



วารสารศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น

<https://www.tci-thaijo.org/index.php/edkkuj>

ดำเนินการวารสารโดย คณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น

Developing Ninth-Grade Students' Problem-Solving Abilities and Mathematical Creativity

Sumat Bunsud*

Division of Occupational Health and Safety, Faculty of Liberal Arts and Science, Sisaket Rajabhat University, Thailand

Received: May 29, 2025 Revised: January 4, 2026 Accepted: March 27, 2026

Abstract

Backgrounds and purpose: This routine to research aims to AI for study the about AI socials media supporting to creature digitals for public relation students target group on university for maximum objective countable *Methods:* Cross-sectional years routine to creature digitals intervention by natural to research problems solve 1 years and AI prompt systemic reviews. *Results:* the results show on promoting to creature digitals and 3times successfulness conversationalist continue, supporting another friend to digitals creature and success policy student come to study in university. AI-assisted content creation can serve dual purposes—both as a pedagogical tool and a promotional strategy. *Implication:* AI evaluation recognizes 2-time reporting and high-risk friend researcher will awareness business customer supporting relation, worker who will public relation were high risk this point, policy budgeting finding methodology supporting and happy work place occupational health and safety organizational.

Keywords: Creature Digitals; Conversationalist; AI prompt

■ Introduction

In the digital era, the convergence of Artificial Intelligence (AI) and social media has significantly transformed how information is created, disseminated, and consumed—especially within educational and public relations (PR) contexts. As institutions of higher learning adapt to rapidly evolving digital landscapes, AI-powered tools are increasingly being employed to support students in becoming effective digital content creators and communicators (Kapoor et al., 2022; Floridi & Cowls, 2019). Recent studies have demonstrated that AI can serve as both a cognitive and creative assistant in generating digital content, improving personalization, optimizing message timing, and enhancing engagement across social media platforms (Gao et al., 2023). Specifically, in the context of PR education, AI is not only reshaping the professional landscape

*Corresponding author. Tel.:

Email address: sumatbunsud@hotmail.com

but also influencing pedagogical approaches. Students trained with AI tools gain a competitive advantage by acquiring competencies that align with current industry demands, such as data-driven decision making, content automation, and audience analysis (Waddington, 2021). The concept of the "digital creator" is now integral to modern PR curricula. It embodies the capacity to produce compelling multimedia narratives that resonate with target audiences. AI technologies—ranging from generative language models to intelligent editing platforms—enable students to ideate, iterate, and deploy content more efficiently (Kietzmann et al., 2018). Such tools have proven particularly effective in lowering technical barriers, encouraging creative expression, and fostering collaboration among peers.

The situates itself within this emerging paradigm, exploring how AI-supported digital content creation can serve both promotional and guidance functions targeted at prospective university students. The integration of AI in this context not only facilitates consistent communication but also encourages peer-to-peer influence and digital ambassadorship. The research highlights how iterative AI prompts and naturalistic interventions help build sustained digital engagement, culminating in increased interest and enrollment in academic programs. Moreover, the application of AI in this setting touches upon broader organizational outcomes, such as workplace satisfaction, strategic communication planning, and occupational health considerations. This intersection of AI, educational promotion, and institutional safety culture underscores the multidimensional impact of digital transformation in higher education environments. The academic-level summary explaining how social media influences students' decision-making when choosing a university: Academic Summary: The Role of social media in Students' University Selection Decisions. Social media has emerged as a critical factor in shaping prospective students' decisions regarding university selection. As digital natives, students increasingly rely on social platforms not only for entertainment and social interaction but also as key sources of information about higher education institutions. Universities' official social media accounts—on platforms such as Instagram, Facebook, TikTok, and YouTube—serve as dynamic and accessible channels through which institutions can showcase campus life, academic offerings, student experiences, and values. These platforms allow prospective students to form preliminary impressions of institutional culture, credibility, and relevance.

Furthermore, peer-generated content, including reviews, vlogs, and student takeovers, plays a pivotal role in creating perceived authenticity and relatability. This type of content often has a stronger influence on students' emotional engagement and trust than traditional marketing methods. Algorithms that personalize content based on user preferences further reinforce this effect by continuously exposing students to targeted university-related content. Importantly, social media facilitates interactive communication, enabling prospective students to engage directly with universities, ask questions, attend virtual open houses, and follow events in real-time. This immediacy reduces informational barriers and fosters a sense of connection and accessibility, especially for international or remote applicants. Social media does not merely complement university marketing strategies; it actively shapes student perceptions and preferences. By providing both information and emotional resonance, social media has become a decisive influence in the university selection process for the digitally literate generation. This research to explore how the integration of "Creature Digitals," "Conversationalist," and "Analytical" technologies can

transform education in Thailand. Specifically, analyze how digital interactive creatures (virtual or AI-driven characters) acting as conversationalists can enhance student engagement and learning outcomes. Additionally, evaluate how analytical tools embedded in these digital platforms can provide personalized feedback and data-driven insights to teachers and policymakers to improve educational strategies and accessibility in diverse Thai learning environments 3 method supporting to:

1. Creature Digitals

The term *Creature Digitals* generally refers to virtual or AI-driven digital entities designed to interact with humans. In educational technology, these can be embodied as avatars, digital pets, or interactive characters that engage learners through gamification and immersive experiences. According to Johnson et al. (2020), such digital creatures can increase student motivation by providing emotional engagement and making learning environments more relatable and less intimidating. Studies in Southeast Asia, including Thailand, show positive impacts on language acquisition and STEM subjects when using virtual characters tailored to local cultural contexts (Chaiyachati et al., 2019).

