

**THE TREND OF PUBLIC RELATIONS PRACTICE IN EDUCATION SECTOR
IN KENYA: A STUDY OF ORTHODOX COLLEGE OF AFRICA.**

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DECLARATION

Candidate's Declaration


This project is my original work and has not been presented for a degree in any other university.

Signature Date... 16/11/2009

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Supervisor's Declaration

This project has been submitted for examination with my approval as the University supervisor.

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This project has been completed not because of the sole efforts of the individual researcher but through the various support received from other sources also. The input from the relatives, friends, lecturers and financiers are worth acknowledging greatly.

I wish to mention my University Supervisor in this long list for the academic support he gave from the beginning to the end of this project. It is also worth mentioning the support of the entire academic and administrative staff of the University for their invaluable assistance. Most of all, I thank God for blessing works of my hand always.

I would publish entire Thesis if I had mentioned every body who assisted me in one way or another throughout this tedious journey. To all may you be blessed:

DEDICATION

I dedicate this work to my late father whose efforts saw me to this level of academic achievement. To you I am ever indebted. All my family members read this work with a smile on your faces because you made it.

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ABSTRACT

The purpose of this study was to explore the PR in education sector in Kenya, with specific attention to strategies, roles and challenges in the management, growth and the development of middle-level colleges in Kenya.

This study was conceived by the fact that some colleges management understand the working of PR and hence incorporate it in the structure while others do not understand hence exempt PR in their management structure. Because of this, the role of PR is not well executed

In many institutions where PR exists, it is treated with respite to the extent that it does not meet its objectives. Effective PR is a factor in the management of education institution just like other facts such as availability of finance, qualified leaders, public support etc. A survey has shown that more private colleges than public ones posses PR departments. This study was be guided by the question on the extent to which PR was practiced in the Kenyan tertiary institutions.

It applied descriptive approach where questionnaires were used to collect data from 60 respondents from Orthodox College of Africa. This institution was investigated because of its location in the cosmopolitan city and PR practices.

The data was analyzed using descriptive statistics mainly, the table and percentages. There was also a narrative reportage of the results.

The findings were that PR was a central factor in the management of institution, its activities and strategies led to the expansion of the college in terms of students number, public perception, academic achievement, employee communication and community liaison activities. The challenges that affect effective PR practice include lack of enough financial allocation, lack of management goodwill, poor planning and coordination activities of PR and confusion of PR roles with other functionalities. The

recommendations of this study were that in-house PR to be practiced, management to change their attitude towards PR activities and financial allocation to the PR department. In summary, it was advised that all colleges to practice effective PR for institution development.

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CHAPTER ONE

1.0 INTRODUCTION

This chapter explains the researcher's conception of the topic, the background, the statement of the problem, aims and objectives of the study, assumptions, hypotheses, significance, scope, limitations, delimitations, the conceptual as well as the operational definitions of the research terminologies.

This research aimed at investigating the trend of Public Relations practice in the management, growth and development of middle-level colleges in Kenya. The issues which made this study worth the pursuit are discussed below.

1.1. BACKGROUND

Public Relations basically refers to the sum total of activities by an organization or its agents aimed at fostering intra-organizational, inter-organizational and organization-public relationships for mutual benefits of both the parties concerned (Kelman, 2002).

Seen from the above perspective therefore, Public Relations is both a management and a structural function which can help colleges to establish and maintain effective communication among employees and its coherence within and outside these institutions. When this happens, the institutions become visible to the public, which results in the effective sale of educational services offered by educational institutions. This effective sale is because, among other functions, Public Relations influences public perceptions and opinion in order to boost image in the public. Because of this therefore college need to possess public relations functions based on research and well planned strategies. The above perspective of Kelman, 2002 was later endorsed by Tilson and Emmanuel, in their 2004 research dubbed 'Public Relations in Management: Theory and Practice'.

The other important function of PR in educational institution is its role in controlling activities of the institution, providing management counseling meant to inform the

decisions based on public perceptions; dealing with institution's internal and external conflicts; promotion of employee-employee, employee-employer and institution-public relationships(Kelman, 2002). Seitel (1985) observes the above as the core functions of strategic public relations communication in social environments.

Public Relations also does surveys aimed at informing what educational services educational institutions ought to have for the public; and the pre-empted responses to these services and activities of these institutions (Rice and Charles, 2003). This information is vital because it creates awareness to the stakeholders in private sector educational services to make a difference in order to gain favour now that there are numerous private and public educational institutions. The public education sector has been unperturbed by the increasing marketing and public relations functions because of policies on public sector education. The private colleges have to compete with the public ones to remain in sustenance, due to limited public financial supports.

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The argument of Black (1972) conjoins with the Kelman's and Charles' and specifically, he notes that public relations cuts across all major disciplines in the social science. And as such it teaches individuals behaviours such as reacting to the various environmental stimuli, giving them the science of communication which promotes means of conflict resolutions and establishment of mutual relationship. This aspect makes PR relevant in any social environments because conflicts are inevitable. In colleges, conflicts arise from any section. For instant, conflicts among employees, within the management, among the students as well as from the members of the public. In the latter, Black (1972) notes that PR encompasses all forms of communication that institutions use to win goodwill, support, confidence and trust with its public. All these work together for the prosperity of educational institutions. Scholars such as Marshall Macluhan in 1950s argued that communication, especially technology-based one was eating into every fabric and soon would be incorporated into all disciples. An aspect of this communication is public relations strategies.

The summative evaluation of the above authorities' perspectives brings forward an argument that PR stands at the centre of educational institution's management because even in places where overt PR is lacked, people such as the principal, secretaries or head of departments of institutions still play its roles albeit unknowingly. However, this sometimes causes confusion as to what roles the PR performs since its application, in many cases, tends to be way below the PR's expected duties and principles. It is also for this reason that most educational institutions opt to exclude trained public relations or image marketing personnels. In many cases also inadequacies resulting from PR performance are attributable to laxity in communication-based qualified PROs in cooperations.

