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Educational Level and its Relationship with Digital Marketing and Internet Skills: A Study in Latina Women Entrepreneurs

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Abstract

The objectives of this work are to explore the different types of internet skills that Latina women digital entrepreneurs have, to determine the relationship between internet skills and educational level, and to analyze the way this contributes to a marketing orientation of the business, depending as well on its particular characteristics. The study involved the participation of 149 women residing in a Latin American country who self-reported to be digital entrepreneurs. The data was collected through a questionnaire that included socio-demographic elements that helped determine their educational level, as well as specific characteristics of their business, and validated scales that allow the measure internet skills and digital marketing orientation. An econometric model was used to analyze the data, which identified a significant effect of information and communication skills, as well as business characteristics, on strategic emphasis toward digital marketing. Educational level had a positive effect on the development of Internet skills. These results corroborate the importance of achieving higher levels of education for entrepreneurs, in order to facilitate the development of Internet skills. It also contributes to understanding the impact of these skills on the development of digital marketing strategies for businesses with different characteristics in terms of size, and, sector.

Keywords: digital marketing, internet skills, women entrepreneurs.

1. Introduction

Latin America has various challenges for the development of successful entrepreneurship, and different reasons can be identified to study this activity specifically in women. Saavedra and Camarena (2015) analyzed some of the main differences between genders when talking about entrepreneurship. Some of their most important findings were that females are more likely than

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men to start a business out of necessity. However, they also found that the size of the operation of companies led by women tends to be smaller than those led by individuals of the male gender.

Olson and Bernhard (2020) studied digitization and the use of social networks in female entrepreneurs operating small businesses, as well as their skills and adaptation to rapidly ocurring changes in technologies. They found that women tend to learn informally, or they rely on more proficient users to perform the tasks, that are difficult for them in digital environments. Constantly updating knowledge and skills is essential to keep a business competitive and growing; however, this can cause digital stress and burnout.

Apasrawirote et al. (2022) propose a model based on an extensive review of the literature, in which they define the environment, technology, business context, and customer behavior as contingency variables. These variables affect digital capabilities, such as marketing in social networks, digital marketing strategy, digital relationships and leadership capabilities. These elements gain importance by having an impact on the performance of small and medium-sized companies. On the one hand, they lead to customer satisfaction, meeting their expectations and generating engagement. On the other hand, this performance is measured with the growth in sales, market share, leadership, and profitability.

The above makes it relevant to contribute to the literature on this subject. Thus, the objective of this research to explore internet usage skills of Latina women entrepreneurs and to determine the relationship between the orientation towards marketing and said skills. The study also looks at some characteristics of the business, such as its number of collaborators, the age of the enterprise, and the sector to which it belongs.

2. Literature review and conceptual model

2.1. Theory on digital marketing

The internet has become a practically indispensable tool in business. A marketing manager who does not use it or who uses it inappropriately is at a disadvantage compared to those who use internet strategies wisely (Yannoupoulos, 2011). There are different approaches and definitions around Digital Marketing. Smith (2011) uses a definition close to that of traditional marketing, adding the digital part, considering it a practice in which products and services are promoted, making use of digital distribution channels or online advertising to establish communication with consumers. Nuseir and Aljumah (2020) add that it is a dynamic concept with characteristics that are needed to develop and implement successful marketing strategies.

Chaffey and Smith (2017) highlight three relevant aspects that can be obtained from digital marketing. The first tells us about the identification capacity, referring to the way in which the internet can be used for market research, which helps to know the needs and desires of consumers. The second element has to do with anticipation. With this, reference is made to the fact that the internet provides one more channel in which customers' access information and make purchases. For the correct allocation of resources in e-marketing, it is vitally important to evaluate this demand. The third element highlighted by the authors is satisfaction, which in this context encompasses elements such as the ease of use of a site, its adequate performance, customer service standards, and delivery of physical products, among others.

Techniques such as Search Engine Optimization (SEO), Search Engine Marketing (SEM) and Social Media Marketing (SMM) are part of the day-to-day operation of digital marketing in companies. Authors such as Rogers and Sexton (2012) have sought to determine ways to improve the return on investment of digital marketing. Among their recommendations were that in order to have profitable digital marketing, it is necessary to have clear objectives; even when experimenting with new technologies, it is necessary to quickly understand where you want to go. Along these same lines, care must be taken that the metrics measure compliance with the objectives set, which may mean that those used in previous periods are not currently optimal. With the above, it is necessary to take into account Web Analytics tools, which help with the collection, measurement, understanding, analysis, planning, reporting and prediction of activities on the web for businesses (Bala, Verma, 2018).