2. Conversationalist

Conversationalist technologies focus on natural language dialogue systems—chatbots, virtual tutors, or AI assistants—that engage learners through conversation. Research by Kumar and Rose (2019) highlights the role of conversational agents in scaffolding student learning by providing immediate feedback, prompting reflection, and facilitating collaborative learning. In Thailand’s multilingual and multicultural classrooms, conversational AI offers personalized interaction that can adapt to learners’ proficiency levels and learning styles (Wong et al., 2021). The integration of such agents supports conversational learning theories emphasizing dialogue as a core mechanism for knowledge construction (Mercer, 2000).

3. Analytical

Analytical technologies involve data-driven tools that assess learner performance and behavior to provide actionable insights. Learning analytics and AI-powered assessment platforms can identify knowledge gaps, predict learning outcomes, and tailor instruction accordingly (Siemens & Long, 2011). In the Thai education system, which faces challenges like large class sizes and diverse learner needs, analytical tools can empower teachers with real-time data to differentiate instruction and monitor progress (Noree & Shamsudin, 2022). Ethical considerations regarding data privacy and equitable access remain critical issues in deploying analytical systems in educational settings.

Combining *Creature Digitals* with *Conversationalist* interfaces and *Analytical* tools offers a promising multi-dimensional approach to transform education in Thailand. Digital creatures provide engagement, conversationalists enable interactive learning, and analytics support personalized instruction, collectively addressing challenges of motivation, communication, and effectiveness in Thai classrooms. In conclusion, the synthesis of AI technologies with PR student training presents both opportunities and challenges. While the enhancement of digital skills and outreach capabilities is evident, further inquiry is needed into ethical implications, data governance, and the psychosocial dynamics of AI-assisted communication. The study contributes to a growing body of literature that positions AI as not merely a tool, but a strategic partner in shaping the future of public relations education.

■ Research Questions (*optional*)

Research Question to solve objective numbers student of school or university by methodology social media supporting creature digitals about key success facture, risk worker and policy supporting awareness.

■ Significance and Purposes

1. Social media promoting to creature digitals successful in 1 year.
2. Social media intervention to successfulness effect on emotional worker.
3. Number of students following to objective and SWOT analysis ben-marking.

■ Literature Reviews

Native literature review

The role of educational administration and human development in cultivating professional Digital Creators in the era of AI and social media the evolution of digital communication platforms and artificial intelligence (AI) has reshaped not only media ecosystems but also the structures and strategies of educational administration and human development. In this context, the professional preparation of digital creators—or *creator digitals*—requires a reimagined approach that integrates emerging technologies, digital literacy, and socio-cultural responsiveness into academic programming and strategic policy.

1. Social media ecosystems and university engagement: A Thai and Global perspective

In Thailand, platforms such as Facebook, LINE, YouTube, Instagram, and TikTok have become integral tools in both institutional branding and academic communication. Wuthanakull (2020) highlights the prevalence of social media reporting within university contexts during the COVID-19 pandemic, with a high volume of engagement particularly through Facebook and LINE. Chiang Mai University (2021) further reports that targeted campaigns using Instagram and TikTok have demonstrated efficacy in reaching prospective students, yielding measurable increases in engagement and enrollment interest. Khanjanawun (2019) emphasizes YouTube's role in content marketing, noting that lifestyle and experiential storytelling via video content significantly influences decision-making processes among prospective students. These findings mirror international literature: Tess (2013) and Junco (2015) underscore the capacity of social media to foster informal academic dialogue and trust in institutions, while Peruta and Shields (2017) assert the power of authentic student-generated content on Instagram in shaping brand perception among Generation Z. Thus, social media functions not only as a communication channel but also as a strategic administrative instrument in enrollment management and student engagement. Educational administrators must view social media competencies as critical digital assets in both teaching and institutional marketing.

2. The emergence of Digital Creatures and conversational interfaces

The proliferation of AI-driven avatars and culturally inspired digital beings—termed *Creature Digitals*—signals a significant shift in content creation practices. These entities include virtual influencers, gamified learning characters, and mythologically-infused digital representations (e.g., Nagas or Hanuman), which are increasingly prevalent in Thai media and educational interfaces. Parallel to this is the advancement of *Conversational Interfaces*, such as AI chatbots and voice assistants, which facilitate personalized and scalable communication across educational, healthcare, and tourism domains. Thai institutions including NECTEC and AI labs at Chulalongkorn and Mahidol Universities have made substantial progress in localizing these technologies, adapting them to Thai linguistic and tonal complexities. From the standpoint of human development, these tools enable adaptive learning, provide emotional and cognitive support, and open pathways for inclusive, remote, and lifelong education—especially in underserved or linguistically diverse populations.

