeconomic impact in the universities recently? what are the prospects of these studies regarding socioeconomic impact vis-à-vis applied communication? In light of the aforementioned, that this article tries to review the use of applied communication based on the global perspective (Aduke, 2008; Crawford et al., 2020). Study results can be references for universities to plan strategies for using information and communication technologies in universities' socioeconomic impact (Tella et al., 2012). As this study evolves, discussing information system development made as a promotive media in private and public

universities has become a solution to public relations and communication experts challenges in a way that lessens the burden of promotional unit staff workers (Bhustry et al., 2011). As a study was also conducted in the developed countries discussing information system development to support performance data presentation in universities to achieve external accountability by stakeholders, internal accountability in an organizational hierarchy, input for evaluations, and input for developing targeted services (Yang and Taylor, 2015).It is on this premise that this study considers the role of applied communication and socioeconomic impact in the Nigerian Universities in the fourth republic during COVID-19 pandemic.

Literature Review

In Nigeria, every year, about a million students apply for admission into various Universities in the country, but only about 10% of them get admitted into the Universities through Joint Admission and Matriculation Board (JAMB). The alternative to regular university schooling is e-learning. Unfortunately, the e-learning in Nigeria has not developed due to a number of factors which are as (Breman et al., 2004) observed ranges from mass unawareness, low computer literacy level and cost, these factors according them were identified as critical in affecting the acceptability of e-learning by students and lecturers of Nigerian universities. Despite the emerging technologies challenges, Mac-Ikemenjima (2005) the traditional process of teaching and learning, and the way education is managed in Nigeria there is increasing awareness on the role and use of applied communication in tandem with Information and Communication Technologies (ICTs) in teaching and learning.

Socioeconomic Pattern

Communication both in practice and application plays a major role in determining the level of impact on individuals, communities, corporate organisations and global engagements. Indeed, the improvement has often shown in the progression of efficiency of communication especially at the realms of its application. This cannot stand aloof the factors of socioeconomic pattern, which main industries, infrastructural development, employment trends and economic base are associated with applied communication key performance indicators. Oftentimes, these indexes such as, demographic characteristics, culture and customs, self-definition and language has been identified as predominant factors towards measuring the significant impact of socioeconomic impact in any applied communication environment.

During COVID-19 pandemic, one of the roles of applied communication has been shown to be impactful. As a result, Information and communication technology (ICT) has played a significant role in the improvement of educational standards in Nigerian universities for more than a decade. The improvement in efficiency makes educational research and article publications accessible for the advancement of knowledge and skills, as well as for the creation of an environment that fosters innovation and the development of human capacity. However, there are a lot of difficulties that go along with it. This essay aims to draw attention to these difficulties and offer a solution. However, applied communication research has been accused of being less rigorous than other types of research or being more concerned with meaning (or generalizability) than rigour, according to some (or validity).

Specifically, at self-definition level, perceptions and attitudes of large cohorts of scholars holistically towards the roles of applied communication for scholarly communication have, however, rarely been examined in studies. Importantly, socioeconomic impact increases when body language, eye contact, and the exchange of words, as well as the stages of relationships, cross-cultural management, intercultural, and culture shock of actors involved are in right perspectives. Needless to say, a Contextual approach for analysing the role of communication within cultural, micro-cultural, environmental, socio-relational, and perceptual contexts is an integral part of a long-term event towards understanding the language of education, occupation, place of shelter, wealth and income.

Also, demographically, age, gender, race, ethnicity, income, religion, education, sexual orientation, marital status, home ownership, health, status of a disability, family size, and psychiatric diagnosis are all factors, which emphasises on how socioeconomic impact is attained. While some individuals perceived mode of communication as positive and strategic, others based on cultural and customs practices berates the significant of applied communication in various spheres of lives. Even though, researchers have found that although citizens in some African nations intentionally spread false information, there is a high perceived prevalence of this menace particularly in Nigeria.

In communication scholarship, applied communication is the study of a social issue or problem with the main goal of coming up with recommendations and solutions to address the issue. The hallmark of applied communication is a focus on socioeconomic development, socially relevant issues (such as employment trends, economic bases, and infrastructure development), and finding ways to improve communication practises. Similarly, because they want to conduct research that has an impact outside of academia, academics and practitioners frequently view the world through an applied lens. Although applied research does not put much emphasis on developing theories, applied communication is theoretically underpinned. Instead, applied communication scholars and practitioners use theory to uncover strategies for disseminating recommendations and connecting them to relevant stakeholders.

Methods

The research methodology used in this paper is the Systematic Review method. A systematic review can be explained as a research method and process for identifying and critically appraising relevant research and collecting and analyzing data from said research. A literature review with systematic steps to identify, evaluate, and translate relevant studies in this research.