In general, it is necessary to have a comprehensive plan and generate strategies to maximize the advantages of digital marketing and minimize its possible disadvantages. Companies and their brands today interact with their audiences to meet their objectives through different tools such as email, mobile media, and social networks, among others (Bala, Verma, 2018). This makes sense according the definition of marketing proposed by Kotler and Keller (2007), in which they refer to the concept as a

social process in which both individuals and groups obtain what they want and need through the exchange of products and services, value with other individuals and groups of individuals.

2.2. Internet skills

To talk about internet skills, it is necessary to first mention the concept of the digital divide. One of the definitions of this concept is that of Kularski (2012), which refers to a gap both in skills and in physical access around information technologies. Lythreatis et al. (2022) found nine categories of factors that affect this gap: sociodemographic, socioeconomic factors, personal elements, social support, type of technology, digital training, rights, infrastructure, as well as large-scale events. Within these categories is education, an element that has been the most linked to the digital divide.

Deursen and Van Dijk (2010) propose a framework with four different levels of internet skills. The first level refers to the operational, which includes aspects such as knowing how to surf the internet, saving files on a hard drive, opening files in common formats, using search engines, filling out forms, among others. For the second level, formal skills are mentioned, some examples of which are the use of hyperlinks and not getting disoriented when navigating between web pages and when using search engines. As a third level in this framework, informational skills are suggested. These include activities such as being able to define a problem in which certain information is required, having the ability to select a website or information search system; being able to define search options, as well as to select and evaluate the information.

Last on the scale are the strategic internet skills. At this level, it is proposed that users take advantage of the internet by means of an orientation towards a particular objective, taking the correct actions and decisions to achieve said objective, as well as obtaining benefits that result from it. In general, digital competence can be understood as the combination of skills, knowledge, and attitudes related to the way in which individuals perform in virtual environments (Jiménez et al., 2016).

Scheerder et al. (2017) carried out a systematic review of the literature, in which part of their search was about the determinants of internet skills. For the most part, the determinants that were found to have been included in various investigations are those related to general digital skills and those related to content. Both sociodemographic and socioeconomic factors are among the most common found in the literature as studied elements that impact internet skills, while others less studied are the social and cultural ones. On the other hand, for content-related skills, the motivational part was found to be an important factor.

2.3. Empirical studies on DM

There are different studies that determine the way in which digital marketing impacts the performance of companies. The study carried out by Nuseir and Aljumah (2020) determined that applications allow companies to establish more effective communication with their customers, as well as to react more efficiently to the actions of the competition, emphasizing that the information provided to users must be easy to find and understand, timely, and accurate. In the same way, Saleh (2020) concluded that the use of E-Marketing can grow a family business, and that the implementation of a marketing methodology with a digital strategy can specifically help improve income and sales.

Barbosa et al. (2022) detected the way in which entrepreneurs make use of digital marketing throughout the customer journey. For the stage of creating brand awareness, the importance of generating a presence in different digital environments was detected, intended for the client to learn about the product or service. In the attraction or engagement stage, the aim is to generate content so that consumers can process and store the information in their short-term memory. Something that distinguishes the next phase, that is, the conversion phase, is the clearer positioning, making it clear to the client how the product, service, or brand is different from the competition, and encouraging purchase through tactics focused on closing the transaction.

After the purchase, customer loyalty is sought, for which post-sale strategies are carried out and online communication is reinforced so that customers do not forget the product. Finally, it is sought that a client become a defender of the brand. For this, tactics are generated in which the client is motivated to promote it with friends and family and experiences continue to be generated that strengthen the relationship.

Bhagat and Sambargi (2019) studied the impact of the personal level of innovation in female entrepreneurs, as well as their perceived ability, on the intention to adopt digital marketing. It was found that both variables significantly affect this adoption. Abed (2021) in another study carried out

with female entrepreneurs, determined that social influence and the expectation of effort are two of the main variables that impact the intention to use mobile applications. The importance of these in digital marketing lies in the fact that they allow researching the customer, launching products on the market, developing the brand and reaching different segments (Sathye et al., 2014).