3. Analytical literature reviews: bridging technology and human development

Recent academic trends in Thailand demonstrate a growing emphasis on structured literature reviews at the intersection of digital humanities, educational technology, and AI adoption. Key emerging themes include:

- The role of digital avatars in youth identity construction
- The ethical deployment of AI in educational settings
- The efficacy of AI-based Thai language instruction
- Reception and pedagogical potential of mythologically inspired digital content

These reviews reflect a broader academic shift toward interdisciplinary frameworks that incorporate human development theories into technologically mediated learning and communication environments.

4. AI Integration in communication and public relations education

AI has become indispensable in the content creation process, particularly in public relations (PR) and digital media disciplines. Kaplan and Haenlein (2019) and Marques and Batista (2021) identify AI tools such as NLP systems, grammar assistants, and automated design platforms as enablers of creativity, efficiency, and quality in digital production. These technologies reduce technical barriers and facilitate equitable participation among students from diverse skill backgrounds. Wright and Hinson (2017) argue that AI-literate graduates are better prepared for evolving industry standards, particularly in understanding digital metrics, data-driven storytelling, and automated campaign strategies. Mollick & Mollick (2023) further suggest that AI tools function as collaborative cognitive partners, enhancing ideation, execution, and independent thinking in educational contexts.

5. Lifelong learning, digital competencies, and ethical literacy

As UNESCO (2015) emphasizes, lifelong learning is a cornerstone of both personal and professional development in an increasingly digitized world. Redecker et al. (2020) advocate for embedding AI tools in curricula to cultivate agility and continuous adaptation among learners—a principle particularly relevant in fast-evolving fields such as digital media, communications, and public relations. Simultaneously, ethical challenges surrounding data privacy, misinformation, and algorithmic bias must be addressed through critical AI literacy. Floridi & Cowls (2019) and Calo (2020) call for educational systems to train students not only in tool usage but also in digital ethics, content authenticity, and responsible communication practices.

This is particularly critical for digital creators, whose work influences public discourse, identity politics, and brand credibility. Human development in this field must therefore encompass moral reasoning, cultural sensitivity, and strategic foresight. Strategic Implications for Educational Administration in summary, the convergence of AI, social media, and digital storytelling necessitates a systemic reconfiguration of educational administration and human development strategies to effectively prepare professional *creator digitals*. Both Thai and global literature reinforce the idea that digital platforms are not ancillary but central to academic communication, recruitment, and learner identity formation. Educational leaders must therefore:

- Embed AI and social media literacy into formal curricula
- Encourage interdisciplinary research on technology and culture
- Foster ethical awareness and critical thinking in digital content creation
- Leverage conversational interfaces for equitable, personalized learning
- Promote lifelong learning frameworks that align with digital industry demands

Through these efforts, institutions can cultivate the next generation of ethically grounded, culturally attuned, and technologically fluent digital creators—professionals who not only produce content but also shape narratives in society’s digital public sphere.

■ Methods

This study employed a cross-sectional research design with an embedded naturalistic intervention approach. The primary aim was to explore how Artificial Intelligence (AI) tools integrated with social media platforms can support the development of digital content creators among public relations (PR) students in a university setting. The research also investigated how AI-assisted content creation contributes to educational promotion, student engagement, and strategic communication effectiveness.

Participants

The target population consisted of undergraduate PR students enrolled in the Faculty of Liberal Arts and Science at Sisaket Rajabhat University. A purposive sampling technique was used to select participants who demonstrated a basic level of digital literacy and active engagement with social media platforms. A total objective goal was selected to participate in the one-year research period.

Instruments and Data Collection

1. **AI-Enhanced Prompt Modules:** Customized generative AI prompt templates were developed using large language models (e.g., GPT-based systems) to assist students in content ideation, storytelling, and media generation.
2. **Digital Content Evaluation Rubric:** A standardized rubric was designed to assess the creativity, clarity, audience relevance, and technical quality of digital content produced.
3. **Pre- and Post-Intervention Surveys:** These measured participants' confidence, digital communication skills, and understanding of AI tools before and after the intervention and SWOT analysis with AI prompt.
4. **Focus Group Interviews:** Semi-structured interviews were conducted at three key intervals to capture qualitative insights on student experiences, peer collaboration, and perceived impact.
5. **Institutional Analytics:** Data related to engagement rates, content reach, and student recruitment metrics were obtained from university public relations offices.

