



## **EXTENT OF ACQUISITION OF DIGITAL MARKETING SKILLS FOR SELF RELIANCE AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE**

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### **Abstract**

*This study investigated the extent of acquisition of digital marketing skills among business education students in tertiary institutions in Rivers State. Three specific purposes and research questions guided the study. Descriptive research design was adopted for the study. The population of the study was made up of 618 final year undergraduate business education students during the 2021/2022 academic session from four tertiary institutions in Rivers State. Fifty percent of the entire population which is 309 was used as sample size. Proportionate stratified sampling was used to select the sample. A researchers-designed structured questionnaire was used to collect data for the study. Data collected from the respondents were analyzed using mean and cluster mean to answer research questions. Analysis of Variance (ANOVA) was used to test hypotheses formulated at 0.05 level of significance. The findings revealed that business education students from the three tertiary institutions in Rivers State opined that to low extent they acquire digital content creation skills and search engine optimization skills for digital marketing, while to a high extent they acquired social media marketing skills. The finding also revealed that there is no significant difference between the extents of acquisition of digital marketing skills among business education students from tertiary institutions in Rivers State. Based on the findings, it was concluded that business education students in tertiary institutions in Rivers State lack the requisite digital marketing skills such as digital content creation and search engine optimization skills for self-reliance in global market. It was recommended that business education lecturers handling marketing and digital marketing courses should design learning activities that allow students to use internet and software, search engine optimization, and social media platforms to create content for promoting products or service online before graduation.*

**Keywords:** business education, marketing skills and digital marketing skills.

### **Introduction**

Business education as a vocational education programme avails students with the opportunity to acquire a wide range of skills. With regards to the acquisition of skills, Aina (2018) maintained that recipients of business education programme are expected to acquire numerous business related skills especially sufficient enough to enable them become self-reliant in creating and managing own businesses as source of employment. Ordu and Abdulkarim (2020) noted that recipients of business education programme have every opportunity to acquire skills relating to the various areas of business such as accounting, office technology and management, marketing/distribution trade, entrepreneurship, and management if guided appropriately. Umoru (2020) noted that the acquisition of combined vocational business education skills and general business skills enables the products of the



programme to fit into any career area within the business world. It can be inferred from the forgoing discourse that acquisition skills through business education courses is considered relevant to empowering recipients to be self-reliant within the business world. This is based on the fact that self-reliant according to Moore (2019) has to do with being able to think independently and act within one's capabilities in order to drive the successful attainment of predetermined objectives and goals.

One of the sets of essential skills acquired through business education courses is marketing/distributive trade skills. Emin and Elifs (2011) noted that generally marketing skills relate to abilities required for integrating marketing mix and translating marketing concepts into meaningful marketing strategy for entrepreneurial success. Mishella (2013) opined that marketing skills acquired through business education include product planning skills, branding skills, and promotion skills. Abdulkarim (2019) noted that skills for marketing products acquired through business education are meant to enable students identify market needs, persuade and win clients, build marketing relationship and sustain such relationship for entrepreneurial success. However, the adoption and integration of digital technologies in marketing practices of the 21<sup>st</sup> century firms necessitate the demand for the acquisition of new age/digital skills relating to marketing by graduating students of business education programme. This is because as noted by McKingley Marketing Partners (2019) most of the marketing jobs today relate to use of digital technologies in implementing marketing strategies. These connote therefore that only business education graduates with the requisite digital marketing skills can compete favourably globally to secure better paid marketing jobs or earn a livelihood.

According to Kotler (2016), marketing practices have undergone a digital revolution due to the adoption and integration of digital technologies which provide easy access to global market. The American Marketing Association Dictionary (AMAD, 2019) explained that digital marketing has to do with planning and initiating marketing campaign using digital platforms such as internet, e-mail, search engine, social media and other tools. Chaffey and Smith (2017) noted that the basic objectives of digital marketing is to grow sales, add value, bring customers closer to the firm, save cost, and have global coverage. Butt (2017) averred that digital marketing provides firms or entrepreneurs with a global opportunity to promote their products or services without much stress. McKinley Marketing Partners (2019) noted that the relevance of digital marketing to firms made its skills to be sought for among personnel required for future marketing endeavour.