With these arguments, the path of the model for the empirical study is shown below, as well as the research questions, objectives and hypotheses to be tested:

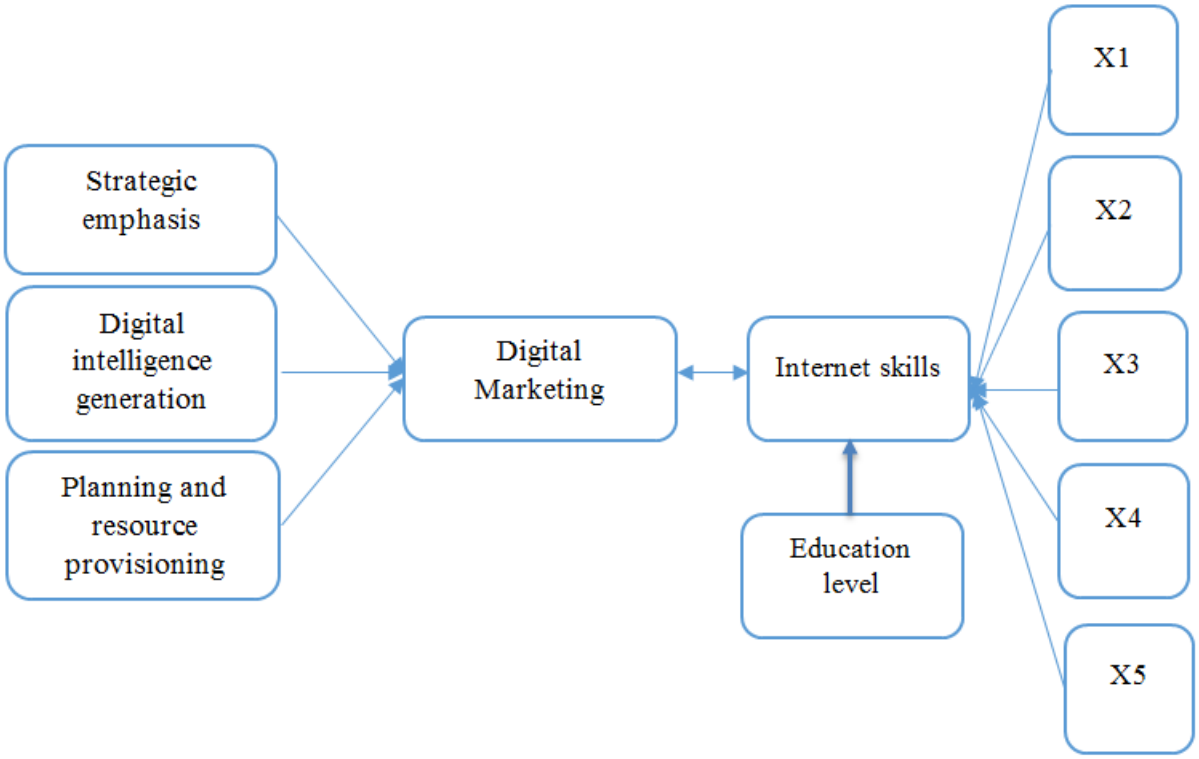

Fig. 1. Conceptual theoretical model

Study questions and objectives

What are the different types of internet skills that Latina digital entrepreneurs have? Is there a relationship between the orientation towards digital marketing with internet skills and the characteristics of the business?

Therefore, the following objectives are set: explore the different types of skills on the use of the internet that Latina digital entrepreneurs have, determine the relationship between the orientation towards marketing with internet skills and the characteristics of the business (number of collaborators, age of the venture and business sector).

Hypothesis

H1. There is a gap in Internet skills, depending on the educational level.

H2. Orientation towards digital marketing is positively related to internet skills.

H3. The components of digital marketing orientation are positively related to the different types of internet skills.

H4. The orientation towards digital marketing is positively related to the characteristics of the business (number of collaborators, age of the venture and business sector).

Design and method

The type of study is descriptive and correlational, not experimental. The sample is made up of 149 women residing in a Latin American country, who at the time of the survey application indicated having a digital business. 66.44 % of women are between 25 and 45 years old, 27.52 % are over 46 years old and only 6.04 % are between 18 and 24 years old.

For the selection of the participants, the self-determination sampling method has been followed. Data collection is carried out through an (online) questionnaire, applied during the month of February 2023. The questionnaire is made up of four sections. The first section includes sociodemographic questions about the respondent (age, marital status, educational level, place of

residence, employment status, and monthly income from the business); the second section includes questions about business characteristics (number of collaborators, age of the venture and business sector); the third section includes questions about the means by which respondents have acquired internet skills. The fourth section includes two scales: a scale to measure internet skills proposed by Jiménez and others (2016) and a scale to measure orientation towards digital marketing proposed by Mahmutović (2021).