Search Protocol

Data was searched between April 2022 and May 2022. Scopus was chosen as the study's database because it contains almost all international journals published worldwide. Titles, abstracts, and keywords used in studies are accessible through the academic database Scopus. Following the selection of the database, the search format and keywords were created. TITLE-ABS-KEY (communication AND technology AND higher AND education AND pandemic) were used as search terms in this study, and 395 articles were located. A search using the TITLE-ABS-KEY (communication AND technology AND higher AND education AND pandemic) AND (LIMIT-TO (OA, "all")) AND (LIMIT-TO (PUBYEAR, 2022) OR (LIMIT-TO (PUBYEAR, 2021) OR (LIMIT-TO (PUBYEAR, 2020))) yielded 100 articles after the publication year was set to (2020-2022).

Eligibility Criteria

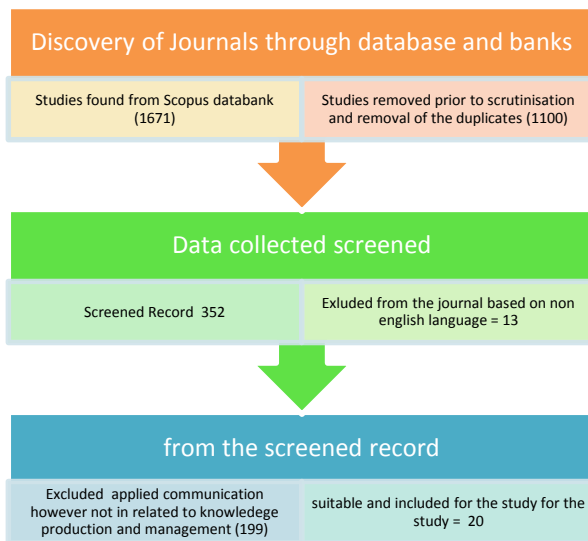
These requirements must be met by the chosen articles: articles published between 2000 and 2022; articles written in English; articles discussing applied communication and socioeconomic impacts in Nigeria.

Study Selection

Finding potentially pertinent articles with the study's objectives led to the selection of the studies. The authors first read the abstract before reading the body of the articles to see if they meet the requirements for inclusion. The evaluation was completed in the following phase by choosing pertinent articles that matched the requirements for inclusion.

Data Extraction and classification

Extraction is applied to every article found. An early step was to check the duplication of articles. Articles that were not published in 2000-2022 were 1671 and excluded. Articles that were written not in English were 13 and excluded. Articles that discussed education but not specifically discussing public service were 1100 and excluded. Articles that were not empirical studies were 352. Articles written in an incomplete format (Introduction, Method, Result, Analysis, and Discussion (IMRAD)) were 199. Finally, the number of articles discussing the role of applied communication and in universities related socioeconomic impacts in Nigeria were 20 articles.



Source: Author's Compilation, 2023

4. FINDINGS AND DISCUSSIONS

Research Questions: what are the roles of applied communication in socioeconomic impact in the universities recently? Below are several roles of applied communication in the socioeconomic impact in the Nigerian universities. From the sources gathered for this study, 11 journals supported the research question one.

Figure 3: Distribution of Roles and Functions of Applied Communication



Source: Author's Compilations, 2023

4.1 from the various sources garnered from this work, this author asserted that there are several roles and functions of applied communication posed to the socioeconomic impact in Nigerian. So categorised, professionalism, enlightenment and educating the public through the graduate of public relations and communication studies; agent of socialisation.

4.1.1 Act of Professionalism

Organizational, political, rhetorical, health, intercultural, small-group, and environmental communication are just a few of the varied fields that make up applied communication. Additional programmes and courses include journalism, film analysis, theatre, public relations, political science, radio, television, film production, and computer-mediated communication. This indeed display the professionalism of teachers, encoders and decoders of communication skills through various channels.

4.1.2 Enlightenment of Education of the public via the graduate and experts of applied communication

In this instance, through the socioeconomic impacts of applied communication graduates and personnel in the Nigerian Universities, the general public are enlightened as a result of the interaction between town and gown relationship.

4.1.3 Agent of Socialisation

The Universities recently has continued to be the custodian of both tangible and intangible artefact. In which these includes domestication of knowledge about the past, present and the future. On this basis, the discipline of an applied communication is a transistor of those artefacts to less aware and upcoming generations.

Research Question 2

what are the prospects of these studies regarding socioeconomic impact vis-à-vis applied communication?

Awareness: In general, the public, and parents in particular, are still unaware of the efficacy of online learning. Many parents continue to believe that the conventional learning method is superior.

Low Adoption Rate: Despite this, most institutions are eager to adopt e-learning. However, due to issues like a lack of e-content, poor infrastructure, and the issue of the digital divide, adoption rates have been relatively low.

Computer Literacy and Digital Divide: There is a large segment of the population that is illiterate in Nigeria, more especially the rural populace. This hinders the prospect of socioeconomic impact in the Nigerian Universities.

Prospect of Applied Communication

Information and communication technology is a powerful tool for enhancing educational opportunities, according to research studies from recent years. However, most users do not use this technology as a method of instruction or incorporate it into their curricula. The use of ICT in teaching and learning computer science is not dependent on the presence or absence of any one specific factor; rather, its success is determined by a dynamic process involving a number of interrelated factors. (Brewer & Brewer, 2010; Marouf & Agarwal, 2016). According to various studies (Med et al., 2017), study findings, teachers believed that using Total Communication would help SHI students in schools make better academic progress.

