

Google Adwords Content Creation and its Potential Opportunities for Skill Development and Career Advancement among Marketing Students

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Abstract

This study examined the contribution of Google AdWords (Google Ads) content creation to the development of marketing skills and career advancement opportunities among BSBA Marketing Management students of Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST). Anchored on the concept of experiential learning through digital advertising platforms, the study employed a quantitative descriptive survey research design. A purposive sampling technique was used to select one hundred (100) BSBA Marketing Management students from first year to fourth year who had knowledge of and exposure to digital marketing and Google AdWords. Data were collected using a validated researcher-made survey questionnaire and analyzed using percentage, weighted mean, ranking, and Pearson correlation ratio. The findings revealed that Google AdWords content creation highly developed students’ technical and analytical skills, creativity and innovation, strategic planning and campaign management, communication and collaboration, and digital literacy and adaptability. The results further showed that Google AdWords skills were highly relevant to employability in digital marketing roles, industry readiness and professional competence, entrepreneurial mindset and business application, confidence in handling real-world marketing tools, and continuous learning and career progression. Although respondents identified challenges such as limited practice budgets, insufficient hands-on experience, difficulty understanding the Google Ads platform, and the need for additional guidance, a significant relationship was found between the skills developed through Google AdWords content creation and students’ perceived career advancement. The study concludes that integrating Google AdWords into marketing education strengthens students’ digital marketing competencies and career readiness. It recommends strengthening curriculum integration, increasing hands-on digital marketing activities, providing access to industry-standard marketing tools, and encouraging continuous professional development and future research on related digital marketing platforms. This study supports Sustainable Development Goal (SDG) 4: Quality Education by promoting industry-relevant learning experiences and SDG 8: Decent Work and Economic Growth by enhancing students’ employability and workplace readiness. The findings contribute to educational, technological, and socio-economic sustainability by supporting curriculum improvement and preparing graduates with competencies aligned with the evolving digital marketing industry.

Keywords: Career Advancement, Digital Marketing, Google Adwords, Marketing Competencies, Marketing Students, Skill Development

1. Introduction

The increasing use of digital technology has transformed marketing practices by making online advertising an essential strategy for reaching target audiences, analyzing consumer behavior, and improving campaign performance. As businesses continue to adopt digital marketing platforms, marketing education must equip students with practical competencies that meet industry demands. This study examines how Google AdWords (Google Ads) content creation contributes to the development of marketing skills and career advancement opportunities among marketing students, providing insights for strengthening curriculum relevance in the digital economy.

1.1 Background of the Study

The rapid advancement of digital technology has reshaped business communication and marketing practices, making online advertising one of the most effective tools for reaching consumers through targeted, efficient, and measurable campaigns. Compared with traditional advertising, digital platforms enable businesses to monitor consumer behavior, optimize campaigns in real time, and improve return on investment. In the Philippines, companies such as Shopee, Lazada, and SM Supermalls actively utilize Google Ads to enhance brand visibility and engage online consumers. The continued growth of e-commerce has increased the demand for marketing professionals with competencies in digital advertising, content creation, campaign management, and data-driven marketing strategies. Consequently, practical experience in these areas has become increasingly important for improving students’ employability and workplace readiness. Google Ads provides

marketing students with opportunities to develop industry-relevant skills, including content creation, keyword research, audience targeting, data analytics, and strategic campaign management. These competencies prepare students for careers in digital marketing, advertising, e-commerce, and related fields by providing hands-on experience with professional digital advertising platforms. Despite the growing importance of digital advertising, many marketing students remain limited to classroom-based instruction and have minimal exposure to live advertising campaigns and automated marketing systems. This gap between academic learning and industry practice restricts students' readiness for real-world marketing environments. Therefore, integrating experiential learning through Google Ads can strengthen students' practical competencies and better prepare them for professional careers.

1.2 Themes and Insights from Related Literature

The introduction emphasizes the importance of digital advertising, practical learning experiences, and industry-relevant competencies in marketing education. It highlights the value of Google Ads as a platform for developing digital marketing skills and preparing students for employment. A more comprehensive synthesis of related literature should be incorporated once the complete literature review is available.