Seitel (1987) blames the above quagmire on the traditional conception of PR theory and practices in Britain and he specifically observes that PR practitioners once operated at the lowest level in the organizational management structure. This has however changed over the years as can be seen by certain companies putting it right in the inner circle of the management. Administrators of corporate and educational institutions seem to respect people who are good communicators because of their perceived capability of building or destroying institution, using language. This again was the conception making secretary position to be an executive one in the running of administrative duties. The East African Standard (Thursday, 24 2001) puts it that language and communication experts are often a threat to the managers or principals of the old school theory because of their clarity in speech. This makes them to either be co-opted in the management or completely rid off by these leaders. In either direction, communication is still valued as an important component of administration and management of institutions.

It is worth noting that the above perception of the traditional managers laid foundations for the recognition of public relations hence influencing PROs as well as communication directors to be put right at the top. In this place they enjoy the position because the management must know how their operations are perceived by the public. The PR practitioner is also expected to keep abreast with the thoughts of the public, their attitudes towards the institutions' services. When the PROs gauge the attitudes of the public they

table them during the decision making. This makes them to strategize how to react. This is subsequently considered by the management for implementation. Management that operates on the basis of information is ever sensitive and often hits the right target. In marketing, the audience information is lucrative because it determines both production and sale of products and services.

Todaro (1985) in *The Essentials of Development in Organizations* (as well as institutions of learning) brings to focus the effective leadership and management, financial resources, human resources, division of work, public support, elaborate clientele, marketing or advertisement, quality product and services and others as the most essential recipes to development. It is worth noting that all the above ingredients of development require effective communication within and without the institutions. The public, clientele and marketing functions are the attributes of effective public relations in organizations. This is why communication is an essential management tool. Public relations come in handy as a tool to research on the needs of the people in the institutions such as students, subordinates, management; and the people outside the organizations, the public/clientele and other bodies.

Education sector, either private or public is today commercialized just like any other sectors, with the management, buildings, teachers etc as the agents of production; the students, the raw materials; the public, the market for the education services offered by educational institutions (Patel, 1989). Educational institutions therefore must sell their products and services effectively for them to remain relevant to the business. The ability to sell educational services is determined by factors among which strategic communication elements like persuasions, advertisement and image building are part.

Seen in the above perspective therefore educational institutions must devise all the available means to sell their services to the public. At any point in the process of education, effective tool to communicate to the public (i.e. PR) is mandatory. This is because education sector has its publics such as the government, the suppliers, clients, students, visitors, the mass media, the employees, the employers, the neighborhood and

the general community (Todaro, 1985). The mushrooming of colleges and other educational institutions in the country is a response to business nature of the educational services. However, education sector business is the newest because of its idealist foundations of academy.

The publics require both integrated and strategic communication in order to improve their relationships with educational institutions. This relationship helps education sector to benefit through making of profits from the sales of services and the public goodwill. This in many cases is the main aim of sprawling number of private colleges in Nairobi Province (Miruka, 2007 unpublished thesis on impact of education sector growth on planning). He puts it this way: ' Education sector is classified both as social as well as commercial sector. In this case, they need interaction with the community because the latter are the main stakeholders. When done appropriately, the community concerns are sorted out together. It is therefore the mandate of the institutions' management to enhance this communication.'

All middle-level colleges in Kenya are registered by the Ministry Education and the Ministry of Higher Education, Science and Technology either as private or public. They are registered with the mandate of providing educational services in conformity with the ministry's guidelines. Issues touching on education at the national level are communicated by the director of communication in the ministries or departments such as the Kenya National Examinations Council, Kenya Institute of Education and Quality Assurance and Standards. These communication officers represent the ministries hence conduct the PR roles, just like the government issues in general are communicated by the office of the public communication in the Office of the President.

In the same manner, educational institutions must also derive ways of communicating with the public especially at the lower level. Educational institutions such as schools, universities and colleges are located at the grassroots levels. The guidelines stipulated by the ministries do not force individual institutions to have or not to have public relations departments or related functions because of the financial and other implications.

However, communication channels linking the education sector information system are uninterrupted. It even takes place covertly through the principals and colleges' representatives at both the local and national levels.

It is highly considered that once effectively installed in the management of colleges, public relations has an important role of fostering growth and development of educational institutions. It is seen as one of the most important but ever forgotten development ingredients in many public educational environments. Communication in its simple definition has been understood to exist in every social environment, but PR is a calculated, systematized and strategic communication meant to change attitudes, beliefs, prejudices and behaviours of concerned parties.

In an educational institution a PR department deals with the public or stakeholders' relations such as the visiting parents or guardians, students, other institutions, the government, the employers, the employees, and the media among others. It evaluates the attitudes of these publics through research or surveys and develops communication strategies to help in understanding of each other. This makes it a pivot on which other success-based activities rest since it is an aspect of communication. An example of such roles can be clarified by a case study of the Orthodox College of Africa communication strategy (PR) as below.

1.1.1 PR PRACTICE IN ORTHODOX COLLEGE OF AFRICA

Orthodox College of Africa is one of the Kenya's top ranking middle-level colleges located in Satellite Estate of Nairobi. It was started in 2003 by the Greek Orthodox Patriarchate of Alexandria and All Africa with the aim of offering quality educational services to both the local and international communities, alongside courses in theology and spiritualism offered at Orthodox Seminary located in the same environment.

With six academic departments, the college is proud of some 600 students drawn from both the local and international community, forty members of academic staff and about

fifty subordinate staff members. There are also a group of either foreign visiting experts or students in this college on a semester basis. This development is about ten times the number at the inception of the college, which is quite rapid expansion compared with other colleges in Nairobi.

The management of the college is comprised of the Administrative Board made up of the following: the Rector, Vice-Rector, Deputy Vice Rector, College Registrar, Programmes Coordinator, the Heads of Departments and the Public Relations Officer.

All these members of the administrative board work together in the management of the college where they have equal rights in the decision making process. However, specialization and division of work are given primacy because this college operates as a system made up of many units performing different but related functions.

