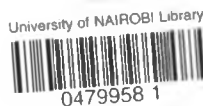# UNIVERSITY OF NAIROBI

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

AN ASSESSMENT OF TRAINING NEEDS AND ACTIVITIES FOR PUBLIC RELATIONS SPECIALISTS IN PUBLIC FIRMS: THE CASE OF GOVERNMENT MINISTRIES AND PARASTATAL ORGANIZATIONS IN NAIROBI

BY

MOLLY, A. NGODE

K50/70366/07

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENT OF THE AWARD OF MASTER OF ARTS DEGREE IN COMMUNICATION STUDIES

OCTOBER 2009

DECLARATION
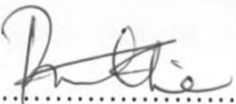
This research project is my original work and has not been presented to any learning institution for the award of any degree

Signed....... MAN .... Date. 24/11/2009

Molly, A. Ngode

The research project has been submitted with my approval as the supervisor, on behalf of the School of Journalism and Mass Communication, University of Nairobi.

Signed........ .... Date. 24/11/2009

Wairimu Gichohi

ACKNOWLEDGEMENTS

DEDICATION

This study is dedicated first to my loving and caring parents; Mr. Apollo Ngode and Mrs. Monica Ngode, for being my sponsors and supporting me in all possible ways throughout this study.

To the rest of my family members, sisters Conceptor Ngode, Jemima Ngode, Belinda Ngode, Iscaline Ngode, and my brother, Lameck Ngode.

To my loving cousins, especially Phoebe and Laura Oruko

To my aunts, uncles and grandparents

I hope this study will be an inspiration to you all and the other generations to come.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

PR	-	Public Relations
ED	-	Employ Development
PRP	-	Public Relations Practitioner
PRS	-	Public Relations Specialist
TN	-	Training Needs
STO	-	System Theory of Organization
CSR	-	Corporate Social Responsibility
PA	-	Personal Assistant
PRO	-	Public Relations Officer
OT	-	Organization Theory
TB	-	Team Building
IT	-	Information Technology

DEFINITIONS OF KEY TERMS

Public Relations- it is the distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its publics; involves the management of problems or issues; helps management to keep informed on and responsive to public opinion; defines and emphasizes the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilize change, serving as an early warning system to help anticipate trends; and uses research and sound ethical communication as its principal tools (Cutlip, 1999:4).

Training- Saleemi & Bogonko (1997) define training as the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behaviors of people and to enable them to do their jobs in more efficient manner. In industry, it implies imparting technical knowledge, manipulative skill, problem-solving ability and positive attitudes. They continue to say that it's any process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased. According Saleemi & Bogonko (1997:226) training is job-oriented or vocational having a more immediate utilitarian objective than education. They say it is generally imparted at the work-place.

Education- Education is the process of increasing the general knowledge and understanding of total environment. It is thus wider in scope and more general in purpose than training. It refers generally to formal instruction in a school or college,

Public Relations Specialists- Public relations practitioner uses a variety of professional communication skills and plays an integrative role both within the organization and between the organization and the external environment (Cutlip, 1999:5). Public relations practitioners are people who are concerned with trying to influence the way people think, feel and behave, and make use of managed communication to try to do this.

They set intermediate goals for themselves, such as building the reputation of the organization and clients served, and developing awareness, understanding and goodwill (Moss, D et al, 2002).

Specialists, *Practitioners and manager* are used interchangeably in this study and mean the same thing.

Public relations programmes or activities refer to the common areas that the PR as a profession normally deals in.

Areas or types of training in this context refer to those activities the PR organizations have offered training to the public relations practitioners.

The term *firms, organizations and companies* referred in this study have the same meaning in all cases.

ABSTRACT

Organizations without a direct training effort are merely asking employees to acquire job knowledge and skill in their individual ways on a haphazard and unorganized basis. Through direct training, the employer also has the opportunity to build mutually rewarding attitudes. The need for continuous training effort is constantly increasing. Skills and knowledge in many job areas often become obsolete in frighteningly short periods of time. Technological advances can cause skill obsolescence in even a few years (Craig, 1967).

In line with the above paragraph, this study set to research on the training needs assessment for public relations practitioners in the public firms in Nairobi. The organizations studied included 24 government ministries and 4 parastatal organizations, all based in Nairobi.

Survey design was used in the study. A population of 70 public relations specialists was targeted and only 52 responded. Self-administered questionnaires were used in the collection of primary data. The study used both quantitative and qualitative methods to analyze data elicited from the respondents.

The key finding of this study was that PRPs in the government and parastatal organizations lack training in many areas of their profession. The major areas where need for training were evident included events management, time management, budget monitoring, public speaking, pitching, strategic thinking, presentation skills and team building.

The study found that training was a valuable need for PRPs, in both the government and parastatal organizations, as was indicated by the higher percent of those who suggested that they should be trained in strategic management, they should be provided with refresher courses, and they should be trained in Information Technology (IT), crisis

management and should be sponsored for Masters degree. Through these needs, the study came to discover the presence of training gaps in the public PR organizations.

The study revealed that most PRPs in the government are not satisfied with the education they received from school. This showed that knowledge from school is not enough. Organizations must participate in developing the school knowledge by offering PRPs training in several areas of their profession. Out of the many day to day tasks of a public relations specialist, these were rated as the most oftenly performed; media monitoring, branding, and events organization amongst others

In conclusion, the study presented evidence that there were training gaps in the public PR organizations. Most of the responses, especially related to training revealed that majority of the public relations specialists/ practitioners are in need of additional knowledge and skills in the form of training to the advantage of both of them and their organizations. It was evident that among other issues, most PR organizations in the public sector limited training methods to workshops and seminars. These two methods were cited by the respondents as the most frequently used and most effective methods of training. Other training methods should also be given a priority for purposes of making comparisons.

Although most PR practitioners undertook a lot of PR activities in their respective firms, majority lacked training in various areas of their tasks and as such the implication is that most public PR organizations under perform because training, which is very essential to an organization, should be an ongoing activity, but it is totally lacking, or available only minimally. All evidence from the research indicates that training in PR organizations is wanting.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Origin of Public Relations

Public Relations (PR) existed long before America. Mankind has always tried to communicate and make itself understood. Before, there were alphabets; characters and numerals, there were pictograms, of which Chinese characters still provide examples. In the caves of primitive peoples, thousands of years ago, there were wall paintings. Ancient buildings such as the pyramids, early temples, and the cave paintings of Zimbabwe, bear pictorial messages. People also wrote on stones and on leather parchment and papyrus, as with the Dead Sea scrolls. It could also be said that the holy books of the world's religions contain a form of public relations, in that ancient scribes were seeking to create an understanding of their faiths. This type of communication is even older than the early relics of Greek and roman advertisements, such as those announcing the sale of slaves, and the events at the Coliseum (Seitel, 1987).

According to Alan R. Freitag and Ashli Quesinberry Stokes (2009), not much has been published about public relations in Kenya, except for the work of scholars and practitioners such as Jacques L'Etang and George Muvuli (2004) and Opuka (1992). Others such as Colin Church, a founder member of Public Relations Society of Kenya (PRSK), have given expansive speeches on the practice.

1.1.1 History and Characteristics of Public Relations in Kenya

According to L'Etang and Muvuli (2004) and Muvuli (2001), the emergence of PR in Kenya was largely the consequence of the desire of powerful interest groups, particularly the British colonial administration, to create and manage opinion. The colonial administration established the Kenyan Information Office (KIO) to handle its information and press function in 1942, the post of Principal Information Officer (PIO) was created to take over the information and press duties from the KIO. Then in 1994, a specialized post of public relations officer was created within the KIO with greater strategic responsibility for producing and supplying publicity materials. In addition, Muvuli (2001) asserts that private sector public relations emerged as a consequence of labour conflicts and

1

important role that international capital played in the Kenyan post independence economy.

The businesses such as Kenya Power and lightning, Kenya Shell, Unilever, the East African Post and Telecommunication Cooperation, the Kenya Maize and Produce Board, East Africa Breweries, and the East African Harbors Cooperation became aware of the virtues of publicity in the late 1940s. Their charge was primarily to develop personal relationships in the Kenyan communities to win friends and influence people, particularly during Kenya's labor conflicts and Mau Mau emergency.

According to Churchil (2001), PR in Kenya owes its development and growth to the Public Relations Society of Kenya. As one of Africa's earliest national bodies, the PRSK consistently reflected the development of PR in Kenya and a wider Eastern Africa. Public relations is a form of communication aimed at creating understanding through knowledge, and this often involves effecting change. It applies to every sort of organization, commercial or non-commercial, in the public or private sector. It is far bigger than marketing or advertising, and existed long before these other sub-sectors.

According to Michael W. Gamble (1989:386) PR is the planned, two- way communication effort through which an individual or organization strives to win the understanding, acceptance, support and cooperation of the public. Both Opuka (2004) and Mohamed (2007) agree that in past years Kenyans understood public relations to mean propaganda and press agentry.

Today other professions such as marketing and advertising are integrating public relations in their communication plans. More organizations are beginning to make use of public relations. The practice is redefining itself and has taken a key position in improving organizational performance and sustaining the success of the organizational objectives.

1.1.2 Public Relations in Kenya Today

It may be said with the wisdom of hindsight that PR in Kenya has come of age. It is today widely respected and accepted as a management tool both in the public and private sectors. Dr Isaiah Cherutich, a lecturer at United States International University, argued that PR was previously relegated to the backburner in most organizations. Now, PR practitioners are answerable to Chief Executive Officers (CEOs) in many organizations (Cherutich, 2007).

1.1.3 Evolution of Public Relations

Seitel (2008) suggests that there are at least four trends related to the evolution of public relations namely:

1) The growth of big institutions: In view of Seitel (2008) the big size of today's society has played a significant role in the development of public relations. The days of the mom-and-pop grocery store, the tiny community college, and the small local bank are rapidly disappearing. In their places have emerged Wal-Marts, statewide community college systems with populous branches in several cities, and multistate banking networks. As institutions have grown larger, the public relations profession has evolved to interpret these large institutions to the publics they serve. In Kenya, for example, the process gained momentum during Kenya's labor conflicts and Mau Mau emergency (Alan&Ashli 2009).

2) The second trend is increasing incidence of change, conflict and confrontation in society. Seitel elaborates yet further another reason for the evolution of public relations. Women's rights, gay rights, animal rights, consumerism and environmental awareness, downsizing and layoffs, and unhappiness with large institutions have all contributed materially to the need for more and better communications and the existence of more and better communicators. For the case of Kenya, Muvuli (2001) asserts that private sector public relations emerged as a consequence of labor conflicts and as a result also of the important role that international capital played in the Kenyan post independence economy.

3) The third trend related to the evolution of PR is the heightened awareness and sophistication of people everywhere as a result of technological innovations in communications. First is the emergence of the invention of the printing press; and later it was the pervasiveness of mass communication: the print media, radio, and television; then it was the development of cable, satellite, videotape, video discs, video typewriters, portable cameras, word processor, fax machines, and all the other communications technologies that have helped fragment audiences and create Marshall McLuhan's "global village." For example, in a world where the image of a lone protestor blocking a line of tanks in Beijing's Tiananmen Square can be flashed around the world, to be seen on the evening news; when a war in Somalia can be witnessed in real time by people in their living rooms in Bangor, Maine; when a dictator in the Persian Gulf can be interviewed live by a reporter in Washington, there can be no doubt that the communications revolution has arrived

4). Fourth trend of Seitel is increased importance of public opinion as democracy washes over the world in the 1990s. The occasion of democracy in Latin America, Eastern Europe, the former Soviet Union, and South Africa has heightened the power of public opinion in the world. Just as increasing numbers of Americans made their voices heard through the civil rights movements, various consumer movements, the women's rights movement, and political movements throughout the ages, so too have oppressed peoples around the world risen up and spoken out. Accordingly, the practice of public relations, as a facilitator in understanding more clearly and managing more effectively in the midst of such democratic revolution, has increased in prominence, for example the emergence multi-party politics in Kenyan around 1992 during which lobby groups agitated for change through public opinion advocating to be heard.

1.1.4   Some Origins of Modern PR

The roots of modern public relations extend far back in time, perhaps even more than 4000 years. As long as people wanted to inform or influence others, they used public relations techniques to help others; they used public relations techniques to help them realize their goals (Michael W. Gamble, 1989:386).

4

Ivy Lee, according to Seitel (2008) is the father of modern public relations, who helped to open the gate of modern public relations. After he established the idea that firms have a responsibility to inform their publics, the practice began to grow in every sector of American society.

Lee, a former Wall Street reporter who plunged into publicity work in 1903, believed in neither Barnum's the-public-be-fooled approach nor Vanderbilt's the-public-be-damned philosophy. Lee instead firmly believed that the only way business could answer its critics convincingly was to present its side honestly, accurately and forcefully. Instead of merely appeasing the public, Lee thought a company should strive to earn public confidence and good will. Sometimes this task meant looking further for mutual solutions. At other times, it even meant admitting that the company was wrong. Ivy Lee is recognized as the individual who brought honesty and candor to public relations. Lee more than anyone before him, transformed the field from a questionable pursuit (that is seeking positive publicity at any cost) into a professional discipline designed to win public confidence and trust through communications based on openness and truth.

As already been discussed in preceding section, Churchil (2001) bring to attention that PR in Kenya owes its development and growth to the Public Relations Society of Kenya. As one of African's earliest national professional bodies, the PRSK consistently reflected the development of PR in Kenya and a wider Eastern Africa Alan and Ashli (2009).

1.2 Background Information

According to Seitel (2008), public relation is faced with all of the challenges associated with an increasingly popular field. The practice is "hot" and many want to enter it. However, as management becomes more aware of the role of public relations, its performance expectations of the practice becomes higher. Thus the standards to which public relations professionals are held will also increase. As per Kenya vision 2030, the aim is to create a globally competitive and adaptive human resource base to meet the requirements of vision 2030. Kenya's main potential lies in its people- their creativity, work ethic, education and entrepreneurial and other skills. For example, one of the main

characteristics of some of the countries that have achieved major transformations in the last decades, such as Taiwan and Chile, was the high quantity of their pool of technical, industrial and entrepreneurial human resources.

For the country to compete in the global economy, a new policy on development of highly qualified yet flexible human resources will be developed. The standards of technically qualified personnel and professionals must be raised to international levels. Kenya's pool of technically qualified personnel and professionals must be matched with skills, demand in specific sectors, not deployed to the wrong industry of government department. However the key to success lies in proactive measures to ensure training of human resources in order to respond to the changes that are triggered by global economic transformation.

The study is in line with the Kenyan vision for the public service, which is to have a "citizen focused and results-oriented" public service institution serving a rapidly growing economy and society. The Kenyan government recognizes that a modern and results-focused public service is a prerequisite for the country's socio economic transformation as envisaged under vision 2030. In view of this vision, public service reform will in addition ensure that the government provides an environment that is suitable for the private sector to thrive and thus take the lead in economic development.

The public service reform will aim at placing citizen satisfaction at the heart of policy making and service delivery. The author of the Kenyan vision 2030 feels that for this to see the light of the day, it will require even more efficiency and efficacy in our public service in a corruption-free environment.

Undeniably, the people who practice public relations today must be better than those who came before them. Most institutions today operate in a pressure-cooker environment and must keep several steps ahead of the rapid pace of social, economical, and political change (Seitel, 2008).

Seitel (2008) notes that our environment is being shaped by many factors such as: *Economic globalization*- This is affecting all organizations even non-multinational companies. Competition will intensify and so will communications, making it easier to communicate around the world but much more difficult to be heard.

Shifting public opinion- Sudden shifts in public opinion are being ignited by instantaneous communication, challenging the ability of communicators to respond to fast-moving events.

Downsizing- With downsizing, companies are continuing to pare overhead and trim staff to become more competitive. The effect on business and employee morale is profound, and the need for good internal communication is critical; corporate responsibility this buzzword of the 1960s and 1970s, which all but disappeared in the 1980s, has resurfaced in the 1990s. This is especially true as organizations eliminate jobs and ethical questions arise on issues from HIV and AIDS, to corporate democracy to proper treatment of the environment. This therefore provides an explanation as to why personnel in the public relations profession need to receive training alongside their colleagues who belong to other professions to be able to serve the rapidly growing economy and society.

1.3   Statement of the Problem

The public relation is an important aspect to the organization as it's a tool of communication between the organization and the general public portraying a good image to them. Like all the professions, PR has its own qualifying examinations. This is also what Culbertoon and Jeffers (1992) say that true professionalism in public relations is distinguished by the analysis of clients' social, political, and economic contexts.

Saleemi & Bogonko (1997:293) say that when workers are reasonably educated, it becomes very easy for the management to convince them about the corporate goals and motivate the workers towards these goals. Unfortunately, for example, in Kenya many workers are illiterate in general (rank and file workers). Uneducated employees fall prey to the outside trade union leaders who have their own axe to grind, and trouble the organizations in which they are working. According to (Cutlip, 1999:5), a public relations practitioner requires the following knowledge to be able to work as a professional practitioner of PR: Communication arts, Psychology, Sociology, Political science,

7

Economics and the principles of management and ethics. Therefore the study will try to examine the educational and professional background of the PRPs in an attempt to understand the training needs of the PRPs

Cutlip (1999:33) states that the mix of assignments and responsibilities varies greatly from organization to organization, but one task dominates as the common denominator, that is, writing. (Jefkins (1980) says that public relations process involves combinations of a variety of activities for example 'Advertising, Corporate Philanthropy, Corporate Sponsorship, Development, External Communications, Internal Communications, Lobbying, Promotions, and Publicity". The study intends to look at the different types of PR activities the firms are involved in, in order to help understand and be able to relate the training needs to the actual PR activities on the ground and to PR as a profession.

According to vision 2030, Kenya's ability to fully benefit from its existing human assets has been hampered by inadequate management and planning. The current institutional setup and the work ethic must now change in order for Kenya to achieve quality results. There is need for training for Public Relations Specialists in the PR firms in Kenya due to various changes in our society today. Seemingly most firms in Kenya have not recognized the importance of PRS training and so rarely offer the necessary training to their staff. A number of reasons are pegged on things such as lack of funds and inadequate personnel as the inhibitors to the exercise of training.

There is need for training to raise the profession to a higher status just like the rest of other professions such as accountancy, medicine and teaching amongst others. However, some firms reportedly fear to face the cost of training and so ignore the whole issue of at the expense of image or performance of the firm. Some do not value the need for training yet it's important to the firm in that, continuously trained PR personnel give their best to the firm and the result of this training is seen through such things like, increased placement of positive stories about the firm in the media and increased productivity amongst others as in the case of public relations specialists.

8

Most government and parastatal organizations in Kenya have not yet recognized the value of PR in the organizations. PR departments in most of these organizations are rarely let to operate independently. These organizations engage in activities such as media monitoring, crises management, for example Kenya Airways crisis, and Ministry of Agriculture and the maize scandal. They are usually merged with other departments such as marketing and advertising in the organization. As a result of this, their contribution towards the growth of the organizations is hard to point out. As a result of this too, they hardly receive budget allocations to enable them run their own activities.

In Kenya, the general perception on public organizations is usually that these organizations are underperformers as compared to private organizations; their staff are perceived to be generally lazy and need to be pushed around all the time to work.
Based on this, the researcher was prompted to assess the training needs of PR specialists in the government and parastatal organizations in Nairobi. The researcher was prompted to identify if these organizations have any training programmes and if the programmes are implemented or not.

1.4   Purpose of the Study

The purpose of this study was to find out the training needs of the public relations practitioners. It intended to base its results on related issues such as level of education and profession of PR practitioners in PR firms. This included looking at the types degrees held by PRP and the length of period the PRP had been in the profession. The study purposed to take into account the different types of PR programmes the PRPs carried out in their respective firms. The other purpose of the study was to understand the different areas of training conducted by the firms to improve the performance of the PRP. The study therefore will help to identify the status of trainings needs and gaps of the PRPs that perhaps may inform the planning and implementation of PRPs' future training and development needs to improve their effectiveness and performance.

1.5   Objectives of the Study

This study set to find out the training needs of public relations practitioners in general and in particular pursued the following specific objectives in order to realize its purpose and goals:

1) To establish the educational levels and professional background levels of PR practitioners in the public relations firms.

2) To identify the existing PR programmes in PR firms that is, those undertaken in addressing their needs and objectives.

3) To establish the overall PR training needs and those not addressed concerning the key public relations programmes or activities that they are doing.

4) To find out the types and areas of training the organizations are conducting to develop the PRPs capacities and increase awareness on issues relevant to the profession.

1.6   Justification of the Study

It has emerged that PR as a profession is growing in popularity and as an important aspect of so many organizations. At the moment, there is no literature that directly relates to PR as a profession. It still borrows a number of concepts from, for example, Human Resources and Development. The study is to contribute to a body of knowledge and skills for the profession. As it is now, there is no analytical framework that can be used in understanding the training needs of the PR as a profession in general and for the PRPs in particular.