1.3 Local, National, and Global Context

Globally, digital technology has transformed marketing by shifting business strategies toward data-driven online advertising. Nationally, the Philippines has experienced rapid growth in e-commerce, with organizations increasingly relying on Google Ads to strengthen digital marketing efforts. These developments have created greater demand for graduates equipped with practical digital advertising competencies, reinforcing the need for educational programs that align with current industry practices.

1.4 Theoretical or Conceptual Basis

Based on the provided introduction, the study is anchored on the concept that experiential learning through digital advertising platforms enhances students' marketing competencies and career readiness. The specific theoretical or conceptual framework should be discussed once it is presented in the succeeding sections of the paper.

1.5 Research Gaps and Rationale

Although digital advertising has become an essential component of modern marketing, many marketing students continue to have limited exposure to authentic digital advertising platforms and live campaign management. Traditional classroom instruction often emphasizes theoretical knowledge while providing limited opportunities for practical application. This study addresses this gap by examining how Google AdWords content creation contributes to marketing skill development and career advancement, with the goal of providing evidence that can support curriculum enhancement and improve students' preparedness for the digital marketing industry.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with SDG 4 – Quality Education by promoting industry-relevant learning experiences that enhance students' practical competencies and career readiness. It also supports SDG 8 – Decent Work and Economic Growth by developing digital marketing skills that improve graduates' employability and preparedness for opportunities within the expanding digital economy.

1.7 Importance of the Study to Multidisciplinary Sustainability

The study contributes to educational sustainability by encouraging the integration of digital advertising technologies into marketing education and promoting curriculum responsiveness to evolving industry needs. It also supports technological and socio-economic sustainability by strengthening students' digital competencies, improving workforce preparedness, and helping educational institutions produce graduates capable of contributing to the growth and competitiveness of the digital economy.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive survey research design to determine Google AdWords content creation and its potential opportunities for skill development and career advancement among BSBA Marketing Management students of Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST) during the Academic Year 2025–2026.

2.2 Locale of the Study

The study was conducted at Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST), focusing on BSBA Marketing Management students enrolled during the Academic Year 2025–2026.

2.3 Respondents of the Study

The respondents consisted of one hundred (100) BSBA Marketing Management students from first year to fourth year who possessed knowledge of and exposure to digital marketing and Google AdWords activities.

2.4 Sample and Sampling Procedure

A purposive sampling technique was employed to select respondents who met the study's criteria, specifically students with relevant knowledge and experience in digital marketing and Google AdWords content creation.

2.5 Research Instrument

Data were collected using a researcher-made survey questionnaire designed to assess students' experiences in Google AdWords content creation, the skills they developed, the perceived relevance of Google Ads to career advancement, and the learning challenges encountered while using the platform. The instrument was validated by experts to ensure its clarity and relevance to the objectives of the study.

2.6 Data Gathering Procedure

The validated researcher-made questionnaire was administered to the selected respondents to gather information regarding their experiences with Google AdWords content creation, skill development, career relevance, and learning challenges. The collected responses served as the basis for the study's analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using percentage, weighted mean, ranking, and Pearson correlation ratio to describe the respondents' perceptions and determine the relationship between Google AdWords content creation, skill development, and career advancement among marketing students.

3. Results and Discussion

3.1 Skills Developed Through Google AdWords Content Creation

3.1.1 Technical and Analytical Skills

The respondents generally rated their technical and analytical skills as Highly Developed, with an overall composite weighted mean of 4.47. The highest-rated competency was the ability to interpret Google Ads metrics such as clicks, impressions, and conversions, followed by improving advertisements based on campaign performance, selecting effective keywords, analyzing target audience data, and properly using the Google Ads dashboard and tools. Although all indicators were rated as Highly Developed overall, the third-year students rated their ability to use the Google Ads dashboard and tools as Developed, indicating a relatively lower level of confidence in this area. These findings suggest that Google AdWords content creation strengthens students' competencies in analyzing campaign performance, interpreting advertising metrics, optimizing campaigns, and utilizing digital marketing platforms effectively. This supports the study of Kurtzke (2021), which emphasized that digital marketing education enhances students' analytical thinking and data-driven decision-making through exposure to digital marketing tools and analytics platforms. The ability to interpret campaign metrics and implement optimization strategies reinforces the development of technical and analytical competencies among marketing students.