The college conducts intake three times in one academic year i.e. in January, May and September. Other part-time programmes have also been introduced especially in the department of education, information technology and language and communication.

In many cases the intake is successful because of small advertisements conducted around the college, sponsorship programmes that the college give to the various schools and organizations, performance in national examinations, members of the public attending graduations, scholarship available to the needy and the talented students, the nature of both administrative and academic staff of the college as well as exchange programmes between the college and other local and international organizations, just to mention a few.

The college participates in co-curriculum activities such as football, athletics, netball etc. Students also participate in in-door activities such drama, music and clubs. All these have been participated up to district levels. In many cases the college enlists the support of the community members in estate cleaning programmes, sports and games and collective support to the needy living around the college.

The number of NGOs visiting the college, frequent exchange programmes and the donor interest in the college have been thought about as the factors leading to the rapid expansion of the college. A study of similar colleges around the institution indicate incomparable development of these to the college. What is more indicative is that most of these other institutions do not practice overt public relations, which is fully available at Orthodox College of Africa. To some extent the researcher thought that the presence of PR in this college is an important factor in the development of the educational institution.

Many recorded researches have confined studies of the role of PR to other cooperate organizations. This was on the view, probably, that in educational institution PR is not of any important. This view follows the traditional belief that educational institutions were not meant to make profits and that most of them were public-owned hence students did not have a choice of schools, colleges or universities to attend. With the development of private sector development, education was not left out, and hence was seen as both a social, as well as a business venture. As such it had to compete with others to attract the public to sell the services.

What is so different practice of PR in Orthodox College is that all PR activities are not aimed at convincing the public to buy educational services, but to sensitize the members of the public about the services and how they can be consumed. This thrives on the basis of the fact that the college is a philanthropic institution in Africa owned by the Greek Orthodox.

A study of PR practice in Orthodox College of Africa serves to inform the public how PR strategies, functions, challenges, contribution, monitoring and evaluation are relevant to educational institutions as do other corporate and public institutions.

1.2. STATEMENT OF THE PROBLEM

Educational institutions are started with the aim of providing educational services to the society, hence preparing its members in all spheres in the development of the country. It is for this reason that the society's level of literacy was documented by earlier philosopher Aristotle as directly co-related to the number of schools and other training institutions thereabout. This conception has since seen the growth of schools and colleges all over the world. The business nature of modern educational institution was a result of the exhaustion of other business avenues and the process of improving services resulting from education through competition due to different ownership of colleges.

For educational institutions to grow and develop there is need for them to have all development ingredients such as the availability of resources or capital both material and human; effective management, public support and the existence of adequate client base (Todaro, 1985). Public Relations which is not so much considered as a factor in the management, is a crucial factor that will mediate all the factors of development. Among the roles making it vital are marketing, planning for activities, winning public goodwill, management counseling, solution of workers disputes, just to mention few. Despite all these only few educational institutions practice PR especially the private ones while majority do not practice PR especially the public institutions. Even within the institutions that practice it, the strategies, applications and activities of PR are often confused and fall below proper PR expectations of result. Its usefulness has not also been embraced by many colleges against the importance of Public Relations. Many studies on the nature, role, strategies of PR are often done among corporate organizations alone. This probably has been because PR functions has not been considered as element of management in educational institution. This study was built on the belief that education institution too need PR for them to develop.

This study therefore attempts to investigate the trend of PR practice in education sector in Kenya, with particular attention to the PR activities, strategies, conceived roles and PR's position in the overall management structure of educational institution where colleges are

given primacy due to their rapid growth in Nairobi. The researcher investigated if the development of the colleges are influenced by the PR practices embraced in education sector.

1.3.1 AIM OF THE STUDY

The aim of this study was to investigate the trend of public relations practice in education sector in Kenya with specific case study of Orthodox College of Africa.

1.3.2 OBJECTIVES OF THE STUDY

This study was guided by the following specific objectives.

- To investigate the role of PR in the management of educational institutions
- To establish the PR activities/strategies employed in education institutions in Kenya.
- To investigate the challenges facing PR in the education sector.
- To investigate the position or the place of PR in the management of educational institutions.

1.4 RESEARCH QUESTIONS

The study was guided by the following questions:

- What roles does PR perform in the management, growth and development of middle-level colleges in Kenya?
- What are the PR strategies which are used in the educational institutions?
- What are the challenges facing the practice of PR in educational institutions in Kenya?
- Which public relations activities ensure institutional growth and development?
- What is the place or position of PR in the management of educational

1.5 ASSUMPTIONS OF THE STUDY

This study was conducted with the following assumptions of the researcher concerning PR in education institutions:

- Most educational institutions' managements do not understand the role of PR in management.
- Effective PR practice is important for the growth and expansion of educational institutions
- There are specific PR strategies which can be employed to ensure success in growth, development of education institutions using communication.

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1.6 HYPOTHESES OF THE STUDY

This research study was based on the following hypotheses

- Effective PR leads to proper management of educational institutions.
- Application of relevant PR strategies leads to success in communication between organizations and its publics.
- Planned PR contributes to rapid growth of educational institutions.
- The way PR is perceived affects its practice.

1.7 SIGNIFICANCE OF THE STUDY

This study was thought to be very crucial in bridging the gap between knowledge and lack of the same on PR functions in the education sector. The understanding of PR as a function in the growth and expansion of educational institutions, its strategies and position it takes in the management help the following stakeholders in the educational sector.

- **College Management**

The management of the college internally comprises the principal, heads of departments, section representatives, the board governors or lecturers, teachers, subordinate workers and the students' leadership. The management would understand the crucial role of PR in decision making in the institutions hence allocate it within the structure in order to liaise the institution with the public. Management would also get advice based on PR research on attitudes or perceptions of the public towards educational services offered. This was because PR promotes the image of the institution to the public hence effectiveness in the management. An understanding of the trends of PR practice in education sector would change the perception of managers on the potentiality of public relations. Once aware of its contribution the management would place it in the management structure to link management with public.