For instance, Lee (1947), says that PRS should have a well-rounded education, with attention to humanities (literature, music, design, esthetics, English composition) to orient him to the 20th century technology, and very strong emphasis upon the social sciences especially sociology, social psychology, history, political science, and economics. Therefore the study is to look into the background of education and professional background of PRPs to inform about their training needs. (Lee, 1947:19) says that an

expert in PR still needs to have good business sense so that all the work can ultimately be accounted for to the successes of the organization.

This study will help to match the expectations and the required training needs for the organizations both for the short term and long term purposes. It will also show the extent to which the organizations have dedicated effort in addressing the capacity building needs of the staff.

The study is linked to the government's 2030 goals and objectives so as to bring the understanding of the organizations in line with the government priorities. Banks (1995:117) in his book argues that public relations students should be exposed to the concepts, values, assumptions, and research methods of all prominent communication theories. The study will therefore look into key PR areas to develop an understanding of the existing gaps and ongoing efforts in regard to PRPs trainings and needs.

Most companies in Kenya realize the need of training public relations practitioners and the added advantage that comes with it but they normally overlook it. Thus there is need to strengthen the current training status of public relations practitioners in Kenya as this will enable professionals to understand thoroughly the enterprises they represent and eventually contribute to the growth of public relations as a profession. Therefore this makes the study of the PRPs' activities and training needs necessary in PR firms.

For example, Public relations serve a wide variety of institutions in our society such as business, trade unions, government agencies, voluntary associations, foundations, hospitals, schools, colleges, and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, stakeholders and other institutions, and with society at large. Therefore, understanding training needs of the PR specialists will be important in planning their development needs to increase the performance in their areas of work. In addition, assessment of the training needs for PR specialists will be used to measure the degree and the nature of training available in most of the PR firms in Nairobi and perhaps replicable in Kenya as a whole. This will give a

11

picture of the state of public relations as a profession in Kenya. It will also point out some of the areas that call for proper attention and more emphasis to enable the growth of public relations both as a discipline and as a profession in the country, the study is thus worth spending money and time on, to achieve these needs.

Apart from that, it set out to assess the training needs for PR specialists in some of the public PR firms in Kenya. The PR sector normally helps organizations to anticipate and respond to public perceptions and opinions, new values and lifestyles, power shifts among the electorate and within legislative bodies, and other changes in the environment. The study will be of value to the public relations firms in Kenya as it will point out some of the areas that they need to strengthen (in terms of training) in their public relations practitioners so that they can be more productive to their firms, and to be well equipped to work in the constantly changing environment around them.

Without the Public Relations functions organizations tend to become insensitive to changes occurring around them and become dysfunctional as they get further and further out of step with their environment. The employees can be spotted and trained for higher level jobs. Training helps to remove defects in the process of selection. It provides a reservoir of competent replacements. Training is useful not only for the organizations but also for the employees. Money spent on training is an investment in human assets. A skill acquired through training is an asset for both the enterprise and the employee (Saleemi and Bogonko, 1997:226), it is therefore important to undertake the study for that purpose.

The findings of the study are expected to contribute knowledge, which will be used by scholars in the future. It will also specially contribute to academic research in the area of "training needs of public relations practitioners," and the public relation as a field and indeed as a special profession. In addition, it will bridge the knowledge gap on the topic of this study. The study views the above as important results of understanding the PR activities in general and in particular the training needs of the PRPs.

12

1.7   Research Questions

1) What are the PR programmes or activities the PR firms undertake?

2) What are the areas of training that the PRPs have been trained on by their firms?

3) What are the tasks that the PRPs are involved in on a daily basis?

4) What are the overall training needs or gaps for the PRPs?

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated. It also reviews the relevant literature related to the different specific aspects or variables of the study such as education and professional background of public relations practitioners, it moreover reviews literature related to public relations programmes and training for public relations practitioners. It is in this chapter that theoretical framework has been elaborated and two (2) theories relevant to the topic under study are discussed. The theories include motivation theory and system theory organization.

2.1 Education and Professional Background of PRP

Like all the professions, PR has its own qualifying examinations. In the United Kingdom and in a number of overseas countries, the single qualification is the diploma of the Communication, Advertising and Marketing (CAM) Education Foundation. The CAM diploma, which is supported by twenty-one organizations in the communication and education field, is recognized by the Department of Education and Science as being of the same standing as the qualifications of other professions (Bowman and Ellis, 1982).

Kirk Hallahan (1993) argues that public relations is pre-paradigmatic, in that at least seven basic models for what constitutes PR currently compete legitimacy. The paradigm struggles across the field is evidence that PR is still in search of its professional identity. Yet research by Culbertoon and Jeffers (1992) concludes that true professionalism in public relations is distinguished by the analysis of clients' social, political, and economic contexts.

Saleemi and Bogonko (1997:293) say that when workers are reasonably educated, it becomes very easy for the management to convince them about the corporate goals and motivate the workers towards these goals. Unfortunately, for example, in Kenya many workers are illiterate in general (rank and file workers). Uneducated employees fall prey

to the outside trade union leaders who have their own axe to grind, and trouble the organizations in which they are working.

According to (Cutlip, 1999:5), a public relations practitioner requires the following knowledge to be able to work as a professional practitioner of PR: Communication arts, Psychology, Sociology, Political science, Economics and the principles of management and ethics. The technical knowledge and skills are required for opinion research, public-issues analysis, media relations, direct mail, institutional advertising, publications, film/video productions, special events, speeches and presentations.

Banks (1995:117) in his book argues that public relations students should be exposed to the concepts, values, assumptions, and research methods of all prominent communication theories, including social-interpretivism. He continues to state that the other important components in a curriculum for students headed for careers in public relations are courses in the humanities, social sciences, research methods, cultural studies, and communication ethics.

Cutlip (1999:33) states that the mix of assignments and responsibilities varies greatly from organization to organization, but one task dominates as the common denominator, that is, writing. An ability to write remains a requirement throughout one's career for public relations practitioners. Lee (1947) adds that some attention can be given to the question of what other courses should fit into the future public relations specialist's college curriculum. According to him, a PRS should have a well-rounded education, with attention to humanities (literature, music, design, esthetics, English composition) to orient him to the 20th century technology, and very strong emphasis upon the social sciences (especially sociology, social psychology, history, political science, and economics).

In Lee's view, such technical courses as those in journalism (reporting, news writing, media, editing), advertising (techniques, copy writing, media testing), marketing (especially market research), radio, business administration, and labor relations are most useful. In his estimation, technical courses should largely be reserved for one or two post-

Bachelor of Arts years of intensive professional training. During such intensive professional training, the student might participate in courses covering the objectives and current practice of public relations, a background knowledge of business studies, a thorough training in writing for, and utilizing all media, both through advertising and publicity and a comprehensive analysis of each of the major "publics" and actual work on research and problems in public relations. "Undue emphasis upon technical courses during the 4-year college curriculum produces a specialized technician rather than a broadly educated potential PRS. Courses should be regarded as what they are-a means of conditioning and preparing likely students to enter upon a series of experiences which may bring them to usefulness in the PR field" (Lee, 1947:19).

In order to be considered for a position in public relations, one needs to have strong communication skills. Successful public relations practitioners must be able to write and speak clearly. PR practitioners communicate with their clients, employers, coworkers, the general public, and media representatives on an ongoing basis. Nearly every PR job requires, at a minimum, writing press releases and pitching stories to journalists via email, by telephone, and/or in person. Many public relations jobs require making guest appearances on television programs, being interviewed on radio shows, and giving speeches or making presentations to groups of all sizes. Others require writing in-depth documents such as speeches, brochures, training manuals, and other publications. Additionally, PR practitioners are often responsible for coaching company executives and clients regarding how to speak to reporters and other media representatives.

In addition to strong communication skills, public relations professionals need to have excellent organizational skills, particularly if their job duties encompass media relations and event planning. PR professionals can be responsible for handling pre-planning, logistics, setup, and promotions for news conferences, grand openings, new product launches, and many other types of events.

According to a research done by Danny Moss Et al (2002), he found that PRPs are not prepared to perform separate functions in an organization. His study discovered that

recognition of the need for greater qualifications was almost unanimous, but there were disagreements on exactly what qualifications were needed. Several of the respondents said that PRS were not yet fully qualified to sit in management circles, develop organizational strategies, and carry out the delicate tasks of symmetry as proposed herein. One expressed the view that there are very few PRPs in any country that are qualified to perform the overall guidance and communication functions needed. From this study by Danny Moss *et al* (2002) we come to realize that PRPs are still uneducated and under qualified in most countries including the United States, where PR education supposedly abound. Many of the countries are still hampered by the "ex-journalist" syndrome, where the emphasis is placed on writing and techniques other than strategic management and decision making.

As for what type of education is valuable for practitioners in the multinational-both at international and local level-there was a wide debate. One person said, "Though an expert in PR, a practitioner still needs to have good business sense so that all the work can ultimately be accounted for to the successes of the organization." Another said "I believe a practitioner must be broad-gauge social scientist with highly developed communication and planning skills." Others suggested that PR ought to be taught at graduate level, after a broader undergraduate foundation had been established. One however argued that an MBA program with one course in PR is insufficient academic training for the international PR career (Danny Moss *Et al*, 2002).

The employers look for specialized public relations degrees and advanced degrees emphasizing research and social science. He adds that newspaper journalism experience is no longer required preparation for public relations employment. Some journalistic media experience, however, gives practitioners an understanding of media gate-keepers' values and ways of working. Many employers also look for someone with education or experience in a specialized field in addition to public relations (Cutlip, 1999:30). Most practitioners in the public sector lack formal training and education in the communication discipline (Srichanachichok, 1989), although many have received some professional

workshop training. However, studies have documented a gradual change of practitioner holding communication degrees from 16% in 1981 to 33% in 1986 (Routledge, 1996).

2.2 Public Relations Programmes /Activities carried out by PR firms

The various stages of the public relation process involve combinations of a variety of activities (Jefkins (1980) :

Advertising-Preparation, purchase and placement of purposefully planned and executed messages in selected media to further the interest of an organization or person. Persuasive material that is presented to the public as the acknowledged appeal of an identified party who has paid to have it appears.

Corporate Philanthropy - Recognition of corporate obligations and responsibilities to communities by making monetary and other contributions to charitable organizations.

Corporate Sponsorship -Providing support to an event or a cause by devoting corporate resources in exchange for an opportunity to enhance good will, product image and sales.

Development -Fundraising activities and membership drives designed to influence an organization's relationships with various publics.

External Communications -Controlled and uncontrolled messages disseminated in the mass media as well as other communications media, including pamphlets, brochures, non-broadcast videos, speeches.

Internal Communications -Planned messages disseminated to employees through a variety of communications channels, including newsletters, bulletin boards, payroll stuffers, posters.

Lobbying -Direct attempts to influence legislative and regulatory decisions in government. In Canada, there are two tiers of lobbyists. According to the Lobbyists Registration Act, Tier I is for an individual (government relations consultant, lawyer, accountant) who, for pay, provides certain types of lobbying services on behalf of a client. Tier I includes employees whose jobs involve a significant amount of lobbying for their employers.

Promotion -Using techniques such as events, promos, ads and stunts to create and stimulate interest in a person, product, organization or cause.

Publicity -General information about an organization, person, issue or cause published or broadcast in the news media because of its value or relevance/importance to the community or the media outlet's audiences. Publicity is different from public relations in that PR is the dissemination of purposefully planned and executed messages to selected media to further the interest of an organization or person without specific payment to media.

Public Relations Research-The term public relations research does not describe specific types of research methodology such as content analysis, public opinion polls or readership surveys. Instead, the term refers to any type of research that yields data for use in planning and evaluating public relations efforts. Four basic categories of public relations research activities are most common: environmental monitoring, public relations audits, communication audits and social audits. Public relations research can be formal or informal, primary or secondary, qualitative or quantitative.

Special Event Management -The use of a project, program, action or happening, generally involving public participation, to meet overall organizational goals. Special events often are designed to obtain publicity or other exposure.

2.3   Public Relations Specialists' Training

Since there are very few literature and other written materials on training needs assessment for public relations practitioners, the researcher borrowed a lot of literature from management and human resource disciplines.

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, human resource and training staff working in collaboration, or by external agents acting on their behalf. The aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performance of the work and hence for the achievement of the organizational aims and objectives by the most cost effective means available (Tyson, 2006).

Training was a major preoccupation of public relations practice in the 1970s. Several Kenyans went to Britain for short training courses in public relations. For example, Charles Kioko of Gailey Roberts Limited went for a two-month training in London in March 1972 while Andrew Ambani of East Africa Cargo Handling Services went to Britain for a short training in public relations in August in 1977 (Daily Nation, August 8, 1971 and March 3, 1972). In 1974, Jane Daliel got a diploma in Communication, Advertising and Marketing (CAM) from the UK, followed by James Muvai two years later (East African Standard, August 24, 1974), (Krishnamurthy *et al*, 2009).

The enlightened and more sophisticated publics have predictably forced PR practitioners to upgrade their knowledge and research skills so that they can improve on communication between the organization and these publics. The purpose of employee development can be defined as developing human potential to assist organizations and individuals to achieve their objectives. This statement is connected to the topic under study in that one way of developing human potential in an organization is through training.

In order to realize their knowledge, skills and emotions/attitudes/values (EVA) the capacity to learn and become competent, to be able to achieve the performance standards expected in employment, is fulfilled through integrated development of these three aspects of human potential. In this respect, development in and for employment is the same as development in any other context (Redman and Wilkinson, 2001). He continues to say that education is a means to an end. The end is to ensure achievement of the original goals and the means being the basic competence in the workforce. To achieve this, employers may work in partnerships with schools, colleges and universities to develop courses that relate to the needs of businesses.

They will also provide development for their own employers, through induction of new employees, basic job training and closing any "training gaps" identified by the manager or others in reviewing the performance of staff. He adds that there may also be other organizational objectives beyond ensuring competence. These include increasing

competitiveness through providing more or better ED than competitors. Employers will seek to improve product and/or service quality through more investment in education.

2.4 Improvement requires continuous learning

The quality of education provided can help by attracting the best people, by using more of their potential and productivity, and by maintaining their satisfaction as employees because they are being invested in. Developing the potential of their workforce can help organizations meet these objectives by providing more competent, adaptable and committed employees. According to Redman and Wilkinson (2001), there are typical difficulties facing employees as they do this. One is simply a lack of resources to invest in education, with a consequent basic failure to take up the responsibility to promote human potential development even in its most rudimentary forms, such as employee induction and health ad safety training. This may be due to an assumption that development for employment has been achieved elsewhere, and the employer has no interest in incurring unnecessary further expenditure.

Another difficulty is narrowness of concern seeing developing human potential only in as far as it can be 'justified' by direct and explicit benefits for the employer. This normally translates into "hard" development for the knowledge and skills required for the specific job, to the neglect of other aspects of knowledge and skill, and the whole issue of value. Lastly there are concerns with the quality of the provision of education provided. The quality of education as a service is tied to the quality of the staff providing it. Confidence in the competence of trainers or training providers must be at the heart of the system.

A review of companies who have invested in education suggests that they gain in all key business success measures. Training is an educational process. People can learn new information, relearn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skill and behaviors that can be transferred back to the

workplace. The goal of training is to create an impact that lasts beyond the end time of the training itself.

The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. As our society advances economically and technologically, the need for effective job performance becomes more critical, not only to achieve increased levels of organizational efficiency but also to achieve higher levels of self-satisfaction for the individual employee. It has come to be recognized that what's good for the organization, is, in the long run, good for its people. Those people most satisfied with their jobs are those who are using their fullest abilities to make real and identifiable contributions to their organizations.

Training and development is increasingly recognized as a most important organizational activity. Schools and colleges cannot be expected to prepare people for specific tasks. This is the responsibility of the employer. Organizations without a direct training effort are merely asking employees to acquire job knowledge and skills in their individual ways on a haphazard and unorganized basis. Through direct training, the employer also has the opportunity to build mutually rewarding attitudes. The need for continuous training effort is constantly increasing. Skills and knowledge in many job areas often become obsolete in frighteningly short periods of time. Technological advances can cause skill obsolescence in even a few years. Training can be offered as skill development for individuals and groups.

In general, training involves presentation and learning of content as a means for enhancing skill development and improving workplace behavior (Craig, 1967). It is difficult in practice to differentiate between education and training because in many cases both of them occur simultaneously (Saleemi and Bogonko, 1997:226).

Banks (1995:55) says that employee training efforts- whether designed to improve tasks, skills, inform about program changes or modify attitudes or values - are attempts to dislodge individuals' ways of doing things or seeing their world and instill new ways of

22

doing or seeing. As such, training is an attempt to alter ways of being in the workplace and thus demands that persons' self-identities change. Several meta-analyses have concluded that cross-cultural and managerial training can improve practitioners' effectiveness in culturally diverse settings (Banks, 1995:116).

Banks notes that quantitative studies analyzed in meta-analyses have gauged managers' effectiveness at meeting corporate performance standards as well as their adjustments to host cultures, their development of appropriate perceptions of diverse populations, their self-development, and their ability to form relationships with culturally diverse others. From Banks' point of view, public relations practitioners should be exposed to broader training which includes handling a multicultural society or group of individuals from different cultural background. According to him, improvements resulting from training are necessary for both domestic and international public relations practice. Such improvements consist of training for cultural sensitivity, international adjustment, intercultural communication, and valuing diversity. These are essential to creating personal changes in multicultural settings

Jefkins (1998) adds that the A to Z list of the work undertaken by PR managers also highlights the kaleidoscopic nature of PR work and the high risk of failure if too little effort is expended on too many projects. It also emphasizes the need for training and professional qualifications. Tyson (2006:236) says that "Training makes a vital contribution to the development of the organization's human resources and hence the achievement of its aim and objectives. To achieve its purpose, training needs to be effectively managed so that the right training is given to the right people in the right form at the right time and at the right costs".

Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development,

recognition, status and achievement that can and should be met through job satisfaction and performance achievements (Tyson, 2006:214).

Tyson further states that training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, human resource and training staff, working in collaboration, or by external agents acting on their behalf. The aim of the process is to develop in organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performance or their work and hence for the achievement of the organizational aims and objectives by the most cost-effective means available.

2.5   Determination of Training Needs

Training needs should be determined for various reasons (Craig, 1967:16): so that people will be more productive on their present jobs and be ready for advancement and because the success of the enterprise requires that everyone performs at his optimum level. This calls in part for determining and meeting the specific growth needs of each, which should be translated into training. Because all "good" people, regardless of organizational level, can do a good job, want to do a good job, and will do a good job -if they are given a chance.

This chance comes in part through the provision by the company of opportunities for a person to improve his knowledge, skill, or attitude. In doing this, the company increases productivity and the individual advances his career. Again, the first step is to determine valid training needs. Because time, money, and effort can be wasted through training that is not based on valid present or emerging needs.

Craig (1967) suggests that training needs may be categorized in terms of those which: An individual has; A group has; Must be met immediately; Can be met in the future; Call for formal training activities; Call for informal training activities; Call for on-the-job instruction; and for off-the-job instruction; The company can meet best within itself; The

company can meet best through outside resources; An individual can meet in concert with others; and an individual can meet only by himself.

Tyson (2006) suggests that an analysis of training needs is an essential prerequisite to the design and provision of effecting training. This is the first main stage in the problem-solving process that characterizes the System Approach to Training, that is, the diagnosis that systematically precedes prescription. In simple terms, the purpose of this diagnosis it to determine whether there's a gap between what's required for effective performance and present levels of performance. If any deficiencies are revealed, the causes and remedies may be various, and training is only one of a number of possible solutions. Tyson states further that training needs arise at three levels- organizational, group and individual. They are interdependent because the corporate performance of an organization ultimately depends on the performance of its individual employees and its subgroups. He further says that the corporate needs of the organization and its groups may be identified in the following ways:

The evidence of human resource planning: this provides information about the demand and supply of human resources and the possible implications for training needs. Thus, a forecast of possible difficulty in recruiting people with required entry levels in knowledge and skills could affect recruitment and training policy, compelling the organization to recruit at lower levels and then to provide compensatory training to fill the performance gap.

The introduction of new methods: whenever new methods of work (e.g. new system) are introduced, this change the requirements for effective performance, and creates a performance gap in knowledge and skills (and in some situations, in attitudes also, perhaps), and hence training need.

Collective evidence from performance appraisal and formal methods for needs assessment: information emerging from the performance appraisal of individual employees or from formal methods such as meetings, interviews or questionnaires, in

25

which line managers, HR and training staff and individual employees are involved, may reveal needs for training that are common throughout the organization or to groups of employees.

Craig (1967) says that there are many ways to determine training needs. Each has its advantages, each its disadvantage. Each can be tailored to meet a specific situation. They can be used singly or in combination.