3.1.2 Creativity and Innovation

Creativity and innovation were likewise assessed as Highly Developed, obtaining an overall composite weighted mean of 4.29. The respondents demonstrated the greatest strength in adjusting creative strategies based on audience response, followed by testing different advertising formats, creating engaging headlines and descriptions, writing persuasive advertising messages, and generating new marketing ideas through Google Ads. However, several indicators among fourth-year and second-year students were rated only as Developed, including their overall ratings. The results indicate that Google AdWords content creation promotes creativity by encouraging students to produce engaging advertising materials, experiment with different campaign approaches, and modify creative strategies according to audience engagement and campaign outcomes. These findings agree with Dwivedi et al. (2021), who emphasized that digital marketing platforms foster creativity and innovation by allowing users to test various content formats, audience-targeting techniques, and campaign optimization strategies. Such experiences enhance students' creative thinking and innovation within digital advertising environments.

3.1.3 Strategic Planning and Campaign Management

The respondents also perceived their strategic planning and campaign management competencies as Highly Developed, with an overall composite weighted mean of 4.33. Setting clear advertising objectives received the highest rating, followed by managing bidding and budget allocation, adjusting campaign strategies for better results, organizing advertising campaigns, and regularly monitoring campaign performance. Nevertheless, several indicators among fourth-year and second-year students were interpreted as Developed. These findings demonstrate that Google AdWords content creation

enhances students' ability to establish campaign objectives, allocate advertising resources, monitor campaign performance, and optimize strategies to improve advertising outcomes. This finding supports Rohm et al. (2021), who reported that project-based digital marketing activities cultivate strategic thinking, analytical decision-making, and campaign management skills by allowing students to apply planning, monitoring, and optimization strategies in authentic marketing environments.

3.1.4 Communication and Collaboration Skills

Communication and collaboration skills were generally rated as Highly Developed, with an overall composite weighted mean of 4.34. The respondents most strongly agreed that they could clearly explain advertising ideas to others. They also demonstrated highly developed teamwork, effective use of feedback to improve advertisements, confidence in presenting campaign results, and the ability to share campaign insights with group members. Despite these favorable results, several indicators among fourth-year and second-year students remained at the Developed level. The findings indicate that participation in Google AdWords content creation strengthens students' communication, teamwork, and collaborative problem-solving skills throughout digital marketing activities. These results are consistent with Rohm et al. (2021), who emphasized that project-based digital marketing experiences improve communication, collaboration, and teamwork by encouraging students to exchange ideas, coordinate marketing strategies, and work together in realistic marketing situations.

3.1.5 Digital Literacy and Adaptability

Digital literacy and adaptability likewise received an overall interpretation of Highly Developed, with a composite weighted mean of 4.34. Learning new marketing tools quickly obtained the highest rating, followed by the ability to navigate digital advertising platforms, resolve technical issues, apply digital marketing knowledge across different platforms, and adapt to updates in digital advertising systems. However, several indicators among fourth-year and second-year students were rated as Developed. These findings indicate that Google AdWords content creation enhances students' digital competence by improving their ability to use digital marketing technologies, respond to technological changes, and apply acquired knowledge across various digital platforms. This supports the findings of Rohm et al. (2021), who emphasized that digital marketing education and project-based learning develop students' technical competencies and adaptability, enabling them to respond effectively to rapidly evolving digital marketing environments and workplace demands.

