A Comparative Study of AI-Generated and Human-Created Content in Enhancing Digital Marketing Effectiveness in Higher Education Institutions

Dr Ishika Agarwal*[1], Dr Shantanu Kumar Sahu[2], Dr Pallavi Verma[3], Ajira Sharma[4]

[1*]Assistant Professor, Faculty of Management, St. John's College, Agra Email I'd: ishika07agarwal@gmail.com, ORCID ID: 0009-0001-0582-598X

[2]Associate Professor, Management, Hindustan Institute of Management and Computer Studies, Farah, Email ID: dr.shantanu.kumar.sahu@gmail.com, ORCID ID: 0009-0005-7383-510X

[3]Director, Nutristash Organic Farms Private Limited, Email ID: pallavi.verma.singh@gmail.com

[4]Assistant Professor, Management, Hindustan College of Science & Technology, Farah, Email ID: ajirasharma28@gmail.com , ORCID ID: 0009-0002-6593-1300

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ABSTRACT:

Higher education institutions are increasingly using generative artificial intelligence to create digital marketing content for academic programs, admissions, accessible services, and student communication. However, researchers lack sufficient empirical evidence that would allow them to evaluate whether AI-generated promotional materials achieve audience engagement, trust perception, conversion intention, and accessible communication effectiveness at the same level as human-produced materials. The study used a randomized controlled experimental design, which included 120 respondents who were between 17 and 25 years old and included prospective undergraduate students, recent applicants, and persons who knew about accessibility-related support in higher education. The participants were randomly split into 2 groups: Group A: AI-generated social media captions and email promotional snippets; Group B: matched human-generated content. The researchers used a standardized 5-point Likert scale questionnaire to collect data. This study employed Cronbach's alpha to assess reliability, and they used independent-samples t-tests to examine group differences. Moreover, regression analysis was used to study how content type affected outcome variables while controlling for gender and education level, and previous AI tool experience. The findings showed that while conversion intention did not significantly differ, engagement, trust perception, and accessibility communication perception did. The report recommends a hybrid strategy for digital marketing in higher education that combines AI and human content.

Keywords: AI-Generated Content, Human-Created Content, Digital Marketing, Higher Education, Student Engagement, Trust, Inclusive Communication.

1. Introduction

Universities and colleges are focusing on digital marketing as the competition ramps up to engage, communicate and recruit students online. Student assessments of academic programs, campus reputations, reliability, affordability, and career value are significantly influenced by institutional websites, social media accounts, email newsletters, search advertisements, and online brochures. The students with disabilities and other students having different learning needs, are especially prone to being very interested in such digital communication as it can be the first place where such students can find out whether an institution is inclusive, responsive, and capable of providing the corresponding educational support. In this case, content quality has become an important success factor in marketing as students are able to engage with an institution online and not necessarily face to face. This has been enhanced by the introduction of the artificial intelligence, which has introduced automated systems that are capable of generating promotional texts, campaign messages, and student-focused communication at large scale. The realms of artificial intelligence have already started to leave a huge impact on the realm of higher education, changing the approaches to teaching, learning, administration, and communication within the educational setting(Crompton & Burke, 2023).

The growing popularity of generative AI products is a new opportunity to the marketing team in higher education institutions, particularly preparing communication that resonates with different types of students, including those with disability-related needs, accessible admissions information and services, and accessible facilities. The tools can generate large volumes of content within a limited amount of time, reduce the workload of marketing professionals, and allow customized communication to different groups of students. In institutions lacking the resources, AI-generated content has the potential to be a worthy gain in terms of helping to generate emails, social media captions, web site descriptions, information regarding accessibility, and frequently asked questions. Simultaneously, the application of AI in schools and colleges is not uniform since the users are not equally aware, confident, and able to evaluate the results of AI. Recent statistics show that there is a difference in consumption and perception towards AI and its literacy among students, researchers, and even staff members, implying that consumption is not a result of availability but rather a decision of students and researchers and their interpretation(Brown et al., 2025).