The following is a brief discussion of those methods of identifying training needs:

1) Analysis of an *Activity (Process, Job, Operation)* - One way to increase productivity is to keep to a minimum the number of steps which must be taken to produce a product or service, then make sure each step is handled with the least amount of time, effort, and money.

2) Analysis of Equipment- A new piece of equipment or modification of present equipment may call for new skill, knowledge, or understanding on the part of the foremen and/or operators. Therefore get answers to question like, what new skills and knowledge will be needed, who will need it. The answers to these and related questions will provide clues to training needs.

3) Analysis of Problems- Clues to training needs can come from an analysis of an operating problem. The problem may have emerged in part because an individual or a group didn't have enough skill, or didn't have the necessary understanding to handle a specific challenge at a given moment in a specific situation.

4) Analysis of Behavior- Clues to Training Needs (TN) can come from an analysis of a typical behavior by individuals or groups. Chronic absence, spoilage of work, carelessness, accidents, irritability, contentiousness, resistance to direction, and resentment toward instruction are symptoms of conditions which may call for corrective action involving training. A manager for instance, may need to be a better planner, or communicator. A group may need to know more about a policy, and so on.

Other ways of determining TN according to Craig (1999) include, Appraisal of performance, Brainstorming, Buzzing, Card sort, Checklist, Committee, Comparison, Conference, Consultants, Counseling, in-basket, Incident Pattern, Informal Talks, Interviews, Observation, Problem Clinic, Research, Role Playing, Self analysis, Simulation, Skills Inventory, Slip Writing, Studies, Surveys, Tests, Task Force, Questionnaire and Workshop. There are many other ways of determining Training Needs. The training practitioner will devise them to meet specific situations. The terminal objective is to determine what additional skill, knowledge, or understanding an individual or group needs to be more productive.

2.6   Tasks of Public Relations Practitioners

According to Frank Jefkins (1998:21), the responsibility of the PR manager may be defined as:

1. To set targets or define objectives for PR operations

2. To estimate the working hours and other resources which need to be costed

3. To decide priorities that will control the choice of publics, media to reach them, timing of operations, and best use of manpower and other resources such as equipment

4. To decide the feasibility of carrying out the declared objectives in the light of available funds, existing staff and equipment

Jefkins (1998) says that the task of PR manager can be seen as fourfold:

1. To establish and maintain a correct image of the organization and of its policies, products, services and personnel

2. To monitor outside opinion and convey this intelligence to management

3. To advise management on communication problems, solutions and techniques

4. To inform publics about policies, activities, products, services and personnel so that maximum knowledge and understanding is won.

Jefkins continues to state that the kind of work carried out by PR manager and staff will obviously differ from one organization to another and is capable of many variables. He gives the year's work of a PR professional as:

1. Writing and distributing news releases, photographs and feature articles to the press, compiling press lists

2. Organizing press conferences, receptions and facility visits

3. Maintaining a media information service

4. Arranging press, radio and television interviews for management

5. Briefing photographers and maintaining a picture library

6. Editing and producing staff magazines or newspapers, and organizing other forms of internal communication such as videotapes, slide presentation, and wall newspapers

7. Editing and producing external journals aimed at distributors, users, customers

8. Writing and producing print such as educational literature, company histories, annual reports, induction literature for new staff, and educational posters for schools

9. Commissioning audio-visuals such as synchronized slide presentations and videotapes together with their distribution, cataloguing, showing and maintenance

10. Commissioning and organizing PR exhibitions and displays, including provision of vehicles

11. Commissioning and maintaining forms of corporate identity and house styling such as logos, colour schemes, print house size and typography, livery of vehicles, distinctive clothing

12. Handling PR sponsorships

13. Organizing work or similar visits, e.g. facility flights, sailings, site tours

14. Attendance at appropriate meetings of the board and meetings of production, marketing, sales and other executives

15. Attendance at sales and dealer conferences

16. Representation of the company at trade association meetings

17. Liaison with PR consultancy if one is employed

18. Training PR staff

19. Commissioning opinion surveys (or other research)

20. Supervising advertising- liaison with advertising agency- if this comes within the PR department

21. Liaison with politicians and civil servants

22. Official opening of new premises- arrangement for VIPs, guests and press

23. Arranging visits by loyalty, MPs VIP's, foreign visitors

24. Celebrating centenaries, Queen's Award for Industry

25. Organizing feedback of press cuttings, radio and television transcripts and monitoring and other reports from outside.

26. Analysis of feedback and evaluation of the results of effort in relation to the declared objectives.

The above A to Z list of the work undertaken by PR managers also highlights the kaleidoscopic nature of PR work and the high risk of failure if too little effort is expended on too many projects. It also emphasizes the need for training and professional qualifications (Jefkins, 1998).

Cutlip (1999:33) presents ten categories that summarize the many and diverse work assignments in PR profession. They include:

1) Writing and editing

2) Media relations and placement

3) Research

4) Management and administration

5) Counseling

6) Special events

7) Speaking

8) Production

9) Training

10) Contact

He states that the mix of assignments and responsibilities varies greatly from organization to organization, but one task dominates as the common denominator: writing. An ability to write remains a requirement throughout one's career for public relations practitioners. He continues to say that assignments vary across positions, departments and organizations. Over time, however, individual practitioners develop strategies and approaches for doing their jobs. In other words they assume roles.

In the field of public relations, practitioners are always seeking cost-effective ways to reach target audiences and disseminate positive messages about the clients. In the face of various interests of all kinds of stakeholders, public relations practitioners have to be cautious about managing relationships with different audiences. Jerry A. Hendrix once stated that a public relations practitioner acts as a counselor to management, and as a mediator, helping to translate private aims into reasonable, publicly acceptable policy and action Chiang, F. (2007).

The roles played by public relations practitioners are varied depending on the relational circumstances between organizations and publics. This is the reason why some clients may view public relations agencies as problem solvers, especially when the awareness or reputation of the organization is weak. There is one area in which public relations efforts are especially encouraged: media relations. It can be assumed that public relations practitioners and media professionals rely on each other and get benefits from each other. Sometimes, public relations practitioners offer some incentives for reporters and editors during campaigns. However, except for those additional incentives such as free trips or product samples, what an editor or a reporter really wants is a news-worthy story. In the scenarios of internal communication, community relationships management, and relationships with special publics, the major task of practitioners is to communicate openly and honestly to build goodwill between organizations and publics.

In view of Chiang, F. (2007), PRPs should provide consistent messages to diverse publics, obtaining not only awareness but continuing trust from them. The information produced in the public relations process needs not only to be persuasive, but also emotionally infective. Besides, another task for public relations practitioners will be convincing their clients to invest in a long-term relationship with publics, especially when clients have no idea how public relations functions and pay attention only to increasing visible financial outcomes.

2.7 Public Relations in the Public Sector

Most practitioners in the public sector lack formal training and education in the professional workshop training. However studies have documented a gradual change of practitioner holding communication degrees from 16% in 1981 to 33% in 1986 (Routledge 1996). The public sector in the United Arab Emirates experienced major development in medical and health care services, in education, in transport and telecommunication, in police, military and the list goes on. Ministries, government departments and administrations have faced major challenges in establishing healthy and sound relations with various publics they interact with. Public organizations needed to explain themselves to the public and study and understand the public through research, opinion polls and strategic planning and management to serve it better. PR in the public sector has experienced some major structural, organizational and cultural problems which can be summarized as follows:

1) A misunderstanding of the profession from top management
2) Poor budget allocation to the PR department
3) Small size of PR department and limited number of employees
4) Poor qualifications and experience of PR practitioners
5) Confusion of tasks and prerogatives
6) Concentration on publicity and press agentry functions
7) Lack of research, studies and opinion polls
8) Absence of the PR department in the decision making process in the organization

PRPs should be up to date with the latest information and communication technologies. They should be university graduates with a verse in communication skill, research, and leadership and high quality effective management. Continuous education is a must for PR practitioner to keep with the demand of modern society (Kirat, *Public Relation*, 2005). Krishnamurthy (2009) says that Government ministries and parastatals embraced PR functions soon after independence. Kenya Power and Lightening Company and East African Harbors Corporation engaged in sponsorships, financial PR, events and various forms of Corporate Social Responsibility. By 1959 the number of people practicing PR had gone up to over 15 (East African Standard March, 1969). James K.Muvai was the

31

first indigenous Kenyan to become a member of the Institute of PR of Britain (East African Standard and Daily Nation, Apr 4, 1966). He further says that in Kenya, the poor state of government communication led to the appointment of Information Officers for various ministries in 1983 (Ombara, 001:340). By 1989, Kenya had over 142 PRPs in senior positions. PR had taken root in Kenya and it was perceived as a management function (Mwembe, 1989).

2.8 Theoretical Framework

2.8.1 Motivation Theory

The study borrowed the concepts and ideas of Motivation Theory by theorists Douglas McGregor (theory 'y') and Abraham Maslow on *hierarchy of needs*, and of System Theory of Organization for the purpose understanding this research.

McGregor believed that people want to learn and that work is their natural activity to the extent that they develop self-discipline and self-development. They see their reward not so much in cash payments as in the freedom to do difficult and challenging work by themselves. The manager's job is to 'covetail' the human wish for self-development into the organizations need for maximum productive efficiency. The basic objectives of both are therefore met and with imagination and sincerity, the enormous potential can be tapped. This theory is used to examine f the training needs for PRPs are met by their organizations. This study involves the assessment of training needs and PR activities for PRPs in public firms. The study hypothesized that most PR organizations do not offer training even though they understand its value to the organization. The theory reveals that employees prefer freedom to do difficult and challenging work by themselves to cash payment. That is why they would rather be rewarded through their needs being met by their employers (organization) than through cash payment. This study also hypothesized those public relations specialists in the public sector have various training needs and challenges that have not been met and out by their organizations.

Research and observations show that well motivated employees are more productive and creative. Motivation is the key to performance improvement. PR organizations are

52

obliged to motivate their PRSs staff if they expect to achieve their goals and objectives. One way of doing this is through the provision of needs such as training needs. Motivation theory is relevant to this study as it explains the need for training by presenting some of its benefits. Abraham Maslow is the main founder of the humanistic school or the third force, which holds that all the good qualities are inherent in people, at least, at birth, although later they are gradually lost. Maslow's central theme revolves around the meaning and significance of human work. A man's personality is the sum total of his work and that only his work survives a man at death. This is perhaps the essence of Maslow's *hierarchy of needs theory*, as it is more commonly known.

Maslow's theory of human motivation is, in fact, the basis of McGregor's theory 'y'. The basic human needs, according to Maslow are: physiological needs (lowest), safety needs; love needs; esteem needs; and self-actualization needs (highest).

Man's behavior is seen as dominated by his unsatisfied needs and he is a 'perpetually wanting animal', for when one need is satisfied he aspires for the next higher one. This is, therefore, seen as an ongoing activity, in which the man is totally absorbed in order to attain perfection through self-development.

The highest state of self-actualization is characterized by integrity, responsibility, magnanimity, simplicity and naturalness. Self-actualizers focus on problems external to themselves. His prescription for human salvation is simple, but not easy: 'Hard work and total commitment to doing well the job that fate or personal destiny calls you to do or any important job that "calls for" doing'.

One of the concepts of Maslow's human motivational theory states that man's behavior is seen as dominated by his unsatisfied needs and he is a 'perpetually wanting animal', for when one need is satisfied he aspires for the next higher one. This is, therefore, seen as an ongoing activity, in which the man is totally absorbed in order to attain perfection through self-development. Hence training of PRPs should be an ongoing activity in an

organization. It shouldn't be offered once and forgotten. The theory states that when we satisfy one need, we tend to aspire for the next higher one.

Maslow theory presents various human needs; amongst the most relevant in explaining this study are esteem needs and physiological needs. Training is considered both as an esteem need and a self-actualization need. PRPs as staff of PR organizations need to feel appreciated and valued by the employers who are the organizations they work for. They also need to experience self-actualization in their job. One way an organization can show appreciation for its staff is through stepping in and initiating training areas, sponsoring them for such trainings which can add them more knowledge and skills to become better employees who will be proud to belong to the organization. Employees feel they have acquired self-actualization when they are competent and highly experienced in the tasks they perform in their jobs. PRPs job experience can be increased and sharpened through obtaining skills from training in areas they feel inadequate.

Organizations that do not meet needs of staffs are rarely successful. Well motivated employees are more productive and creative and that motivation is the key to performance improvement. Concepts projected by the two theorists of motivation theory were used to study training needs assessment and PR activities for PRPs in PR organizations.

2.8.2   System Theory of Organization

System theory of organization (STO) was adopted for this study. A system is defined as a "set of elements standing in interrelations among themselves and with the environment"- because of interrelations, the elements exhibit interdependence (Ludwig Von Bertalanffy, 1975).

An organization is composed of two or more people engaged in pursuing a common goal, which needs the input of each person's exertion energy and skills to accomplish the goals and objectives that made them come together in the first place.

According to system theory of organization, a well defined organizational structure is characterized by specialization, division of labor and focused areas of responsibility. The many diverse tasks assigned to PRP in an organization can be based on this concept of STO. PRPs carry out duties such as; writing and editing, media relations and placement, research, management and administration, counseling and special events amongst others (Cutlip, 1999).

Structures are regular patterns of activity that control individual behavior within an organization and consequently the outputs of the organization. Functions refer to utility in achieving specified goals and objectives.

An open system theory employs feedback mechanism in order to provide certain degree of self-regulation, so that deviations from equilibrium are constantly being corrected. The systems, schools of organization theories view an organization as an open system that inputs and outputs to the environment across the boundaries, thus creating a continuous interdependence between the organization and its immediate environment.

The openness of an organization is determined by the degree to which the systems exchange information with its environment. Every organization is a meeting of systems composed of systems within systems. When these subsystems interact, they focus an organization with distinct characteristics that define it.

STO recognize the need to study interactions of the subsystems in an organization. STO postulates that all the parts of an organization are interdependent of the total system. It's the mechanism of coordination.

The system theory is basically concerned with the problems of relationships, of structures and of interdependence rather than with the constant attributes of the objects (Katz and Khan, 1966). To coordinate the various activities of an organization, smooth flow of information amongst its various departments is called for. PR departments are the ones

that normally take care of communication issues thus they are very essential and must connect well with the rest of the departments in an organization. This calls for training on the part of PRPs to sustain the interdependence always. Poor performance of one department in the whole organization can negatively affect the whole organization or terminate its activities all together.

A system's boundary is defined by communication flows, that of the units in the system as well as the external environment. It imports information from its environment, transforms or processes this "raw material" and exports the finished product back into its environment (Njuguna, 2005)

2.9 Research Hypotheses

1) Most PR organizations in the public sector do not offer training to public relations practitioners despite being aware of the value of employee training in an organization.

2) Most of the PRPs are not trained in PR key areas and lack PR skills.

3) Public relations specialists in the public sector have various training needs and challenges that have not been met and ironed out by their organizations.

CHAPTER THREE

3.0 METHODOLOGY

This chapter discusses the methodology adopted in conducting the study. It includes: research design, location of study, target population of the study, research instruments and their administration, and the procedure for collecting and analyzing data. The researcher has discussed these aspects by highlighting the reasons why some techniques were selected for the research design.

3.1 Research Design

The researcher used a descriptive survey to evaluate the training needs assessment for public relations specialists/practitioners in the public sector. Descriptive survey is a study concerned with obtaining information by interviewing or administering a questionnaire to a sample of respondents (Orodho, 2004). Data was collected using questionnaires. It was analyzed using the Statistical Package for the Social Sciences (SPSS) and descriptive statistics were generated in form of percentages and frequency tables. Qualitative data was analyzed manually into themes. Of the 70 questionnaires administered to the sampled public relations specialists, 52 were returned fully completed. Both qualitative and quantitative data were collected for analysis in this study.

Babbie (1989) says that surveys can be used for descriptive, explanatory and exploratory purpose.

3.2 Location of the Study

The study was carried out in Nairobi province. Organizations studied included government ministries like: Ministry of Home Affairs, Ministry of Roads and Public Works, Ministry of Industrialization, Ministry of Forestry and Environment, Ministry of Agriculture and Fisheries, Ministry of Tourism, Ministry of Labour, Ministry of Water, Ministry of Immigration, Ministry of Finance and Planning, Ministry of Culture, Ministry of Special Programs, Ministry of Information, Ministry of Science and Higher Education, Ministry of Land and Housing, Ministry of Foreign Affairs, Ministry of Education, Ministry of Sports and Gender, Ministry of Transport and Ministry of Health. Postal Corporation of Kenya, NSSF, NHIF and Public Service Commission. All these are found

within Nairobi's Central Business District. The five organizations were chosen because PR has got its roots in the public sector as opposed to the private sector in Kenya. Public sectors, especially the government ministries, thus have well established PR departments.

3.3 Target Population of the Study

Olive and Abel Mugenda (2003) define population as "a complete set of individuals, cases or objects with some common observable characteristics." The study targeted 70 public relations practitioners/specialists in the government and parastatals. This included all the public relations practitioners in such organizations irrespective of their age, experience or job title or educational background.

3.4 Selection of Study Sample

The study employed a non-probability sampling technique called purposive sampling. Mugenda & Mugenda (1999) say that purposive sampling entails the selection of cases that are presumed to possess the required information with respect to the objectives of the study. A sample is composed of some fraction or part of the total number of elements or units in a defined population (Saravannel, 1991). To achieve the stated objectives, the study used an exploratory research design in the chosen organizations in Nairobi. The sample size of the study was 70. The study was based on a population sample of 70 public relations practitioners/ specialists from five organizations in Nairobi Province. The whole population was selected for the study using selective sampling method.

3.5 Research Instruments and their Administration

An introduction letter indicating that the researcher was a student at the University of Nairobi was provided by the director of School of Journalism, University of Nairobi. This was in accordance with the policy's requirement. The study employed the use of self-administered questionnaires to collect primary data. Hansen *et al* (2006) have observed that a questionnaire is the basic tool for survey research. It standardizes and organizes the collection and analysis of data. The questionnaires constituted both structured and unstructured questions. A pre-test as a trial run to determine whether an instrument solicits the type of information envisioned by the researcher, was used as a measure of

validity. Polit and Hungler (1997) define validity on the basis of whether an instrument actually measures what it is supposed to measure, given the context in which it is applied.

The study conducted a pre-test on three public relations firms from the government ministries. The researcher discovered mistakes in numbering, and issues of clarity in some questions from the respondents. These were adjusted before the final questionnaires were printed out for data collection. The questionnaires were distributed by the researcher herself for a period of one month. Some were filled in the presence of the researcher while others were left with the respondents to be picked later. The ones to be picked later were followed up through calls and physical visits.

Questionnaires were found to be more appropriate because they gave out standard instructions for all respondents (Best & Khan, 1993). Each questionnaire had 22 items.

3.6   Data Analysis

The study used quantitative method to analyze data solicited from respondents. Data from the survey questionnaires was analyzed using Statistical Package for Social Sciences (SPSS). The analysis included descriptive statistic measures such as frequency distribution tables, percentages and pie chats. Descriptive statistic format was used to summarize and organize data for the purpose of generalizing and inferring relationships. On the other hand, qualitative data was analyzed according to themes.

3.7   Key Issues for Analysis

The main issues analyzed in the study were;

The level of education for PRPs as well as their professional background. This included the analysis of the type of degree held, its background, current job position, the length of period of work in the job position amongst PRPs in PR organizations.

Types of PR activities/programmes carried out by public relations organizations in the public sector. The study attempted to analyze whether PR programmes/ activities such as, carrying out sponsorships, engaging in advocacy, doing publications, amongst others

existed in PR organizations. Under this still, it analyzed the frequency of how the activities were carried out, their impacts on the organization and challenges faced in implementing the programmes.

The other main issue analyzed in the study was training. The researcher analyzed the provision of training programmes in PR organizations belonging to the public sector. The study analyzed the areas the PRPs had been trained in, frequency of training, type of training their firms conducted, methods of conducting such training and the group of people who received the training. The researcher also analyzed through the respondents, and found out whether training improved their performance in their respective firms.

Another area of analysis was the type of tasks carried out daily by PRSs. They were expected to list such tasks down. Respondents were also expected to say whether their educational background adequately prepared them for such tasks and to give suggestions on areas they think their organizations should put in more efforts to improve both their job performance and organization performance.

3.8   Scope and Limitations of the Study

Due to financial and time limitations, this research was limited to the study of five organizations only in Nairobi. The results could therefore not be generalized to the whole country.

The researcher experienced lack of enough funds to carry out the research broadly to cover many aspects into detail. It led to a major limitation of not getting a large and well representative sample from the population in which the sample was developed. This limitation made it difficult because it was not possible to get views from other PR practitioners stationed outside Nairobi. The findings of the study are therefore limited to practitioners in Nairobi only.