Analysis of Data

The research was carried out over a 12-month period, structured into three main phases:

- **Phase I – Baseline Assessment (Months 1–2):** Participants completed initial surveys and engaged in workshops introducing AI-assisted digital tools and ethical considerations in digital PR.
- **Phase II – Content Creation Cycle (Months 3–9):** Students developed digital campaigns using AI tools, supported by regular AI-prompt templates and real-time feedback. Each student completed a minimum of three content production cycles.
- **Phase III – Evaluation and Reflection (Months 10–12):** Final outputs were assessed using the evaluation rubric. Follow-up surveys and focus groups provided insights into learning outcomes SWOT and long-term applicability.
- **Data Analysis** Quantitative data from the surveys were analyzed using descriptive and inferential statistics, including paired t-tests to evaluate pre- and post-intervention differences. Qualitative

data from interviews and focus groups were transcribed and coded thematically using to identify recurring patterns, challenges, and user perceptions. A triangulation approach was employed to enhance the reliability and validity of the findings by integrating survey results SWOT analysis with AI prompt, content analysis, and institutional metrics.

- **Ethical Considerations** The study adhered to ethical standards outlined by the university's research ethics committee. Informed consent was obtained from all participants, and data confidentiality was strictly maintained. Participants were also briefed on AI transparency, bias mitigation, and responsible digital communication practices.

■ Results and Discussion

1. Demographic data

Following facbook, story, reel and tiktok 1 account to the results show on promoting to creature digitals and 3 time successfulness conversationalist continue, supporting another friends to digitals creature and success policy student come to study in university.

2. AI evaluation systemic data supporting and empowerment worker

- Reminding to the post
- Dashboards reminding high risk
- Reminding successfulness
- Over 5,000 friend to 5,100 friends
- Basic supporting picture old post
- Other demographic country

3. SWOT Analysis: Using Facebook for Student Recruitment Public Relations

Strengths

1. Wide User Base

Facebook has a massive user base across various age groups, including students, parents, and alumni—allowing universities to reach a broad and diverse audience.

2. Targeted Advertising

Facebook Ads offer advanced targeting tools that enable precise audience segmentation by age, location, interests, educational level, and behavior.

3. Multi-format Content Support

Facebook supports diverse content formats (images, video, live stream, events, polls), allowing institutions to creatively showcase their programs, campus life, and student testimonials.

4. Real-time Interaction

Universities can engage with prospective students through comments, messages, and live sessions, enhancing responsiveness and building trust.

Weaknesses

1. Declining Youth Engagement

Younger audiences, particularly Gen Z, are increasingly shifting to platforms like Instagram, TikTok, and YouTube, potentially reducing Facebook's effectiveness.

2. Algorithm Limitations

Organic (unpaid) content visibility is limited by Facebook's algorithm, requiring paid promotions to achieve substantial reach.

3. Content Saturation

High competition and content overload on Facebook may dilute the visibility of university posts unless content is highly engaging or strategically promoted.

4. Resource Dependency

Effective Facebook management requires dedicated personnel for content creation, ad management, and community interaction—posing challenges for institutions with limited resources.

Opportunities

1. Virtual Campaign Integration

Facebook can be integrated with virtual open houses, webinars, and application assistance sessions, enhancing the recruitment experience.

2. Parent Engagement

Since many parents actively use Facebook, institutions can design content that influences not only students but also parental decision-makers.

3. Analytics and Insights

Facebook provides detailed analytics on reach, engagement, and audience demographics, allowing for data-driven refinement of recruitment strategies.

4. Cross-platform Promotion

Facebook content can be shared or repurposed across multiple platforms, increasing consistency and outreach in a multi-channel marketing approach.

Threats

1. Platform Reputation Issues

Facebook has faced criticism over privacy, misinformation, and political bias—factors that may affect users' trust or engagement levels.

2. Policy and Algorithm Changes

Frequent changes in Facebook's advertising policies or content visibility algorithms can disrupt long-term strategy and require constant adaptation.

3. Negative Public Feedback

Public comments and reviews on posts are visible and can damage institutional reputation if not managed properly or promptly.

4. Overreliance on a Single Platform

Relying solely on Facebook for recruitment can be risky if the platform's popularity or functionality diminishes over time.

Conclusion

The findings of this study underscore the transformative potential of Artificial Intelligence (AI) in enhancing digital content creation among public relations (PR) students. The observed success in three distinct content creation cycles reflects not only the technical feasibility of integrating AI into educational settings but also its efficacy in fostering sustained student engagement and creative output. These results align closely with prior literature that emphasizes the role of AI as both a cognitive and creative assistant in the content production process (Gao et al., 2023; Kietzmann et al., 2018). One of the most notable outcomes was the participants' ability to act as *conversational digital creators*—students who leveraged AI-generated prompts to develop narratives that resonated with their peer audiences. This finding supports the argument made by Waddington (2021) that the future of PR education must integrate AI tools not as supplementary technologies, but as core pedagogical components that develop data-literate, audience-aware communicators. The success in peer influence and collaborative creation, as evidenced by the increased participation of fellow students in digital campaigns, further reinforces the social constructivist view that learning occurs most effectively through interaction and shared experience. The peer-to-peer digital ambassadorship model that emerged during the intervention mirrors trends noted in contemporary PR practice, where authenticity and relatability are key drivers of audience engagement (Kapoor et al., 2022). Importantly, the research highlights a strategic application of AI in enhancing university recruitment efforts. By empowering students to produce personalized and engaging content, institutions can leverage internal human capital to create more resonant messaging for prospective students. This supports suggestion that AI-assisted content creation can serve dual purposes—both as a pedagogical tool and a promotional strategy.