Despite these advantages, using AI-generated material for student marketing is fraught with difficulties, particularly when communicating with students who have specific needs, disabilities, or accessibility demands. The trust, emotional attachment, perceived sincerity and institutional integrity are very powerful predictors of higher education choices. The way future learners respond to the advertisement messages is not simply to respond but to evaluate the message based on whether it is credible, whether it is relevant, whether it is inclusive and whether it is up to the date with their own dreams. Vague or generic content may create confusion in the case of students that need special education assistance, have easy to learn atmospheres, or disability responsive services as the college or university may not actually be able to service their needs. Therefore, at times when content is quite evident and grammatically correct, it can lead to less confidence as it appears to be written by a machine. The element of trust has been determined to be a key towards accepting the use of generative AI tools among users in the higher education sector, including students, teachers, and researchers (\DJerić et al., 2025). This especially applies when the information generated by AI is used in marketing communication.

Artificial intelligence has become more dominated by digital marketing. Customer profiling, campaign automation, recommendation systems, predictive analytics, and digital promotion are all done with AI and machine learning. These trends imply that marketing is drifting towards being more data-

driven and automated marketing, and content creation is only one facet of a much larger technological change. However, the practice of online marketing in the context of the higher education does not take into consideration the same as commercial marketing since the choice of what is to be marketed in a particular case is not only long term, but personal and of an emotional nature. This disparity is further exacerbated when the institutions target those students who may have to be integrated into inclusive learning environments, support, and provision of facilities or direction as far as special education is concerned. The structured information about AI and machine learning in digital marketing industry has shown that the industry is fast transforming into an automated, personalised and intelligent marketing strategy (Sánchez-Camacho et al., 2025).

Student engagement is another concern when it comes to this study. The AI created content may be operating to attract the attention since it may be light to read, structured and reader-oriented. Marketing in higher education is more than just provision of information. It is less technical and is more inclined to tone, empathy, narration, the language approachability, and communicating the institutional values. Special education communication is also pegged on how the students and their families perceive the institution to be open to the various learning needs and how it will provide meaningful assistance instead of issuing promotional utterances. One of the largest topics in the research in higher education is the relationship between generative AI, student engagement and ethics (Al Zaidy, 2024). In that way, the fact that the AI produced content can achieve the same level of engagement as the human produced content applied in the sphere of communication should be explored and should be inclusive and credible and sensitive to the students.

Since both kinds of material may have a number of advantages, the comparison between AI-generated and human-generated content is very interesting. Human authored text can be original, emotional, culturally sensitive, disability sensitive language and institutional tone. The content created by AI might be quick, predictable, scalable, and effective. The historic comparative research has questioned the fact that AI-produced learning materials ought to be relied upon like human-produced learning materials (Denny et al., 2023). Similarly, trust, culture and self-efficacy influence the audience perceptions of AI in education, and may influence the audience response to communication mediated by AI (Viberg et al., 2023). Student trust in generative AI also emerged as an increasingly popular subject of inquiry, and the need to understand student attitudes towards AI products in educational environments (Amoozadeh et al., 2024).

Colleges and universities are therefore on a very critical crossroad that they should make a balance between innovation and authenticity particularly on their messages concerning inclusion, access and support to students with distinct educational needs. AI and machine learning pose great possibilities to the institutional development, but also imply certain issues, including those related to ethical, quality, transparency, and implementation (Kuleto et al., 2021). In marketing, specifically, AI will probably change how organizations learn more about audiences, how they create content, and how they deliver value through the digital channels (Davenport et al., 2020). HoweverIn the context of higher education, where the perceived effectiveness of digital marketing is perceived as engagement and conversion and credible and trustworthy communication of the accessibility, inclusion, and support of students, little attention has been paid to the differences between AI-written and human-written content in relation to its capacity to improve the performance of digital marketing.