Also, the bureaucratic system inherent in academic settings, and sometimes the lack of social interaction which limits social networks, as well as an individualistic knowledge sharing culture, could be responsible for the slow uptake of knowledge management initiatives in Nigeria, that is, education growth among different groups of people (Fullwood, Rowley, & Delbridge, 2013; Omerzel, Biloslavo, & Trnavčević, 2011).

It could also be because of the traditionally hierarchical nature with silo-like functions of the environment, that making cross-functional initiatives, like knowledge management, difficult to implement (Petrides & Nguyen, 2006). Petrides and Nguyen (2006) further highlight some of the challenges to socioeconomic impact management in Nigeria: disintegrated information systems with inconsistent priorities around data collection resulting in inaccessible or unreliable data; cultural issues linked with information hoarding; and disincentives for sharing and cross-functional cooperation.

However, considering that developing already have significant levels of socioeconomic impacts, it is only to be expected that they would be conscious of this and would set a foundation for further development, rather than invent a new paradigm. Universities should, therefore, consciously and explicitly manage the socioeconomic management processes inherent in them (Rowley, 2000). According to Adhikari (2010), the radical changes pervading the academic environment require concerted efforts at socioeconomic impact management in order to derive 'bottom-line benefits. It is universities that meet the knowledge needs of students and society that achieve such bottom-line benefits. Adhikari (2010) further defined knowledge management in the context of academic institutions as "the organized and systematic process of generating and disseminating information, and selecting, distilling, and deploying explicit and tacit knowledge to create unique value that can be used to strengthen teaching-learning environment.

Yeh (2011) indicates two types of knowledge involved in higher education settings: academic knowledge and organizational knowledge. The primary purpose of universities is to foster academic knowledge. Organizational knowledge, on the other hand, is the overall business of the institution, incorporating its strengths and weaknesses, the market it serves, and factors critical to organizational success. However, as Demchig (2015) notes, it seems that higher education institutions are more concerned with knowledge embedded in individuals, and tend to neglect knowledge at the organizational level. Universities should leverage on knowledge assets in individuals by combining knowledge from several sources, co-creating it with other organizations to contribute to the innovativeness of the industry and society as whole (Laine, van der Sijde, Lähdeniemi, & Tarkkanen, 2008). Furthermore, as posited by Metcalfe (2006), the academic environment, previously marked by academic capitalism, is shifting toward technocratic decision-making, whereby intellectual capital, previously seen as a public good, is now referred to as a knowledge asset that can increase institutional legitimacy and provide new revenue streams. In a discourse presented by Metcalfe (2006), she examines the concept of knowledge management in the context of using information technology (IT) for knowledge codification in higher educational settings.

Significantly, Knowledge management applied to Higher Education Institutions (HEIs) can bring about improvement in processes, such as the research process, curriculum development process, student and alumni services, administrative services, and strategic planning (Kidwell et al., 2000). HEIs can use knowledge management to achieve a more comprehensive, integrative, and reflexive understanding of the impact of information on their institutions (Petrides & Nguyen, 2006). In the same vein, Bhusry, Ranjan, and Nagar (2011) in their study of HEIs in India, infer that knowledge management interventions have

the potential to impact functional domains, such as planning and development, research, placement services, teaching and learning processes, performance evaluation of faculty, administrative services, and student affairs. The researchers offer this position in their proposal of a conceptual framework for implementing knowledge management in HEIs in India. Brewer and Brewer (2010) note that having effective knowledge management strategies within a university can help institutions serve their stakeholders better while simultaneously improving organizational and educational outcomes. In another study, Ramakrishnan and Yasin (2012) interviewed a group of academic staff at a Malaysian university, opining that having a knowledge management system in place could enhance the curriculum review process and thereby improve the quality of curricula and programs. According to Yeh (2011), educational administration can support knowledge management, which in turn supports teaching and learning. Also, knowledge management may help improve organizational processes and strategies, enhance institutional reputation, and promote collaborations and innovations (Marouf & Agarwal, 2016).

Conclusion

This study investigates the roles and functions of applied communication and socioeconomic impact in Nigeria. The model adapts different stages of contributions from previous studies by integrating knowledge and applied communication by describing the stages in the context of a social and economic operations. It is clear from the preceding discussion that socioeconomic impact strategies must be implemented for higher education institutions to remain competitive and innovative in the twenty-first century. Universities have a mandate to generate knowledge that is useful for the development of the society in which they are found, while also collaborating with industries.

In addition to this, they must turn out graduates who are intellectually competent to tackle the various challenges emerging in the society. However, universities in Nigeria, as in much of Africa, face challenges that prevent them from achieving their goals and objectives. A deliberate socioeconomic impact strategy could help overcome some of the challenges, thereby driving innovation and growth in Nigerian universities. The model put forth in this study could be applied to other developing nations in Africa; however, in order to validate and enhance it, it must undergo an empirical test. Further research could concentrate on the factors that influence each stage of socioeconomic impact in Nigerian universities and other African universities.

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