- **Clients/ customers/ students**

The PR bridges the gap between the management and the public/clients. This creates free flow of information which help in the understanding of educational services, support and concerns of the institutions on the locality. Institutional profit would increase as, the clients would be informed about the services offered and improved image. This happens through effective marketing, advertisement and consumer or client education. When an institution has a large client base, it develops in all spheres. Applications of sound PR strategies are the hallmark for colleges' sustained growth and expansions. PR strives to create good image of the organization hence making the public to like to associate with it. This association increases social ties and business success.

- **Employees/ workers/ lecturers**

This includes all the workers in educational institutions. They include members from top hierarchy to those in the bottom cadres. PR assigns communicative channels and strategies which ensure that internal conflict are resolved. It also sets common standards for all members thereby eliminating doublespeak in the workers. In many institutions the PR releases information about decisions of the management to the employees. This makes all members to speak in the same voice concerning these educational institutions.

In a communication or PR vacuum, activities of the educational institutions are blurred and often susceptible to individualistic interpretations. An institution which is cohesive is united toward common goals and objectives.

- **Competitors/ other educational institutions**

Educational institutions just like any organizations have business rivals. The PR manages information and communication for the sake of safe competition. Competitors also understand the nature, strategies, roles and activities of these institutions through effective external communication. The management of educational institutions portrayed by the PR deals a lot to the way other organizations will view the institutions. They can lose out or find loopholes for easy defeat to the practicing institutions. PR creates a platform for understanding of each institution hence making the public members to decide which one to be associated with. This is safe competition.

- **General public/ government and agencies**

It is hoped that the findings and conclusions of this study can help contribute to the living body of knowledge on the practice of PR, its strategies and positioning in the average management structure. This can inform and change the practice perception in Kenya. The trend of PR practice in educational sector sets the pace for the immerging practices of PR that will be encouraged for institution building. It will make the government to understand the function of colleges and their profiles.

This study will also help demystify the unrecognized role of PR in the planning, coordinating, directing, budgeting, monitoring and evaluation of educational activities. This will help many scholars especially those of development to see the essence of effective PR as a function in development apart from the traditionally stressed factors of development such as land, capital, and human resource.

This study will also inform the kinds of PR practices associated with success especially in educational institutions, with the aim of encouraging the establishment of effective PR

in educational institutions to make them operate like other business ventures now that education has been commercialized in Kenya.

This study was also thought of be able to elicit pertinent debate among communicators in the world. This would ensure enough research is done in the PR practice in the world. This will result in standardization of PR functions throughout the world, because currently the practice differs from one continent to the other i.e. American, Asian and Africa PR (Tilson and James , 2004).

1.8 SCOPE OF THIS STUDY

This study of the trend of PR in education sector in Kenya, especially PR strategies, challenges, activities and contribution in growth and development of educational institutions was confined to Orthodox College of Africa located in Satellite Estate in Nairobi city because the researcher was interested in examining the PR issues in educational sector, a field where the trend of PR practice was not both much practiced as well as internalized by stakeholders especially in the management.

The study site was conveniently and purposively selected because of presence of PR department. The respondents were managers of this educational institution, the students, employees and the community or the general public. The projected target population was 600 respondents from the college, from where a sample of 60 respondents, which is the ideal size (Kombo 2003), was enlisted for study.

1.9.1 LIMITATIONS OF THE STUDY

Compared to other sectors, education sector had the highest number of institutions in Kenya at over 50 percent compared to other sectors on which this study hunkered (KNBS, 2001). As such therefore, there was need to exhaustively delve in this study by taking a bigger population and sample for the findings to realistically represent the sector for study.

In ideal situation the study could have looked at PR in educational institutions at primary, secondary, colleges and university levels. Other issues influencing the growth and development of educational institutions had all been put at a constant for the sake of this study, where only the role, practice and strategies of communication(PR) in development were stressed.

Moreover, this study could have taken a longer duration especially where the researcher would begin two institutions to be managed under different conditions of PR practice and monitored closely simultaneously to verify whether PR was the factor leading to rapid growth of the case study college.

This study employed questionnaire method rather than interview schedule, and observation despite the latter being able to gather as much relevant data as not the former. However, these limitations did not affect the findings and subsequent conclusions because an isolated variable (role of PR) was the only one under the study and being an institution of higher learning, Orthodox case would be generalizable to other colleges with similar conditions.

The results got from the data were therefore generalizable to all other educational institutions with similar conditions as those under study to the extent that the variable under study was kept at constant in the other institutions.

The finding may be more suitable to some places but not to others as the PR practice can depend on the PR practitioner rather than the PR practice. This corresponds with Seitel (1985) argument that PR is an omnipresent practice in all social and business institutions, with covert references in majority of cases.

1.9 DEFINITIONS OF TERMS

- Public relation (PR) – art and science analyzing organizing events, trends and predicting consequences, counseling, and coordinating organizational activities.
- Management - setting and achieving goals through planning, directing, controlling, organizing, and coordinating in organizational institutions.
- Educational institutions – places of educating, teaching, training people for academic excellence.
- Growth versus development – growth is increase in number, development is the expansion of existing institutions.
- Factors in development - this is what makes development successful e.g. management, resource, public support, manpower and finance etc.
- Public relations versus propaganda -PR is positive and truthful while propaganda is negative and deceptive/lies.
- Strategies- methods, procedures and way of achieving goals
- Roles – functions, working
- Nature- types, kinds

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this section, the researcher presents the materials by other authors concerning the nature, practice, strategies and the roles of PR in educational institutions. To enhance the exhaustions of the discussion on PR, this section encompasses the definition, history, practice, the activity and the roles of PR, PR as management function, growth catalysts and development agent PR in education sector, summary of the reviewed literature and theoretical framework.

2.1 THE DEFINITION OF PUBLIC RELATION (PR)

Baran (2004) defines PR as management function that focuses on the relationship and communication that individuals and organizations have with other people or their public for the purpose of creating good will.

