

STRATEGIC PUBLIC RELATIONS FOR CULTIVATING A POSITIVE IMAGE OF THE GENERAL EDUCATION DEPARTMENT AND INNOVATIONS IN E-LEARNING

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ABSTRACT

This research delves into the intricacies of developing educational media for public relations, with the primary objective of cultivating a positive image for the General Education Department and E-Learning Innovations. Through a comprehensive investigation, the study not only scrutinizes the developmental process of such media but also evaluates the impact of its usage in shaping a favorable perception of these academic entities. The media created by the department, disseminated through diverse platforms including YouTube channels, social networks, and the organization's website, encompasses instructional videos aimed at fostering continuous learning. Additionally, the research explores various departmental activities that leverage information systems for data collection and storage, thus laying the foundation for informed decision-making and future enhancements. The study targets a sizable population of undergraduate students enrolled in General Education courses during the academic year 2023, totaling 35,700 individuals. Data collection methods encompass surveys, and the subsequent analysis employs statistical techniques such as percentages, averages, and standard deviations.

The research findings offer valuable insights into two key dimensions. Firstly, it sheds light on student perceptions regarding the effectiveness of PR media for the General Education Department and E-Learning Innovations. This understanding serves as a catalyst for continuous improvement, with student feedback playing a pivotal role in enhancing the quality and impact of PR media. Secondly, the study emphasizes the importance of creating PR media that is not only contemporary but also aligned with the expectations of the target audience. The media's appeal and relevance are pivotal in achieving the desired outcomes.

Keywords: Development, Public Relations Media, Image

INTRODUCTION

The General Education Department and E-Learning Innovation Unit at Suan Sunandha Rajabhat University play a pivotal role in the dynamic realm of educational management, specifically within the General Education category. Responsible for overseeing undergraduate education in general studies, the department has traditionally organized class schedules, diligently specifying days, times, and locations for each course offered every semester (The Office of General Education and Innovative Electronic Learning, 2023). Despite these efforts, a noticeable decline in student attendance has prompted the need for a comprehensive reevaluation of the current educational approach.

In response to this challenge, the Research and Development Unit within the department has taken proactive initiatives, particularly in the realm of instructional content delivery. Recognizing the shifting landscape of educational preferences and technological

advancements, the unit has produced instructional videos for dissemination through its YouTube Channel. These videos are strategically designed to offer students and interested individuals the flexibility to access educational content at any time, fostering a culture of continuous learning.

In addition to utilizing YouTube as a dissemination platform, the Research and Development Unit has embraced various social media platforms and the university's official website to ensure widespread accessibility to the instructional videos. The exploration of Google Adwords for video advertising has also been considered to enhance the visibility of these educational resources, aiming for a broader reach and impact.

To inform their efforts, the department has engaged in diverse activities and leveraged information systems to gather valuable data. This data serves as a cornerstone for understanding the directions for further development in educational management within the General Education Department. Aligning with the university's strategic policy, the department has embraced online learning, demonstrating a commitment to managing and supporting the education system effectively in the digital age.

Drawing on the work of Arunrangseevatch, P., & Meenanan, S. (2016). this research recognizes the prevalent use of educational media, particularly websites and downloadable applications, as valuable resources for students in both classroom settings and self-directed learning. The historical context of media-based learning, as discussed by Achchriyakun, N., Yutsin, S., Pakdeerat, W., Mosikaphong, J., & Plaengprasop, S. (2000), provides a backdrop for understanding the evolution of educational media in the broader educational landscape.

Against this backdrop, the Research and Development Unit has undertaken a project to produce high-quality instructional videos, strategically aligning with contemporary educational needs. The objective is not only to efficiently utilize electronic devices but also to integrate the latest technological tools for effective learning experiences. In line with the university's strategic plan for the fiscal year 2024, the unit has set a key performance indicator to produce a minimum of 30 multimedia materials, emphasizing the pivotal role of media production in achieving the university's educational goals.

To further amplify these efforts, the General Education Department and E-Learning Innovation Unit have outlined a comprehensive plan to develop introductory videos for various general education courses in the fiscal year 2024. This forward-thinking project aims to enhance and refine existing media, ensuring it is engaging and responsive to the evolving needs of users. The ultimate goal is to elevate the quality of education and guarantee its continued relevance in the dynamic landscape of educational technology.

RESEARCH OBJECTIVES

This research study was aimed to enhance video editing techniques for instructional media within the General Education Department and E-Learning Innovations, with the additional objective of creating a comprehensive database for interested stakeholders.