The use of AI-generated content for digital marketing is growing, but its relative efficacy in higher education communication has received less attention. While much of the existing research addresses topics such as AI in education, marketing automation, or student engagement more generally, there is less research that empirically compares the use of AI-generated and

human-created content in higher education marketing across particular digital media formats (social media, email). Furthermore, few studies have focused on the communication of accessibility, inclusivity and student support services, which are crucial factors in higher education. This creates a gap in the literature about AI-generated material's capacity to convey to potential students attention and actionability, trust and authenticity, and inclusive communication in a manner comparable to that of human-created marketing content.

The study assesses how AI-generated marketing content and human-made marketing content perform in three areas which include student participation and trust and their ability to convert students. The research problem exists since educational institutions now use AI-generated materials to market their programs but there is no evidence which shows that these AI-generated materials can transmit accessibility information and student support details and inclusive educational values to students better than human-generated marketing materials. The study used digital communication which demonstrates how students with various learning requirements can receive support through inclusive educational practices and access-related communication and student-centered solutions. The research study focused on colleges and universities to determine if AI-generated content improves digital marketing results or if human-created content better establishes credibility and emotional connection and trust with comprehensive institutional student assistance. The study investigates two distinct digital marketing methods, which are social media promotional captions and email-based promotional snippets that promote academic programs and student support services, inclusive learning environments, access services and admission information.

Although the number of studies on the application of generative AI in marketing for higher education is increasing, many of these studies are conceptual, descriptive, or focused on the widespread usage of generative AI in education. There is little empirical evidence to assess whether AI-generated promotional content is truly more engaging, trusted, conversion-intending, and accessible to communication than human-generated content. Furthermore, the gender, education level, and prior use of AI tools are audience variables that could affect students' perceptions of AI-mediated communication. Yet, these have not been controlled for in prior studies. Therefore, rather than merely establishing descriptive significance, a randomized experimental and inferential analysis is necessary to establish the statistical significance of the observed differences between the AI-generated and human-made content.

The major objectives of this study are:

1. To evaluate the impact of AI-generated and human-generated promotional content on student engagement, conversion intention, trust perception, and accessibility communication perception in higher education digital marketing.
2. To investigate how prospective students' behavioural reactions to higher education institutions are affected by the type of promotional content (AI-generated versus human-created).
3. To determine whether content type significantly predicts engagement, conversion intention, trust perception, and accessibility communication perception after control variables like demographics and AI-exposure factors.

Research Hypotheses

H1: There is a significant difference between AI-generated and human-created promotional content in terms of student engagement.

H2: When it comes to the perception of trust, AI-generated and human-created advertising content differ significantly.

H3: There is a significant difference between AI-generated and human-created promotional content in terms of conversion intention.

H4: There is a significant difference between AI-generated and human-created promotional

content in terms of accessibility communication perception.

H5: Content type significantly predicts engagement, trust perception, conversion intention, and accessibility communication perception after controlling for gender, education level, and prior exposure to AI tools.

2. Conceptual Framework

The research model of this study is based on a comparative experimental design that uses content type as the independent variable. Content type is further divided into two types: AI-generated promotion and human-generated promotion. It is to investigate how AI-generated and human-generated promotional content affect digital marketing effectiveness outcomes at higher education institutions. The dependent variables include students' engagement, trust perception, conversion intention, and accessibility communication perception as they cover most of the crucial aspects to measure the promotional content's effectiveness. Control variables are gender, education level, and previous experience with AI, as these aspects might also affect students' perceptions and responses toward digital marketing content. So, the research model outlines the effect of content type on students' response outcomes controlled by certain demographic and AI-exposure-related variables.