Slightly different approach is taken by Black (1972) who envisions PR as the establishment of a two way communication to resolve conflict of interest by seeking full information. The full information here distinguishes PR from propaganda as the latter is one-sided and biased strategic communication, while the former is objective and two-sided.

The World Assembly of Public Relations Associates of Mexico City (1978) view PR as the art or social science of understanding trends, predicting the consequence, counseling organization and leaders, implementing planned programs which will serve both organization and public. This view is significantly stressed in Jefkins (1998) and Kelman (2002).

According to Black (1972) there is a sustained reasoning that PR is a deliberate and planned effort to establish and maintain mutual understanding between organization and the public.

All these definitions are similar to the extent that they all agree that PR is planned communication endeavor used by organizations to influence the public perception based on fact as opposed to fictions. It is also a management function which controls activities in all organizations. This is the perspective that the researcher takes which has the basis of this study leading to PR development in the world in general and Kenya in particular.

2.2 THE HISTORY OF PUBLIC RELATIONS IN THE WORLD

PR has rich history. It was practiced first during the ancient time by Adam and Eve. This has its records in the Genesis story of creation where the Serpent used persuasive strategies to convince Eve to partake of the forbidden fruits.

There is also evidence of PR having been used 400 years ago as revealed by Cuneiform tablets found by ancient archeologists in Iraq. The evidence shows that these tablets were used as bulletins to disseminate information to farmers on harvesting techniques, irrigation methods as well as storage techniques (Baran, 2004). There is also a narration (by Baran) of the story of Roman Empire's leader Julius Caesar who fed the Romans with the reports and commentaries of his achievement in order to maintain morale and solidify reputation and his position of power meant influence the opinion of his subjects. The Greeks also used PR in the promotion of their culture. This is evidenced in ancient Greek government paying scholars such as Homer, Aristophanes, Sophocles, Plato, Aristotle and others to write national poetry to shape national image and public opinion. This gave rise to the development of political communication and lobbying (Baran, 2004).

This story of Baran brings forward the fact that early societies relied on public relations for reasons such as public information, advancement of political ambitions and promotion of culture and religion. All this still thrive in the contemporary societies.

We are also introduced to ancient Chinese leader Genghis Khan who would send 'advance men' to tell the enemies stories of his might hoping to frighten them.

The earliest PR organization was the propaganda of faith which started under the leadership of Pope Gregory, the fourth in 1622 meant to make Roman Catholic to increase the world's number of faithful. This happened through persuasion and persecution. This created the political arm of the Catholic Church.

The western countries also used PR on their colonies. The settlers of Europe to the new world relied on communication of PR to silence the slaves. The Boston Tea Party was organized by the media to attract the public attention. George Washington employed the PR of acumen of Mason Weems in 1800 to burnish his reputation in a glowing and often fictitious biography 'The Father of our Country'. During the renaissance period revolutionaries emerged. In America Samuel Adams used it to promote the US Independent Movement. He organized people to write protest letters to the Queen of England against the British Colonial rules. Barnum Taylor used newspaper to influence public opinion; he also staged events for publicity.

During the industrial revolution, industrialists such William Vanderbilt, JP Morgan, JD Rockefeller, Upton Sinclair etc took PR to another height that needed image lifting to gain public good will. PR practitioners therefore set foot to correct the image of industries. These included Ivy Ledbetter Lee who developed PR handbooks for Rockefeller. He introduced other PR strategies such as sponsorship, donation and publicity.

During the world War Two the concerned governments used PR to support war machinery. They employed propaganda to support war campaigns. This led to the development of war films which persuaded Americans to join the Vietnam War.

The PR Consultancy began thereafter with Carl Byoir and Associates, George Gallop and Elmer Roper starting PR organizations as early as 1920s. These professionals developed other techniques such as public opinion marketing and surveys. PR departments were also started in numerous organizations as a result.

The era of confrontation emerged in the 1960s leading to the rise of consumer movements, equal rights movements and environmental concerns. This put a lot of pressure on the corporations.

By 1970s PR became a management function in many organizations. PR policies were adopted which made PR to be function creating dialogue in the institutions. This is an era of dialogue and respect for human beings

Currently PR is practiced at in-house or consultancy levels by qualified graduates as discussed in the subsequent sections of this paper.

According to Baran (2004), the following factors led to the shaping of the identity of the PR.

- Advanced technology – mass production, distribution and marketing of goods. Technology made it possible to communicate with mass audience.
- Growth of educated middle class who, required information about people and organization.
- Growth of organizations, hence the public then was as powerful and as remote and people were curious and suspicious.
- Sophisticated Research methodologies
- The advent of professionalism.

2.3 PUBLIC RELATIONS AND ITS PUBLICS.

According to Baran (2004) PR practice interacts with seven different categories of the public:

- **Employees** –This is achieved through Newsletters, social events, internal and external recognition of the superior performance making employees to feel at ease.
- **Stakeholders** –these are the owners of organization, their goodwill is necessary for business to operate in terms of effective leadership, sponsorship and of education.
- **Communities** – the treatment of neighbors with friendship and support, educating the community etc will strengthen community ties hence gaining their supports.
- **Media** – the media helps organizations to communicate with the public. They build or destroy reputation depending on the relationships.
- **Government** – organizations must work closely with government since government is 'public'. The government agents in education sector are: MOE MOHSC, KNEC, and DDE.
- **Investment community**- investors scrutinize organizations. An organization must ensure responsibility to the people. PR builds organizations image hence attract investors for the success of educational institutions..
- **Customers** – these purchase or buy products or services in education.

Jefkins (1998) state that publics are groups of people both internal and external that an organization relates to. PR activities are aimed at selected people or public. He identifies the following publics: community, employees, potential employees, suppliers of services and materials, trade unions, the media, the government, consumers and users, opinion leaders, investors and distributors. All these publics are relevant to educational institutions as much as they are to the corporate world.