Analytical Framework: evaluating personnel performance worker safe in Facebook-Based student recruitment strategies

The successful implementation of provincial-level student recruitment policies via Facebook hinges critically on the competencies, adaptability, and digital fluency of institutional personnel. As such, a rigorous, multi-dimensional evaluation framework is essential to assess the effectiveness of staff involved in social media-driven public relations and outreach. Competency-based evaluation Personnel should be assessed against clearly defined digital competencies, occupational health and safety personality and competency base including:

- **Technical Proficiency:** Ability to operate Facebook Business Suite, manage ads, interpret Facebook Insights, and curate content effectively across platforms.
- **Content Strategy and Creativity:** Capacity to design and deploy compelling, student-centric content that aligns with institutional identity and engages diverse audiences.
- **Analytical Thinking:** Ability to use performance data (e.g., click-through rates, engagement metrics) to inform content refinement and campaign strategies. Standardized competency frameworks, such as the European Digital Competence Framework for Educators, can be adapted at the provincial level to guide benchmarking and training needs assessments. Performance Indicators and Output Metrics A system of Key Performance Indicators (KPIs) should be embedded into human resource evaluation policies. These may include:
 - **Content Output:** Frequency and consistency of campaign posts, responsiveness to student inquiries, and timely event promotions.
 - **Engagement Effectiveness:** Growth in followers, reach, engagement rate, and conversion rates (e.g., clicks to admissions pages, actual applications).
 - **Campaign Impact:** Contribution to increased application numbers, particularly from target regions or demographic segments. These indicators should be triangulated with qualitative feedback from prospective students, admissions staff, and partner institutions.
 - **Reflective and Adaptive Capacity** In rapidly evolving digital ecosystems, personnel must demonstrate learning agility and openness to innovation. Evaluations should incorporate:
 - **Continuous Learning Initiatives:** Participation in workshops, upskilling programs, or professional certifications in digital marketing and public relations.
 - **Self-Assessment and Peer Review:** Structured opportunities for reflective practice, collaborative critique, and knowledge-sharing to enhance collective performance. Institutions may implement Professional Learning Communities (PLCs) or provincial forums where best practices are disseminated and iteratively refined.
 - **Ethical and Cultural Sensitivity** Social media engagement, particularly in public education campaigns, demands ethical integrity and cultural awareness. Evaluations should therefore consider:
 - **Compliance with Ethical Guidelines:** Adherence to institutional protocols on student data privacy, inclusive communication, and content appropriateness.

- **Responsiveness to Community Norms:** Sensitivity to local linguistic, religious, or socio-cultural contexts when crafting digital content. This dimension reinforces public trust and supports the province's broader educational equity objectives.
- **Organizational Contribution and Leadership** Beyond individual outputs, staff should be assessed on their ability to:
 - **Collaborate Across Departments:** Engage with admissions, IT, and policy teams to ensure integrated communication strategies.
 - **Lead Initiatives:** Take ownership of campaigns, pilot new formats, and mentor junior staff, thereby contributing to institutional capacity-building. Evaluations should be linked to incentive structures, professional development pathways, and leadership succession planning.

Evaluating personnel in the context of Facebook-driven student recruitment must move beyond superficial metrics to encompass a holistic view of competence, impact, adaptability, and ethical engagement. Provincial education agencies must institutionalize robust performance appraisal systems that reflect the strategic complexity of digital recruitment while fostering professional growth and accountability. In doing so, they ensure that the human infrastructure aligns with policy goals and evolves in tandem with digital innovation.

Digital creatures and cultural preservation Thailand is actively integrating its rich mythological heritage into modern digital platforms. The Himmaphan VR Project exemplifies this by creating a virtual museum that brings to life mythical creatures from Thai folklore, such as the Naga and Garuda, through immersive VR experiences. This initiative not only preserves cultural narratives but also makes them accessible to a global audience, addressing the challenge of fading traditional knowledge (PMC, 2024). Similarly, the "Tradition" system bridges traditional Thai dance with AI technology. By translating user-generated prompts into classical dance sequences, it showcases how AI can mediate cross-cultural creations, preserving and innovating traditional art forms simultaneously (Pataranutaporn et al., 2024).

Conversational Interfaces in Thai Contexts The adoption of AI-driven conversational interfaces is expanding in Thailand, particularly in sectors like education and cultural heritage. The Namuensri Textile Museum in Trang province has implemented a domain-specific chatbot to provide visitors with interactive information about traditional hand-woven textiles, enhancing engagement and understanding of local culture (Chai-Arayalert et al., 2021). In the realm of education, efforts have been made to enhance digital literacy among senior citizens through intelligent conversational agents. The "Senior See Net" chatbot was developed to assist the elderly in navigating digital platforms, aiming to bridge the digital divide and promote lifelong learning (Dhamanitayakul & Sriwisathiyakun, 2021).

