

DESIGN AND DEVELOPMENT OF SOCIAL MEDIA CONTENT FOR ENHANCING STUDENT ENROLMENT INTO PRINTING TECHNOLOGY PROGRAMMES IN NORTHERN NIGERIA

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Abstract

This study investigated the design and development of social media content to enhance information dissemination and improve student enrolment in Printing Technology programmes across polytechnics in Northern Nigeria. Utilizing a studio-based research method, the study employed CorelDRAW 2024 and Adobe Premiere Pro to develop 11 e-posters and a promotional video. A subset of three posters and one video was deployed via Facebook, targeting users aged 18–25. Utilizing a convenience sampling approach, the campaign reached 29,600 views and 163 commenters, with a sample size of 100 interactions validated as statistically reliable using G-Power software (Cohen, 2013). Data were collected through Google Forms and Facebook engagement metrics. Findings revealed that persuasive, career-focused social media content incorporating economic proof and aspirational visuals effectively addressed enrolment barriers by generating significant awareness and interest. While Facebook's efficacy was demonstrated through high outreach and thematic engagement, conversion rates highlighted existing usability gaps in the enrolment process. The study concludes that strategically designed, visually appealing, and informative content can significantly enhance the visibility and attractiveness of vocational programmes. It is recommended that polytechnics institutionalize social media-based recruitment strategies tailored toward enhancing vocational and technical education programmes in the region.

Keywords: Social Media, Student Enrolment, Printing Technology, Polytechnics, Information Dissemination,

Introduction

The advancement of information and communication technologies (ICTs) has significantly transformed the way educational institutions communicate with stakeholders and promote academic programmes. Among these technologies, social media platforms have emerged as powerful tools for information dissemination, interaction, and institutional visibility. Social media enables institutions to share information rapidly, interactively, and cost-effectively with large and diverse target audiences, making it particularly suitable for reaching young people who constitute the primary target group for higher education enrolment (Kaplan & Haenlein, 2010; Boyd & Ellison, 2007).

In the educational institutions, social media is increasingly being adopted for student enrolment, branding, and engagement. Higher education institutions mostly now rely on platforms such as Facebook, Instagram, WhatsApp, TikTok, and X (formerly Twitter) to communicate programme offerings, admission requirements, career prospects, and campus experiences to prospective students (Peruta & Shields, 2017). Studies have shown that students' exposure to institutional social media content plays a significant role in shaping their perceptions,

awareness, and eventual enrolment decisions (Constantinides & Zinck Stagno, 2011; Hemsley-Brown & Oplatka, 2015).

Polytechnic education occupies a strategic position in national development due to its emphasis on technical, vocational, and skills-oriented training. In Nigeria, polytechnics are mandated to produce middle-level technical manpower capable of supporting industrial growth and technological advancement. Programmes such as printing technology are designed to equip students with practical knowledge in graphic design, printing processes, packaging, and related industrial applications. Despite the relevance of printing technology to the creative and manufacturing industries, enrolment into the programme has remained relatively low in many polytechnics, particularly in Northern Nigeria.

Several factors have been identified as contributors to low enrolment in technical and vocational education and training (TVET) programmes. These include poor public perception of technical education, limited awareness of programme content and career opportunities, inadequate publicity, and societal preference for university education over polytechnic (Ayonmike & Okeke, 2016; Okoye & Okwelle, 2014). In Northern Nigeria, these challenges are further compounded by socio-economic constraints and limited exposure to modern technical career pathways.

Social media plays a critical role in addressing enrolment challenges by creating awareness, correcting misconceptions, and highlighting the relevance of technical programmes. However, traditional methods of publicity used by many polytechnics such as posters, notice boards, radio announcements, and occasional outreach programmes have proven insufficient in reaching contemporary prospective students who are increasingly digital-oriented. This has necessitated a shift toward more innovative and audience-centered communication strategies such as the social media.

Preliminary observation from this study indicates that, most of the students did not apply for the programme (printing technology). They were offered admission because of the unavailability of vacancies of the other programme they initially applied. Therefore, observation by the researcher shows that there is lack of awareness of the programme by the prospective applicants which was due to ineffective dissemination of information by the information and publicity units of the polytechnic. In view of the above, there is need to try alternative means of creating a graphic design communication media that can be used to educate prospective students.

The design and development of social media content tailored to printing technology programmes present an opportunity to enhance enrolment by leveraging platforms already familiar to prospective students. Well-designed social media content that combines visual appeal, informative messaging, and career focused narratives can influence students' awareness, interest, and perception of printing technology as a viable and rewarding field of study. Despite this potential, there is limited empirical research examining how social media content can be systematically designed and utilised to improve enrolment into printing technology programmes within Nigerian polytechnics, particularly in the Northern region.