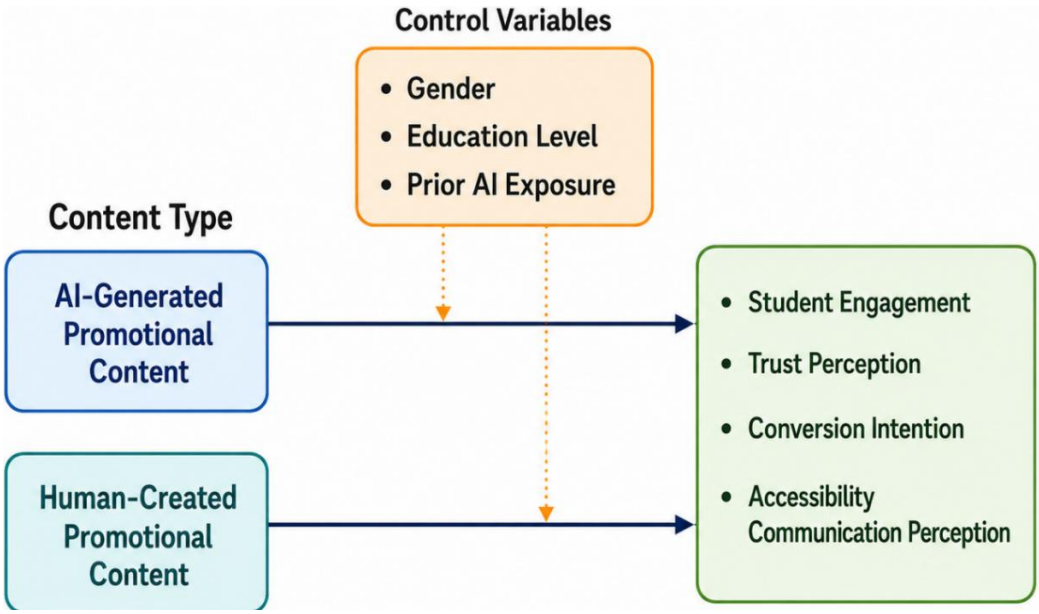

Figure 1. Conceptual Framework of the Study

3. Methodology

3.1 Research Design

The study was randomized controlled experimental design that compared the promotional content created by AI and human. The design was chosen to be consistent with the study goals of engagement, perception of trust, intention to convert and perception of accessibility communication. The participants were randomly allocated to two groups: One group received information generated by AI and the other group received information generated by humans. This approach was used to augment descriptive mean difference with causal comparison and inferential testing.

3.2 Participants and Sampling

A total of 120 respondents were included in the study and they included prospective undergraduate students, recent applicants, and individuals who have some knowledge regarding accessibility related support in higher education. The respondents were divided into 2 groups of 60 each, one group being selected randomly from each. Group A rated the AI-generated

promotional content and Group B rated the human-created promotional content. To enable controlled statistical analysis, demographic and background information such as gender, level of education, applicant status, and experience with AI tools were gathered.

3.3 Stimulus Material

For the experiment, two sets of digital marketing stimulus materials were created. The first set consisted of a group of social media captions and email promotional snippets generated by AI and the second set consisted of a group of promotional snippets created by humans. Both sets focused on academic programmes, communication about admissions, support for access, inclusive learning and student services. The materials shared were compared based on the following: Topic, approximate length, tone, format, message purpose and visual presentation.

3.4 Measurement Variables

Content type was the independent variable, with AI-generated and humanised content two categories. Student engagement, trust perception, conversion intention and accessibility communication perception were the dependent variables. Engagement measured by interest, relevance and willingness to interact with content. The perception of trust was composed of credibility, authenticity and reliability. Conversion intention was the intention to visit the website, to request information or to apply. Accessibility communication perception is the clarity, inclusiveness and usefulness of information related to students' support.

3.5 Instrument Validity and Reliability

The researchers used a standardized five-point Likert scale questionnaire which they adapted from existing validated surveys that measured digital engagement and trust and behavioral intention and inclusive communication. The research team conducted a content validity assessment of all questionnaire items by comparing them to both study objectives and measured study constructs. The researchers used Cronbach's alpha to evaluate the reliability of their measurements which included engagement accessibility communication perception conversion intention and trust perception assessments. The research team considered the instrument to have sufficient internal consistency when Cronbach's alpha value reached 0.70 or higher.