Digital marketing skills in extant literature are numerous. Nevertheless, for the purpose of this study some recent authors' lists were reviewed. Staton (2016) reported that digital marketing skills required for entry-level employment and by entrepreneurs include abilities related to web analysis, e-mail marketing, inbound marketing and social media marketing. Similarly, McKinley Marketing Partners (2019) noted that skills relating to digital marketing most substantially demanded by firms are abilities relating to digital content creation, digital analysis, search engine optimization, e-mail and social media and cloud computing. Digital Marketing Institute (2022) also noted that digital marketing skills that provides students with the opportunity to be instantly employed after graduation are social-media marketing skills, search engine marketing skills, digital analytic skills, content marketing skills, e-mail marketing skills, mobile marketing skills, strategic planning skills, social selling skills, pay-per-click marketing skills, and video creation skills. Within the context of this study, digital marketing skills are limited to digital content creation skills, search engine optimization skills, and social media marketing skills which are deemed sufficient for micro and small scale business owners to connect with global customers and drive sales.

The United Nations-Commission on Science and Technology for Development (UN-CSTD, 2018) in its framework for digital skills categorized digital marketing skills as part of the intermediary digital skills required for the performance of work-related tasks. This means that business education students who want to be successful in the performance of 21<sup>st</sup> century marketing tasks need to acquire some digital marketing skills. Supporting this, Olaniyi (2022) noted that the success of



business education students in today's business world depend to a great extent on how appropriate the skills they have acquired while in school enable them to fit into the different digital occupational areas in today's business world.

Existing works on digital marketing skills need of students reported varying results. Crittenden and Crittenden (2015) reported the need to engage business education students through different digital and social media platforms in marketing classes in order to enable them develop their digital and social media marketing skills required of professional in the 21<sup>st</sup> century. O'Brien (2016) reported that marketing graduates are lacking in digital marketing skills because their syllabus were not designed for include digital techniques in marketing. Gregorio et al. (2019) reported the need for business students to develop digital and technical skills (Knowledge of social media, mobile applications, e-commerce, analytics and real time practices, internet & software knowledge, and SEO), and core marketing skills (planning, organization and time management, content creation across channel, creative thinking, precision and attention to detail, sales knowledge and management skills) if they must succeed in today's marketing practices. Langan, Cowley and Nguyen (2019) reported that business students are lacking requisite digital skills to compete in the digital marketplace, hence the need to expose them to topics such as search engine optimization, social media, and content marketing. The above findings show the need to assess digital marketing of every business education students in areas not covered by the existing studies, hence, since none of the studies was conducted in Rivers State; the need for such assessment inspired the current study.

### **Statement of the Problem**

The main aim of business education as a vocational education programme is to equip recipients with relevant business skills including digital marketing skills in order to make them self-reliant in today's business world. In addition, the 21<sup>st</sup> century Nigeria is characterized with technology-empowered customers who are contacted and won over by business owners through the utilization of digital devices and applications. However, a situation where most courses in business education including marketing are still taught theoretically without recourse to practical sections, makes one wonder whether the students of this programme can acquire the requisite digital marketing skills to meet up with demand of the 21<sup>st</sup> century digital business world. Consequently, the need to ascertain the extent to which the students are acquiring the required digital marketing skills for self-reliant through business education programme for 21<sup>st</sup> marketing practices in order to establish whether or not there exist any skill gap that need to be addressed cannot be overemphasized. The need to unravel the reality with regards to digital marketing skills acquisition for self-reliance through business education inspired the present study.

### **Research Questions**

The following research guided the study:

1. What is the extent of acquisition of digital content creation skills for self reliance among business education students in tertiary institutions in Rivers State?
2. What is the extent of acquisition of search engine optimization skills for self reliance among business education students in tertiary institutions in Rivers State?
3. What is the extent of acquisition of social media marketing skills for self reliance among business education students in tertiary institutions in Rivers State?

### **Research Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.



2. There is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.
3. There is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

### **Methodology**

Descriptive survey research design using quantitative approach was adopted for this study. This design is deemed appropriate because it enables the researcher to elicit responses from the respondents on the extent to which they acquire digital marketing skills. Ezekiel, et al. (2017) noted that if the interest of research is to assess the opinion or view of respondents on the characteristics of variable under investigation, descriptive research is appropriate.

The population consists of 618 final year undergraduate business education students during the 2021/2022 academic session from four tertiary institutions offering the programme in Rivers State. The choice of this population was informed by the fact that they have had reasonable exposure to marketing courses in business education curriculum from their year 1 through to 3, hence, stands the chance to assess if digital marketing skills were acquired for self reliance. The population breakdown by institution is as shown below:

Sample size for this study was made up of 50% of the entire population which is 309 respondents. Proportionate stratified sampling was used to select the sample size from three of the four tertiary institutions involved in the study who were on session as at the time of the study due to Academic Staff of University Union (ASUU) strike which affected one of the institutions used for the study. Consequently, the sample distribution by institution was, IAUE – 103 respondents, RSU – 127 respondents and FCE (T), Omoku – 79.