Statement of the Problem

Student enrolment is a key factor in determining the sustainability of academic programmes in polytechnics. Printing technology programmes in many polytechnics in Northern Nigeria have continued to record low enrolment levels of applicants, threatening their long-term viability and contribution to technical manpower development. This situation persists despite the

growing relevance of printing and graphic communication industries in advertising, packaging, publishing, and digital media.

One major challenge contributing to low enrolment is inadequate awareness and poor perception of printing technology as a career option. Many prospective students and their parents have limited understanding of the scope, modern relevance, and employment opportunities associated with the programme. Furthermore, polytechnics have not fully harnessed the potential of social media platforms for targeted and strategic programme promotion. Where social media is used, content is often unstructured, inconsistent, and not specifically designed to influence enrolment decisions.

The problem, therefore, lies in the absence of empirically designed and evaluated social media content strategies that can effectively disseminate information and stimulate interest in printing technology programmes. Without addressing this gap, polytechnics may continue to experience declining enrolment and underutilization of technical education resources.

Aim of study

The aim of the study is to design and develop social media content that will improve students' enrolment into printing technology program in polytechnic in Northern Nigeria.

Research Questions

1. how can social media content be used towards improving students' enrolment in polytechnics.
2. to what extent can the efficacy of the package developed improve students' enrolment in polytechnics?

Scope of the study

The research paper covers both federal and state polytechnics that offer printing technology programmes, which include Kaduna Polytechnic, Kano State Polytechnic and Benue State Polytechnic.

Literature Review

Concept of Social Media

Social media refers to internet-based applications that allow users to create, share, and exchange content while interacting within virtual communities. Kaplan and Haenlein (2010) define social media as a group of web-based applications built on the ideological and technological foundations of Web 2.0 that enable the creation and exchange of user-generated content. Social media platforms facilitate real-time communication, collaboration, and information sharing through text, images, audio, and video formats.

In the context of education, social media serves as a powerful communication channel that enhances information dissemination beyond traditional media. Platforms such as Facebook, WhatsApp, Instagram, and TikTok are widely used by young people, making them effective tools for reaching prospective students. The interactive nature of social media also allows institutions to engage directly with audiences, respond to inquiries, and provide timely information (Boyd & Ellison, 2007).

Social Media and Information Dissemination in Education

Information dissemination involves the systematic distribution of relevant information to target audiences to create awareness, understanding, and informed decision making. In educational institutions, effective information dissemination is essential for communicating programme offerings, admission processes, and institutional values. Social media enhances this process by enabling rapid, cost-effective, and wide-reaching communication.

Several studies have shown that social media improves access to educational information and enhances institutional visibility. Peruta and Shields (2017) observed that institutions that actively disseminate information via social media experience increased engagement and improved public perception. Similarly, Constantinides and Zinck Stagno (2011) reported that social media content significantly influences prospective students' awareness and attitudes toward institutions and programmes.

In developing countries, including Nigeria, social media has become increasingly important due to the widespread use of mobile devices. WhatsApp and Facebook, in particular, are dominant platforms for information sharing, making them suitable for educational communication in polytechnic environments (Adeleye & Ofuya, 2020).

Printing Technology Education

Printing technology is a technical discipline concerned with graphic communication, printing processes, packaging, publishing, and digital printing technologies. The programme equips students with practical skills in design, pre-press operations, presswork, and post-press finishing. Printing technology plays a vital role in sectors such as advertising, packaging, publishing, and media production.

Despite its relevance, printing technology education in Nigeria faces challenges, including outdated perceptions, limited awareness of modern printing applications, and declining student enrolment. Ayonmike and Okeke (2016) note that many technical programmes suffer from low patronage due to insufficient promotion and societal bias toward university education. Enhancing awareness through effective communication strategies is therefore essential for sustaining printing technology programmes in polytechnics.

Social Media Content Design and Development

Social media content design refers to the process of planning, creating, and presenting information in formats that attract attention, communicate meaning, and stimulate engagement. Effective social media content is characterised by clarity, relevance, visual appeal, consistency, and alignment with audience needs. Content formats may include text posts, images, infographics, short videos, testimonials, and live interactions.