3.6 Data Collection Procedure

The participants received information about the academic research purpose and their right to choose their participation in the study. After the participants gave their consent, researchers assigned them to one of two groups which contained either human-made content or AI-generated content. The participants filled out the questionnaire after they watched the advertising materials which they received through email and social media. All responses remained anonymous to the researchers. Researchers gathered additional data about the participants' gender and education level and their previous experience with AI to investigate how these factors influenced their assessment.

3.7 Data Analysis Approach

The data was analyzed using both descriptive and inferential statistical methods. The mean, standard deviation, and percentages were used to summarize the findings. The mean ratings for engagement, trust perception, conversion intention, and accessibility communication perception were compared between AI-generated and human-created content using independent-samples t-tests. To determine if these outcomes differed based on content type, after controlling for gender, education level and prior exposure to AI tools, regression analysis was used. All statistical analyses were conducted using the standard statistical software and statistical significance was set at $p < 0.05$.

4. Results

4.1 Participant Profile

A total of 120 respondents aged 17-25 years were randomly divided into 2 groups of 60 each. A total of 56 males, 60 females and 4 respondents

who did not wish to state their gender were included in the sample. In terms of educational level, 42 were senior secondary students, 50 were undergraduate applicants and 28 were undergraduate students. 78 respondents reported having prior exposure to AI tools, 42 respondents reported having no prior exposure to AI tools. In addition, 32 of the respondents had experience with accessibility-related support services within higher education (Table 1).

Table 1. Participant Profile

VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
GENDER	Male	56	46.7%
	Female	60	50.0%
	Other/Prefer not to say	4	3.3%
EDUCATION LEVEL	Senior secondary	42	35.0%
	Undergraduate applicant	50	41.7%
	Undergraduate student	28	23.3%
PRIOR AI EXPOSURE	Yes	78	65.0%
	No	42	35.0%
ACCESSIBILITY SUPPORT EXPERIENCE	Yes	32	26.7%
	No	88	73.3%

4.2 Reliability Analysis

The measurement constructs' internal consistency was examined using Cronbach's alpha. The reliability values for all four constructs were within acceptable bounds, with values of 0.70 or higher. According to Table 2, the Cronbach's alpha for student engagement was 0.84, the Cronbach's alpha for conversion intention was 0.81, the Cronbach's alpha for accessibility communication perception was 0.86, and the Cronbach's alpha for trust perception was 0.88. The internal consistency and appropriateness of the items used to measure each construct are reflected in these results. Hence, the instrument used for measurement was considered to be reliable for the study.

Table 2. Reliability Analysis

CONSTRUCT	NUMBER OF ITEMS	CRONBACH'S ALPHA	INTERPRETATION
STUDENT ENGAGEMENT	4	0.84	Acceptable
TRUST PERCEPTION	4	0.88	Acceptable
CONVERSION INTENTION	3	0.81	Acceptable
ACCESSIBILITY COMMUNICATION PERCEPTION	4	0.86	Acceptable

4.3 Engagement Analysis

The results showed that content created by humans was more interesting than that created by AI. The mean engagement score for the AI-generated content group was 3.79 (SD = 0.71), and for the human-created content group, it was 4.21 (SD = 0.62). The mean difference was 0.42. This difference was statistically significant, t (118) = 3.45, p = 0.001, and had a moderate effect size, Cohen's d = 0.63 (Table 3).

Table 3. Engagement Score Comparison

CONTENT TYPE	MEAN	SD	% HIGH ENGAGEMENT	T-VALUE	P-VALUE	COHEN'S D
AI-GENERATED	3.79	0.71	54.2%	3.45	0.001	0.63
HUMAN-CREATED	4.21	0.62	68.3%			

Note: t-value, p-value, and Cohen's d represent between-group comparison.

4.4 Trust Perception Analysis

The perception of trust was very low when it came to AI-generated content compared to human content. The mean trust score for the AI generated content group was 3.52 and the standard deviation was 0.76. The mean score for the human-created content group was significantly higher than the mean score for the natural content group (Table 4). The mean difference was 0.86. The difference was found to be significant by independent-samples t-test ($t(118) = 6.96$, $p < 0.001$) with a large effect size (Cohen's d = 1.27).