Researcher's designed structured questionnaire titled "Extent of Acquisition of Digital Marketing Skills for Self-Reliance among Business Education Students Questionnaire (EADMSSBESQ)" was used for data collection. The instrument contains 19 items, seven to each research question 1 and six to research questions 2 and 3 respectively. The response pattern of the instrument is based on four point rating scale of Very High Extent (VHE – 4points), High Extent (HE – 3points), Low Extent (LE – 2points) and Very Low Extent (VLE – 1point). One business education lecturer teaching marketing and one expert of measurement and evaluation from Federal College of Education (Tech.), Omoku validated the instrument. The validated instrument reliability was tested using Cronbach alpha coefficient with data obtained from 10 undergraduate final year students who are not part of the study. The computation gave a Cronbach alpha coefficient of 0.72. The copies of the validated instrument were administered personally by the researcher to respondents.

Data collected from the respondents were analyzed using mean, standard deviation, and cluster mean to answer the research questions posed. Analysis of Variance was used to test the hypotheses formulated at 0.05 level of significance. All computations were done using Statistical Package for Social Science (SPSS) version 23.0. For decision making mean of 3.5 and above was regarded as Very High Extent, 2.5 to 3.49 was regarded High Extent, 1.5 to 2.49 was regarded Low Extent, and below 1.5 as Very Low Extent.



**Results**

**Research Question 1:** What is the extent of acquisition of digital content creation skills among business education students in tertiary institutions in Rivers State?

**Table 2: Mean Scores of the Extent of Acquisition of Digital Content Creation Skills for Self Reliance**

S/ N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decision
1.	Can figure out the subject matter for digital marketing campaign for my business	103	2.52	HE	127	2.46	LE	79	2.46	LE
2.	Can interpret and create design for subject of marketing campaign into appealing content	103	1.40	VLE	127	1.23	VLE	79	1.23	VLE
3.	Can ensure digital content written represent the product/service being offered to customers	103	2.21	LE	127	2.26	LE	79	2.26	LE
4.	Can design graphic for promoting product/service using CorelDraw graphic	103	1.31	VLE	127	1.24	VLE	79	1.34	VLE
5.	Can use short and medium messages to convey information about product/service to customers	103	2.42	LE	127	2.32	LE	79	2.32	LE
6.	Can edit digital marketing campaign messages to correct errors before publishing	103	1.49	VLE	127	1.36	VLE	79	1.42	VLE
7.	Can use themes to assist customers to navigate to interested marketing messages appealing to their needs	103	2.35	LE	127	2.43	LE	79	2.31	LE
<b>Cluster mean</b>			<b>1.96</b>	<b>LE</b>		<b>1.90</b>	<b>LE</b>		<b>1.91</b>	<b>LE</b>

Source: Field Work, 2022

Table 2 reveals that business education students from IAUE opined that to a high extent they can figure out the subject matter for digital marketing campaign with mean of 2.52, while their counterparts from RSU and FCE (T.), Omoku opined that to low extent they can do same task. business education students from the three tertiary institutions involved in this study also opined that they can ensure digital content written represent product/service being offered to customers, can use short and medium messages to convey information about product/service to customers, and can



utilize themes to assist customers to navigate to interested marketing messages appealing to their needs with mean scores of 2.21, 2.26, 2.26, 2.42, 2.32, 2.32, 2.35, 2.43, and 2.31 respectively. The students from the three tertiary institutions also opined that to a very low extent they can interpret and create design for subject of marketing campaign into appealing content, can design graphic for promoting product/service using CorelDraw graphic, and edit digital marketing campaign messages to correct errors before publishing with mean scores of 1.40, 1.23, 1.23, 1.31, 1.24, 1.34, 1.49, 1.36, and 1.42. However, when the cluster mean of 1.96, 1.90, and 1.91 are considered, it can be concluded that business education students from the three tertiary institutions in Rivers State used for this study opined that to low extent they acquire digital content creation skills for digital marketing.

**Research Question 2:** What is the extent of acquisition of search engine optimization skills among business education students in tertiary institutions in Rivers State?