Another limitation was the small number of PR specialists in most of the organizations that were visited according to the researcher's experience. Apparently, public relations

practitioners are still few in Kenya. They range between one and three per organization other than the rest of the staff who were working in their departments. The researcher therefore didn't get as many respondents as she would have wished in order to gather as many responses as the researcher planned

Since there were very few literature and other written materials on training needs assessment for public relations practitioners, the researcher encountered difficulty in getting literature, especially on "training needs assessment for PR practitioners". Hence literature around business studies and human resource management were also incorporated into the study to gather sufficient information and to meet the objectives of this study as a whole.

CHAPTER FOUR

4.0 SUMMARY OF FINDINGS, DATA PRESENTATION AND DISCUSSION

4.1 Summary of Findings

The overall objective of the study was to establish the PR training needs by looking at those areas being addressed and the ones still outstanding but key in public relations programmes or activities that PRPs are carrying out.

4.1.1 Educational and Professional Background

One of the objectives of this study was to find out the education level and professional background of the PRPs in public organizations. It can be summarized that in terms of education and professional background, the PRPs were suitable for the PR profession. The study found that most PRP had post graduate education (51.9%). None had secondary education. Majority of them held a bachelor's degree (40%). Data obtained from the findings showed that majority of PRPs in the public firms had started upgrading their current education status by acquiring a Masters degree. It seems that, of all the disciplines presented to the respondents, majority had their degrees in communication.

Evidently communication is the backbone of PR as a profession and as discipline. Everything in PR revolves around communication. Communication is one of the components that bridge an organization and its various publics. A total number of 80.8% of the target population had a background in communication. Cutlip (1999:4) says that public relations uses research and sound ethical communication as its principal tools.

In addition, Cutlip (1999) says that apart from communication, psychology, sociology, and political science are also some of the necessary requirements for one to work as professional practitioner of PR. Lee (1947) says that in order to be considered for a position in PR, it needs one to have strong communication skills. Successful PR practitioners must be able to write and speak clearly. PR practitioners communicate with their clients, employers, coworkers, the general public and media representatives on an ongoing basis. Nearly every PR job requires, at a minimum, writing press releases and

pitching stories to journalists via email, by telephone, or in person. Lee (1947) states further that a PRS should have a well-rounded education to orient him to the 20th century technology. This study therefore found out that the PRPs were qualified and at least had the basic background as far as PR basic educational requirements were concerned as a discipline. This finding was also line with Danny Moss et al (2002), who established various views in their research that PR ought to be taught at graduate level, after a broader undergraduate foundation has been established while another view added that an MBA program with one course in PR is insufficient academic training for the international PR career.

4.1.2 Public Relations Activities/Programmes and PRPs' Daily Tasks

The objective in this section of the study was to identify the existing PR programmes or activities in PR firms that were undertaken in addressing their needs and objectives.

Data gathered showed that public organizations carried out majority of the core PR programmes/activities. The target population said that their firms carried out activities such as CSR, sponsorships, advocacy, doing publication, researching, building organization's image, counseling management, monitoring the media, marketing, building and maintaining relationships, managing crisis, engaging in media relations, mediating between media and the organization through PRPs, and branding products and venues.

For example, majority of organizations concentrated on activities that enhanced the image and publicity of their organizations. Such activities included, doing publications (84.6%), monitoring the media (82.7%), building or nurturing their relationships with the media (media relations (90.4%)), and developing and maintaining local and international community relations (67.3%), crisis management (65.4%), branding events and venues (67.3%).

It was noted in preceding section that the organizations were generally involved in a wide range of PR activities or programems as summarized in section 4.1.2 above and as is also elaborated under section 4.2.2 of data presentation on PR programmes. In order to see the

relationships between the tasks and the PR programmes or activities of the organizations. The researcher asked the PRPs their daily tasks. It was important to link PR programmes or activities of the organizations with the actual tasks so as to come up with the training needs. For example it was found out that the PRPs on a daily basis did a number of relevant PR tasks. For example, out of the first ten tasks PRPs mentioned they did on a daily basis included the following: 84.6% of the PRPs were involved in 'media monitoring', 73.1% were involved in upgrading website as their daily activity, 75% were doing 'events documentation', 76% of the PRPs were involved in 'events organization' as a daily PR tasks, and 75% were doing 'media relations' on a daily basis (refer to Annex 1: Table on 'Daily tasks of PRPs). This finding showed that considerable number of PRPs was involved in relevant PR tasks on a daily basis in relation to the PR activities of the different organizations.

This can be confirmed by the fact that the score in seven out of ten tasks stated was actually over 70% that has shown the relevance and actual relationship between PR activities and the actual daily tasks of the PRPs, which has accordingly helped to identify the training needs for the PRPs. The finding is in line and it actually supports one of the hypotheses of the study that 'Public relations specialists in the public sector have various training needs and challenges that have not been met and ironed out by their organizations.'

4.1.3 The Training Areas of the PRPs
One of the objectives of the study was to find out the different types or areas of training that the organizations are offering in order to develop the PRPs capacities and increase awareness on issues relevant to the profession. In terms of training the study found that considerable numbers of the PRPs have not been trained on key PR areas while only a few were trained. This was confirmed since six out of the ten core areas of training only 19 % - 32% of the PRPs reported as having been trained. This means that the remaining four of the core areas virtually they were not trained on, for example 69% - 90% of the respondents reported that they had not been trained at all in those core areas. Some of the areas where the study tried to find out i training had taken place were team building,

presentation skills, strategic thinking, pitching, media relations, public speaking, media monitoring, time management, editing and events management. For example, while 90.4% of the respondents engaged in media relations as an activity, only 40.4% of them had been trained in the same area. The finding is in agreement with the hypothesis that "most of the PRPs are not trained in PR key areas and lack PR skills."

This may perhaps mean that most public PR organizations do not value training that could improve performance and thus enhance productivity for the organization. In addition, out of the 14 PR activities the study focused on, the most frequently carried out activities by public organization were; only 'image building' (92.3%), 'media relations' (90.4%) and 'media monitoring' (82.7%). The least carried out PR activity yet important in public organizations was 'sponsorship' which scored 21.2%, as well as a number of other important activities such as research and counseling management. This finding is in agreement with one of the hypotheses which said that "most PR organizations in the public sector do not offer training to public relations practitioners despite being aware of the value of employee training in an organization".

This need for training is in line with motivation theory, particularly the concepts of 'self esteem' and 'self actualization', in that PRPs respectively, would be satisfied and motivated when they achieve the objectives and results for the organization and at the same time by getting training to develop them to higher levels. As a result, the study recognized considerable training gaps in the PR firms, which respective firms might need to consider. However, one of the issues found was that government and parastatal PR organizations would wish to carry out training but lacked funds that was a challenge to the PR organizations.

The training is important for PR organizations for example, Saleemi and Bogonko (1997) gave some of the advantages of training as:
a) High performance -training helps to improve the quantity and quality of work output. It increases the knowledge and skills of employees in the performance of particular jobs. As a result the productivity and performance of the organization as a whole increase. This

study has shown that there is still much to be considered in order to address PRPs needs and equip them with the necessary skills needed in their practice. Since most of the PRPs in the public organizations have not been trained, there is the likely chance that such organizations will continue being unproductive and underperformers.

b) Less learning period is -a systematic training programme helps to reduce time and cost required to reach the acceptable level of performance. The employees also need not to waste time in learning, by trial and error or by observing others.

The study revealed that the most preferred method of training was institution based type of training. It meant that PRPs were trained outside their job environments. They attended seminars and workshops which were also cited as the most effective training methods with 21% of the respondents that agreeing to it. The implication on this was that most of the organizations did not explore other methods of training to allow for comparisons. The other implication was that majority of the organizations have continued to stick to the traditional common methods of training which are seminars and workshops.

The study has shown that those most considered individuals for training were PRPs who had been on the job for some time. They comprised of 25% of the targeted population. Craig (1967) tried to suggest that everyone in the organization should be trained and that there is need for continuous training. The findings showed that some training were offered once (21%) or twice a (10%) year. Others said they were trained only when need arose. Apparently, training in the government and parastatal organizations is not consistent.

There was the discovery of other existing training gaps in PR organizations through responses from the respondents; this information was elicited when the researcher asked the respondents about the areas related to PRPs training that they thought their organizations should have improved on. A bulk of them felt that there was a higher need to offer refresher courses and training in Information Technology (IT) amongst other

46

issues. A PRP needs Knowledge in IT to be able to carry out most of the activities discussed in section 4.2.2 of this paper. The world has gone digital and a number of activities, communication included, take place on the web. The need to be trained in this area is therefore necessary for any PR professional. The need to receive training in refresher courses amongst the respondents indicated that training should be continuous. In fact, Craig (1967) confirmed this when he said that the need for continuous training effort is constantly increasing. Skills and knowledge in many job areas often become obsolete in frighteningly short periods of time. Technological advances can cause skill obsolescence in even a few years. Training can be offered as skill development for individuals and groups.

The top managers should incorporate the concepts and ideas of system theory of organization and motivation theory in their organizations' culture, in order to realize their vision and mission.

Asked about the areas their organizations should put more effort concerning PRPs' training to improve performance of their organization, most respondents said they would like more funds to be allocated for PR activities (23.1%). Others cited the need to offer training in both internal (15.4%) and external communication (13.5%), and other said there was the need to take PR seriously as a management tool (11.5%). PRPs cannot be productive to their firms and be well equipped with the required knowledge to work in the constant changing environment, without having training in areas such as team building, pitching, media relation, editing, presentation skills and budget monitoring amongst the ten areas of training that the study looked at.

This finding therefore implies that the training needs identified were indeed consistent with both the programmes or and the daily tasks of the PRPs. For example, 59.6% of the firms did not offer training on media relations, yet the majority of PRPs reported being involved in media relations activities or programmes.

There was actually a mismatch in training and job performance in that, 59.6% of the respondents in the organizations did not offer training in media relations, yet 90.4% of the same respondents carried out this activity. This portrayed lack of seriousness in top management of the organizations. It could also mean that funds were channeled to other departments that were considered as more important than the PR department. Media relations involve the use of mass media to create understanding and goodwill for an organization (Researcher's PR Class notes: 2007). Refer to findings under section 4.2.3 to see other important areas where the organizations offered training and where they failed to yet such areas are very necessary to empower the PRPs.

Section 4.2.3 of the study illustrated how most of the organizations failed to offer training to PRPs, especially in some of the most important areas. Another inference that could be drawn from this is that, public organizations perhaps may have assumed PRPs did not need training since they could had attained good education and professional background that would probably be enough for the practitioners in their employment (section 4.2.1 of the study).

PRPs need skills in areas such as team building, editing, public speaking, pitching, budget monitoring, time management and presentation skills to carry out certain PR activities/programmes with competence. The paradox in this case was that, most of the PRPs had very little training in such areas yet they continued carrying out most of the activities and tasks daily (refer to annex 1: tables for percentages). Therefore, based on this, the possibility of adopting a training culture in most of the public PR organizations is still far from being attained. This finding was consistent with the hypothesis that 'most public PR organizations do not offer training to public relations practitioners despite being aware of the value of employee training in an organization.' Tyson (2006) says that employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements. At the same time, this finding is supported by one of the concepts of motivation theory by Maslow which says that human beings have basic needs

such as physiological needs, safety needs, love needs, esteem needs and self actualization needs which ought to be met. One way of meeting esteem and self actualization needs of PRPs for instance is through provision of training so that the PRPs would be motivated in undertaking their responsibilities.

4.2   Data Presentation and Discussion

4.2.1   Educational and professional level of PRPs

Fig 1: Gender of respondent
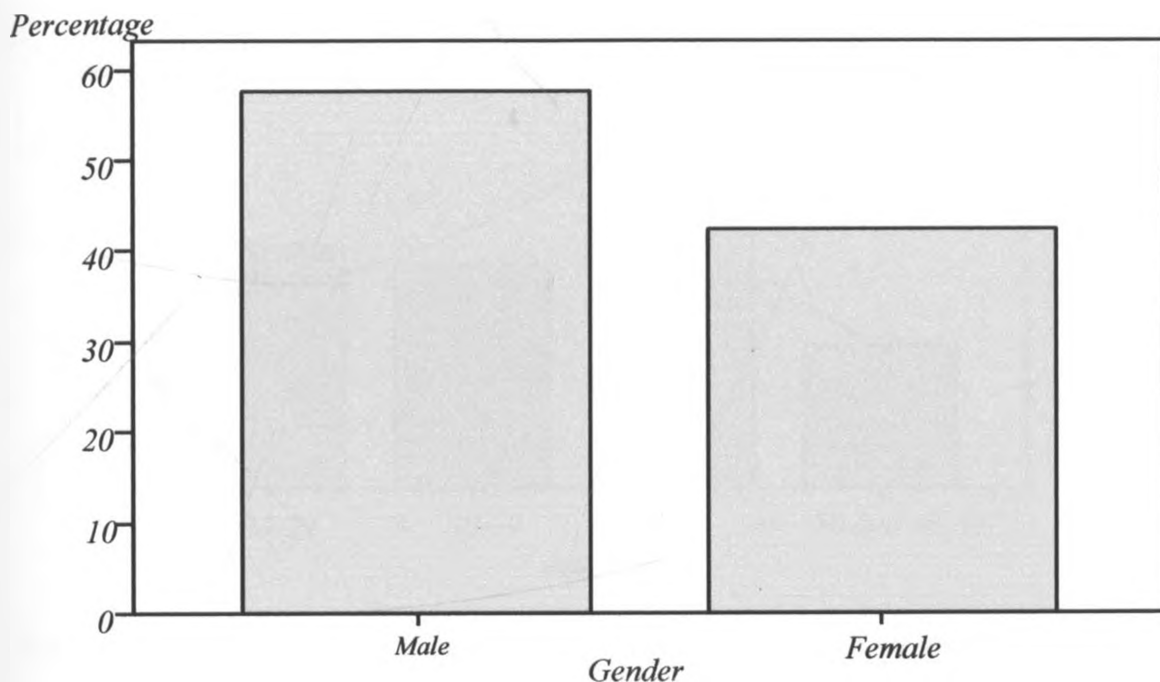
57.69 % of the respondents were male while 42.31% were female. Although scores for number of men in the PR profession appeared to be slightly more than women, the finding showed a portrait that the profession was as such dominated by neither women nor men. This was because the difference in scores for the men and women was only 15%, that can be considered quite a small margin and insignificant so far as those involved in the PR in the government and parastatal organizations are concerned. This finding is consistent with the Kenya vision 2030 which is "citizen focused and results-oriented" in terms of development of human capacity. In addition, it is also in line with

the current debate and affirmative action in which many organizations refer as 'equal opportunity organizations" in considerable job vacancy advertisements in that men and women stand equal chance to recruit. During data collection, the research established that most organizations had at most three PRPs in their PR departments and this probably shows the importance and recognition accorded to PR as a profession both in government and parastatal organizations.

Fig 2: Age of the respondent

Percentage

Age
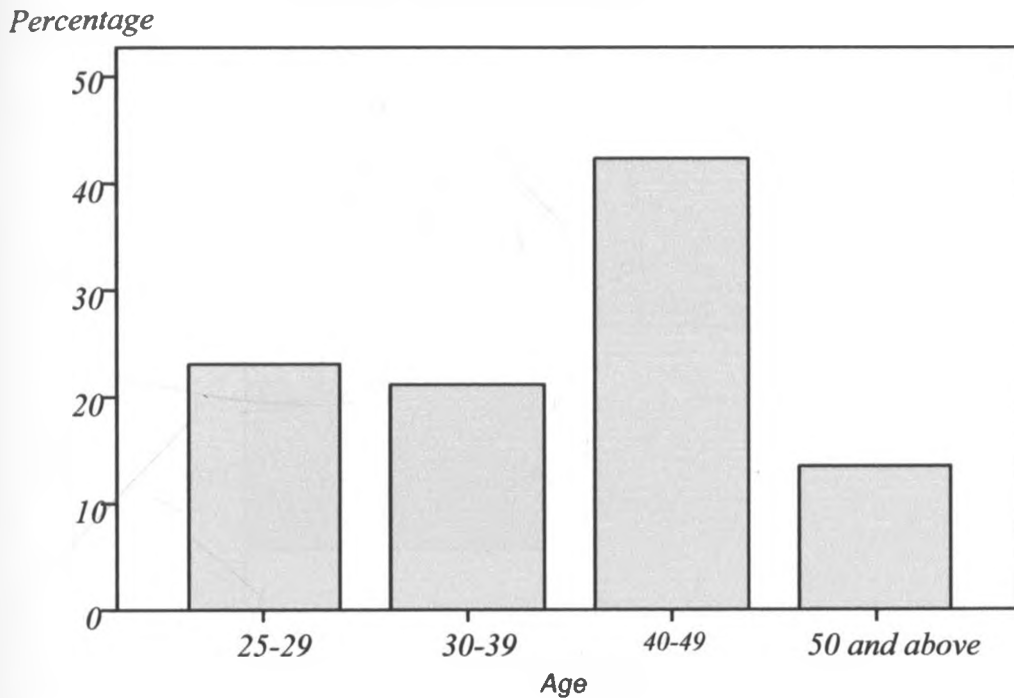
The highest age bracket for PR practitioners was between 40 and 49 years of age, which represented 42.3% of the respondents. Ages 50 and above had the least number representing 13.5%. Most of the PR jobs in the government and parastatal organizations apparently were held by PRPs aged between 40 and 49, followed by those who belonged in the age bracket of 25 to 29 then 30 to 39. From the graph, there is the likelihood that most of the young people are joining the profession gradually, a trend that can be seen as a succession process. According to Kenya Employment Act and public service regulations, employees normally retire at 55 years, so as the old employees retire, the young employees take over. There is a big gap however between PR specialists aged

between 40 and 49, and those aged between 25 and 29. This may mean that PR may have gained some momentum only recently among the youth.

Fig 3: Level of education
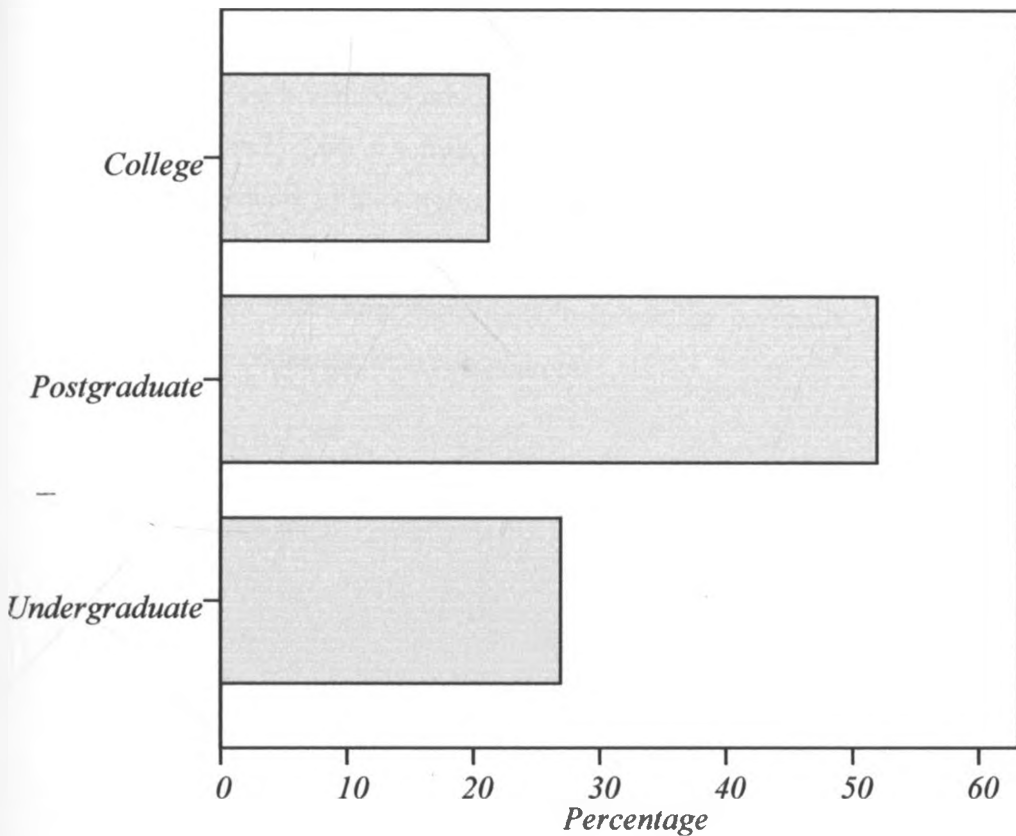
The respondents who had postgraduate level of education formed the biggest percentage. This was represented by 51.9%. Respondents with undergraduate education comprised 26.9%. Those with college education were 21.2%. Postgraduate degree holders appeared to be most of the PR organizations' preferences. Danny Moss et al (2002), who established various views in their research, support the finding on the above graph. One of the views was that, PR ought to be taught at graduate level, after a broader undergraduate foundation has been established while another view added that an MBA program with one course in PR is insufficient academic training for the international PR career.