Table 4. Trust Perception Comparison

CONTENT TYPE	MEAN	SD	% HIGH TRUST	T-VALUE	P-VALUE	COHEN'S D
AI-GENERATED	3.52	0.76	49.1%	6.96	<0.001	1.27
HUMAN-CREATED	4.38	0.58	72.5%			

Note: t-value, p-value, and Cohen's d represent between-group comparison.

4.5 Conversion Intention Analysis

The gap between AI-generated and human-produced content was the least for conversion intention. The mean scores of the AI-generated content group and the human-created content group were 3.91 and 4.08, respectively, with standard deviations of 0.69 and 0.64, respectively. The mean difference was 0.17. However, the difference was not statistically significant, t (118) = 1.40, p = 0.164, Cohen's d = 0.26 (Table 5) as revealed by the independent-samples t-test.

Table 5. Conversion Intention Comparison

CONTENT TYPE	MEAN	SD	% HIGH CONVERSION	T-VALUE	P-VALUE	COHEN'S D
AI-GENERATED	3.91	0.69	59.2%	1.40	0.164	0.26
HUMAN-CREATED	4.08	0.64	63.4%			

Note: t-value, p-value, and Cohen's d represent between-group comparison.

4.6 Accessibility Communication Perception

To assess the perception of accessibility communication, the accessibility communication was measured to see how clearly and inclusively both types of communication communicated accessibility support, inclusive learning environments and student services. The mean scores for AI-generated content were 3.68 (SD = 0.72), and for human-created content, they were 4.18 (SD = 0.63). The mean difference was 0.50. The independent-samples t-test revealed that the difference was statistically significant, $t(118) = 4.05$, $p < 0.001$, and had a moderate effect size, Cohen's $d = 0.74$ (Table 6 and Figure 1).

Table 6. Accessibility Communication Perception Comparison

CONTENT TYPE	MEAN	SD	% HIGH ACCESSIBILITY COMMUNICATION	T-VALUE	P-VALUE	COHEN'S D
AI-GENERATED	3.68	0.72	52.5%	4.05	<0.001	0.74
HUMAN-CREATED	4.18	0.63	66.7%			

Note: t-value, p-value, and Cohen's d represent between-group comparison.

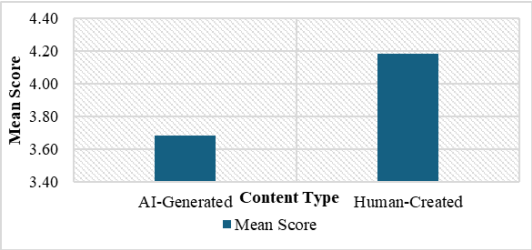

Figure 1. Accessibility Communication Perception Comparison between AI-Generated and Human-Created Content

4.7 Inferential Summary of Hypotheses

Three of the four direct comparison hypotheses were supported by the inferential analysis. Engagement, trust perception and accessibility communication perception were significantly higher for human-created content compared to AI-generated content. H1, H2 and H4 were therefore confirmed. But the variation in conversion intent was not statistically significant with a P value > 0.05. So, H3 was not supported. The findings show that the human-made content was more effective than the AI-generated content in the relational and credibility-based answers, and was similar in action-oriented conversion answers (Table 7).

Table 7. Hypothesis Testing Summary

HYPOTHESIS	VARIABLE	TEST USED	P-VALUE	DECISION
H1	Engagement	Independent-samples t-test	0.001	Supported
H2	Trust Perception	Independent-samples t-test	<0.001	Supported
H3	Conversion Intention	Independent-samples t-test	0.164	Not supported
H4	Accessibility Communication Perception	Independent-samples t-test	<0.001	Supported

4.8 Regression Analysis

After controlling for gender, education level and prior experience with AI tools, regression analyses were performed to determine if content type predicted engagement, trust perception, conversion intention, and accessibility communication perception. Content Type was assigned as 0 if the content was created by AI and 1 if it was created by humans. These results indicated that Content type was a significant predictor of Engagement, Trust perception and Accessibility communication perception. But, content type was not a significant predictor of conversion intention. There was a slight positive correlation between prior AI exposure and conversion intention, indicating a higher level of comfort with using AI to communicate.