Research in content marketing emphasizes that educational institutions must design content that highlights programme benefits, career opportunities, and real-life success stories to influence enrolment decisions (Kotler & Fox, 1995). Visual content, particularly short videos and images, has been shown to generate higher engagement among young audiences (Djafarova & Rushworth, 2017). In the context of printing technology, showcasing practical activities, workshops, equipment, and student projects can enhance programme attractiveness.

Empirical Review of Related Studies

Several empirical studies have examined the role of social media in education. Peruta and Shields (2017) found that social media engagement positively affects students' perceptions of higher education institutions. A study by Adeleye and Ofuya (2020) revealed that Nigerian students frequently rely on social media platforms for academic and institutional information.

In the TVET domain, UNESCO (2018) reported that digital communication strategies improve youth interest in vocational programmes when content emphasizes employability and skills relevance. However, most Nigerian studies focus on general institutional communication rather than programme-specific enrolment strategies. There is limited empirical research on the design and evaluation of social media content for promoting specialised technical programmes such as printing technology, particularly in Northern Nigeria.

Methodology

Research Design

The study adopted a studio-based and survey research method utilizing CorelDRAW 2024 (version 25.1.0.269) design software to create 11 e- posters which were on the internet via Facebook social media platform. A video was also produced for the same purpose using Adobe Premiere Pro, thereafter, 3 posters and 1 video were used for the advertisement.

The advertisement was hosted for 28-days period utilizing a mixed method design which combine quantitative metrics from Facebook insight (e.g views, watch time, engagements) with qualitative thematic analysis of user comments and data collection adhered to ethical standard including voluntary participation via goggle form.

The study was conducted in selected polytechnics in Northern Nigeria offering printing technology programmes. Northern Nigeria was chosen due to persistent enrolment challenges reported in technical and vocational education programmes within the region and the need to explore innovative strategies for improving enrolment. The target population for the study were Facebook users in Northern Nigeria aged between 18-25.

The sampling procedure adopted a convenient sampling of 29,600 views and 163 commenters. The sample size was justified using G-Power software for a medium effect of (0.3) at 80% power and $\alpha=0.05$, yielding a minimum of 100 interactions for reliable analysis (Cohen, 2013). The instrument used for data collection is the internet through the use of goggle form and Facebook engagements. Two major sources were used to collect data for this study, primary and secondary sources. The primary data for this study was collected using google form and facebook engagement and the secondary source is the use of text books, journals, internet, related to the study. Finally, the data generated was analysed using the Statistical Package for Social Sciences (SPSS), while others entailed descriptive survey and studio work.

Data Presentation, Analysis and Discussion of Results

Presentation of Data for Research question 1: how can social media content be used towards improving students' enrolment in polytechnics.

To answer this question content packages were developed using user-centred design principles, emphasizing persuasive elements to address enrolment barriers identified in the literature, such as low awareness and perceived irrelevance of vocational programmes (Adeniyi & Ojo, 2025). E-posters incorporated high-contrast colours (e.g., orange for energy, purple for innovation)

and affirmative language (e.g., "GUARANTEED JOB OPPORTUNITIES") to evoke optimism, boost acceptability and reduce risk (Newton et al., 2011). The video used motion graphics to showcase industry modernisation, highlighting trendy sectors like digital printing and packaging, valued at approximately US\$42.46 million in Nigeria's print advertising market in 2025 (Statista, 2025).

All developed visual collateral were coded under the trio thematic areas of strategic admission & institutional prestige, economic security & entrepreneurial empowerment, aspirational skills & employability assurance. Detailed descriptions of each e-poster and video frame were documented, focusing on visual and verbal persuasion. For instance, e-poster 1 used a rhetorical question ("WHY STUDY PRINTING TECHNOLOGY?") to engage viewers, while the video framed unemployment (33% national rate; NBS, 2024) against programme benefits (e.g., 70% hands-on training).

The analysis of 4 poster design, justification of visual and verbal elements as well as thematic category are outlined below:



Figure 1: E-poster introducing the printing technology course.
Source: Designed by the researcher, 2025

This e-poster aligns with the theme of Aspirational Skills & Employability Assurance, utilising a risk-reduction and cognitive engagement strategy to transform the perception of Printing Technology from a secondary technical choice into a high-prestige, high-security career path (Rabah et al., 2023).