2.4 PUBLIC RELATIONS ACTIVITIES.

According to the Microsoft Encarta Premiums Suite (2005), PR is management function that creates, develops and carries out policies and programmes to influence public opinion or public reaction to an idea, product or organization. It keeps management informed about changing in opinion of groups whose support is needed such as employees, stakeholders, customers, suppliers, dealers, the community at large and government.

The extensive research of Baran (2004) lists the following as some of the activities of PR:

- **Counseling** – PR offers routine advice to organization management concerning policies, relationship and communication with the public. Center and Jackson (2002) underscore that when a policy decision has been made, managers must understand and agree that it be implemented. It then passes to employees and other publics. This is PR work.
- **Development and fundraising** – an organization reputation, profitability and continued existence can depend on the degree to which its targeted public supports its goals and policies. PR serves as advocates for business and builds and maintains positive relationship with the public.
- **Media relations** – Management understands media through PR. The PR prepares organizes material for them.
- **Special events and public participation** – PR stimulates interests and interactions between organization and the public. This can be cultivated through special events and enlistment of community participation.
- **Employee communication** – Center and Jackson (2002) indicate that in order to promote positive external PR, an organization must have sound internal PR. A satisfied and enthusiastic employee is extremely effective credible PR is to the organization

Jefkins (1998) summarizes PR roles and activities as seen below:

- Editing and distributing news releases
- Editing and production of staff magazines and organizing other forms of internal communication such as video tapes, slides, presentations, bulletins, boards.
- Organizing PR exhibitions and displays
- Editing and production of educational literature, company, history, annual reports for new staff.
- Representation of company at trade association meeting.
- Commissioning and maintaining forms of corporate identity and house styles i.e. logos, color schemes, printer styles and typography, livery of vehicles.
- Attending at appropriate meeting of board and meetings of marketing, sales and executives.
- Commissioning of opinion surveys.

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2.5 THE PUBLIC RELATIONS PRACTICE IN KENYA

The practice of PR in Kenya just like in other developing states takes place in two ways. These are the in-house and external PR practices.

The in-house PR involves the creation of the PR department in the same organization and incorporating its core functions within the management structure. It is headed by the PRO or Communication Director and ideally reports to the Managing Director of the institution in which it is planned.

The in-house PR departments can be found in most government organizations, churches, private organizations, multinational institutions, among others.

The in-house PR is important because it offers full-time services to the organizations, enables the creation and maintenance of good lines of communication. They also provide continuity, value for money, and they encourage immediacy. PR also supports quicker services when placed at the heart of the institutions rather than outside it.

The disadvantages of the in-house PR lies in the fact that there can be lack of impartiality. Sometimes the PROs have narrow range of experience, others lack enough PR training. There is also insubordination of the PR department with other departments.

PR is also practiced as consultancy services where individuals or companies embark on it for business purposes. These businesses are mainly run by retired journalists but currently they are run by well qualified professionals.

The advantages of PR consultancy lies in its objectivity, excellence and strategic positioning with adequate knowledge of the PR terrains , high credibility indices, their accurate knowledge of the service providers because of their networks.

The challenges associated with the PR consultancy include high costs, lack of secrecy, time consumptions among others.

The learning institutions can decide to choose between the in-house PR and the consultancy services from the providers if they want to benefit from the PR services. Many educational institutions have been seen to rely on these services only when faced with challenges associated with them such as image, and advertisement problems. Other institutions make use of the members of management to do the PR functions. Such people can comprise the principals, head of departments as well as other line managers in organizations.

2.6 PUBLIC RELATIONS STRATEGIES IN EDUCATIONAL INSTITUTIONS

According to Kombo and Tromp (2006), a strategy refers to the methods, procedures and principles underlying a work practice. PR as a management function has strategies employed to relate institutions with the public. These strategies can either communicate to the internal publics or external ones.

Strategies used within organizations include the following:

- Internal publications –These employ indoctrination strategies, referencing to the institutions traditions, letters or bulletins.
- Meetings of all kinds
- Seminars and conferences
- Employee motivation
- The power of the spoken words

To the publics external communication strategies PR employs the following means:

- Public Relations tours
- Sponsorships
- Sporting events
- Course related marketing
- Product publicity
- New technology
- Community social responsibility
- Polishing the corporate image
- The annual reports

All the above strategies will employ the following tools in their operations:

- Control notice boards
- Video house journals
- Audio tapes

- Corporate video
- Electronic newspapers

2.7 PUBLIC RELATIONS AS A MANAGEMENT FUNCTION

According to Robinson (1966) Public Relations practice is part of management function of the organization. There is intimate relationship between PR and success of organizational goals and the missions. As such PR has a role of:

- Measuring, evaluating and interpreting the attitudes of various relevant publics.
- Assisting the management in defining objectives for increasing public understanding and acceptance of organizations products and services.
- Equating the objectives with interests, needs and goals of various relevant publics.
- Executing and evaluating program to earn public understanding and acceptance.

Black (1972) and Seitel (1987) agree that there is a public relation angle to every aspect of management. They note that PR is a distinctive management function that helps to establish and maintain mutual ties of communication, understanding, acceptance and corporation between an organization and its public. These two authors agree that PR management function encompass participating, analyzing and interpreting public opinions, attitudes and issues that might impact on the organization for good or for bad.

According to Basavlhappa (2005) as quoted in an unpublished thesis of the University of Nairobi, key elements of PR recorded in management are:

- **Planning** – this is the working out broad outline of things to be done and methodology to accomplish the set purpose of enterprise.

- **Organizing** – this is the establishment of formal studies of authorities through which work of submission are arranged, defined, coordinated for defined objective.
- **Staffing** –this bringing, recruiting and training of staff and maintaining conditions of working available.
- **Directing** – contains tasks of making decisions and embodying them for guidance of staff.
- **Coordinating** – interrelating the various parts of work to eliminate conflict of ideas and operations.
- **Reporting** – this is keeping the responsible informed of what is going on through records research and inspection.
- **Budgeting** – this is accounting and control.

According to Black (1972) the PR practitioner acts like a mediator helping to translate aims into reasonable publicly accepted policies and actions.