The internet skills scale contains 18 Likert-type items, in which respondents indicate the frequency with which they perform a series of activities, whose response options are never, rarely, occasionally, frequently, very frequently. The values assigned to the responses range from 1 to 5, respectively. The scale allows to know the internet skills regarding five categories: E-Administration (administrative procedures and commercial transactions), content creation and publication in social networks, autonomous learning, privacy and security, information and communication.

In order to generate a measure, an internet skills index is built, according to the methodology of CNBV (2022). The scores of each item are added and averaged; the maximum value of the index is 90 points, which is standardized to base 100 for comparison purposes. Also, under the same procedure, the sub-indicators corresponding to the five categories are calculated.

The scale on orientation towards digital marketing contains 16 items, in which the respondent indicates the degree of agreement or disagreement with respect to each of the statements. The response options are strongly disagree, somewhat disagree, agree, somewhat agree, and strongly agree. The values assigned to the responses range from 1 to 5, respectively. The scale allows measuring the three components of the orientation towards digital marketing: strategic emphasis (towards digital marketing), generation of digital intelligence and planning and provision of resources. An index on orientation towards digital marketing is built, according to the methodology of CNBV (2022). The scores of each item are added and averaged; the maximum value of the index is 80 points, which is standardized to base 100 for comparison purposes. In addition, using the same procedure, the sub-indicator corresponding to each of the three components is calculated.

An ANOVA test to analyze the effect of educational level on internet skills is used. In addition, to analyze the relationship between orientation towards digital marketing with internet skills and business characteristics, the multiple linear regression model is used (Wooldridge, 2015). An econometric model is estimated for the digital marketing orientation index and for each of its components.

Described below:

$$y = \alpha + \beta x + \gamma z + u$$

Where,y: index of orientation towards digital marketing (components: strategic emphasis, generation of digital intelligence and planning and provision of resources).

x: internet skills sub-indicators (E-Administration, content creation and posting on social networks, autonomous learning, privacy and security, information and communication).

z: characteristics of the business (number of collaborators, age of the venture and business sector).

α and β are parameters to be estimated.

u: error term.

For each of the business characteristics, dichotomous variables are designed, in which the value of 1 indicates the presence of the characteristic and the value of 0 indicates the absence. From the estimation, the significant variables related to the orientation towards digital marketing are identified, for which the contrast statistic t is used. Under the null hypothesis $H_0: \beta_i = 0$,

$$t = \frac{\beta_i^{'} - \beta_i}{\sqrt{var(\beta_i^{'})}} = \frac{\beta_i^{'}}{\sqrt{var(\beta_i^{'})}} = \sim t_{(n-1)}$$

And α is the significance level of the test t_{tables}, is the critical value, then the testing mechanism that rejects the null hypothesis is when,

$$P[|t| > t_{tables}] = \alpha$$

3. Results

From the results, 47.65 % of women digital entrepreneurs have no previous training on the internet. Regarding the different means by which they have acquired internet skills, it is identified that 97.32 % have developed digital skills on the internet practicing in a self-taught way (learning by doing); 85.23 % have developed internet skills in a self-taught way with books, CD-ROMs, web pages, blogs, tutorials, YouTube, etc. While 79.87 have developed internet skills through informal help from colleagues, relatives, friends, children, etc.

Table 1. Percentage of women who have acquired internet skills through some means

Internet skills	Yeah	No
Previous training on the internet.	52.35	47.65
You have developed internet skills through the formal educational institution (school, institute, university, education centers, etc.).	45.64	54.36
You have developed internet skills through training courses that you have taken on your own initiative.	68.46	31.54
You have developed internet skills in a self-taught way with books, CD-ROMs, web pages, blogs, tutorials, Youtube, etc.	85.23	14.77
You have developed digital skills on the internet in a self-taught way by practicing (learning by doing).	97.32	2.68
You have developed internet skills through informal help from colleagues, relatives, friends, children, etc.	79.87	20.13
Total observations	149	

Figure 1 presents the results regarding the internet skills of women entrepreneurs in Latin America. The value of the internet skills index is 79 % out of a total of 100 %. The result of each of its components is also presented: E-Administration (82 %), content creation and publication on social networks (74 %), autonomous learning (76 %), privacy and security (78 %), information and communication (86 %).