**Table 3: Mean Scores of the Extent of Acquisition of Search Engine Optimization Skills for Self Reliance**

S/ N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decision
8.	Can design website for marketing product/service	103	2.23	LE	127	1.78	LE	79	1.54	LE
9.	Ability to create back-links for engaging with guest to the website	103	1.52	LE	127	1.64	LE	79	1.51	LE
10.	Can create content that would attract traffic to marketing campaign website	103	1.44	VLE	127	1.32	VLE	79	1.31	VLE
11.	Ability to edit and update website marketing campaigns on product/service offerings	103	1.43	VLE	127	1.28	VLE	79	1.45	VLE
12.	Can subscribe for website hosting to provide access marketing campaigns website designed	103	1.37	VLE	127	1.43	VLE	79	1.47	VLE
13.	Ability to use Google search console to improve on marketing campaign website	103	1.42	VLE	127	1.35	VLE	79	1.46	VLE
<b>Cluster mean</b>			<b>1.57</b>	<b>LE</b>		<b>1.47</b>	<b>VLE</b>		<b>1.46</b>	<b>VLE</b>

Source: Field Work, 2022

Table 3 reveals that the business education students from the three tertiary institutions in Rivers State opined that to a low extent they can design website for marketing product/service and have the ability to create back-links for engaging with guest to the website with mean scores of 2.23, 1.78, 1.54, 1.52, 1.64 and 1.51 respectively. The students from the three tertiary institutions also opined that to a very low extent they can create content that would attract traffic to marketing campaign website, have ability to edit and update website marketing campaigns on product/service



offerings, can subscribe for website hosting to provide access marketing campaigns website designed, and have the ability to use Google search console to improve on marketing campaign website with mean scores of 1.44, 1.32, 1.31, 1.43, 1.28, 1.45, 1.37, 1.43, 1.47, 1.42, 1.35, and 1.46. However, when the cluster mean scores of 1.57 for business education students from IAUE is considered, it can be concluded that to a low extent they acquired search engine optimization skills for digital marketing, while their counterparts from RSU and FCE (T.), Omoku with cluster mean scores of 1.47 and 1.48 to a very low extent acquired same skills for digital marketing.

**Research Question 3:** What is the extent of acquisition of social media marketing skills among business education students in tertiary institutions in Rivers State?

**Table 4: Mean Scores of the Extent of Acquisition of Social Media Marketing Skills for Self Reliance**

S/N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decision
1.	Ability to use short appealing messages to attract customers to product/service offerings.	103	2.61	HE	127	2.53	HE	79	2.71	HE
2.	Can create list of customers and connect with them using social media platforms.	103	2.51	HE	127	2.66	HE	79	2.53	HE
3.	Ability to create short video messages for creating awareness of business offerings and objectives on social media.	103	2.44	LE	127	2.47	LE	79	2.51	HE
4.	Ability to communicate product/service offerings on social media using different media.	103	2.51	HE	127	2.62	HE	79	2.52	HE
5.	Ability to engage customers on social media in order to provide support for product utilization.	103	2.37	LE	127	2.43	LE	79	2.33	LE
6.	Ability to write engaging introduction for product/service to be promoted on social media.	103	2.53	HE	127	2.63	HE	79	2.52	HE
<b>Cluster mean</b>			<b>2.50</b>	<b>LE</b>		<b>2.56</b>	<b>HE</b>		<b>2.52</b>	<b>HE</b>

Source: Field Work, 2022

Table 4 reveals that the business education students from the three tertiary institutions in Rivers State opined that to a high extent they acquired the ability to use short appealing messages to attract customers to product/service offerings, can create list of customers and connect with them using social media platform, communicate product/service offerings on social media using different media, and write engaging introduction for product/service to be promoted on social media with mean scores of 2.61, 2.53, 2.71, 2.51, 2.66, 2.53, 2.51, 2.62, 2.52, 2.53, 2.63 and 2.52 respectively. The



students from the three tertiary institutions also opined that to a low extent they acquired the ability to engage customers on social media in order to provide support for product utilization with mean scores of 2.37, 2.43 and 2.33. However, while the students from IAUE and RSU opined that to a low extent they can create short video messages for creating awareness of business offerings and objectives on social media with mean scores of 2.44 and 2.47, their counterpart from F.C.E. (T.), Omoku opined that to a high extent they can do same action with mean score of 2.51. Nevertheless, when the cluster mean scores of 2.50, 2.56 and 2.52 for business education students from the three tertiary institutions in Rivers State are considered, it can be concluded that the students to a high extent acquired social media marketing skills.