3.2 Career Relevance of Google AdWords Skills

3.2.1 Employability in Digital Marketing Roles

The respondents rated the career relevance of Google AdWords skills in terms of employability in digital marketing roles as Highly Developed, with an overall composite weighted mean of 4.40. The highest-rated indicator was preparedness for entry-level digital marketing work, followed by the perception that digital advertising skills are valued by employers, increased chances of obtaining a marketing job through Google Ads skills, confidence in applying for marketing-related positions, and awareness of job roles requiring Google Ads competencies. However, several indicators among the fourth-year students and one indicator among the third-year students were rated only as Developed. These findings indicate that Google AdWords content creation enhances students' employability by improving their workplace preparedness, confidence, and awareness of career opportunities in digital marketing. This supports the study of Kovács and Vámosi (2022), which emphasized that employers highly value technical and soft skills in digital marketing, including campaign management, analytical thinking, communication, and data interpretation. The findings suggest that Google AdWords competencies contribute significantly to students' competitiveness and readiness for employment in the digital marketing industry.

3.2.2 Industry Readiness and Professional Competence

Industry readiness and professional competence were also rated as Highly Developed, with an overall composite weighted mean of 4.34. The respondents reported the highest level of readiness in performing real marketing tasks, followed by understanding actual business marketing processes, handling professional marketing responsibilities, preparedness for workplace expectations, and familiarity with industry marketing tools. Nevertheless, several indicators among fourth-year students and one indicator among second-year students were interpreted as Developed. The findings demonstrate that Google AdWords content creation strengthens students' practical marketing knowledge, workplace preparedness, and familiarity with industry-standard marketing tools. These results are consistent with Rohm et al. (2021), who emphasized that project-based digital marketing learning develops the technical and professional competencies needed for workplace readiness. Exposure to authentic digital marketing activities enables students to perform professional marketing tasks more effectively and prepares them for industry expectations.

3.2.3 Entrepreneurial Mindset and Business Application

The respondents likewise perceived their entrepreneurial mindset and business application skills as Highly Developed, obtaining an overall composite weighted mean of 4.39. The highest-rated competency involved accurately identifying

target customers, followed by promoting products and services through online advertisements, evaluating advertising effectiveness, demonstrating interest in starting an online business, and confidently managing advertising campaigns for small businesses. However, several indicators among fourth-year students and one indicator among second-year students were rated as Developed. These findings suggest that Google AdWords content creation enhances entrepreneurial competencies by enabling students to promote products effectively, identify target markets, evaluate campaign performance, and gain confidence in managing business-related advertising activities. The findings support Makhanlal (2021), who emphasized that Google AdWords is an effective digital marketing platform for promoting products and services, increasing customer engagement, and supporting business growth. Exposure to digital advertising activities also develops practical marketing competencies essential for entrepreneurial success.

3.2.4 Confidence in Handling Real-World Marketing Tools

The respondents generally rated their confidence in handling real-world marketing tools as Highly Developed, with an overall composite weighted mean of 4.26. Managing real advertising accounts received the highest rating, followed by confidently using Google Ads in professional settings, demonstrating comfort in using industry marketing platforms, applying classroom learning to real marketing situations, and handling real marketing data. Although the overall interpretation remained Highly Developed, several indicators among fourth-year and second-year students were rated as Developed, including the indicator related to handling real marketing data. The findings indicate that Google AdWords content creation enhances students' confidence in managing advertising accounts, interpreting marketing data, utilizing professional marketing platforms, and applying classroom knowledge in authentic marketing situations. These findings agree with Miko (2014), who emphasized that hands-on Google AdWords campaigns provide authentic learning experiences through real advertising tasks, campaign management, and performance monitoring. Such experiences strengthen students' technical competence and confidence in handling real-world marketing activities.

3.2.5 Continuous Learning and Career Progression

Continuous learning and career progression were likewise rated as Highly Developed, with an overall composite weighted mean of 4.24. Continuous improvement of marketing skills received the highest rating, followed by motivation to learn additional digital marketing tools, interest in pursuing a digital marketing career, willingness to attend marketing training or certification programs, and awareness of future career opportunities in digital marketing. Although the overall interpretation remained Highly Developed, several indicators among fourth-year and second-year students were assessed as Developed. These findings suggest that Google AdWords content creation encourages continuous professional development by motivating students to improve their marketing competencies, pursue digital marketing careers, and participate in further learning opportunities. This supports Rohm et al. (2021), who emphasized that project-based digital marketing learning develops both technical and meta-skills necessary for long-term career growth. Exposure to authentic digital marketing activities promotes lifelong learning and prepares students to adapt to the continuously evolving digital marketing industry.