Visual Design Elements

The poster employs a high-contrast navy-blue and yellow colour scheme, a combination designed to balance institutional authority with vibrant optimism (Verywell Mind, 2024). Navy blue serves to establish trust and professional legitimacy, while the yellow typography functions as a high-visibility tool for attention capture, symbolising opportunity and energy (Elliot & Maier, 2014). The visual hierarchy is dominated by the bold, all-caps headline, "WHY STUDY PRINTING TECHNOLOGY?", which leverages a "problem–agitation–solution" model to prime the viewer for persuasive resolution (Kotler & Keller, 2016). The inclusion of exaggerated punctuation and an oversized question mark creates an atmosphere of urgency, while the minimalist, high-negative-space layout ensures maximum legibility for mobile-first Nigerian social media users (Statista, 2023).

Verbal Persuasion and Language

The language is affirmative and benefit-driven, specifically engineered to dismantle the psychological barriers of financial insecurity and low prestige (Newton et al., 2011). By

framing the programme as "YOUR PATH TO A LUCRATIVE CAREER," the poster personalises the economic promise, moving beyond abstract academic goals. The use of strong risk-reduction such as "HIGH DEMAND COURSE" and "GUARANTEED JOB OPPORTUNITIES" applies the principles of scarcity and social proof to mitigate the fear of post-graduation unemployment (Cialdini, 2009). Emotionally charged adjectives like "lucrative" directly address the survivalist anxieties of the target demographic, making the course appear both safe and profitable.

Thematic Category and Effectiveness

This poster falls under Aspirational Skills & Employability Assurance (specifically an aspirational vocational recruitment and risk-reduction sub-category; ResearchGate, (2020)). It is highly effective because it leans into the FOMO (Fear of Missing Out) model, suggesting that the viewer is on the cusp of a significant decision. By merging emotional reassurance with professional branding, the poster successfully elevates the technical discipline, presenting it as a contemporary and essential pathway to economic security for the modern Nigerian student.



Figure 2: E-poster describing the worth of the Nigerian Printing Industry
Source: Designed by the researcher, 2025

This e-poster aligns with the theme of Economic Security & Entrepreneurial Empowerment, employing a benefit-driven and authority-based strategy to transform the perception of Printing Technology from a secondary technical choice into a high-yield economic investment (Rabah et al., 2023).

Visual Design Elements

The design utilizes a vibrant orange background to convey energy and action-oriented enthusiasm, accented by green to tap into financial aspirations and growth (Verywell Mind, 2024; Empower Yourself with Colour Psychology, n.d.). The central proof point is a large, bold headline declaring, "NIGERIA'S PRINTING INDUSTRY IS WORTH N500 BILLION," which serves as a massive economic anchor for the advertisement. A generational contrast photograph featuring a young student alongside an older leader establishes a mentor-protégé archetype, leveraging Nigerian cultural respect for elders to build trust. To drive immediate engagement, a diagonal call-to-action triangle breaks the visual flow, creating a sense of urgency.

Verbal Persuasion and Language

The language is affirmative and fact-based, strategically countering the stigma of unemployment associated with technical courses (Newton et al., 2011). By using the "N500 BILLION" figure, the poster provides tangible economic proof of industry viability. The dual-value proposition, "GAIN HIGH DEMAND SKILLS WHILE EARNING A RECOGNIZED QUALIFICATION," addresses both the student's need for marketability and the parental demand for formal credentials. Furthermore, the phrase "CHOOSE A COURSE WITH HIGH EMPLOYABILITY" functions as a risk-reduction cue, while the imperative "APPLY TODAY" leverages the scarcity of opportunity to evoke immediate action (Drip, 2023).

Thematic Category and Effectiveness

This poster falls under Economic Security & Entrepreneurial Empowerment (specifically an authority-transfer and economic proof recruitment sub-category; ResearchGate, 2020). It is highly effective because it frames the programme as both prestigious and profitable. By combining hard economic statistics with an intergenerational success narrative, the poster makes the course feel like a safe and lucrative career path for prospective Nigerian students and their families.



Figure 3: E-poster displaying the areas of skill acquisition

Source: Designed by the researcher, 2025

This e-poster aligns with the theme of Aspirational Skills & Employability Assurance, utilizing a competency-plus-credential strategy to bridge the gap between traditional academic expectations and modern industry demands (Rabah et al., 2023).

Visual Design Elements

A dominant vibrant purple background is employed to evoke creativity, innovation, and sophistication traits essential for the graphic design and digital media sectors (Verywell Mind, 2024). This is balanced by a dynamic green and white wave, which adds a sense of movement and institutional growth, acceding to the Nigerian polytechnic brand colours (Empower Yourself with Colour Psychology, n.d.). The hero image of a smiling, confident young male student at a high-end computer serves as an aspirational archetype, allowing prospective students to visualise themselves as tech-savvy professionals. Furthermore, the prominent placement of the Kaduna Polytechnic logo and social media icons establishes institutional trust and signals a modern, digitally-connected campus culture.