This is likely to be true since the research has shown that normally most of the PRPs own more than one degree (refer to figure 4 of chapter 4). They may have a diploma in Journalism, Public Relations and a degree in Communication Studies. This is in agreement with one of the concepts in Maslow theory of human behaviour that says that normally, man is naturally unsatisfied. That is, when he achieves one level of need (education), he aspires to move on to the next level. These findings have shown that organizations seek the most educated PRPs. The finding is also in line with Redman and Wilkinson (2001) who say that education is a means to an end. That is, the end is to ensure achievement of the original goals and the means being the basic competence in the workforce. They add that there may also be other organizational objectives beyond ensuring competence and these include increasing competitiveness through providing more or better education than competitors

Fig 4: Type of degree held and other qualifications

Type of degree held and other qualifications
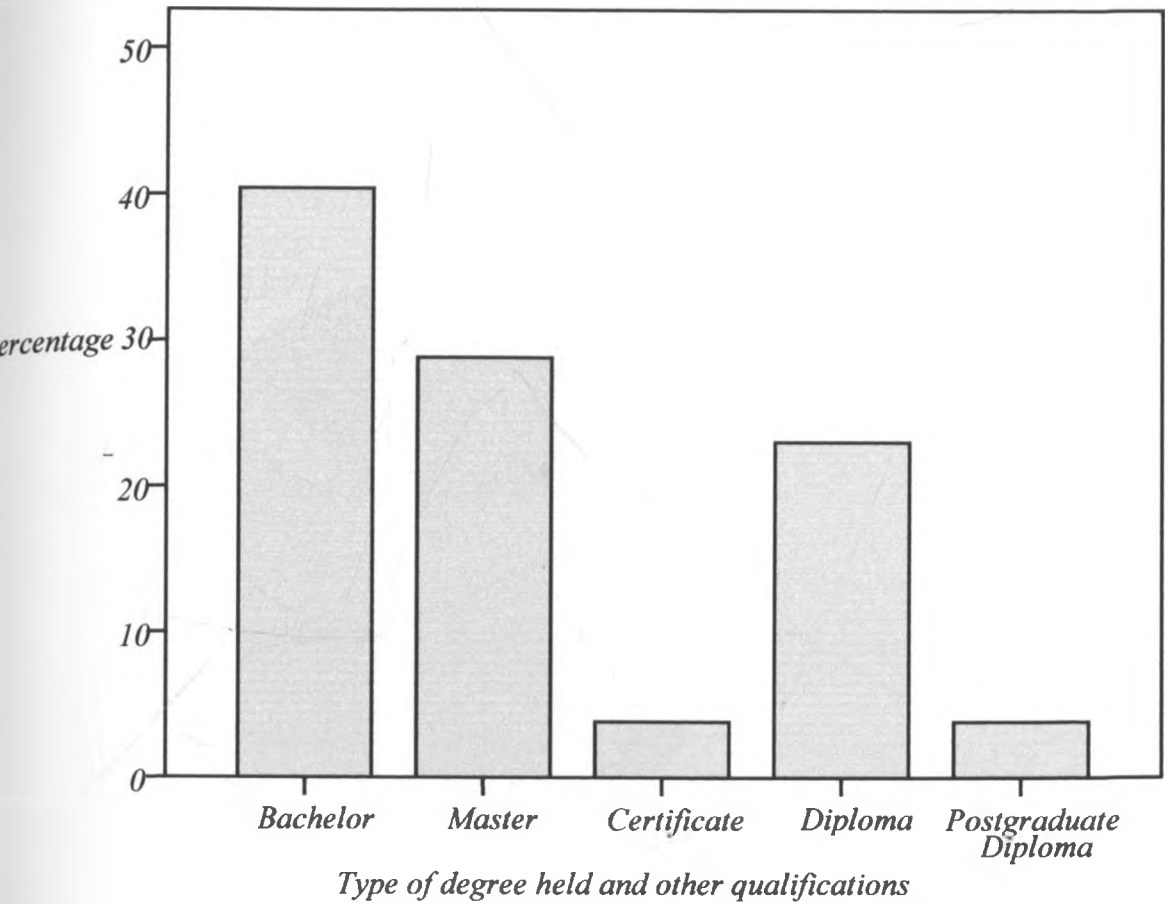
In the figure above, 40% of the respondents had bachelor's degree, the respondents with Masters degree made 28.8%, those with diploma had 23.1%. Those with certificates and postgraduate diploma had the least with 4% each. The higher number of Bachelor degree holders is related to the fact that most public PR organizations seek Bachelor's degree holders because they are easy to convince and are most likely to understand organizational goals quicker than those PRPs with certificates and diploma. This also applies to Masters degree holders.

The higher percentage of respondents with bachelor's degree results from the fact that for one to qualify for a master's degree or postgraduate diploma, he/she must have attained a bachelor's degree. During data collection, the researcher established that most of the

respondents had a combination of either a Bachelor's degree and Masters degree or a Bachelor's degree and a postgraduate diploma. Previous studies have also documented a gradual change of practitioners holding communication degrees from 16% in 1981 to 33% in 1986 (Routledge, 1996).

Fig 5: Background of degree
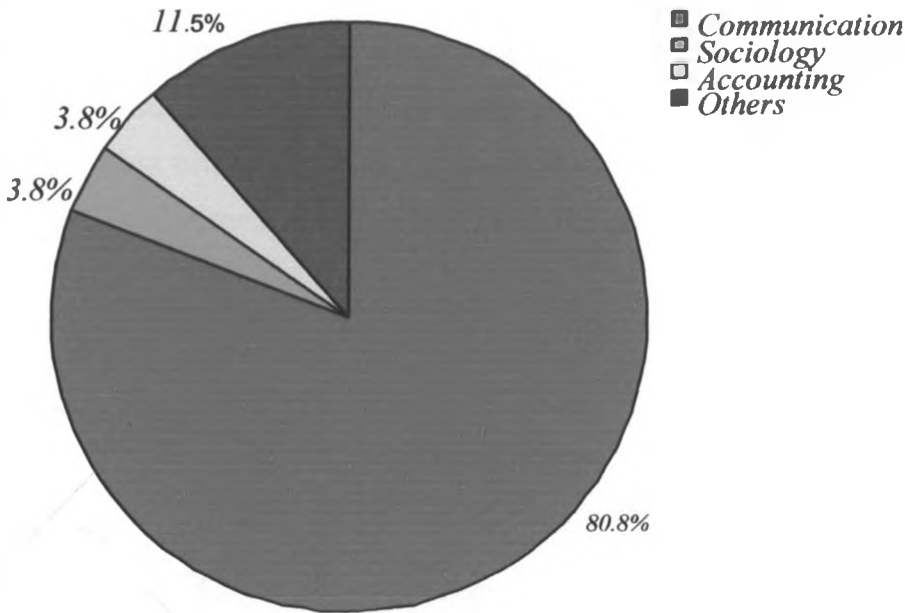
In the figure above, majority of the respondents had their background of degrees in communication. They represented 80.8% of the total number of the respondents. Communications arts, Psychology, Sociology and Political Science are some of the requirements needed for one to work as a professional practitioner of PR (Cutlip, 1999).

Banks (1995) states that the other important components in a curriculum for students headed for careers in public relations are courses in the humanities, social sciences, research methods, cultural studies, and communication ethics. Most PRPs had a background of degree in communication as it helps them to be able to write better press releases to media houses, communication skills help them do editing work, organizations do not need to hire external staff to do publications like magazines, brochures, and

posters. PRPs need to incorporate journalistic skills learnt in communication to build corporate image. They also need communication skills to convince their publics; internal and external.

The background of degree is important since technical knowledge and skills are required for opinion research, public issues analysis, speeches and presentation. Cutlip (1999:33) states that the mix of assignments and responsibilities varies greatly from organization to organization, but one task dominates as the common denominator, that is, writing. An ability to write remains a requirement throughout one's career for public relations practitioners. Communication encompasses writing and the figure above indicates that most PRPs had communication as background of their degrees. Lee (1947) adds that some attention can be given to the question of what other courses should fit into the future public relations specialist's college curriculum.

Fig 6: Current job Position
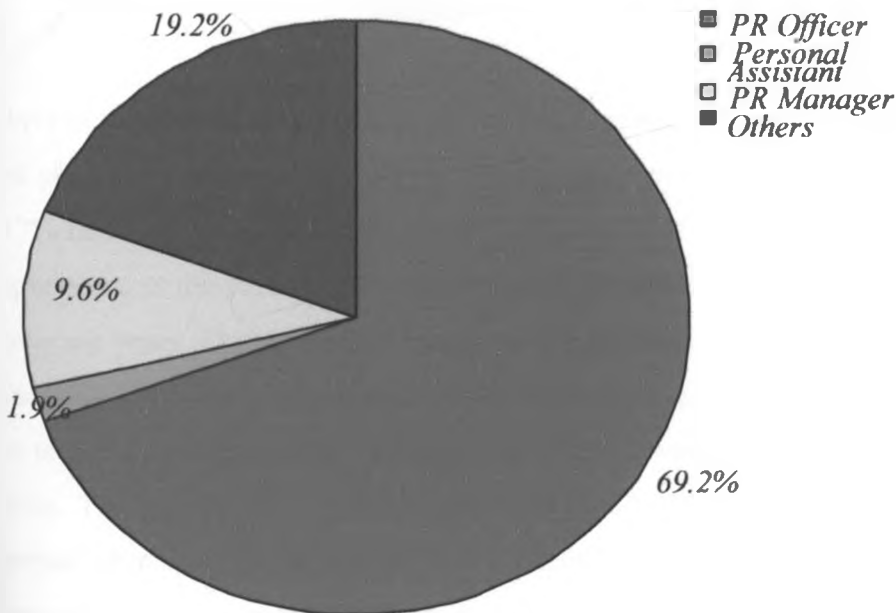
In the figure above, 69.2% of the respondents were referred to as PR officers. 9.6 % used the title, PR managers. Only 1.9% said that they were addressed as personal assistants. The respondents who gave other titles other than PR officer, PR manager and personal assistants made 19.2%. Most PR organizations refer to their personnel as PROs as compared to PAs. This agrees with Cutlip (1999:33) who presents ten categories that summarize the many and diverse work assignments in PR profession. He further states that the mix of assignments and responsibilities varies greatly from organization to organization, but with writing as the dominating task. Based on Cutlip's views, the title PRO perhaps suits the organizations because they are able to handle many jobs.

Fig 7: Period of work in current job position
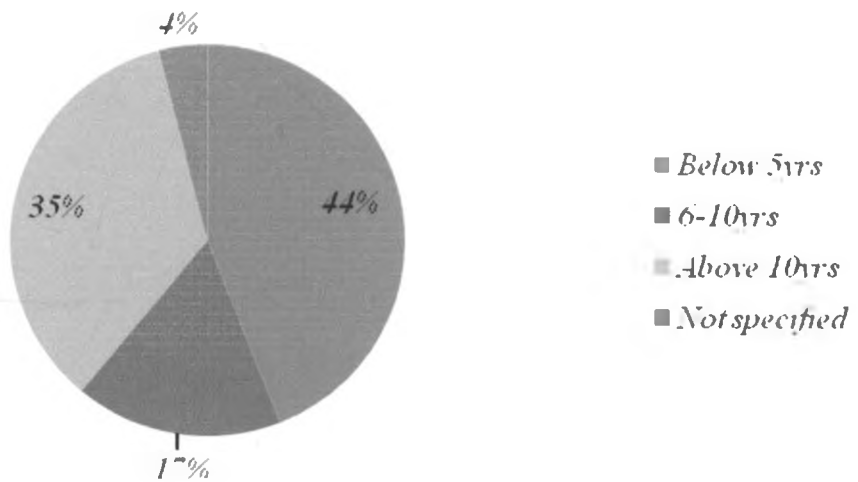
44% of the respondents had worked for less than five years, 4% failed to state the number of years they had worked. 35% of the respondents had worked for over 10 years while 17% had been in the job for a period of between 6-10 years. Majority (52%) of the PR specialists in the public PR organizations in general have been on the job for a period of over six years. This finding is also in agreement with previous findings which found that majority in the PR profession in public firms were aged between 40 to 49 years old. That is to say that they are also the majority of those who have worked for a long period of time. There were also a good number (35%) of the respondents who had worked for a period of over 10 years. According to Krishnamurthy (2009) Government ministries and parastatals embraced PR functions soon after independence. This may mean that majority

of the PR practitioners may have been in the profession that long. For example, the colonial administration established the Kenyan Information Office (KIO) to handle its information and press function in 1942, the post of Principal Information Officer (PIO) was later created to take over the information and press duties from the KIO. Then in 1994, a specialized post of public relations officer was created within the KIO with greater strategic responsibility for producing and supplying publicity materials. After the creation of the post of PRO in 1994, and with greater strategic responsibly for producing and supplying publicity materials, most people began appreciating PR as a profession. Most people took up courses in PR.

4.2.2 Activities/programmes carried out by the firms, and as daily tasks

Under this item, data gathered were represented in the form of various tables and a few figures. The researcher intended to find out PR activities carried out by the chosen government and parastatal PR organizations as well as those they engaged in as daily tasks.

Fig 8: Corporate social responsibility
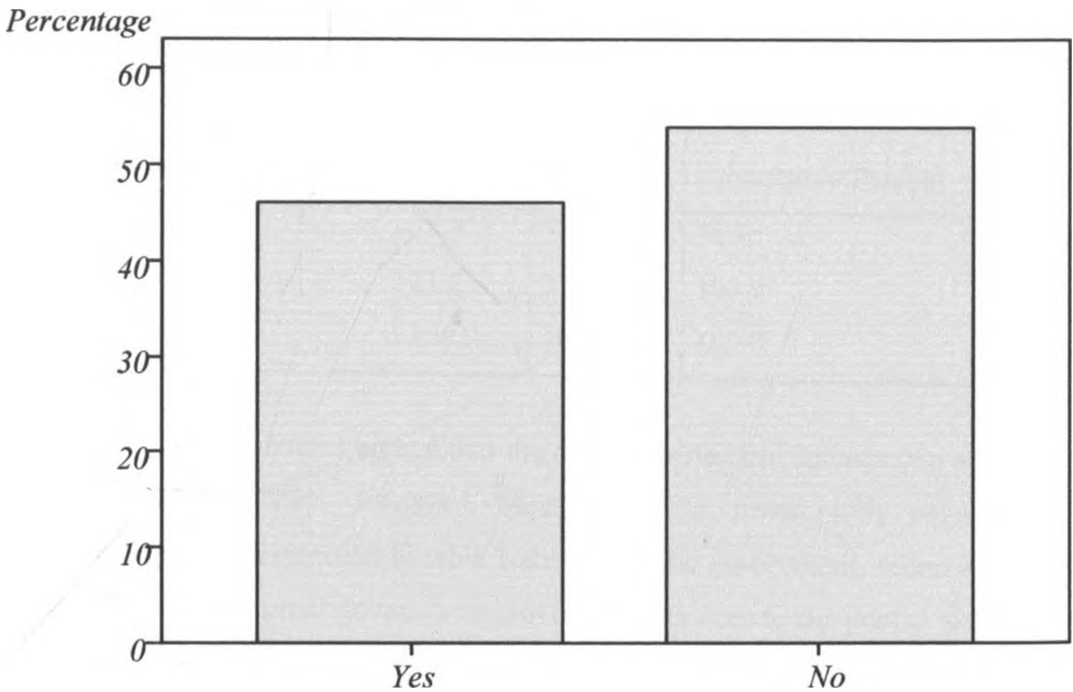
53.85% of the respondents said their firms did not carry out 'corporate social responsibility' as one of the PR activities. However, 46.15% of the respondents acknowledged that their firms did carry out CSR. This finding showed that nearly almost half of the firms carried out CRS and the other half represents those firms /organizations that did not carry out CRS as an important PR activity. Though those firms who said they did not carry out any CRS activities slightly scored higher by about only 7%, for example, that could be associated to the fact that unlike parastatal organizations, PRPs in the government organizations rarely recognize CSR activities. Offering services to communities is considered a government's duty hence there is no giving back to the community for any favours like building the organization's image in return.

The 46.25% who did CSR may have experienced the value of CSR to their firm's overall image. They thus continued to engage in it. 'Social responsibility' touches practically on every level of organizational activities, from marketing to hiring, from training to work standards. This finding agrees with some studies that have also indicated that those organizations that practice CSR over time rank among the most profitable and successful firms in society (Seitel, 1987).

Table 1: Sponsorships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	78.8	78.8	78.8
	Yes	11	21.2	21.2	100.0
	Total	52	100.0	100.0	100.0

21.2% of the respondents agreed that their firms carried out sponsorship activities in the PR work while 78.8% disagreed. Most public PR firms rarely engaged in doing sponsorships as is evidenced in table 1 above. For the government, sponsorship activities are often seen as normal government provision of services to the public. Sometimes such organizations lacked funds to carry out sponsorship activities. Public organizations at times merge sponsorships with other extra curricula activities. In other words, they do not engage in sponsorship *per se*. For instance, they come in to sponsor only when need be.

The 21.2% carried out sponsorships such as sports to promote their services/ products and to create understanding of their services and products. During sponsorships, organizations give banners, posters, umbrellas and mugs amongst other things to help their publics familiarize themselves with who they are and help nurture corporate image over time. Jefkins (1980) says that there are many reasons for sponsoring, but generally there is a PR element, if not the main purpose, which aids understanding and goodwill.
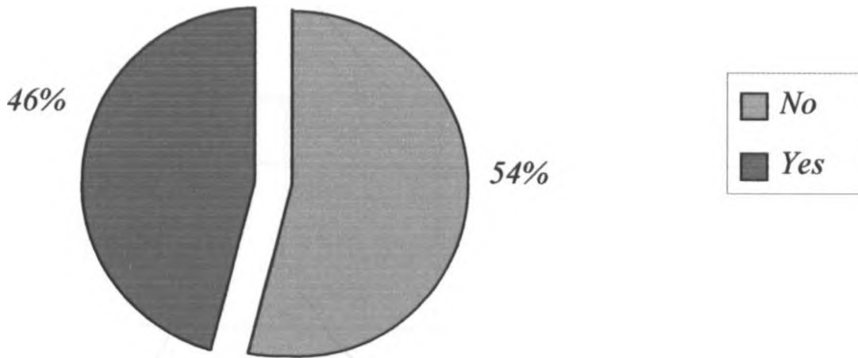
53.8% of the respondents said they did not undertake advocacy activities as part of their PR work in their respective organizations. 46.2% of them however did report they undertook advocacy activities as part and parcel of PR activities. This finding shows that about half of PR practitioners were involved in advocacy work. This finding is consistent with the fact that in the field of public relations, practitioners are always seeking cost-effective ways to reach target audiences and disseminate positive messages about the clients. In the face of various interests of all kinds of stakeholders, public relations practitioners have to be cautious about managing relationships with different audiences.

Chiang, F. (2007) says that a public relations practitioner acts as a counselor to management, and as a mediator, helping to translate private aims into reasonable, publicly acceptable policy and action. Most of the PR organizations engaged in advocacy to exert some influence on their publics to bring change in policy or practice. Advocacy is a common activity amongst the many PR activities.

This finding is in line with Jefkins (1980) who says lobbying, which in this case maybe the same as 'advocacy,' is the direct attempts to influence legislative and regulatory decisions in government. For example, he says that in Canada, there are two tiers of lobbyists. According to the Lobbyists Registration Act, Tier I is for an individual (government relations consultant, lawyer, accountant, etc.) who, for pay, provides certain

types of lobbying services on behalf of a client. Tier II includes employees whose jobs involve a significant amount of lobbying for their employers. It can therefore be said that only 46.2% of the PR organizations were involved in activities that could influence policy and practice on behalf of their publics.

Table 2:   Publications

	Frequency	Percent	Valid Percent
Valid No	8	15.4	15.4
Yes	44	84.6	84.6
Total	52	100.0	100.0

In reference to the Table 2 above concerning 'publications', 84.6% of the respondents said that their firms engaged in doing publications to achieve the goals and objectives of their respective firms. On the other hand 15.4% of the respondents said their firms did not engage in doing publication activities. According to Cutlip (1999:33) writing and editing are among the ten categories that summarize the many and diverse work assignments in PR profession. In addition, PR entails a special relationship between an organization and its publics. One of the ways through which this relationship can be maintained is through communicating using print media, which includes magazines, news releases and other related press materials.

This finding concurs with Jefkins (1980) who talks about 'external communication' as the controlled and uncontrolled messages disseminated in the mass media as well as other communication media, including pamphlets, brochures, non-broadcast videos, speeches, etc. Jefkins (1980) further refers to 'internal communications' as planned messages disseminated to employees through a variety of communication channels, including newsletters, bulletin boards, payroll stuffers, posters, etc. The finding showed that 84.6% of the PR organizations were involved in 'publications', it can perhaps be said that considerable number of the organizations were concerned with both internal and external communication to reach their publics or audiences.