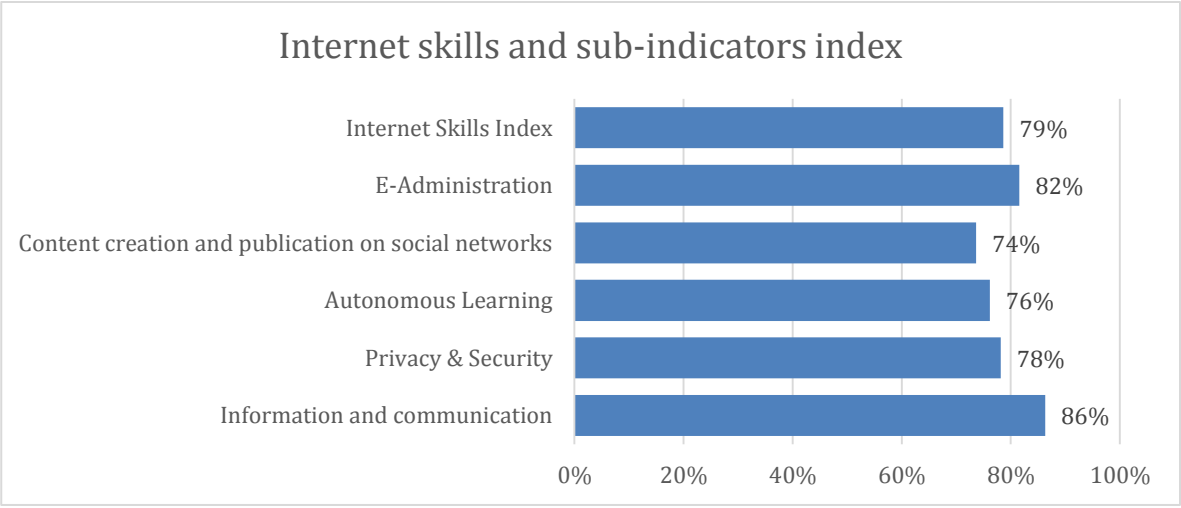

Fig. 1. Internet skills index and its components

Table 2 shows the frequency of the elements of each component. Regarding internet skills related to E-Administration, the results indicate that 62 % of Latina women entrepreneurs use the

internet very frequently as a means of communication to ask about products and services; 60 % to manage and consult their bank account, 55 % to make online purchases of products and services; and 52 % to carry out administrative procedures.

Regarding the skills of Latina women entrepreneurs in the creation of content and publication on social networks, 30 % never create or maintain Web pages or YouTube channels of their interest; 54 % create and share photos and/or videos online, as well as 48 % publish their own original content on the internet very frequently.

Regarding internet skills for autonomous learning, as shown in Figure 4, 58 % of Latina women entrepreneurs very frequently learn to solve tasks using internet tutorials and 47 % use other people's internet comments to clear up doubts; 38 % go to technical help services to solve problems; less frequently, they make periodic backup copies. In relation to internet skills for privacy and security, a high percentage of Latina women entrepreneurs (73 %) frequently and very frequently share content on the internet while respecting intellectual property; 72 % configure privacy options to protect personal data. To a lesser extent, they download and install programs.

Table 2. Frequency of use of types of internet skills

	Rating scale				
Skill Types	1	2	3	4	5
E-Administration					
I manage and consult my bank account.	11 %	5 %	5 %	19 %	60 %
I make online purchases of products and services (travel, hotels, clothes, books, theaters, movies, etc.).	11 %	5 %	7 %	22 %	55 %
I carry out administrative procedures online (studies, health, etc.).	13 %	5 %	6 %	23 %	52 %
I communicate online to ask about products and services.	9 %	3 %	7 %	18 %	62 %
I bookmark websites and services that I find useful.	11 %	5 %	9 %	18 %	56 %
Content creation and publication on social networks					
I publish my own original content on the internet.	10 %	7 %	10 %	26 %	48 %
I create and share photos and/or videos online.	9 %	3 %	5 %	29 %	54 %
I create and maintain my own websites, blogs and/or YouTube channels on topics of interest to me.	30 %	12 %	13 %	17 %	28 %
I participate in forums and social networks to communicate and be informed.	14 %	10 %	13 %	24 %	38 %
Autonomous Learning					
I learn to solve tasks using internet tutorials.	7 %	2 %	11 %	21 %	58 %
I use the comments of other people on the internet to answer questions.	4 %	6 %	21 %	22 %	47 %
I go to technical support services to solve problems.	11 %	6 %	18 %	27 %	38 %
I make regular backup copies on external devices.	20 %	12 %	19 %	21 %	27 %
Privacy & Security					
I set privacy options to protect my personal data.	7 %	6 %	15 %	20 %	52 %
I download and install programs from secure websites.	10 %	8 %	19 %	19 %	44 %
I share content on the internet respecting intellectual property.	11 %	6 %	11 %	19 %	54 %
Information and communication					
I use Google (or another search engine) to find the information I need.	7 %	6 %	15 %	20 %	52 %
I use email, video calls, and instant messaging to communicate over the internet.	10 %	8 %	19 %	19 %	44 %