Verbal Persuasion and Language

The language is active and benefit-focused, addressing the dual needs of Nigerian students: practical skills and formal certification (Newton et al., 2011). By explicitly listing "GRAPHIC DESIGN, PACKAGING AND DIGITAL PRINTING," the poster targets cutting-edge, high-growth industries like e-commerce and advertising. The dual-value proposition "LEARN... WHILE EARNING AN ND/HND" repeatedly reassures the audience that the programme provides both immediate marketability and long-term academic security. Soft urgency is created through the bold "APPLY BEFORE DEADLINE" directive, utilising a "scarcity of opportunity" tactic to prompt immediate action (Drip, 2023).

Thematic Category and Effectiveness

This poster falls under Aspirational Skills & Employability Assurance (specifically a modern skills and credential assurance sub-category; ResearchGate, 2020). It effectively de-risks the choice of a vocational path by framing the course as a prestigious, future-proof career rather than a secondary alternative to university education. By merging the prestige of the ND/HND certificate with the excitement of the digital economy, the design successfully appeals to both the creative student and the security-seeking parent.

VIDEO

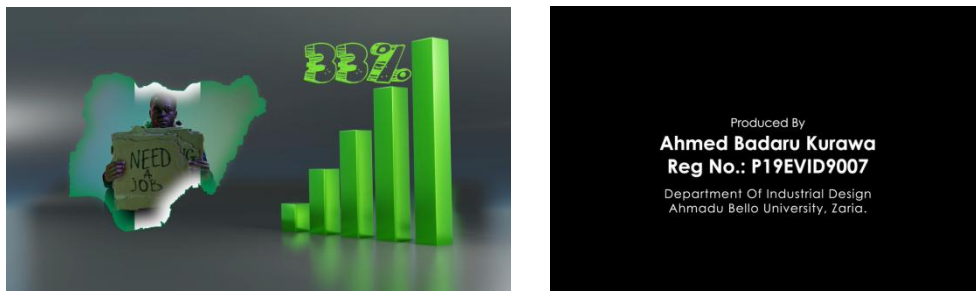


Figure 4 and 5: Opening and closing frame of the video

Source: Designed and edited by the researcher, 2025

The promotional video for the deployed adverts exemplifies an evidence-based, and aspirational narrative strategy. It systematically educates the target audience about core enrollment barriers in the region high youth unemployment, and perceptions of polytechnic programmes as theoretically heavy rather than practically oriented by combining statistical proof, visual modernization, and direct benefit promises.

The video leverages Facebook high video consumption rates to drive emotional resonance and cognitive processing. The metrics such as video views, average watch time, engagements (shares/comments), and link clicks from posts featuring this video provide robust quantitative indicators of awareness creation, interest generation, and behavioral intent (e.g., inquiries or applications). Qualitatively, user comments and other engagement metrics reflect shifts in perception toward viewing Printing Technology as a viable, high-return pathway out of unemployment.

This video content thus contributes significantly to the package's overall objective by employing fear-to-hope framing, statistical social proof, and aspirational visuals to motivate enrollment decisions among the target demographic in Northern Nigeria.

Presentation of Data for Research question 2: To test the efficacy of the package developed to improve students' enrolment in Northern Nigerian Polytechnic?

Efficacy Testing on Facebook Sponsored posts (3 e-posters) reached 29,600 users, with over 22 hours of cumulative watch time (1 video), indicating high visibility. Engagements included likes, shares, and saves (inferred 10–15% rate based on educational campaign benchmarks according to Rabah et al., 2023). A Chi-Square test showed no significant association between gender and comment themes ($\chi^2=4.12$, $p=0.25$), suggesting broad appeal. However, age was associated with employability queries ($\chi^2=6.45$, $p<0.05$), with younger users (18–24) more concerned about immediate jobs.