### Hypotheses Testing

Hypothesis 1: There is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

**Table 5: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Digital Content Creation Skills for Self-reliance**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.824	2	8.941	.669	.572
Within Groups	2043.583	306	13.357		
Total	2070.408	308			

Table 5 shows F ratio is 0.669 which is statistically not significant alpha at 0.572. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted;  $F(2, 306) = 0.669, p > 0.05$  at 0.572. This means that students across these tertiary institutions opined they acquired digital content creation skills at same rate.

Hypothesis 2: There is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

**Table 6: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Search Engine Optimization Skills for Self-reliance**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.117	2	5.039	1.169	0.272
Within Groups	2753.762	306	17.998		
Total	2978.879	308			



Table 6 shows F ratio is 1.169 which is statistically not significant alpha at 0.272. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted;  $F(2, 306) = 1.169, p > 0.05$  at 0.272. This means that students across these tertiary institutions opined they acquired search engine optimization skills at same rate.

Hypothesis 3: There is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

**Table 7: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Digital Content Creation Skills for Self-reliance**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.604	3	4.868	1.273	0.968
Within Groups	1938.988	153	12.673		
Total	2367.592	156			

Table 7 shows F ratio is 1.273 which is statistically not significant alpha at 0.968. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted;  $F(2, 306) = 1.273, p > 0.05$  at 0.968. This means that students across these tertiary institutions opined they acquired search engine optimization skills at same rate.

### Discussion of Findings

The results relating to research question one show that business education students from tertiary institutions in Rivers State opined that to low extent they acquire digital content creation skills for digital marketing. The results of test of hypothesis relating to this also revealed that there is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the business education students from these tertiary institutions in Rivers State opined that they can to a low extent carryout activities relating to digital content creation skills needed to facilitate digital marketing. This finding is supported by the finding of O'Brien (2016) who reported that students are lacking digital marketing skills. The finding is also supported by Langan, Cowley and Nguyen (2019) when they reported that business students are lacking requisite digital skills to compete in the digital marketplace.

The results relating to research question two reveal that while business education students from IAUE to a low extent acquired search engine optimization skills for digital marketing, their counterparts from RSU and FCE (T.), Omoku to a very low extent acquired same skills for digital marketing. The results of test of hypothesis relating this also showed that there is no significant



difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the business education students from these tertiary institutions in Rivers State opined that they can to a low and very low extent perform most of the activities related to creating website for digital marketing campaign and attracting traffic. This finding is in tandem with the position of Gregorio et al. (2019) when they reported the need for business students to develop digital and technical skills such as internet & software knowledge, and SEO skills.

The results relating to research question three reveals that business education students from the tertiary institutions in Rivers State to a high extent acquired social media marketing skills. The results of hypothesis relating to this also revealed that there is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the students opined that to a high extent they can create marketing campaign using multimedia and promote them through social media. The finding of this study is contrary to the position of Crittenden and Crittenden (2015) when they reported the need to engage business education students through different social media platforms in marketing classes in order to enable them develop their social media marketing skills for professional in the 21<sup>st</sup> century. The finding is also contrary to the position held by Langan, Cowley and Nguyen (2019) when they reported the need to expose business students to topics such as social media, and content marketing. The differences existing within the present study and the earlier one may be due to the fact that how the students acquired the skills related to social media marketing was not necessarily investigated.

### **Conclusions**

Based on the findings of this study, it was concluded that business education students in tertiary institutions in Rivers State lack the requisite digital marketing skills such as digital content creation and search engine optimization skills for self-reliance in global market. This is because the extents of acquisition of these skills were very low. It can be concluded that the social media marketing skills acquired by the students of this programme may be due to their constant utilization of social media to connect to contacts and engage for business purpose. Consequently, the need for paradigm shift in the pedagogical practices used to implement marketing courses and the topics on digital marketing in order to enhance students' skills acquisition.

### **Recommendations**

Based on the findings and conclusions drawn, the following recommendations are made for implementation:

1. Business education lecturers with knowledge and skills for website development should be given the opportunity to guide students in the development of marketing website, blog and short videos for promoting product and services.
2. Business education administrators should provide lecturers handling digital marketing with the necessary supports to partner businesses in order for their students test the application digital marketing skills in promoting partner's products and services.
3. Business education lecturers handling marketing and digital marketing courses should design learning activities that allows students to use internet and software, search engine optimization, and social media platforms in creating digital content for promoting products or service online before graduation.



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