Notes: 1: never, 2: rarely, 3: occasionally, 4: frequently, 5: very frequently

Regarding internet skills for information and communication, 52 % of Latina women entrepreneurs use Google very frequently to find information, while 52 % use instant messaging tools (email, video calls) to communicate online.

The digital marketing orientation index score is 68 % out of 100 %, as presented in Figure 2. The component on the strategic emphasis towards digital marketing presents the highest score (74 %), which suggests that Latina women entrepreneurs strongly agree that the application of digital marketing is a strategic need in their business, and it is a way of transferring knowledge to other collaborators.

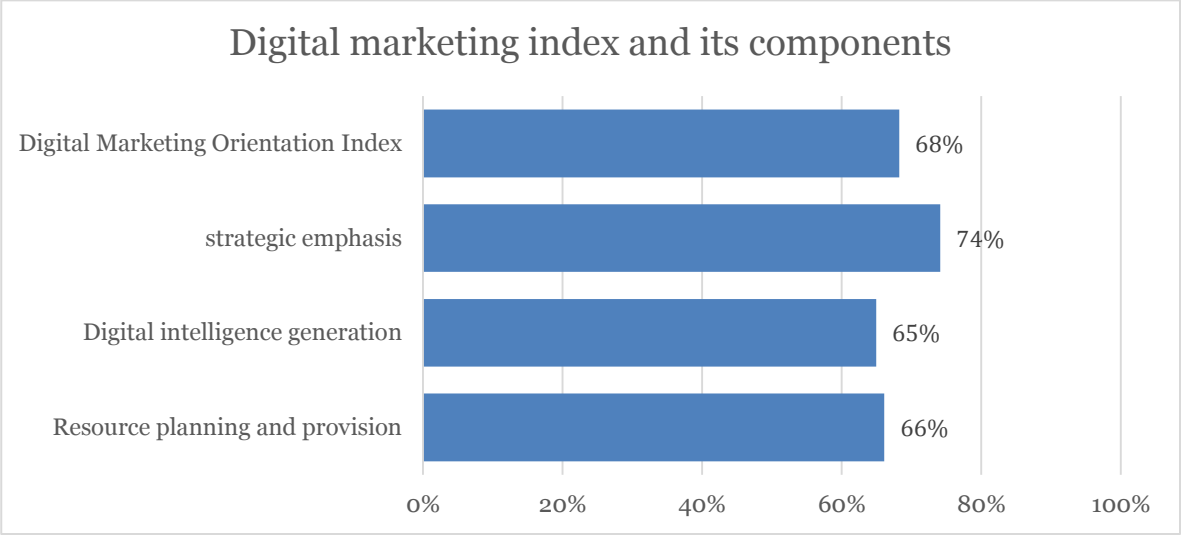

Fig. 2. Score of the marketing orientation index and its components

The score in the digital intelligence generation component is 65 %; this result indicates the degree of agreement of women digital entrepreneurs on the importance of metrics to measure the performance of the digital business and to obtain data from the different processes related to the client. The score for the planning and provision of resources component is 66 %. This result shows how important a strategic approach to their business is for women entrepreneurs, based on the strategy and the digital marketing plan to respond to the needs and requirements of customers.