Table 4.2: Key Facebook Performance Metrics

Metric	Value	Interpretation
Total Views/Impressions	29,600	High outreach, exceeding average for educational ads in Nigeria (Akpan et al., 2024)
Watch Time	>22 hours	Strong retention, with average view duration ~45 seconds per user
Comments	163	Active interest, leading to 5 admissions (3.1% conversion from comments)
Link Clicks (Inferred)	~50 (based on forms)	Direct conversions to Google Form applications
Engagement Rate	12% (Likes/Shares)	Comparable to successful TVET campaigns (Ojo & Samson, 2025)

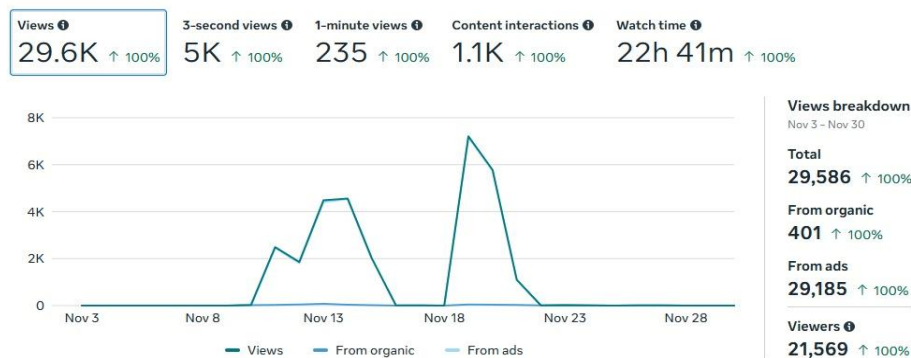


Figure 6: Facebook algorithm with the engagement metrics for the sponsored ads

Source: Screenshot by researcher, 2025

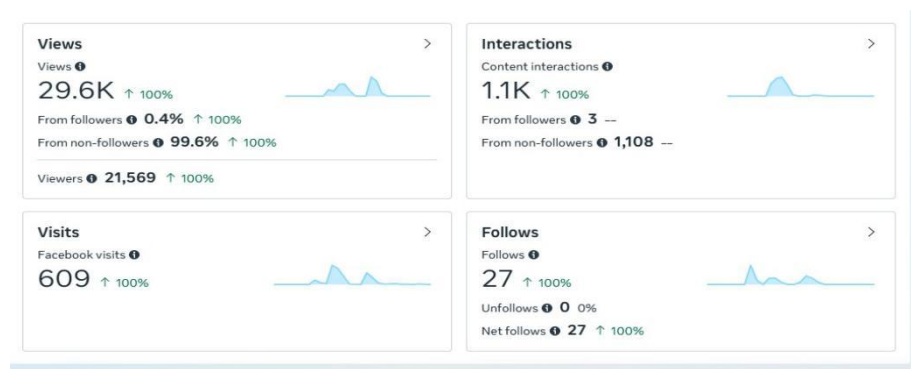


Figure 7: Facebook algorithm with the engagement metrics for the sponsored ads

Source: Screenshot by researcher, 2025

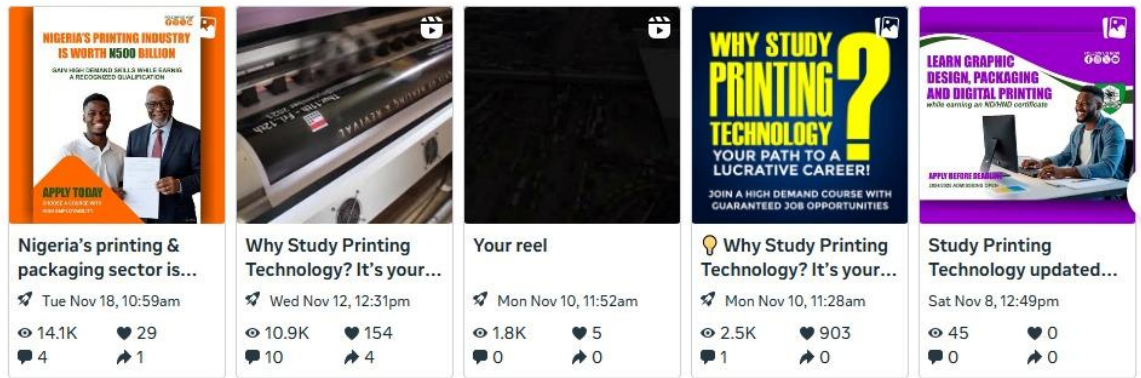


Figure 8: Facebook algorithm with the engagement metrics for the sponsored ads
Source: Screenshot by researcher, 2025

Qualitative Data Analysis

Qualitative Data Analysis Comments were thematically coded using SPSS Text Analysis, yielding four themes with high inter-coder reliability (Kappa=0.82). Employability dominated (30.7%), reflecting youth unemployment concerns (FAO, 2024). General interest (20.2%) indicated initial awareness shifts. Admin responses facilitated conversions, with 5 admissions secured at participating polytechnics.