Communication needs necessitate publication activities by most PR organizations. Some organizations communicate weekly, others annually, while others daily. A higher number of PRPs in public organizations have a background in communication-related studies/training that enables them to publish materials concerning their organizations with ease. Hence, they do not need to hire external services. Examples of publications include organizational journals and magazines, annual reports and features.

Events documentation (refer to Annex 1: Table 28), which is closely related to doing publications, was carried out as a daily activity by the majority of the organization. This was shown by the high percentage (75%) of the respondents who agreed that they did it as a daily task. Just like doing publications, events documentation also involve writing and producing print such as educational literature, annual reports, induction literature for new staff and sometimes a company's history (Jefkins, 1998). Table 21 in Annex 1 indicated that 67.3% of respondents had not been trained in editing yet they continued carrying out publication activities. This could mean that as far as documenting events/doing publication activities is concerned, most of the organizations overlooked training in this area.

This finding also indicated the need for a lot of effort in ensuring training in editing. Knowledge in editing is essential for all PRPs as they will need to communicate to their publics in print other than through other means. In whatever publication or documentation, they need to be clear and incorporate journalistic styles in their articles. 92.3% (Annex 1: Table 16) of the respondents had not been trained in pitching. PRPs need skills in pitching for them to obtain space for their stories from editors. This emphasizes the need for further training by most of the PR organizations to be able to achieve their goals and objectives. The finding also supports one of the hypotheses of the study that 'Public relations specialists in the public sector have various training needs and challenges that have not been met and ironed out by their organizations.'

Table 3: Research

		Frequency	Percent	Valid Percent
Valid	No	26	50.0	50.0
	Yes	26	50.0	50.0
	Total	52	100.0	100.0

Half of the respondents agreed that their firms carried out research activities (50%) while the other half reported that they did not carry out research activities in their organizations. Conducting research is one of the PR activities or programmes undertaken by most PR organizations or PR departments. PR research refers to any type of research that yields data for use in planning and evaluating public relations efforts. For instance, some organizations engage in conducting opinion research, which involves assisting in the public policy formation process through the coordination and interpretation of attitudinal studies of key publics (Seitel, 1987). It is through research of various kinds that an organization gets to know what their publics want of them or think of them so that they can make necessary adjustments.

This finding is linked to Jefkins (1980) who views 'Public relations research' as a term that does not describe specific types of research methodology such as content analysis, public opinion polls or readership surveys. Instead, the term refers to any type of research that yields data for use in planning and evaluating public relations efforts. Four basic categories of public relations research activities are most common: environmental monitoring, public relations audits, communication audits and social audits. Public relations research can be formal or informal, primary or secondary, qualitative or quantitative.

More than half of the respondents took research (refer to Annex 1:Table 26) as a daily task. This depicted how most of the PR organizations regarded research as very important. This could be linked to the fact that research enable PR organizations to know the perceptions of their various publics. They can then improve their images based on such perceptions and even attitudes.

63

Table 4: Enhancement of corporate image

		Frequency	Percent	Valid Percent
Valid	No	4	7.7	7.7
	Yes	48	92.3	92.3
	Total	52	100.0	100.0

There is 92.3% of the respondents acknowledged that their firms carried out 'corporate image enhancement' activities and only 7.7% did not undertake this type of activity. It also agrees to the finding in figure 8 concerning 'Corporate social responsibility' in which about half (46.15%) of the respondents acknowledged that their firms carried out "Corporate Social Responsibility (CSR)" as key PR activity. This is in one way or the other connected to this finding because CRS is also a process of reaching and serving communities. The finding also corresponds to Jefkins (1980), who looked at 'corporate sponsorship' in relation to 'enhancing corporate image' as a process of providing support to an event or a cause by devoting corporate resources in exchange for an opportunity to enhance good will, product image and sales. The finding is also in agreement with some of the lessons learnt by the researcher during course work. The researcher learnt that managing of an organization's image is in general hard since there are many avenues and different sources of information that need to be taken into account (PR class notes: 2007).

Table 5: Counseling management

		Frequency	Percent	Valid Percent
Valid	No	36	69.2	69.2
	Yes	16	30.8	30.8
	Total	52	100.0	100.0

In the table above 69.2% of the respondents did not engage in 'counseling management.' 30.8% however acknowledged undertaking the activity. Management counseling involves advising administrators on alternative options and recommended choices in light of public responsibility (Seitel, 1987). The findings indicated that public PR organizations

did not hold management counseling as a key PR activity despite its importance in the PR profession.

Table 6: Monitoring the media

		Frequency	Percent	Valid Percent
Valid	No	9	17.3	17.3
	Yes	43	82.7	82.7
	Total	52	100.0	100.0

'Monitoring the media' is a key activity in both public and parastatal PR organizations as it is represented by the highest percentage. 82.7% of the respondents agreed that their PR firms participated in media monitoring. Only 17.3 of the respondents said that their firms did not monitor the media. The high percentage can be attributed to the need to reach as many publics as possible and to secure press coverage to the advantage of the firm.

Media monitoring includes watching what is written and reported in both traditional print and broadcast media and keeping an eye on discussions occurring through various internet outlets such as forums, chartrooms, and other public messaging areas. The fact that 84.6% of the PRPs monitored the media on a daily basis indicated that it is one of the key PR activities in Public PR organizations (refer to Annex 1: Table 27).

Table 7: Marketing the company and its products

		Frequency	Percent	Valid Percent
Valid	No	25	48.1	48.1
	Yes	27	51.9	51.9
	Total	52	100.0	100.0

51.9% of the respondents agreed that their firms undertook "marketing the company and its products" while 48.1% said their firms did not undertake activities concerned with marketing the company and its products. A company as well as its products and services

can be marketed through corporate sponsorship and advertising. The above finding shows that about half of the respondents were not doing marketing to promote the company and its products. This finding can be linked to the finding in Table 2 concerning 'publications' where 84.6% of the respondents were involved in doing publications as a way of external communications to promote products and services of the organization.

In addition to the information on Table 7 above, almost half (42%) of the PRPs did marketing (refer to Annex 1: Table 25) as a task on a daily basis other than as an activity. This may mean that marketing in PR is as essential as research. Marketing is considered one of the functions of public relations.

Table 8: Develop and maintain local and national community relations

		Frequency	Percent	Valid Percent
Valid	No	17	32.7	32.7
	Yes	35	67.3	67.3
	Total	52	100.0	100.0

67.3% of the PR practitioners participated in 'developing and maintaining local and national community relations" 32.7% did not carry out this activity. Maintaining favorable relations with the community is as essential as maintaining favorable relations with other audiences such as customers, clients and employees. This is depicted by the high number of the respondents who agreed as shown on table 8 above. The high percentage also implied that most organizations developed and maintained relations for the sake of achieving goodwill from the public. The other reason was to ensure that their publics were familiar with their services through frequent contact.

This finding can be linked to the views of Jerkins (1980) regarding 'external communications', which he referred to as the controlled and uncontrolled messages disseminated in the mass media as well as other communication media, including pamphlets, brochures, non-broadcast videos, speeches, etc. Considerable number (67.3%) of the PR firms were involved in maintaining relations locally and nationally through

communicating at local, community and national levels with controlled and uncontrolled messages at those levels.

Table 9:   Crisis management

		Frequency	Percent	Valid Percent
Valid	No	18	34.6	34.6
	Yes	34	65.4	65.4
	Total	52	100.0	100.0

The respondents who agreed that their firms engage in 'Crisis management activities' are represented by 65.4% as can be seen on table 9 above. 34.6% of the respondents said that they never undertook crisis management activities. The high percentage of the respondents who said yes to this depict how valuable crisis management as a PR activity is to public PR firms. PRPs become heavily involved in crisis communications whenever there is a major accident or natural disaster affecting an organization and its community. PRPs engaged a lot in crisis management to provide information to the press relating to the crisis.

Public organizations (government and parastatals) engage in crisis management perhaps to calm the situation. This was achieved through constant appearance in the media by PRPs to give messages of hope and even tell the truth about the crisis. This could also mean that crises occurred more frequently in the organizations or in communities the various PR organizations served. This was represented by 65.4% (yes) against 34.6% (no) of the responses. The researcher linked this finding to the recent Post Election Violence crisis in the country, in which many organizations were involved in managing crises. One of the organizations included the Kenya Red Cross Society, for example, which counseled and traced lost families.

Table 10:   Media relations

		Frequency	Percent	Valid Percent
Valid	No	5	9.6	9.6
	Yes	47	90.4	90.4
	Total	52	100.0	100 0

In the table above 90.4% of the respondents agree that their firms engaged in building relationships with the media. 9.6% did not. Media relations involve the use of mass media to create understanding and goodwill for an organization (PR Lecture notes: 2007). The public PR organizations depended on media (both print and broadcast) to reach a large number of their publics. Majority of the organization built their relationship with the media so that they could benefit in ways such as, building credibility, achieving publicity and securing a ground for building their image. Based on the benefits of good relationship between an organization and the media, organizations must strive to relate properly with the media for favorable media coverage and for the sake of other important needs. Evidently, most public PR organizations valued their relationship with the media as shown on the table.

Evidently, media relations (Annex 1: Table 32) was undertaken as a daily task by 75% of the respondents. Apparently, only 40.4% had been trained in media relations (Annex 1: Table 17). This identifies the need for further training in Media relations for PRPs by the public PR organizations.

Table 11:   Mediating between organization and the press

		Frequency	Percent	Valid Percent
Valid	No	21	40.4	40.4
	Yes	31	59.6	59.6
	Total	52	100.0	100.0

40.4% of the respondents acknowledged that their firms did not participate in mediating between organization and the press activities. More than half of the respondents, 59.6% however did. An organization links itself with media through public relations practitioners. The PRPs must therefore build personal relationships with journalists. They must also put in place strategies to build a good partnership with various media, as they might need some media coverage. The variable, 'Mediating between organization and the press' is almost similar to media relations

Table 12:   Branding of events and venues

		Frequency	Percent	Valid Percent
Valid	No	17	32.7	32.7
	Yes	35	67.3	67.3
	Total	52	100.0	100.0

67.3% of the respondents agreed that their firms undertook activities in branding of events and venues, 32.7% however did not. Information on table 12 above revealed that branding is also very crucial to an organization. Branding involves creating familiarity and esteem amongst customers. It is a PR function. It is creating an identity that is similar and consistent in all forms or appearances in the organization. The high percentage in branding activities could be attributed to the fact that through branding, respective publics of different organization were able to differentiate different organizations from one another. PRSs who undertook branding did so to create familiarity and esteem among their publics. Branding is one of the ways a company identifies itself to the public (PR class notes: 2007).

42.3% of the respondents engaged in branding (Annex 1: Table 30) activities on a daily basis. The main reason was to create identity of their organization amongst their publics.

Fig 10: Programmes duration
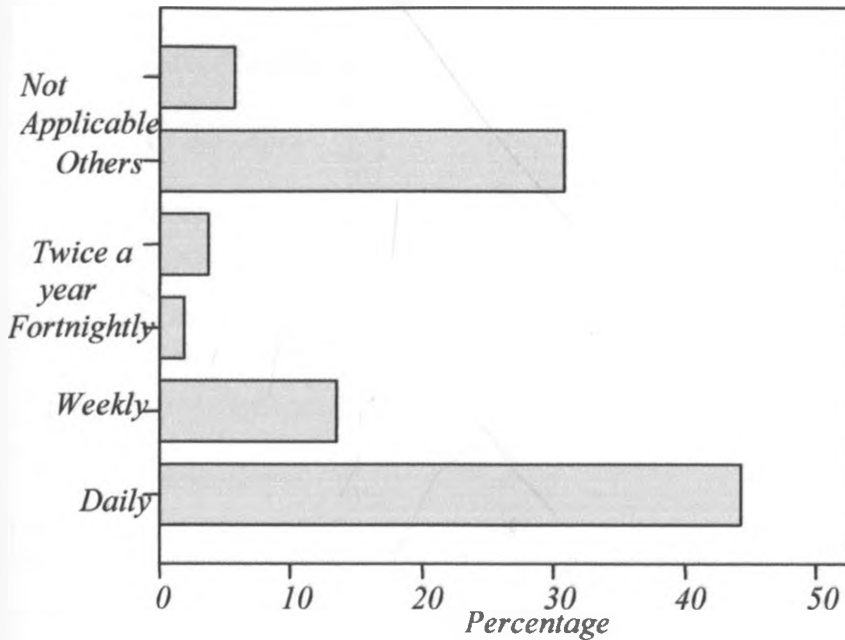
From the graph, most of the activities were carried out on a daily basis, which was represented by 44.2%. Some of the respondents said their firms carried out certain activities when need arose or depending on a given situation. The variable, "Others" (30.8%) represented this. 13.5% of the respondents said PR activities in their firms were carried out weekly. 3.8% said they were carried out twice a year and 1.9% of the respondents said they carried out PR activities fortnightly. This agrees with the findings about the tasks that the PRPs said they carried out on daily basis. Such tasks include, upgrading websites and the intranet, organizing events, branding venues and products and monitoring the media amongst other. However, it must be noted that some tasks were similar to PR programmes/activities. For instance, media monitoring would be both an activity as well as a task/duty. Close to half of the practitioners reported to work diligently to perform their duties as inferred by the 44.2 %.

Fig 11: Impact the programmes have on the organization
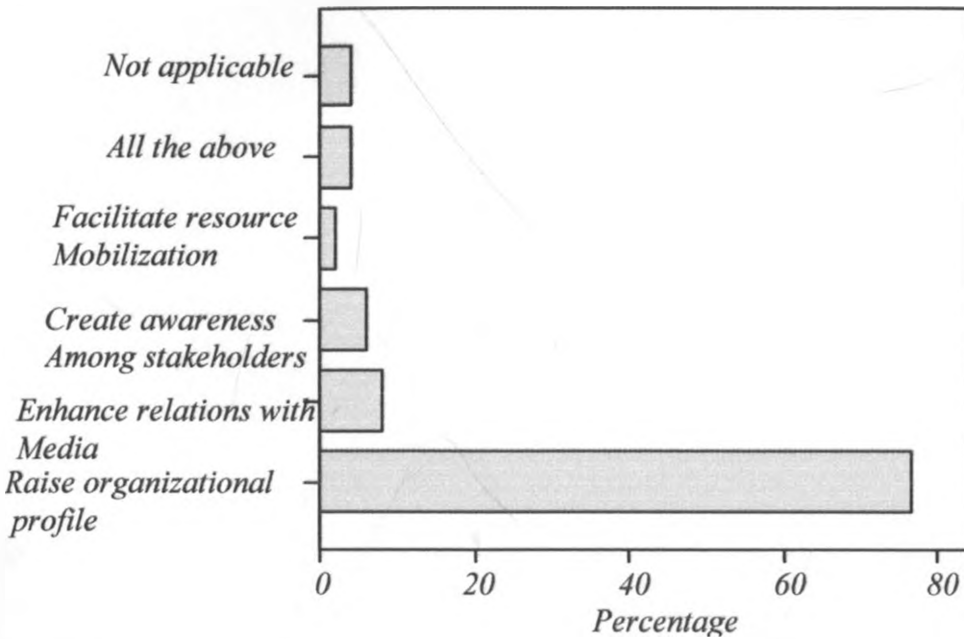
From findings in figure 11 above, the greatest impact of the PR programmes or activities was to raise organization's image. This was represented by 76.5%. Some of the PR programmes include CSR, carrying out research, sponsorships, special events management, media monitoring, and management counseling amongst others (Seitel, 1990). The findings showed that PR programmes raised organizations' image.

This could be done through advertising where persuasive materials are placed before the public. The high percentage was also attributed to the fact that the organizations could have participated in philanthropy where they contributed to charitable organizations. Most of the organizations sponsored many activities such as sports and schools construction as a way of making themselves known to the public therefore raising their image.

Fig 12: Challenges faced in programme implementation
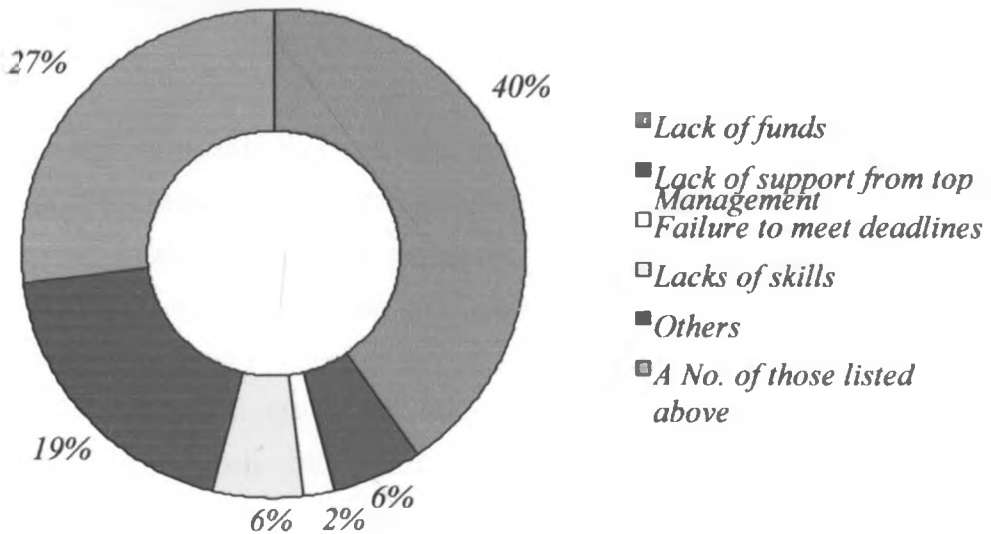
Majority (40%) of the respondents cited lack of funds as the major challenge in implementing the PR programmes. This was attributed to failure to allocate funds for public relations departments in some of the firms. Additionally, some respondents also admitted that PR department was held as less useful in their organizations in comparison to other departments like procurement and human resource. Other respondents admitted that their departments were not let to operate independently but were merged with other departments such as marketing and advertising. 6% of the respondents termed lack of support from top management as their challenge while similar number (6%) felt that lack of skills was the key challenge.

4.2.3 The areas public relations practitioners had been trained

The following section presents the areas public relations practitioners have been trained in. The respondents were asked to indicate areas of training that their organizations had offered them. From the findings, the researcher was able to establish areas of training that public PR organizations had ignored or valued less, yet were very important. The researcher was also able to assess the areas in which training had been offered to the respondents the most. It looked at areas in which they had been trained, methods of training, group of individuals that had been trained, frequency of training, and areas that

needed further training to improve and develop performance of both PRPs and their organizations.

46.2% of the respondents said they had been trained on 'team building' (TB). Slightly more than half of the respondents (53.8%) said they had not been trained in team building (refer to Annex 1.Table 13). TB is necessary in an organization as it facilitates employees' involvement. This bears the spirit of unity in an organization. A reasonable quarter of PR organizations realized the importance of TB and offered training. Studies have shown that successful teams and team work fuel the accomplishment of an organization's strategic goals. PR organizations need TB for company events and activities. Examples of TB include 'meet and greet meeting' and 'ice breaker lunch.' 46% of the organizations that didn't offer training in team building lacked funds or didn't see its value in the organization.

Only 19.2% of the respondents agreed that their firms had provided them with training on 'public speaking'. A very big percentage however said they had not been offered training in public speaking. This group was represented by 80.8% (refer to Annex 1: Table 18). PR practitioners need skills in public speaking because they do a lot of communication activities. They need it as their job entails making guest appearances in the media to represent their organization. Expertise in public speaking will increase credibility in a PRP hence expanding his/her organization's image. Many PR jobs require making guest appearances on television programs, being interviewed on radio shows, and giving speeches or making presentation to groups of all sizes (Lee, 1947).

Data generated showed that only 30.8% of the respondents had been offered training in "events management" while 69.2% did not receive training in this particular area of PR (Annex 1: Table 22). Events management involves the use of a project, program, action or happening, generally involving public participation, to meet overall organizational goals. Special events often are designed to obtain publicity or other different types of exposures.

73

In addition, 26.9% of the respondents agreed that they had been trained in time management. 73.1 % did not agree to this (refer to Annex 1: Table 20). As far as 'presentation skills' were concerned, 75% of the respondents said their firms did not offer them training on presentation skills and only 25% of them had been trained on same (Annex 1: Table 14); while 73.1% of the respondents also said they did not receive any training on 'strategic thinking', however, 26.9% of the respondents received training in strategic thinking (Annex 1: Table 15). These findings reflected that less than 30% of PRPs were trained in the important aspects of PR areas such as 'events management', 'presentation skills' and 'strategic thinking.' Refer to figures 16, 17, 19 and 21 in Annex 1: Tables for more information in other areas of training.