To determine the existence of mean differences in Internet skills by women entrepreneurs, according to their educational level, the ANOVA test is used. Table 3 presents the descriptive statistics (mean and variance) of the Internet skills indicator scores by educational level. From the comparison of means, the women surveyed with a higher educational level (university and postgraduate) obtain the highest scores in the Internet skills indicator, compared to women with a lower educational level (secondary and technical). Under the null hypothesis of equality of means in the score in Internet skills by educational level, the results of the analysis of variance show a statistic F = 0.805 and a probability (F) = 0.492 (greater than the significance level of 0.05), indicating that there is no significant difference between the means. The previous results provide evidence of the role that the educational level of women entrepreneurs has in the skills in the use of Internet tools. The test results do not favor hypothesis H1.

Table 3. Variance analysis: Internet skills score by educational level

Groups	Cases	Sum	Average	Variance
Secondary	18	1335.555	74.197	416.202
Technical	32	2491.111	77.847	333.487
University	80	6295.555	78.694	394.273
Postgraduate	19	1596.666	84.035	399.068

Variance analysis

Origin variations	Sum of squares	Degrees of freedom	Mean of squares	F-Statistic	Probability	Critical value of F
Between groups	928.605	3	309.535	0.805	0.492	2.667
Within groups	55744.391	145	384.444			
Total	56672.996	148				

Table 4 presents the regression model of the marketing orientation index and its relationship with the internet skills index and business characteristics. Model 1 presents the results of the bivariate estimation between the marketing orientation index and the internet skills index. The result indicates that the internet skills index is a significant determinant of the marketing orientation index ($\beta = 0.564;\ p < 0.01$); Its effect is positive and significant. This provides evidence in favor of hypothesis 2 at the 1% significance level. Thus, given an increase of 1 percentage point in the internet skills indicator, the index of orientation towards digital marketing increases by 0.564 percentage points.

Model 2 includes as independent variables the internet skills index and the characteristics of the business (number of collaborators, age, and sector). From the results, it is identified that the internet skills index is a significant determinant of the orientation index towards digital marketing ($\beta = 0.539;\ p < 0.01$), as in model 1, but none of the business characteristics (number of collaborators, age, sector) is significant.

Table 4. M.C.O estimates of the digital marketing orientation index

	Model 1 Y: digital marketing orientation index	**Model 2** Y: digital marketing orientation index
Constant	23.8257***	23.5351***
	(7.20749)	(7.54594)
Internet Skills Index	0.564969***	0.539232***
	(0.0889459)	(0.0898134)
Number of employees		
1 employee (base category)		
2 to 5 employees		4.48010
		(5.40284)
Business age		
0 to 2 years (base category)		
3 to 5 years		3.78430
		(3.94090)
6 or more years		−5.12023
		(5.09433)
Business sector		
Goods (base category)		
Services		3.85792
		(6.10208)
Goods and services		5.94115
		(4.80431)
		68.26063
Mean of the vble.		
D.E.P.	68.26063	
R-squared 0.215354		0.245917
F(1, 147) 40.34566	F(6, 142)	7.718041
p-value (of F) 2.51e-09		3.43e-07
Observations: 149		

Notes: *, **; ***: statistical significance (p-value) at 10 %, 5 %, 1 % respectively.
The values in parentheses correspond to the standard deviation of the estimator.

Table 5 presents the multiple regression models of each one of the components of the marketing orientation index, considering as independent variables the 5 sub-indicators of the internet skills index (E-Administration, content creation and publication in social networks, autonomous learning, privacy and security, information and communication), the characteristics of the business (number of collaborators, age, sector).

Table 5. OLS estimates of the components of the digital marketing orientation index

	Model 3 Y: strategic emphasis	Model 4 Y: generation of digital intelligence	Model 5 Y: planning and provision of resources
Constant	14.0484**	18.5604**	26.5799***
	(5.61061)	(9.33841)	(10.1507)
internet skills			
E-Administration	−0.111208	−0.299196**	−0.344456**
	(0.0873313)	(0.145356)	(0.157999)
Content creation and publication on social networks	0.115302	0.292898*	0.286486*
	(0.0949546)	(0.158044)	(0.171791)
Autonomous Learning	0.243963***	0.519278***	0.514099***
	(0.0878313)	(0.146188)	(0.158904)
Privacy & Security	0.0719984	0.0978234	0.0959794
	(0.0804293)	(0.133868)	(0.145512)
Information and communication	0.408502***	−0.0187327	−0.0220471
	(0.0840335)	(0.139867)	(0.152033)
Number of employees			
1 employee (base category)			
2 to 5 employees	7.22433*	3.76937	2.10934
	(3.88476)	6.46586	(7.02828)
Business age			
0 to 2 years (base category)			
3 to 5 years	2.38027	7.31729	1.65650
	(2.87731)	(4.78904)	(5.20561)
6 or more years	−9.61307**	−2.03131	−2.34697
	(3.76225)	(6.26195)	(6.80664)
Business sector			
Goods (base category)			
Services	−0.845626	1.75266	−0.353263
	(4.46579)	(7.43294)	(8.07948)
Goods and services	6.68582*	5.44512	8.31045
	(3.47228)	(5.77933)	(6.28204)
Mean of the vble. D.E.P.	74.13870	64.94407	66.12603
R-squared	0.558247	0.250534	0.189284
F(10, 138)	17.43921	4.613098	3.221994
p-value (of F)	3.64e-20	0.000012	0.000932
Observations	149	149	149