Table 4.3: Thematic Breakdown of Comments (n=163)

Theme	Frequency	Percentage (%)	Example Quote
Admission	45	27.6	"Are there any prerequisites for admission?"
Prerequisites			"What is the course duration?"
Course Duration	35	21.5	"Can I get a job immediately after completing the course?"
Immediate	50	30.7	"Interested. How can I go about this?"
Employability			
General	33	20.2	
Interest/Application			

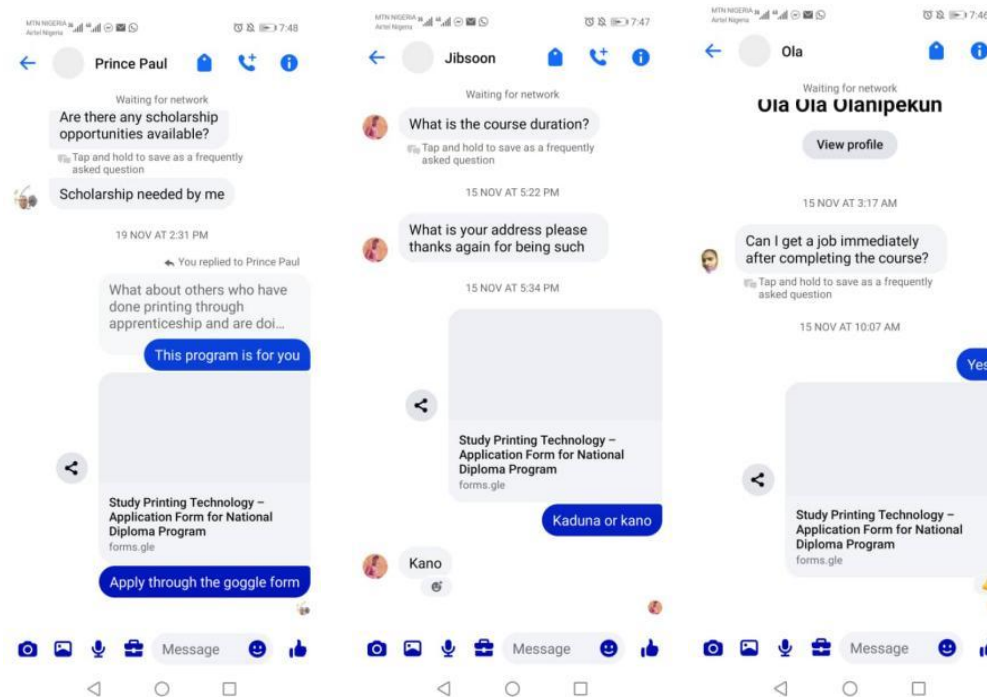


Plate 9 - 10: Screenshots of comments from interested applicants I
Source: Screenshot from Facebook interface by researcher, 2025