Tyson (2006) states that training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, human resource and training staff, working in collaboration, or by external agents acting on their behalf. PRPs need training in presentation skills as their jobs entail giving speeches or making presentation to groups of all sizes (Lee, 1947).

Lack of training in most of the areas considered to be more important is an indication that most of the organizations did not bother to motivate their workers. Instead, the organizations must have focused on attaining their goals and objectives and achieving their missions as opposed to meeting the basic human needs of the PRPs.

Despite 44.2% (see figure 9) of the respondents carrying out most of the PR programmes/activities daily, majority of them lacked training in most of the areas of their profession. Motivated employees give their best to the organization according to Saleemi and Bogonko (1997).
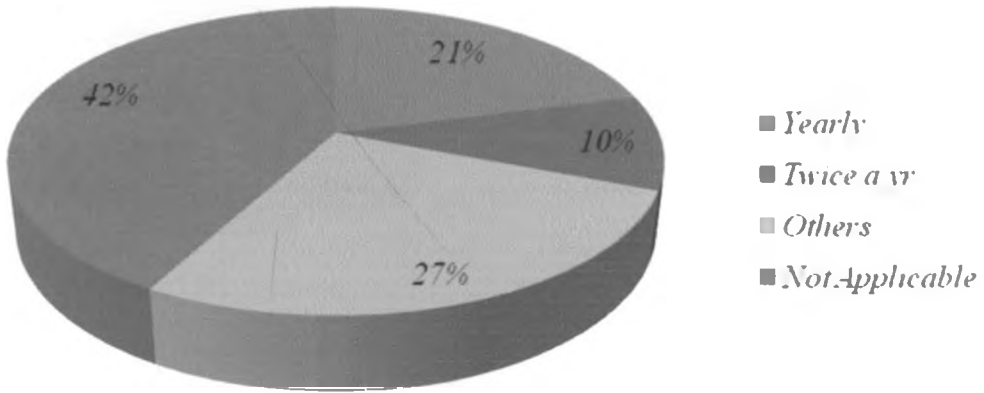
From a target population of 52 PRPs, only 21% of the respondents said they were offered training yearly while 10% said they were offered twice a year. 42% of the respondents gave other reasons pertaining to frequency of conducting training by their firms. Training was not a priority for the majority of the public organizations as evidenced by the finding in fig 13. Some PRPs presumably had received training elsewhere therefore some organizations did not find the need of engaging in the same. Fewer training sessions nonetheless were attributed to lack of funds from the organizations. During questionnaires administration, the researcher discovered by word of mouth from some respondents that certain line managers perceived PR departments as less important compared to other departments like marketing and advertising in the organization. Such perceptions mired top managements from seeing the need for training for PRPs.

Fig 14: Type of training conducted by firm

17%

39%

25%

19%

■ In *house* training

■ *Seminars/Workshop*
□ *Both*

□ *Not applicable*
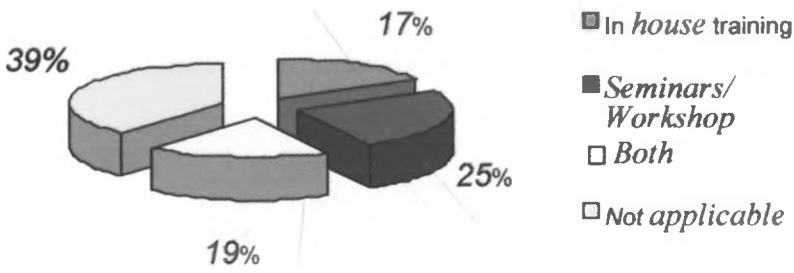
25% of the respondents said their firms conducted institution based type of training. That is, they attended seminars and workshops, 17% of the respondents admitted that their firms conducted in house training. 19% said their firms conducted both in house and institution based training. Organizations that integrated both in house and institution based training did so probably to be able to achieve higher impact of training in their staff. Nevertheless, most of the organizations preferred seminars and workshops because they are amongst the most common methods of training.

Fig 15: Most effective training method

15%

41%

25%

19%

■ *In house training*
■ *Seminars and workshop*
□ *Both*
□ *Not applicable*
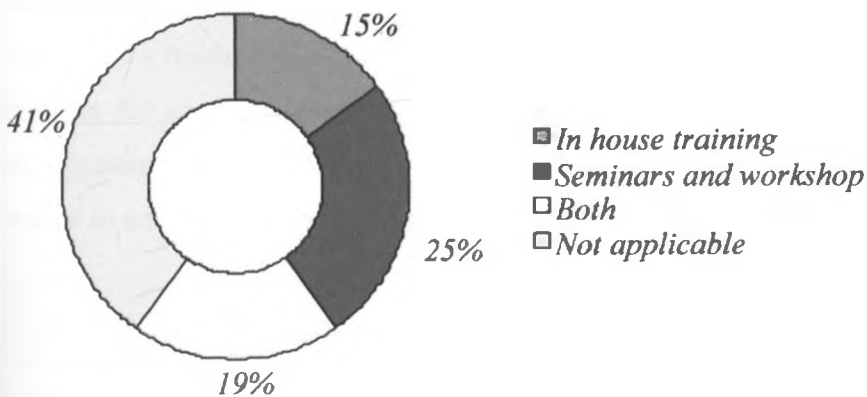
Seminars and workshops were cited as the most effective training methods with 25% responses while in house method had 15% responses. However, 19% of the respondents thought that both the methods of training were effective. Evidently, the organizations preferred seminars and workshops because PRPs would take less time off duty (2-3weeks

or days). These methods of training do not require a lot of funds for staff to obtain training in comparison to attending classes for a Bachelor or Masters degree.

Fig 16: How is training conducted?

- *Personal coaching*
- *Attending seminars*
- *Attending workshops*
- *Listening to CDs*
- *Others*
- *Not applicable*
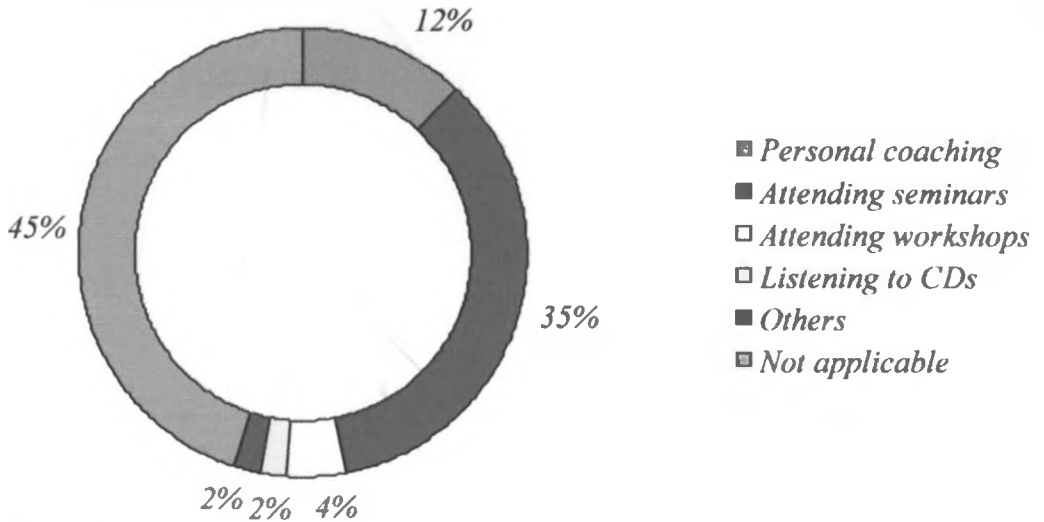
Findings from figure 16 above indicate that attending seminars scored the highest percentage (35%). 12% of the respondents received training through personal coaching. 4% said training was conducted through attendance of workshop while 2% said they listened to CDs. The other 2% of the respondents accounted for those who cited other methods of how training was conducted (others said they attended part time studies while others went for evening classes in colleges and universities). In view of the findings above, organizations found seminars to be less time consuming, more practical and interactive in terms of group discussions and cheap to fund.

Fig 17: Who gets the training?
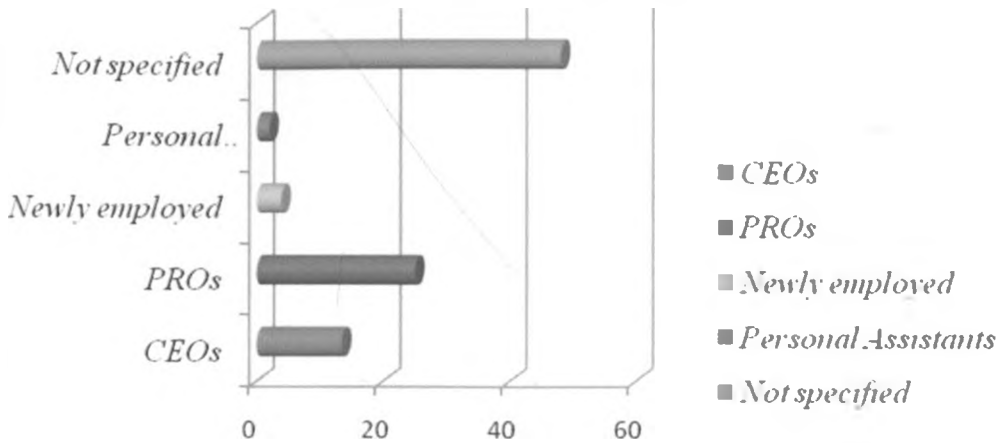
Percentage

25 % of the respondents (PRSs who had been on the job for some time) got training. 7% of the respondents, who are the CEOs, got training. Newly employed PRSs who were represented by 2% also got training. Only 1 % of the respondents who are personal assistants got training. PRSs who had been on the job for some time were found to be deserving training more than any body else in the organization because they handled most of the PR activities/programmes. On this ground, they were the most eligible candidates for training. The findings implied that CEOs did not find the need to upgrade their skills through training. Training can be offered as skill development for individuals and groups (Craig, 1967). This author tries to suggest that all employees of an organization deserve training. He further cites technological advances as one reason that calls for training. He says that such advances can cause obsolescence.

Fig 18: Does training improve firm's performance?
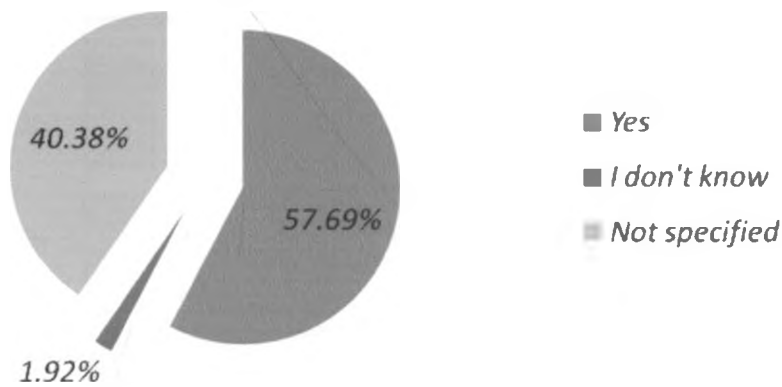
57.7% of the respondents acknowledged that training improves a firm's performance. 40% however disagreed with this. As our society advances economically and technologically, the need for effective job performance becomes more critical, not only to achieve increased levels of organizational efficiency but also to achieve higher levels of self-satisfaction for the individual employee. A review of companies who have invested in ED (Employ Development) suggests that they gain in all key business success measures (Redman & Wilkinson, 2001).

Training motivates employees, helps them to be self-actualized, and enables them to negotiate with both internal an external public of their organizations. Through training, employees also become competent. They also are able to employ skills that enable them to adopt and work towards organizational objectives. The 40% of the respondents who thought training did not improve a firm's performance belonged to organizations in which for one to receive training, the process was either so slow and frustrating or they never got to obtain a chance for training.

Fig 19: Did your educational background satisfactorily prepare you
for the tasks you carry out?
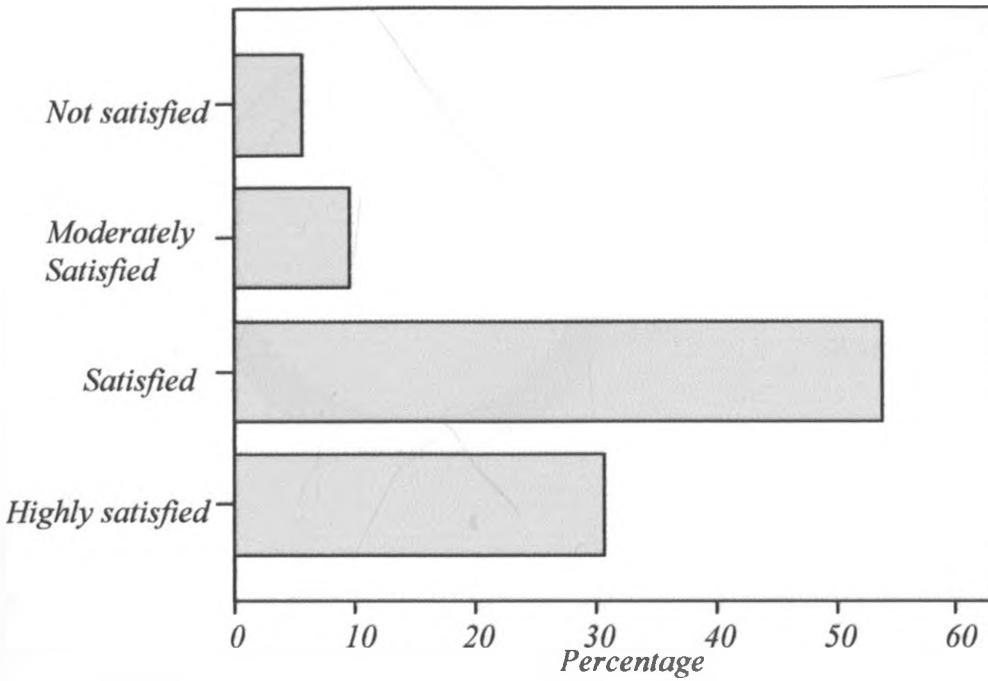
53.8 % of the respondents were satisfied with the educational backgrounds as it enabled them do their work perfectly. They were able to publish appealing magazines for their organizations, with established background in communication; they were able to write good features on their organizations. They would also be able to do simple tasks such as editing and were able to handle the media very well. 30.8% were highly satisfied, and 5.8% were however not satisfied.

Fig 20: What areas can organizations improve on their PR training?

Legend:
- Refresher course in PR
- IT
- Strategic Management
- Crisis management
- Not applicable
- Masters degree
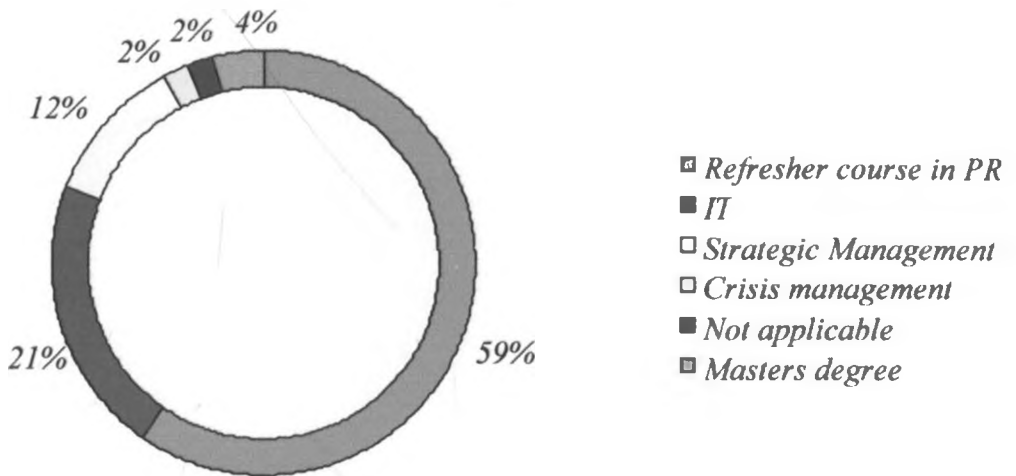
Refresher courses in PR was cited as the main area that organizations can work on to improve PR training with 59% responses, it was followed by Information Technology (IT) with 21 % responses, strategic management was represented by 12%, the respondents who felt their organizations needed to offer Masters degree were represented by 4%. 2% of the respondents felt there was need to improve in the area of crises management.

As represented on the fig 20 above, majority of the PRPs needed refresher courses and training in IT. The 59% responses concerning refresher courses said a lot about public organizations in terms of provision of training opportunities. Public organizations were negligent towards employees' needs, especially the need for training. Quite a number of the respondents were also not knowledgeable in information technology, which is why they felt their organization should improve in this area by offering training that would increase their knowledge and skills. Since the world has gone digital and almost all forms of communication occur on the internet, PRPs need to upgrade skills related to IT to handle various assignments over the net. Organizations currently meet their publics on the net via You Tube and the face book. Sustained training on IT will enable them to monitor any information about their organizations with ease.

Fig 21: Which areas can firm improve its
performance on PR training?
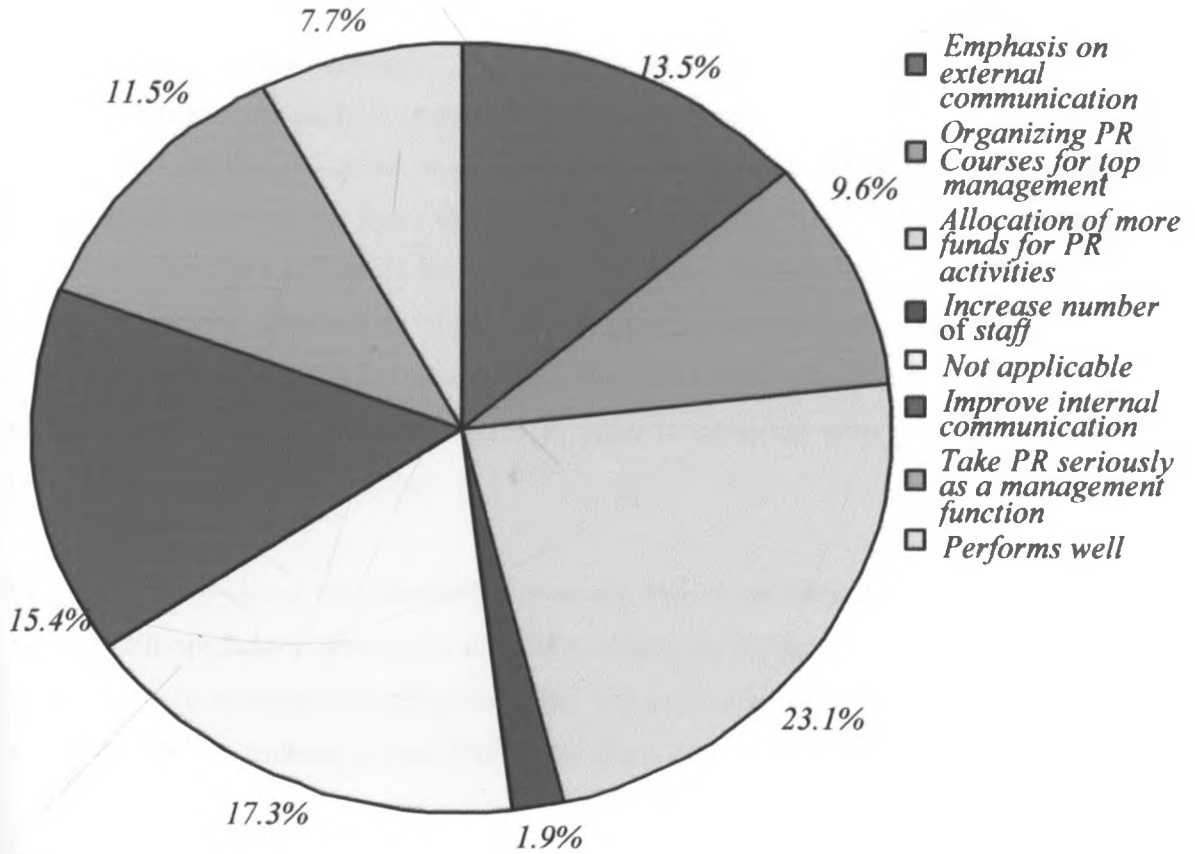
In fig. 21 above, the need to allocate more funds for PR activities was cited as the highest
by the respondents and was represented by 23.1%. Some of the respondents said that
there was need to offer training in internal communication. This group was represented
by 15.4%. 13.5% of the respondents suggested that their organizations needed to put
emphasis on external communication. 11.5% of the respondents thought that their firms
should take PR seriously as a management tool. 1.9% of the respondents felt the need for
more PR staff members in their organizations. PR involves a lot of activities that need a
lot of money. Need for more funds allocation was cited as the highest by most of the
organizations because they needed funds to undertake activities such as: training staff,
sponsoring students, sports, highlighting favorable stories related to their firms in various

suitable media outlets, organizing events, researching and documenting events amongst other many activities of a public relations practitioner.