Analytical literature reviews in Thailand have begun to focus on the intersection of technology and culture. Studies have examined the impact of digital avatars on youth identity formation, the ethical considerations of chatbot deployment in education, and the effectiveness of AI in Thai language instruction. These reviews highlight the nuanced ways in which technology is influencing Thai society and the importance of culturally sensitive implementations (Dhamanitayakul & Sriwisathiyakun, 2021). According to the study research beyond content creation, the study touches on broader institutional implications. The

increased awareness of communication strategy, coupled with insights into occupational health and organizational culture, indicates that AI integration in educational communication may have secondary benefits in terms of staff morale and student mental well-being. This finding echoes the concerns of Floridi and Cows (2019) who urge institutions to consider not only the utility but also the ethical and psychological dimensions of AI implementation. Despite the positive results, the study also surfaces questions about sustainability and scalability. While AI was effective in a controlled university environment, further research is necessary to examine long-term outcomes and the impact of AI usage across more diverse educational contexts. Ethical concerns regarding authorship, data bias, and student dependency on AI tools must also be rigorously addressed. In conclusion, the findings affirm that AI-enhanced digital content creation is a viable and valuable pedagogical strategy for public relations education. By integrating AI not just as a technical resource but as a strategic partner, institutions can cultivate a new generation of communicators who are not only digitally fluent but also socially responsive and ethically grounded.

Policy implications for provincial-level higher education strategy based on Facebook recruitment SWOT analysis. The SWOT analysis of Facebook as a recruitment tool in the higher education sector offers valuable insights for provincial policy formulation. In provinces where local universities and colleges seek to attract regional and out-of-province students, tailored policies are essential to optimize digital outreach, ensure equity of access, and maximize institutional competitiveness.

Policy Leverage: Strengths

Provincial education authorities can capitalize on Facebook's wide user base and sophisticated targeting capabilities by supporting centralized digital marketing infrastructure for regional institutions. A shared social media communication hub—coordinated at the provincial level—could ensure cost-efficiency, brand consistency, and optimal reach. Additionally, policies encouraging content diversification (e.g., live sessions, virtual tours, alumni spotlights) can enhance visibility and emotional resonance with prospective students.

Strategic Mitigation: Weaknesses

Given declining engagement among Gen Z users on Facebook, provincial strategies must promote cross-platform integration that includes Instagram, TikTok, and YouTube to complement Facebook campaigns. Public institutions at the provincial level often face resource constraints; thus, capacity-building initiatives—such as social media training programs and digital content toolkits—should be institutionalized to enhance digital literacy and optimize resource use.

Opportunity-Driven Innovation

To exploit identified opportunities, provinces can adopt policies that institutionalize digital events (e.g., virtual open houses or webinars) and establish metrics-based evaluation frameworks using Facebook Insights. A focus on parental engagement, especially in rural or underrepresented communities, should be formalized through targeted content strategies in alignment with local cultural and linguistic contexts. This supports both access and equity mandates within provincial education policy. Furthermore, provincial education departments could explore collaborative data-sharing agreements

among institutions to evaluate recruitment trends and effectiveness, enhancing evidence-based decision-making.

Risk Anticipation and Policy Safeguards

Threats such as platform dependency and public reputation risks necessitate the inclusion of resilience clauses in digital outreach strategies. These might include mandates for multi-platform redundancy, crisis communication protocols, and ethical guidelines governing social media engagement to safeguard institutional reputation. To address algorithm unpredictability and external platform regulation, policies should also emphasize adaptability through periodic strategy reviews and the use of open-source or provincial-level platforms as potential long-term complements to commercial tools like Facebook.

In conclusion, Facebook remains a viable component of student recruitment strategy at the provincial level, particularly in regions where infrastructural or logistical limitations hinder traditional outreach. However, to ensure long-term sustainability, provincial education policies must adopt a multi-dimensional, risk-aware, and equity-oriented framework that balances Facebook's strengths with its limitations. By doing so, provinces can support higher education institutions in achieving both enrollment targets and inclusive access goals in a rapidly evolving digital environment.

■ Discussion

Essential competencies for Digital Creator educators in addressing risk and inauthenticity in the digital age and occupational health and safety. In an increasingly digitized and media-saturated educational landscape, the role of educators within the digital creator profession has expanded beyond traditional pedagogy to encompass media literacy, technological agility, and ethical leadership. Digital creator educators—those who both produce and facilitate the production of digital content—must cultivate a comprehensive skillset to manage the multifaceted risks and navigate the pervasive inauthenticity (e.g., misinformation, digital manipulation, performative behavior) that characterize contemporary online ecosystems.

1. Digital Risk Literacy

Educators must first develop digital risk literacy, which involves the ability to identify, assess, and mitigate various forms of risk in digital environments. These include:

- **Cybersecurity risks:** threats to data privacy, hacking, and digital identity theft;
- **Platform dependency:** reliance on algorithmic systems (e.g., YouTube, TikTok) that may manipulate content visibility or commodify personal data;
- **Mental health risks:** exposure to online harassment, cancel culture, and parasocial burnout—especially relevant for creator-teachers with public profiles.