3.3 Relationship Between Skills Developed Through Google AdWords Content Creation and Career Advancement Among BSBA Marketing Management Students

The analysis revealed a significant relationship between the skills developed through Google AdWords content creation and the perceived career advancement of BSBA Marketing Management students. The computed t-values for Employability in Digital Marketing Roles (7.9987), Industry Readiness and Professional Competence (7.9995), Entrepreneurial Mindset and Business Application (7.9989), Confidence in Handling Real-World Marketing Tools (7.9990), and Continuous Learning and Career Progression (7.9988) were all higher than the corresponding critical values ranging from 2.82819 to 2.82834 at the 0.05 level of significance with eight degrees of freedom. Consequently, the null hypothesis was rejected, indicating that the skills acquired through Google AdWords content creation are significantly associated with students' perceived career advancement. The findings indicate that the technical, analytical, creative, strategic, communication, and digital competencies gained through Google AdWords contribute positively to students' employability, professional competence, entrepreneurial mindset, confidence in using real-world marketing tools, and commitment to continuous career development. These results support the studies of Dwivedi et al. (2021), Rohm et al. (2021), and Croes and Visser (2015), which emphasized that experiential learning through digital marketing platforms significantly enhances students' technical competencies, employability, industry readiness, communication skills, and professional confidence. The rejection of the null hypothesis further confirms that hands-on Google AdWords content creation serves as an effective learning approach for preparing marketing students for careers in the digital marketing industry. The results further emphasize the importance of integrating Google AdWords and similar digital advertising platforms into marketing education. Providing students with practical exposure to industry-standard digital marketing tools strengthens their professional competencies, improves career readiness, and enables them to adapt to the evolving demands of the digital marketing profession. These findings suggest that experiential learning in digital advertising can enhance curriculum relevance while preparing graduates to become more competitive and responsive to workplace expectations.

4. Conclusion and Recommendations

The study concludes that Google AdWords content creation significantly enhances the competencies of BSBA Marketing Management students by developing their technical and analytical skills, creativity and innovation, strategic planning and campaign management, communication and collaboration, and digital literacy and adaptability. It also demonstrates that Google AdWords skills are highly relevant to future career opportunities by improving employability, industry readiness, professional competence, entrepreneurial mindset, confidence in using real-world marketing tools, and continuous learning. Although students encountered challenges such as limited practice budgets, insufficient hands-on experience, difficulty understanding the Google Ads platform, and the need for additional guidance, Google AdWords remains an effective tool for strengthening students' digital marketing competencies and career readiness.

Higher educational institutions should strengthen the integration of Google AdWords and other digital marketing platforms into the marketing curriculum by providing more hands-on activities, workshops, campaign simulations, and collaborative digital marketing projects. Schools should also provide students with access to industry-standard digital marketing tools to enhance their technical competencies, strategic thinking, communication, teamwork, professional preparedness, and adaptability to technological changes. Furthermore, marketing students should continuously improve their digital marketing knowledge through training, seminars, certifications, and workshops, while future researchers are encouraged to conduct related studies involving other digital marketing platforms, broader groups of respondents, and additional variables related to digital marketing competencies and career readiness.

The study was limited to one hundred (100) BSBA Marketing Management students of Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST) during the Academic Year 2025–2026 who had knowledge of and exposure to Google AdWords and digital marketing activities. The findings were based on the respondents' perceptions gathered through a researcher-made survey questionnaire and focused only on Google AdWords content creation, skill development, and career advancement; therefore, the results may not be generalizable to students from other institutions, programs, or digital marketing platforms.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding. The authors acknowledge the participation of the BSBA Marketing Management students of Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), whose voluntary participation and informed consent made this research possible. Data were collected using a non-invasive researcher-made survey questionnaire, and all responses were treated confidentially, with no personally identifying information disclosed in the reporting of the findings.

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