4.3 Importance of the Findings

It has emerged that the study is important as it has elaborated the process of identifying training needs. In that, it looked at the educational and professional background of the PRPs. It again examined the types of PR programmes or activities to give a background of expected objectives and goals for the PR firms. It also analyzed the current tasks the PRPs were actually involved in *vis a vis* the programmes. Indeed it has provided a framework for analyzing PRPs training needs that has helped to match the expectations and the required training areas and skills in order to come up with the gaps and the overall training needs of the PRPs.

The study has shown out very clearly the areas the PRPs have been trained on and those areas that still need more training for the PRPs working in the government and parastatal organizations. In addition, it highlighted some important obstacles that make public PR firms fail to provide training to their PRPs One of the obstacles was lack of funding.

The finding of this study has given a picture of some important types of training methods and the frequency of which the training were conducted and it showed the most preferred methods of training for the PRPs. In addition, it has not only provided a body of additional knowledge and practice in the PR as a profession but it has also suggested new areas for further research that may improve PR work in the future.

The finding has also given a picture, although 'gender participation' was not one of the key variables in the study, that the profession of PR is not dominated by either women or men, since from the findings, the numbers of men was only 15% more than that of their women counterparts it showed a trend that may perhaps dismiss the thinking that PR as a profession might have been a domain of a particular gender, while the truth is that it provides equal opportunity for both.

83

in addition, the study also showed an emerging trend concerning age factor of the PRPs that can be linked to the present system of public service retirement policy of the age of 55 years. In that the highest age bracket for PR practitioners was between 40 and 49 years of age which scored the highest (42.3%) among the four categories followed by 25 to 29 years with 23.1% and thirdly by 30 to 39 years with 21.2% and those over 50 years accounted for only 13.5%. It showed some kind of succession trend that conveyed the young PRPs as gradually joining the profession that can be viewed in light with the current government's public service retirement age policy that maybe useful to follow up further.

4.4   Conclusion

The study concludes that the PR firms hired qualified PRPs, because postgraduate level of education consisted of 51.9 % as the highest figure (see fig 3 in Chapter 4). Danny Moss *Et al* (2002), argue that PRPs need to have an MBA program with one course in PR that is, sufficient academic training for the international PR career. It is also common to find PRPs owning more than one degree and some times even diploma in Journalism, Public Relations. However, there is need for more training as evidenced in the study findings..

This outcome is quite in line with Maslow's human motivation theory, in light of his concept that man's behavior is seen as dominated by his unsatisfied needs. In connection to this, the study established that provision of training would satisfy both the goals and objectives of the organization, and higher level training needs of the PRPs as individuals (self actualization and self esteem needs). Additionally, literature by Saleemi and Bogonko (1997) confirmed that training generates high moral in employees – it helps to improve the job satisfaction and morale of employees. As their productivity increases, there is an improvement in their earnings and career prospects. By developing positive attitude, training makes PRPs' to utilize and develop their full potential.

PRPs for example have already achieved the required academic and professional qualifications that they will need to satisfy the next level of training needs such as having

PR training and refresher courses that will eventually enable them handle the 'diverse PRPs work assignments' (Cutlip, 1999). This outcome concurs with the hypothesis of the study that said "public relations specialists in the public sector have various training needs and challenges that have not been met and ironed out by their organizations". This conclusion is linked to fact that PRPs still need training to be able to address the "many and diverse PRPs assignments" while at the same time their organizations also still face the challenges of lack of funds to be able to provide training for the PRPs.

The need for training is supported by the fact that only 25 % of the PRPs got training and these are those who had been in the profession considerably longer. Only 7% of the respondents in the role of CEOs got training. 7% of the respondents who were trained were PRPs who had been newly employed. 1% of the respondents who got training were personal assistants. This signifies that quite a large number of PRPs still need training to be able to discharge their duties as expected by the their firms who have the aspiration of realizing targeted goals and objectives.

The outcome actually proves the hypothesis that ' lack the necessary skills needed for a PRP to perform his/her tasks efficiently in an organization leads to poor job performance". This additionally proves the second hypothesis of the study that "most PR organizations in the public sector do not offer sufficient training to public relations practitioners despite some times being aware of the value of employee training in an organization" (Section 2.9, chapter 2 of this paper). These ideas that have led to this conclusions were generated and based on the research question that was asking about 'areas the PRPs have been trained' by their firms.

The conclusion is also in agreement with the Systems Theory of Organization (STO), which looks at the organization and individuals in the organization as 'interdependent' parties. It explains that PRPs and the organizations are part and parcel of the whole set up in that, both are like "inputs and outputs". The study looked at this concept critically that when and if the organization invests in training the PRPs, then the PRPs will be able to produce good results ('outputs') for the organization. In view of this System Theory of

Organization, each part of the system is important. All the parts of an organization are indeed interdependent and one part cannot be successful without the other. The study sees that training should not only be given to PRPs who have been on the job for some time or those who are newly employed but also to all those in the organization as a whole to inform understanding and at the same time contribute to the overall output of the organization.

The researcher therefore sees that training and learning new information, relearning and reinforcing existing knowledge and skills can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace. The goal of training is to create an impact that lasts beyond the end of time of the training itself.

Based on all the findings of this study, the researcher's opinion is that managers or those responsible for training in public PR organizations must not assume that the highly educated PRPs are completely packaged with all the knowledge and skills required in the PR profession. Public organizations should regard training as an ongoing process in which fresh ideas and information that emerge continuously in our society and the world at large requires to be learnt.

4.5   Recommendations

1) It is noted that most (81%) of the PRPs had the general degrees recommended for a PRP and even attained post graduate degrees and training. This seems to be insufficient. PRPs still need regular updating or follow up trainings through workshops and seminars given that they handle 'many diverse PR assignments'.

2) In future, training should not only be given to PRPs who have been on the job for some time and those who are newly employed but also to all those in the PR department. This is because an organization according System Theory of Organization is made of different branches that are interdependent upon each other. Therefore everyone in the PR department should be trained so that there is uniformity in competence for all the

individuals in the firm. This will eventually lead to the realization of the PR organization's goals and objectives with ease. According to Saleemi and Bogonko (1997), one of the advantages of training is that there is less supervision- training helps to reduce the need for close and constant supervision of workers. It permits 'management by exception.' A well trained employee is self reliant in his work and does not like to shirk work.

3) The PR firms should allocate more funds and the necessary resources in future to enable the provision of training to PRPs and implementation of the PR programmes/activities. The study found out that lack of funds was cited as one of the major challenges that hindered the PR firms from providing training and implementing the PR activities. Areas of training that need training the most are pitching, strategic management, public speaking, presentation skills, customer relations, budget monitoring and time management. These are some of the training areas that were neglected by most organizations yet they are equally important in the profession of public relations. PRPs need training in these areas to perform certain activities proficiently.

4) The researcher recommends that a researcher in future should carry out research in a similar topic of study but with a case study of private PR organizations or the private sector. This will enable the making of comparisons hence enriching research around this area or study. Apart from making comparisons, further fresh knowledge will be contributed.

Bibliography

Barks, S. F. (1995), *Multicultural Public Relations: A social interpretive approach*, Thousand Oaks, And New Delhi: Sage Publications.

Bobbie, E. (1989), *The practice of Social Research*, 5th ed, USA: Wadsworth Publishing Comp.

Craig, R.L. (1967), *Training and Development Handbook*, USA.

Culip, S *et al* (1999), *Effective Public Relations*, 8th ed, London: Prantice Hall.

Dennis, Wilcox, *et al* (1998), *Public Relations Strategies and Tactics*. Longman.

Gamble, M.W. (1989), *Introducing Mass Communication*. 2nd ed, Basketville: Better Graphics, inc.

Government of the Republic of Kenya (2007), *Kenya Vision 2030*, 1st ed, Nairobi: Government of Kenya Press.

Grunig. J. (2006), *Furnishing the Edifice*. 2006

Hansen. A. *et al* (1998), *Mass Communication Research Methods*, London: Macmillan Press.

Hugh, M.C. (1996), *International Public Relations: A comparative analysis volume of USA's communication series*.

Jefkins, F. (1980), *Public Relations*, 4th ed, London: Pitman Publishers.

Lucinda, C. and Martin, N (1999), *The Oxford English Mini dictionary*, 5th ed, U.S: Oxford University Press.

Mugenda, O.M. and Mugenda, A.G. (2003), *Research Methods: Quantitative and Qualitative Approaches* 2nd rev.ed. Nairobi: ACTS press.

Orodho, A.J. (2003), *Essentials of Educational and Social Sciences Research Methods*, Nairobi: Masola Publishers.

Pat, B. and Nigel, E. (1982), *Manual of Public Relations*, 2nd ed, London: William Heinemann Ltd.

PRSK, *PR Arena* (Magazine), 2001.

Public Relations class notes (2007).

Redman, T. and Wilkinson, A. (2001), *Contemporary Human Resource Management*, Edinburgh: Pearson Education Ltd.

Saleemi, N.A. and Bogonko, J.B. (1967), *Management (principles and practice) simplified*, 1st ed, Nairobi: N.A Saleemi Publishers.

Seitel, P.F. (1987), *The Practice of Public Relations*. 3rd ed, Merill Publishing Company, Columbus Ohio.

Seitel, P.F. (2008), *The Practice of Public Relations*, 4th ed, Merill Publishing Company.

Tyson, S. and York, A. (2006), *Essentials of Human Resource Management*, 5th ed, Burlington: Elsevier Ltd.

Website Sources

Krishnamurthy *et al* (2009), *The Global Public Relations Handbook: Revised edition; Theory Research and Practice*, Available on the internet at: http://books.google.co.ke. (8 June, 2009).

Trends in Public Relations Training (1947): *the public opinion quarterly*, Vol ll, No. 1., Oxford University Press. Available at http://www.jstor.org. (3 July, 2009).

Perspective on Public relations research: *Advance in management and business studies*, Vol 10 Available at http:// books.google.co.ke//books (20 July, 2009).

Understanding the media, Available at http://www.speak-first.com/courses/media skills/understanding the media (29 September, 2009).

How to use PR in a B2B marketing-for-leads program, Available at http://www.sales-lead-experts.com/tips/articles/pr-b2b.cfm (27 September, 2009).

Journal: Career Development International (1999), Vol 4, Issue 2, MCB up Ltd. Available at http://www.emeraldinsight.com (27 September, 2009).

Goals of PR, Available at http://www.reference or business.com (27 September, 2009).

PR Glossary: PR activities, available at
http://www.mediamiser.com/resources/prglossary/activities:html (28 September, 2009).

Alfred, M.L., *Trends in Public Relations Training*, available at http://www.jstor.org (17 August, 2009).

Spring, (1947), *The Public Opinion Quality*, Vol.11, No.1. Oxford University Press. Available at http://www.jstor.org (22 August, 2009).

Organizational Theory, available at
http://www.cwru.edu/med/epidbio/mphp439/Organizational _Theory.htm (30 September, 2009).

Organizational Theory, available at http://www.oup.com/uk (30 September, 2009).

AREAS OF TRAINING AND TASKS OF PRPS

Areas of training for PRPs

Table 13:   Team building

		Frequency	Percent	Valid Percent
Valid	No	28	53.8	53.8
	Yes	24	46.2	46.2
	Total	52	100.0	100.0

Table 14:   Presentation skills

		Frequency	Percent	Valid Percent
Valid	No	39	75.0	75.0
	Yes	13	25.0	25.0
	Total	52	100.0	100.0

Table 15:   Strategic thinking

		Frequency	Percent	Valid Percent
Valid	No	38	73.1	73.1
	Yes	14	26.9	26.9
	Total	52	100.0	100.0

Table 16:   Pitching

		Frequency	Percent	Valid Percent
Valid	No	48	92.3	92.3
	Yes	4	7.7	7.7
	Total	52	100.0	100.0

Table 17:   Media relations

		Frequency	Percent	Valid Percent
Valid	No	31	59.6	59.6
	Yes	21	40.4	40.4
	Total	52	100.0	100.0

Table 18:   Public speaking

		Frequency	Percent	Valid Percent
Valid	No	42	80.8	80.8
	Yes	10	19.2	19.2
	Total	52	100.0	100.0

Table 19:   Budget monitoring

		Frequency	Percent	Valid Percent
Valid	No	44	84.6	84.6
	Yes	8	15.4	15.4
	Total	52	100.0	100.0

Table 20:   Time management

		Frequency	Percent	Valid Percent
Valid	No	38	73.1	73.1
	Yes	14	26.9	26.9
	Total	52	100.0	100.0

Table 21:   Editing

		Frequency	Percent	Valid Percent
Valid	No	35	67.3	67.3
	Yes	17	32.7	32.7
	Total	52	100.0	100.0

Table 22: Events management

		Frequency	Percent	Valid Percent
Valid	No	36	69.2	69.2
	Yes	16	30.8	30.8
	Total	52	100.0	100.0

Daily tasks of PRPs
Table 23: PR specialist as personal assistant

		Frequency	Percent	Valid Percent
Valid	No	45	86.5	86.5
	Yes	7	13.5	13.5
	Total	52	100.0	100.0

Table 24: Liaising with advertising agents on behalf of the firm

		Frequency	Percent	Valid Percent
Valid	No	25	48.1	48.1
	Yes	27	51.9	51.9
	Total	52	100.0	100.0

Table 25: Marketing

		Frequency	Percent	Valid Percent
Valid	No	30	57.7	57.7
	Yes	22	42.3	42.3
	Total	52	100.0	100.0

Table 26: Research

		Frequency	Percent	Valid Percent
Valid	No	25	48.1	48.1
	Yes	27	51.9	51.9
	Total	52	100.0	100.0

Table 27: Media Monitoring

		Frequency	Percent	Valid Percent
Valid	No	8	13.5	13.5
	Yes	44	84.6	84.6
	Total	52	100.0	100.0

Table 28: Events documentation

		Frequency	Percent	Valid Percent
Valid	No	13	25.0	25.0
	Yes	39	75.0	75.0
	Total	52	100.0	100.0

Table 29: Upgrading website and intranet

		Frequency	Percent	Valid Percent
Valid	No	14	26.9	26.9
	Yes	38	73.1	73.1
	Total	52	100.0	100.0

Table 30. Branding

		Frequency	Percent	Valid Percent
Valid	No	29	55.8	55.8
	Yes	23	42.3	42.3
	Total	52	100.0	100.0

Table 31: Events organizations

		Frequency	Percent	Valid Percent
Valid	No	12	23.1	23.1
	Yes	40	76.9	76.9
	Total	52	100.0	100.0

Table 32: Media relations

		Frequency	Percent	Valid Percent
Valid	No	13	25.0	25.0
	Yes	39	75.0	75.0
	Total	52	100.0	100.0

My name is Molly A. Ngode, a student at the School of Journalism, University of Nairobi. I am carrying out a research on "The training needs assessment for public relations specialists in the private and public sector of public relations in Nairobi," as a partial fulfillment for the award of Master of Arts (M.A) in Communication Studies. As the target population of this study, I earnestly request for your time in filling this questionnaire.

Some questions are personal but they will be used in learning more about training needs of public relations specialists in the private and public sector of PR. Please respond to all the questions as instructed, as all your responses are valuable to this research. Any information you provide will be treated with confidentiality.

Do not write your name on the questionnaire.

(Please tick your choice of answer where necessary)

Part One: (DEMOGRAPHIC)

1 Gender

a) Male ☐   b) Female ☐

2. Age

b) 25-29 ☐

c) 30-39 ☐

d) 40-49 ☐

e) 50 and above ☐

3. Level of Education

a) Secondary ☐

b) Undergraduate [ ]

c) Postgraduate [ ]

d) College [ ]

4. Type of degree held and other qualifications

a) Bachelor [ ]

b) Master [ ]

c) Certificate [ ]

d) Diploma [ ]

e) Postgraduate Diploma [ ]

5. Background of degree and other qualifications

a) Communication [ ]

b) Marketing [ ]

c) Advertising [ ]

d) Sociology [ ]

e) Accounting [ ]

f) Other (specify) ---

6. Current job position

a) Public Relations Officer [ ]

b) Personal Assistant [ ]

c) Public Relations Manager [ ]

d) Other (specify) ---

7. The length of period of work in the job position

a) Less than 5 years [ ]

b) 6-10 years [ ]

c) More than 10 years [ ] .

Part Two (PROGRAMMES/ACTIVITIES)

8. Which type of PR activities does your firm carry out amongst the ones below?

Note: Tick all that apply.

a) Engaging in Cooperate Social Responsibility	
b) Carrying out sponsorships	
c) Engagement in advocacy	
d) Doing publications	
e) Carrying out Research	
f) Enhancement of corporate image	
g) Counseling management	
h) Marketing the company and company products	
i) Developing and maintaining local and national community relations.	
j) Managing rising crises	
k) Media monitoring	
i) Media relations / mediating between the organization and the press people	
m)Branding of events and venue	

9. How often are the programmes carried out?

a) Daily   ☐

b) Weekly   ☐

c) Fortnightly   ☐

d) Yearly   ☐

e) Twice a year   ☐

f) Other (specify) --

☐

10. What impact do the programmes have on your organization?

----

11. What challenges do you face in implementing the programmes?

a) There is lack of funds ☐

b) Lack of support from top management ☐

c) Failure to meet deadlines ☐

d) Lack of skills ☐

e) Lack of enough personnel ☐

f) Inadequate funds ☐

e) Other (specify) --

Part Three (TRAINING)

12. Does your firm provide public relations training programmes?

a) Yes ☐   b) No ☐   c) I don't know ☐

13. If yes in Q. 12 above, in what areas in the ones below are you normally trained on?

a) Team building ☐

b) Presentation skills ☐

c) Strategic thinking ☐

d) Pitching ☐

e) Media relations ☐

f) Public speaking ☐

g) Budget monitoring ☐

h) Time management ☐

100

i) Editing   [ ]

j) Event management   [ ]

k) Other (specify) --

14. How often is the training conducted?

a) Once a year   [ ]

b) Twice a year   [ ]

c) After two years   [ ]

d) Other (specify) --

15. Which type of training does your firm usually conduct?

a) In house training is conducted [ ]

b) The training is institution based (we attend seminars and workshops) [ ]

c) Both are conducted [ ]

16. Which of the types of training in Q.15 above do you find to be more effective?

  a)[ ]   b)[ ]   Both [ ]

17. How is the training conducted?

a) Personal coaching   [ ]

b) Attending seminars   [ ]

c) Attending workshops   [ ]

d) Listening to CDs   [ ]

e) Reading books   [ ]

f) Attending classes (Evening classes in a college for example) [ ]

g) Other (specify) --

18 Who gets the training?

 a) CEOs   [ ]

 b) Public relations specialists who have been on the job for some time [ ]

 c) Newly employed public relations officer or specialists [ ]

d) Public relations Interns ☐

e) Personal assistants ☐

f) Other (specify) --

19. Do you think the training improves performance in your firm?

a) Yes ☐   b) No ☐   c) I don't know ☐

20. What tasks below do you carry out as a public relations specialist on a daily basis?

a) PA (Personal Assistant) ☐

b) Liaising with Advertising agents on behalf of the firm ☐

c) Marketing ☐

d) Research ☐

e) Media monitoring ☐

f) Events documentation ☐

g) Updating the website and intranet ☐

h) Branding ☐

i) Events organization (press conferences) ☐

j) Media relations ☐

k) None of the above ☐

l) Other (specify) --

21. Is your education background adequate for the tasks you undertake in Q. 20 above?

a) Highly adequate ☐

b) Adequate ☐

c) Moderately adequate ☐

d) Not adequate ☐

22. a) In what areas do you think your organization should put more effort concerning Public relations practitioners training to improve;

i) Your performance

102

d) Public relations Interns ☐

e) Personal assistants ☐

f) Other (specify) --

19. Do you think the training improves performance in your firm?

      a) Yes ☐   b) No ☐   c) I don't know ☐

20. What tasks below do you carry out as a public relations specialist on a daily basis?

a) PA (Personal Assistant) ☐

b) Liaising with Advertising agents on behalf of the firm ☐

c) Marketing ☐

d) Research ☐

e) Media monitoring ☐

f) Events documentation ☐

g) Updating the website and intranet ☐

h) Branding ☐

i) Events organization (press conferences) ☐

j) Media relations ☐

k) None of the above ☐

l) Other (specify) ---------------------------------- ----------------------------------

21. Is your education background adequate for the tasks you undertake in Q. 20 above?

a) Highly adequate ☐

b) Adequate ☐

c) Moderately adequate ☐

d) Not adequate ☐

22. a) In what areas do you think your organization should put more effort concerning Public relations practitioners training to improve;

    i) Your performance

----

b) In what areas do you think your organization should put more effort concerning Public relations specialists training to improve;

ii) How your organization performs