Baran (2004) simply puts it that ‘the role of PR member of management team is that of innovator, catalyst, conscience and the inward and outward safe Seeing Eye.’ ‘Seeing eye’ is authoritative, someone at senior level keeping constant watch on the effect of companies policies on the outside world.

Black (1972) argues that management team has corporate responsibility, but special tasks are assigned to MD/CEO. Production, sale, financial controls etc are essential but PR seems to interrelate or oxilate between them.

According to Black (1972) a company cannot decide whether or not to have PR since it is omnipresent and ubbitiquous but is desirable to take all necessary steps to achieve good PR through companies’ organization and activities.

PR has been misunderstood with other closely related functions like advertising, marketing and propaganda. These need distinction from the experts.

Jefkins (1992) distinguishes these related bodies of knowledge stating that advertising is the art of presenting most persuasive selling message to the right prospects at the lowest costs.

PR relates to all or total communication of the organization; advertising is limited to marketing. Marketing involves seeking and stimulating buyers.

CIM defines marketing as the process responsible for identifying, anticipating and satisfying consumer requirements profitable.

Jefkins (1998) defines propaganda as incredible way of achieving or getting support for an opinion, creed or believe. This, however, brings suspicion and disagreement.

2.8 THE PLACE OF PR IN EDUCATIONAL INSTITUTIONS.

It is basically agreed that there is competition in educational service provision in all educational systems in Kenya. For educational system to succeed it has to position itself through effective PR efforts. These efforts will go a long way in educating the publics about the quality or quantity of educational services offered, level of competence of teachers, the location of the institutions, and activities of the institutions, fees chargeable, academic achievements, sponsorship and the vision and mission of statements. All these are mediated in newspaper, TV, radios, websites, posters, public participation and enrolment, hotlines, community services, advertisement etc, to increase involvement and conflict resolutions. All these activities are beside others that help educational institutions to thrive as business sectors. These roles look so different and are performed by different members of the management, but all these roles are summed up to constitute the whole management as envisioned in the systems theory of integration.

2.9 THEORETICAL FRAMEWORK

This research adopted a system Theory of Cole, (1996).

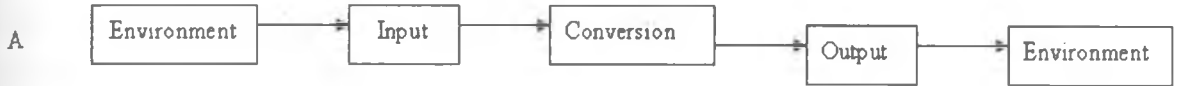
This theory sees organizations (educational institutions included) as systems-a collection of interrelated parts which form whole albeit at different levels. A system is a whole which is made up of parts which function toward achievement of a whole. Each part constitutes a sub-system.

In management, the PR function is a sub-system just like other departments such as HR, Finance, Secretarial, staff recruitment and welfare among others. In the absence of any of these functions, a malfunction occurs leading to “sickness” which subsequently escalates throughout the whole of the organization. PR department is therefore a department within an organization with specific, individuated but all important roles.

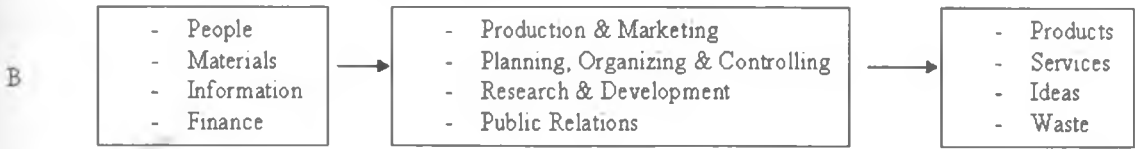
A system can be open or closed. The former interacts with the environment relying on essential inputs and discharging meaningful outputs. Education sector is comprised of social systems and all social systems are open systems where inputs are people, materials, information and finance. These are organized and converted into products, services or outputs, by the human skills (PR).

In a system there exists sub-systems which form interfaces i.e. regions with direct or indirect relationships with the environment as seen in the flow diagram below.

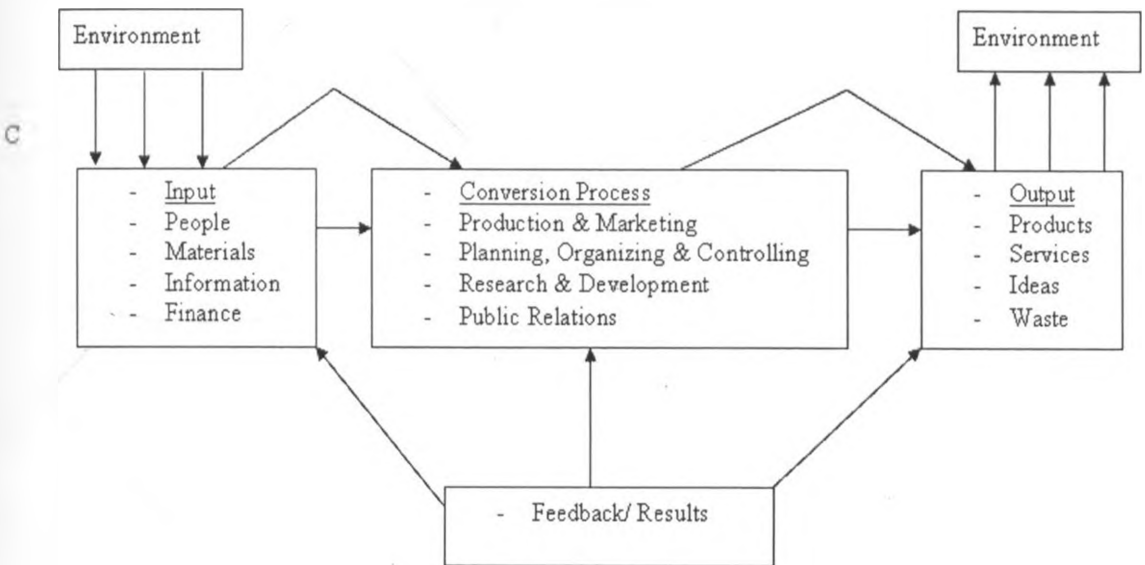
A model of an open system



Conversion Process



Basic cycle of organization system



2.9.1 APPLICATION OF SYSTEMS APPROACH TO PR PRACTICE

From the above flow diagram of an organization system, it is clear that people, materials, information and finance are the input from the environment to be processed into output such as products, services; ideas and wastes.