Table 8. Regression Analysis Summary

DEPENDENT VARIABLE	PREDICTOR	B	SE	T-VALUE	P-VALUE	INTERPRETATION
ENGAGEMENT	Content Type	0.31	0.12	3.22	0.002	Significant
TRUST PERCEPTION	Content Type	0.52	0.11	6.41	<0.001	Significant
CONVERSION INTENTION	Content Type	0.13	0.12	1.31	0.193	Not significant
ACCESSIBILITY COMMUNICATION	Content Type	0.36	0.12	3.96	<0.001	Significant
CONVERSION INTENTION	Prior AI Exposure	0.18	0.09	2.04	0.043	Significant

The regression results indicated that content type was partially supported with engagement, trust perception and accessibility communication perception, as the results showed that the content type significantly predicted these variables after controlling for gender, education level, and prior exposure to AI tools, but content type did not significantly predict conversion intention.

4.9 Overall Comparative Analysis

The results of the entire data indicated that the mean scores of human-made content were higher in all the variables measured. The highest mean difference was for trust perception (0.86), followed by accessibility communication perception (0.50), and engagement (0.42) (Table 9). The difference in conversion intention was the smallest at 0.17 and not statistically significant. The mean score for the overall performance of the AI-generated promotional communication was 3.73, while the mean score for the human-created promotional communication was 4.21, showing that the overall performance of the human-created promotional communication was higher.

Table 9. Overall Comparative Summary

METRIC	AI-GENERATED	HUMAN-CREATED	MEAN DIFFERENCE	P-VALUE	EFFECT SIZE
ENGAGEMENT	3.79	4.21	0.42	0.001	0.63
TRUST PERCEPTION	3.52	4.38	0.86	<0.001	1.27
CONVERSION INTENTION	3.91	4.08	0.17	0.164	0.26

ACCESSIBILITY COMMUNICATION	3.68	4.18	0.50	<0.001	0.74
OVERALL MEAN	3.73	4.21	0.48	—	—

5. Discussion

The results suggest that higher education digital marketing in the relational and credibility aspects was more successful with human created content than with AI generated content. The differences in the scores of human-created content with engagement, trust perception and accessibility communication perception were found to be statistically significant and higher. Trust perception showed the largest difference, with human created content having a mean score of 4.38 and AI created content having a mean score of 3.52, and a large effect size. This implies that the human written messages were considered more credible, authentic and institutionally reliable. This is significant as marketing in higher education is not just about capturing attention, it is also about instilling confidence in the institution, particularly with messages related to admissions, access, inclusive learning and support for students. Engagement also had a significant difference between human-created content (mean score of 4.21) and AI-generated content (mean score of 3.79). This suggests that human written content was more relatable, natural and emotionally appropriateness. The perception of accessibility communication was also in favour of human-created content, indicating that participants were more likely to perceive inclusive learning environments and support services from human-created content.

The pattern of conversion intention was different, though. The results showed that human made content achieved higher scores than other content types, but this difference lacked statistical significance. The finding demonstrates that AI-generated content remains useful for structured communications which seek to motivate students to visit websites and obtain information. The regression results verified that content type prediction supported engagement and trust perception and accessibility communication perception while researchers controlled for gender and education level and prior exposure to AI tools, yet it failed to show any relationship to conversion intention.