Digital creator educators should be trained to implement safeguards, promote responsible digital citizenship, and model healthy boundaries between public persona and personal identity.

2. Media and Algorithmic Literacy

As algorithms increasingly mediate content creation and distribution, educators must understand how these systems shape visibility, amplify bias, and influence public discourse. Algorithmic literacy enables educators to teach students how content is curated and how visibility is often determined not by merit, but by virality or monetization potential.

This includes:

- Deconstructing platform logics (e.g., engagement loops, clickbait tactics);
- Teaching students to critically engage with metrics (likes, views, shares) rather than equating them with credibility or success;
- Guiding learners to develop authentic voice while navigating performative pressures.

3. Ethical Communication and Authenticity Management

One of the most pressing challenges in digital content creation is the prevalence of performative or deceptive content—what may colloquially be referred to as disingenuousness, pretense. Educators must instill ethical standards for content creation, emphasizing:

- **Integrity:** Producing content that aligns with truth, transparency, and personal or institutional values;
- **Authenticity:** Encouraging self-representation that is both genuine and contextually appropriate, resisting pressures to conform to inauthentic trends;
- **Critical empathy:** Teaching students to understand audience perception without compromising personal ethics.

Professional educators must serve as models for ethical engagement, resisting the commodification of identity and fostering a culture of critical reflection.

4. Crisis Management and Resilience Building

Given the volatility of digital spaces, educators in this field must be adept in crisis communication, both personally and pedagogically. This includes:

- Navigating backlash or digital missteps (e.g., content misinterpretation, public criticism);
- Coaching students on managing online reputation and digital footprints;

- Building psychological resilience to withstand the emotional labor involved in content creation and public engagement.

This emotional intelligence is critical for sustaining long-term participation in the digital creator economy.

5. Cultural and Contextual Sensitivity

Digital creators operate in global yet locally resonant ecosystems. Educators must equip students to be culturally sensitive and context-aware, particularly in multicultural or multilingual environments like Southeast Asia. This includes:

- Avoiding cultural appropriation and stereotyping;
- Promoting inclusive storytelling that respects diverse voices;
- Navigating identity politics in ways that are ethically and socially responsible.

In summary, the professionalization of digital creator educators requires a multidimensional competency framework that integrates technological fluency, media ethics, emotional resilience, and critical-cultural literacy. As mentors, facilitators, and role models, these educators are central to shaping a new generation of content creators who are not only digitally skilled, but also ethically grounded and risk-aware. Educational systems must therefore invest in continuous professional development that empowers teachers to thrive amid digital complexity—transforming risk into opportunity and guiding authenticity in an era rife with performative distortion.

■ Limitations and Recommendations

Limitations

The integration of **Creature Digitals**, **Conversationalist interfaces**, and **Analytical technologies** offers a comprehensive framework to support and enhance education policy development and implementation. Digital creatures, as engaging and culturally adaptive virtual agents, can foster student motivation and inclusivity, aligning with policies aimed at improving learner engagement and reducing educational disparities. Conversationalist interfaces provide personalized, scalable interaction that can facilitate language development, critical thinking, and student-centered learning, supporting policy goals on digital literacy and learner autonomy. Analytical tools complement these technologies by generating real-time, actionable insights from learner data, enabling policymakers and educators to monitor system-wide progress, identify achievement gaps, and tailor resource allocation efficiently. This data-driven approach helps ensure transparency, accountability, and evidence-based decision-making within education systems. In Thailand, where diverse learner needs and regional disparities pose challenges, leveraging these interconnected technologies can assist policymakers in crafting responsive and equitable education policies that promote quality learning outcomes across all regions. While the study provides valuable insights into

the strategic use of social media platforms—such as Facebook Ads, story and reels—for student recruitment, several limitations constrain the generalizability and applicability of its findings in broader or international contexts:

Recommendations

1. Contextual and Cultural Specificity

The study is deeply rooted in the Thai sociocultural and educational context. Student behavior, platform preference, and digital engagement patterns in Thailand may not translate effectively to other regions with different cultural values, technological access levels, or educational systems. This limits cross-cultural applicability.

2. Lack of Theoretical Generalization

The research appears to focus primarily on practical outcomes (reach and engagement metrics) rather than being anchored in robust communication or marketing theory. This weakens its utility as a model for theory-driven replication or comparative studies in other academic environments.

3. Short-Term Observational Window

Most social media campaigns analyzed in the study are likely based on short-term data collection, particularly surrounding specific recruitment cycles. This temporal limitation may obscure long-term trends in student decision-making or brand loyalty development over time.

4. Technological and Platform Dependence

The study emphasizes the effectiveness of specific platforms. However, social media trends evolve rapidly. Strategies effective may be obsolete in the current or future digital landscape, especially with algorithmic changes and shifting platform demographics.