CONCEPTUAL FRAMEWORK

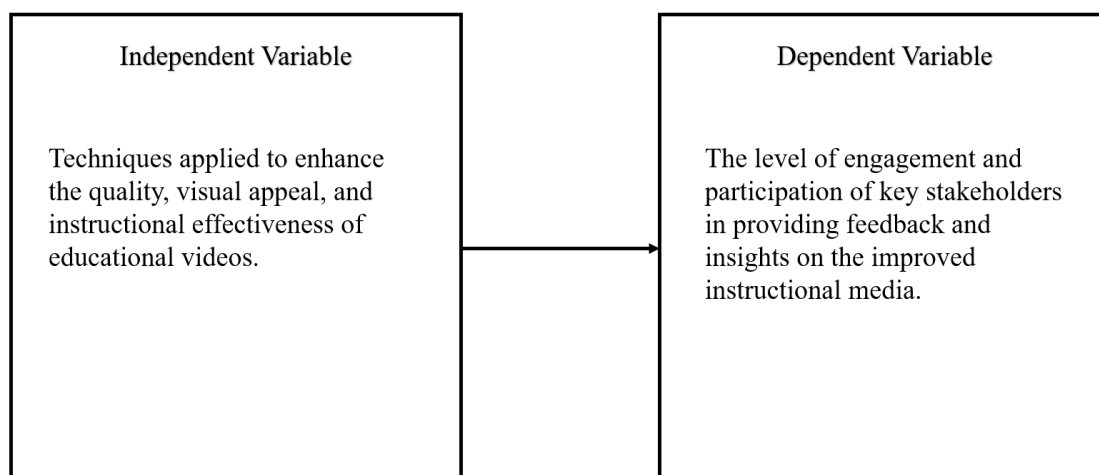


Figure 1. The relationship between the level of engagement and the participation of key stakeholders in providing feedback and insights on the improved instructional media.

The diagram shows a positive correlation between the level of engagement and the participation of key stakeholders in providing feedback and insights on the improved instructional media. This suggests that as the level of engagement increases, so too does the participation of key stakeholders.

The independent variable, "Techniques applied to enhance the quality, visual appeal, and instructional effectiveness of educational videos," is represented by the arrow pointing to the left. The dependent variable, "The level of engagement and participation of key stakeholders in providing feedback and insights on the improved instructional media," is represented by the arrow pointing to the right.

The specific techniques that are applied to enhance the instructional media are not specified in the diagram. However, the diagram suggests that these techniques are effective in increasing the level of engagement and participation of key stakeholders. (Sasiphun Neovakul, 2015).

METHODOLOGY

The research methodology employed in this study adopts a survey research approach, leveraging a meticulously designed questionnaire to amass valuable data concerning students' satisfaction with educational videos. The research process adheres to a systematic framework encompassing various stages, commencing with the clear definition of the research problem, followed by the selection of an appropriate sample, questionnaire design, data collection, and culminating in the comprehensive analysis of the gathered results.

The study's target population consists of undergraduate students currently enrolled in general education courses, representing a diverse and sizeable academic cohort. The sample size, comprising 379 students, was determined using the well-established Krejcie and Morgan's (1970) table, drawn from the expansive student population numbering 35,700. The selection process employed stratified random sampling, carefully considering academic year and faculty affiliation to ensure a representative cross-section of the student body.

Data collection primarily revolves around the utilization of a meticulously crafted questionnaire, thoughtfully divided into three distinct parts. The first section serves as a repository for demographic information, enabling a comprehensive understanding of the respondents' profiles. The second part employs a Likert Scale to gauge and quantify students' levels of satisfaction with the educational videos. The final section encourages respondents to provide additional suggestions and comments, enriching the dataset with qualitative insights.

The research harnesses an array of data collection tools, with the primary instrument being an online questionnaire. This questionnaire facilitates the collection of primary data from a participant pool comprising 380 individuals. Additionally, the research draws upon secondary data sources, which encompass a literature review and online resources relevant to the research topic. These secondary sources contribute valuable context and background information.

The physical location for the study is the dedicated research space at Building 34, specifically within the premises of the General Education and E-Learning Innovation Office, situated at the esteemed Suan Sunandha Rajabhat University, situated in the vibrant city of Bangkok, Thailand.

The research endeavor spans a defined timeframe, commencing on October 1, 2022, and concluding on July 20, 2023, ensuring adequate time for the various phases of research, data collection, and analysis.

The data analysis process is underpinned by the robust capabilities of the Statistical Package for the Social Sciences (SPSS). This analysis primarily focuses on the personal attributes of the sample population and their levels of satisfaction with the educational videos. The outcomes of this analysis are presented through descriptive statistics, encompassing key metrics such as frequency distribution, percentages, mean values, and standard deviations. These statistical insights serve to elucidate the intricate relationship between personal factors and students' perceptions of educational videos, facilitating a nuanced understanding of the research objectives.