Notes: The values in parentheses correspond to the standard deviation of the estimator.
*,**;***: Statistical significance at 10 %, 5 %, 1 % respectively.

In models 3, 4 and 5 it is identified that autonomous learning is a significant determinant of each of the components of the orientation towards digital marketing($p < 0.01$). The effect is positive and significant. This provides evidence in favor of hypothesis 3 at the 1 % significance level. The effect is greater in the digital intelligence generation component and in the planning and provision of resources($\beta = 0.519$; $p < 0.05$). Thus, given an increase of 1 percentage point in

the autonomous learning sub-indicator, the digital intelligence generation sub-indicator increases by 0.519 percentage points.

In models 4 and 5, it is identified that the creation of content and publication in social networks is a significant determinant of the digital intelligence generation component ($\beta = 0.292$; $p < 0.1$), as well as the component planning and provision of resources ($\beta = 0.286$; $p < 0.1$). The effect is positive and significant. This provides evidence in favor of hypothesis 3 with a significance level of 10 %. Given an increase of 1 percentage point in the sub-indicator of content creation and publication in social networks, the sub-indicator of generation of digital intelligence increases by 0.292 percentage points.

E-Administration skills have a negative and significant effect on the digital intelligence generation component ($\beta = -0.299$; $p < 0.05$) and in the component planning and provision of resources ($\beta = -0.344$; $p < 0.05$), which does not favor hypothesis 4.

From the results of model 3, it is identified that information and communication skills are a significant determinant of the strategic emphasis towards digital marketing. ($\beta = 0.408$; $p < 0.01$). The effect is positive and significant. This provides evidence in favor of hypothesis 2 with a significance level of 1 %. Given an increase of 1 percentage point in the information and communication skills sub-indicator, the strategic emphasis sub-indicator increases by 0.408 percentage points.

The significant effect of business characteristics on the emphasis on digital marketing is also identified. The number of employees (2 to 5 employees) and the business sector (goods and services) have a positive effect on the emphasis on digital marketing. ($\gamma = 7.22, p < 0.1$; $\gamma = 6.68, p < 0.1$, respectively), while the age of the business has a negative effect $\gamma = -9.613, p < 0.05$. Thus, the older the business is (6 or more years), the emphasis on digital marketing decreases by 9.16 percentage points.

4. Conclusion

The objective of this research is to know the different types of internet skills of Latina digital entrepreneurs, as well as to determine the relationship that exists between the orientation towards marketing with internet skills and the characteristics of the business. From the descriptive results, around 60 % of digital women entrepreneurs use the internet very frequently to carry out activities related to E-Administration. The result differs from that reported by Cab Pech and others (2021), particularly regarding the use of the internet for online banking operations (15.9 %) and online purchases (18.0 %), and with those reported by Jiménez et al. (2016).

The results of the ANOVA test show the role of the educational level in the skills of women entrepreneurs in the use of the Internet. In our results of the econometric model, a positive and significant effect of information and communication skills (0.4 percentage points) on the strategic emphasis towards digital marketing is identified; the result coincides with what Cab Pech et al., (2021), reported, as well as, results of the work reported by Dominguez et al. (2022).

The results show the positive and significant effect of internet skills for autonomous learning in each of the components of orientation towards digital marketing, with the greatest effect in the component called generation of digital intelligence (0.51 percentage points). Thus, autonomous learning by Latina women entrepreneurs through internet tutorials, comments from other people on the internet to clear up doubts and consultation of technical assistance services to solve problems influence the orientation towards digital marketing. These results agree with the results reported by Cab Pech and others (2021) that show the use of the internet by women entrepreneurs (64.4 %), as a support tool for education and business training.

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