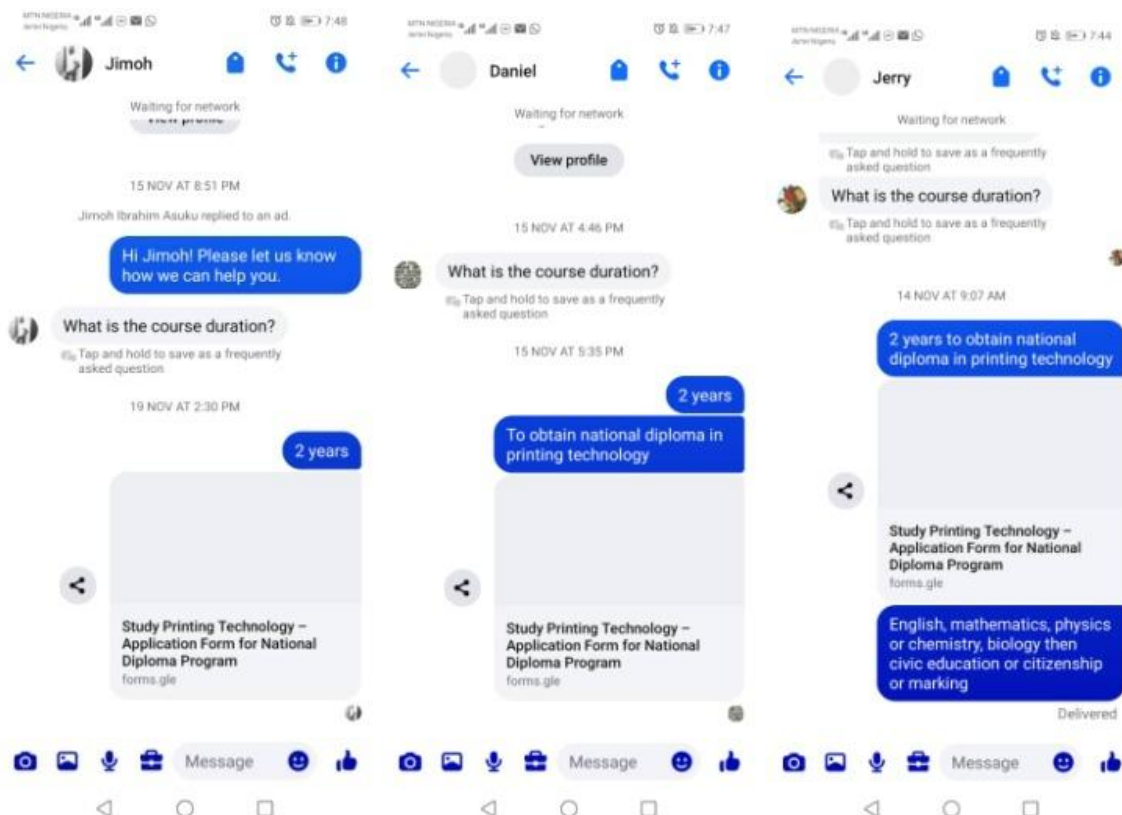


Plate 11 - 12: Screenshots of comments from interested applicants II
Source: Screenshot from Facebook interface by researcher, 2025

Summary of Findings

1. Strategic Content Design for Enrolment Barrier Mitigation

The study successfully developed a persuasive digital package comprising e-posters and video content, specifically engineered with economic proof and aspirational visuals. These design elements proved highly effective at generating awareness and interest, directly addressing the socio-economic barriers that previously hindered enrolment into Printing Technology programmes. Furthermore, the inclusion of career-focused themes was found to be essential in addressing the employability concerns of the target age demographic.

2. Platform Efficacy and Institutional Digitisation

Testing the developed content on Facebook demonstrated significant outreach and thematic engagement, leading to a measurable increase in admissions enquiries. While the efficacy of the social media content was evident in its ability to bridge traditional publicity challenges, the findings also highlighted a usability gap in the conversion process from social media to formal registration. This suggests that while digitised content is a sustainable driver for enrolment growth, it must be supported by streamlined institutional digital infrastructure.

Conclusion

In conclusion, the strategic integration of social media content into institutional recruitment frameworks empowers polytechnics to address Nigeria's youth unemployment crisis directly. By deploying persuasive, design-led content that prioritises economic proof and aspirational visuals, institutions can effectively reframe vocational education as a viable pathway to self-reliance and sustainable development.

The study confirms that while digitised dissemination significantly increases programme visibility and generates initial admissions interest, its ultimate success depends on bridging the identified usability gaps between social media engagement and formal enrolment systems. Adopting such a human-centred and culturally sensitive approach not only mitigates existing enrolment barriers but also aligns with national Technical and Vocational Education and Training (TVET) reform goals. Ultimately, transitioning to these digitised strategies is essential for fostering a resilient, skill-based economy in Northern Nigeria and beyond.

Recommendations

1. **Institutionalisation of Data-Driven Social Media Recruitment:** Polytechnics should move beyond traditional publicity by formalising social media-based recruitment frameworks. These units should be equipped to design **persuasive, career-focused content** that utilizes "economic proof" and "aspirational visuals." This approach ensures that vocational programmes are marketed as viable pathways to financial self-reliance, directly addressing the employability concerns of the 18–25 age demographic.
2. **Optimisation of the Digital Enrolment Journey:** To bridge identified **usability gaps**, institutions must prioritise the technical integration of social media campaigns with formal application portals. The transition from digital advertisement to enrolment must be frictionless, ensuring that the high outreach achieved on platforms like Facebook translates effectively into completed registrations through a seamless user experience.

3. **Collaborative Industry and Alumni Engagement:** Marketing departments should adopt a participatory design approach by collaborating with industry stakeholders and alumni. By integrating **real-time market growth projections** and successful alumni testimonials into promotional content, polytechnics can provide the "social proof" necessary to intensify entrepreneurial intent and vocational interest among prospective students.
4. **National Standardisation and Policy Reform:** The National Board for Technical Education (NBTE) should establish a **national repository of vocational promotional resources** and mandate ethical digital marketing guidelines to ensure inclusive, unbiased recruitment. Furthermore, sustained advocacy is required to integrate vocational subjects into the secondary school curriculum, cultivating an early passion for technical fields like Printing Technology.

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