RESULT

The research aimed to explore ways to improve video editing techniques for instructional media. The study focused on assessing the satisfaction of students towards instructional videos at the General Education and E-Learning Innovation Department, Suan Sunandha Rajabhat University, during the academic year 2023. The researcher collected data through an online questionnaire, with a total of 379 respondents. The analysis and interpretation of the data are presented in three parts: Part 1, Respondent Information; Part 2, Student Satisfaction Data; and Part 3, Additional Recommendations.

Part 1: Respondent Information

Table 1. Frequency and Percentage of Respondents' General Information

Personal Information	Number (N=379)	Percentage
1. Gender		
Male	163	43.01
Female	216	56.99
Total	379	100

Personal Information	Number (N=379)	Percentage
2. Age		
17 years	50	13.19
18 years	135	35.62
19 years	107	28.23
20 years and above	82	21.64
Not specified	5	1.32
Total	379	100
3. Faculty		
Education	76	20.05
Fine Arts	22	5.80
Science and Technology	39	10.29
Humanities and Social Sciences	96	25.33
Industrial Technology	82	21.64
Management	64	16.89
Total	379	100.00

From Table 4.1, it is observed that the majority of respondents were female (56.99%), most were 18 years old (35.62%), and a significant portion belonged to the Faculty of Humanities and Social Sciences (25.33%).

Part 2: Student Satisfaction Data

Table 2. Mean, Standard Deviation, and Importance Level of Student Satisfaction

Satisfaction Aspect	Mean	S.D.	Importance Level
1. Videos are interesting	4.03	0.7218	High
2. Content is easy to understand	4.10	0.7132	High
3. Duration and content are appropriate	3.97	0.8915	High
4. Audio, video, and content are appropriate	4.00	0.9483	High
5. Images and subtitles enhance understanding quickly	4.49	0.5651	High
6. Sequencing of images is appropriate	4.52	0.5651	Highest
7. Clear and understandable narration	4.22	0.7146	High
8. Students can review lessons independently	4.46	0.7239	High
9. Video media is suitable for teaching	4.32	0.7484	High
10. Video helps students gain additional knowledge	4.05	0.8102	High
Total	4.22	0.1222	High

In Table 4.2, the overall satisfaction level of students with instructional videos is high, with a mean score of 4.22. The highest-rated aspect is the appropriateness of image sequencing, with a mean score of 4.52.

Conclusion

In conclusion, the majority of students expressed high satisfaction with instructional videos, particularly noting the appropriateness of image sequencing as the most appreciated aspect. These findings provide valuable insights for improving video editing techniques and enhancing the overall effectiveness of instructional media.

Recommendations

Further research and improvements in video production should focus on maintaining and improving the aspects that received lower satisfaction scores. Additionally, considering the preferences and feedback of students can contribute to the continuous enhancement of instructional videos for effective learning experiences.

CONCLUSION

In conclusion, the findings of this research shed light on the satisfaction levels of students with instructional videos at the General Education and E-Learning Innovation Department, Suan Sunandha Rajabhat University, during the academic year 2023. The study encompassed a diverse group of 379 respondents, revealing insightful patterns and preferences among students.

The demographic analysis highlighted that the majority of respondents were female students, aged 18 years, and affiliated with the Faculty of Humanities and Social Sciences. This demographic insight provides context to the subsequent exploration of student satisfaction with instructional videos.

The assessment of student satisfaction, detailed in Table 2, uncovered a consistently high overall satisfaction level, with a mean score of 4.22. Notably, the aspect receiving the highest satisfaction rating was the "Sequencing of images is appropriate," with an exceptional mean score of 4.52. This suggests that students highly appreciate the thoughtfully organized visual content in instructional videos.

These results imply that the instructional videos are generally effective in capturing students' interest, facilitating comprehension, and providing a suitable platform for independent review. Furthermore, the positive feedback on specific elements such as image sequencing, audio clarity, and the ability to review lessons independently underscores the potential of instructional videos in promoting effective and engaging learning experiences.

The outcomes of this research contribute valuable insights to the ongoing efforts to enhance video editing techniques for instructional media. The identification of specific aspects that resonate positively with students provides actionable guidance for content creators and educators aiming to optimize the impact of instructional videos.

Moving forward, continuous efforts to address the specific aspects that received comparatively lower satisfaction scores are recommended. Additionally, incorporating student feedback into the iterative process of video production will contribute to the refinement and evolution of instructional videos, ensuring they remain relevant and effective in meeting the educational needs and preferences of students.

In essence, this research serves as a foundational step in the ongoing pursuit of improving instructional video content for an increasingly diverse and technology-driven educational landscape. The positive feedback from students underscores the importance of leveraging multimedia resources to create engaging and effective learning experiences.

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