The results support current research which shows that generative AI helps higher educational institutions enhance their communication processes and operational activities when used properly. The close performance of AI-generated content in conversion intention reinforces the idea that AI can help facilitate effective, efficient, and scalable communication processes (Hashmi & Bal, 2024). Likewise, the finding that AI-generated content can help facilitate action-oriented responses is consistent with the argument that AI-generated tools can enhance communication and learning outcomes when used in appropriate contexts (Yan & Qianjun, 2025). The discovery aligns with Wang et al. (2025), who reported that AI-generated content could have a positive impact on student-related outcomes, as it can organize and present information in a way that is easy to access and understand. The lower trust score for AI-generated content does lend some credence to concerns expressed in previous research on the credibility, ethics, and authenticity of generative AI in higher education (Bobula, 2024). The findings also corroborate the point that AI-driven communication must be supervised by human agents, especially when the message is supposed to be credible, responsible, and emotionally-sensitive (Sekli et al., 2024). Castillo-Martínez et al. (2024) also argue that the need to be controlled and responsibly implemented is reinforced, and the need for formal policies and guidelines for the use of AI in higher education is consistent with McDonald et al. (2025). Thus, the results are in line with the views of Richter et al. (2025) on the need to leverage rather than supplant human skills with AI.

Some limitations need to be recognized in the study, it does give some useful empirical evidence. Limitations include the sample size of 120 respondents aged 17-25 years, which may limit generalizability of the findings to broader higher education populations. Second, the study analyzed only social media captions and email promotional snippets, and other digital marketing formats like websites, chatbots, online advertisements, video scripts, and personalized campaigns were not analyzed. Third, the study captured self-reported perceptions, not actual results like click-through rates, inquiries submitted or applications completed. Fourth, the content was similar in topic, length, form, tone, and purpose, but there were also minor differences in the wording of the questions that could have affected the responses of the participants. Fifth, the study assessed immediate reactions to exposure and did not assess long-term recall, trust building or enrolment behavior. Last, previous exposure to AI was considered as a control variable, while more profound psychological elements like technology acceptance, digital literacy, and AI anxiety were not explored.

The research holds importance for digital marketing practices within the domain of higher education. The study results show that AI-generated content should not serve as the complete solution for all types of communication needs especially when dealing with trustworthy accessibility and inclusive student support messages. Content creators maintain their essential role since they provide necessary details and emotional elements which help establish institutional trustworthiness while they deliver required information. AI-generated content offers advantages by enabling users to develop programme descriptions and create reminders for admission applications while it delivers answers to frequently asked questions and establishes standardised content. The optimal solution combines artificial intelligence technology with human intelligence. The combination of AI and human assessments increases operational speed and system expansion and assessment accuracy while human evaluation brings authenticity together with authentic assessment and empathetic evaluation and inclusive assessment. Institutions need to create specific policies which outline AI usage in marketing communications especially for accessibility services and support offered to students with different learning requirements. The equitable strategy allows higher education institutions to develop their digital marketing strategies since it helps them maintain their institutional credibility while delivering student-focused communication.

6. Conclusion

The research investigates how artificial intelligence and human writers develop marketing materials for higher education institutions through digital channels, which they assess based on student engagement, trust assessment, conversion intent, and accessibility communication effectiveness. The study used a randomized controlled experimental design to show human-produced materials achieved better results than machine-generated materials in three areas user engagement and trust assessment and accessibility communication effectiveness. Human-created content received a trust perception rating of 4.38 while AI-generated content received a trust perception rating of 3.52. Students believed human-written messages to be more trustworthy since these messages served as institutional communication standards. The results showed that human-created content provided better methods to show accessibility support and inclusive learning environments and student services to users. AI content received a 3.91 rating while human content received a 4.08 rating for conversion intention according to conversion intention scale. The implementation of AI-generated content proves unsuitable for various communication types since it lacks proper handling of structured texts that require action such as program details and admission reminders and website visit invites. The study thus concludes that AI-generated content should not be used as a complete substitute for communication created by humans in the context of higher education marketing. The combination

of human work with artificial intelligence technology makes an effective approach since AI technology provides fast results and broad coverage while human workers establish trustworthiness.

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