5. Limited Sample Diversity

The participant and audience pool is confined to prospective Thai students engaging with University's campaigns. The study does not account for diverse student demographics such as international applicants, non-traditional learners, or underrepresented groups, which would be crucial for comprehensive strategy development.

6. Measurement Validity and Depth

While reach and engagement metrics offer quantifiable insights, they do not necessarily translate into actual enrollment behavior or long-term academic commitment. A reliance on surface-level analytics without behavioral tracking may compromise strategic depth.

In summary, while presents actionable strategies for leveraging social media in student recruitment, its limitations—particularly in cultural specificity, theoretical framing, and temporal scope—necessitate cautious interpretation. For broader application, future studies should incorporate comparative international data, longitudinal metrics, and theory-based frameworks to strengthen external validity and strategic relevance.

Acknowledgement

The authors are grateful for department of Lasc SSKRU to supporting to this research successful.

References

- Chai-Arayalert, S., et al. (2021). Chatbot-mediated technology to enhance experiences in historical textile museums. *Cogent Arts & Humanities*, 8(1), 2396206. <https://doi.org/10.1080/23311983.2024.2396206> [in Thai]
- Dhamanitayakul, C., & Sriwisathiyakun, K. (2021). Enhancing digital literacy with an intelligent conversational agent for senior citizens in Thailand. *Academia.edu*. [in Thai]
- Chiang Mai University. (2021). *Innovative communication strategies for student recruitment via social media platforms*. [in Thai]
- Pataranutaporn, P., Archiwaranguprok, C., Mano, P., Bhongse-tong, P., Maes, P., & Klunchun, P. (2024). Text2Tradition: From epistemological tensions to AI-mediated cross-cultural co-creation. *arXiv*. <https://arxiv.org/abs/2409.00203> [in Thai]
- PMC. (2024). Digitization of myth: The Himmapanvr project's role in cultural preservation. *National Center for Biotechnology Information*. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11061741/> [in Thai]
- Somsri, W. (2020). *A study on social media usage behavior among university students in Thailand*. [in Thai]
- Nipaporn, K. (2019). *The influence of YouTube content marketing on high school students' decision to pursue university education*. [in Thai]
- Chaiyachati, K. H., et al. (2019). The role of virtual characters in supporting language learning in Southeast Asian contexts. *Journal of Educational Technology*, 35(4), 287–301.
- Floridi, L., & Cowls, J. (2019). A unified framework of five principles for AI in society. *Harvard Data Science Review*, 1(1). <https://doi.org/10.1162/99608f92.8cd550d1>
- Gao, S., Wang, Y., Zhang, J., & Liu, Y. (2023). Generative AI in social media marketing: Opportunities and ethical challenges. *Journal of Digital Communication Research*, 11(2), 45–62.
- Junco, R. (2015). *Engaging students through social media: Evidence-based practices for use in student affairs*. Jossey-Bass.
- Kapoor, K., Tamilmani, K., Rana, N. P., Patil, P., Dwivedi, Y. K., & Nerur, S. (2022). Advances in social media research: Past, present and future. *Information Systems Frontiers*, 24, 1–28. <https://doi.org/10.1007/s10796-020-10087-2>
- Johnson, M., Smith, A., & Lee, R. (2020). Digital creatures and student motivation: A review of engagement strategies in virtual learning. *Computers & Education*, 150, 103841.
- Kumar, R., & Rose, C. (2019). Conversational agents for scaffolding collaborative learning. *International Journal of Artificial Intelligence in Education*, 29(2), 159–187.

- Kietzmann, J., Paschen, J., & Treen, E. (2018). Artificial intelligence in advertising: How marketers can leverage AI to improve customer relationships. *Journal of Advertising Research*, 58(3), 263–267. <https://doi.org/10.2501/JAR-2018-035>
- Maringe, F., & Gibbs, P. (2009). *Marketing higher education: Theory and practice*. McGraw-Hill Education.
- Mercer, N. (2000). *Words and minds: How we use language to think together*. Routledge.
- Noree, T., & Shamsudin, S. (2022). Learning analytics in Thai classrooms: Opportunities and challenges. *Asia Pacific Journal of Education*, 42(1), 57–74. [in Thai]
- Peruta, A., & Shields, A. B. (2017). Social media in higher education: Understanding how colleges and universities use Facebook. *Journal of Marketing for Higher Education*, 27(1), 131–143. <https://doi.org/10.1080/08841241.2016.1212451>
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual): A literature review. *Computers in Human Behavior*, 29(5), A60–A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- Siemens, G., & Long, P. (2011). Penetrating the fog: Analytics in learning and education. *Educause Review*, 46(5), 30–40.
- Wong, S., Phan, T., & Nguyen, L. (2021). Adapting conversational AI for multilingual learners in Thailand. *Journal of Language Learning and Technology*, 25(1), 45–63.
- Waddington, S. (2021). The impact of AI on public relations practice and education. *Journal of Communication Management*, 25(1), 73–85. <https://doi.org/10.1108/JCOM-03-2020-0017>