In an educational system the input includes the students, lecturers, educational materials, finance and physical infrastructure and information, which pass through processes such as planning, organizing and control, production and marketing, research and development and public relations in order to get the returns such as services and educational ideas. All

these elements: inputs, conversion process and output work cyclically through a feedback loop. A missing link in the systemic cycle above or a problem within this education system leads to automatic malfunction of the other elements, even though they seem different and independent. A system approach indicates PR roles, activities, challenges, strategies etc as process that are at the heart of an organizations ability to deliver services or knowledge to community.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The procedures and research tools used in this study are displayed in this chapter and the display takes into considerations subsections such as research design, target population, the sample and sampling procedure, the research instruments, data collections and data analyses. They are described in prose below.

3.1 RESEARCH DESIGN

This research explored the trend of PR practice in Kenyan education sector, especially in the management, growth and the development of middle-level colleges in Kenya. The study was based in Nairobi city. It employed the descriptive research design which, according to Koul (1984) is concerned with the gathering of data or facts rather than manipulating the variables in order to show the status of the phenomena in question. In this study this method was valuable in showing the kind of PR practiced in the education sector paying attention to Orthodox College as a case in point.

Descriptive approach was important because it obtained information concerning the current status of the PR situation in the examined educational institution. This method was considered by the researcher to be more appropriate compared to others because the researcher merely wanted to investigate the nature, practice and role of PR in the education sector without prejudice.

This study aimed at collecting information from the respondents on their opinions, attitudes, feelings etc about the PR practice in the educational institutions, its roles, place, strategies, activities and challenges in education development.

The researcher used mainly the primary data using the questionnaires given to the college managers, workers, students and other members of the public especially the students' parents or guardians in the colleges' local environment.

3.2 RESEARCH SITE

This study was carried out in Orthodox College of Africa which is located at Satellite Estate in Nairobi Province in Kenya. Purposive sampling was used to select this city from all others because it had the highest number of middle-level college on which this study was to be based. The college had been selected for the study because its development and structures were easier to understand by the researcher. It was also located in the Cosmopolitan urban area in the city. Its growth over the last five years had been so tremendous that research ought to be done to explain this. There were also many students at the college who understood what PR was, and its roles, place and challenge as well as contribution toward the development of education sector with regards to public relations.

3.3 TARGET POPULATION

This study targeted the respondents from middle-level colleges in Nairobi and the publics around these, with estimated populations at about 100,000 people. However, a significant fraction of this population could not be investigated, hence the researcher opted for one college as a case to give an in-depth findings on the trends of PR practice. Because of this, Orthodox College was able to present a population of 600 potential respondents from which 60 respondents could be specifically engaged in the study. The method used to arrive at the above is discussed hereunder.

3.4 THE SAMPLE AND THE SAMPLING PROCEDURES

Orodho and Kombo, (2002) state that the individuals or group from a population should contain elements representative of the characteristics found in the entire group if the

study is to be scientific. This view directs this study, because it makes the selected sample representative and manageable within the time and financial limitations available.

The sample size used in this study was informed by the arguments of Best and Khan, (1993) who state that an ideal sample is as good as 10% of the entire population. For this reason therefore the sample for study was sixty (60) respondents because the variables were not too many although a lot of precision was desired.

From this sample, five (5) respondents were managers of the Orthodox College of Africa selected based on their administrative roles, twenty (20) lecturers/workers were used after being selected through systematic random sampling where the first and every second subject from a staff list was considered for the purpose of the study.

A total of twenty-five (25) students was used in this study and were be clustered depending on the sex and the class level. Again, systematic sampling was employed where; from a class list with an interval of three was used from the first on the students' rolls.

From the public, government side had a total of five (5) respondents derived with one each from MoE and MHEST selected purposively, three (3) were picked from the PDE and directorate of quality assurance and standards. Five (5) members of the public were conveniently picked from the public in the college locality.

All the above respondents were subjected to the questionnaires in order to find out their opinion on the placement, strategies, challenges and role of PR in the management and development in educational institutions

3.5 RESEARCH INSTUMENTS

This study used questionnaires. This method was settled on because the bid to use the alternative methods such as interviews and observations was not possible as the

respondents would not be available for them. The searcher also found this method to be time-saving and for the purposes of control of the research in the manner desired by the research, i.e. controlling of responses and discussions.

Four different kinds of questionnaires were used as seen below:

- **Management questionnaires:** this quizzed the opinion of members of the management on the placement of PR, kinds of PR practiced, role of PR, successes or failures, PR activities and challenges of PR in their educational institution.
- **Lecturers/workers':** their views concerning role of PR in induction training, management of employee communication, dispute resolutions were needed to ascertain the extent to which PR was practiced in educational institutions.
- **Students' questionnaires:** these were asked on their perception concerning factors leading to the growth of the institutions; it also assessed their opinions on PR practice in the college assessing factors that made them to choose the college as their study institution.
- **Other publics:** investigation was conducted on their perceptions on the images of the institution. This group included members of the public as well as the parents or guardians of students. Even the NGO's and other officials from organizations were quizzed on their perception of the PR trends in the colleges.

Appropriate questionnaires were used which gave instructions to the various groups of respondents (Best and Khan, 1993). These questionnaires were based on individual target group in order to solicit for responses to uniform questions to each category.

The questionnaires used were be both open-ended and close-ended. The latter facilitated straight-forward scoring while the former gave the respondents freedom of greater information and opinion.

3.6 VALIDITY AND RELIABILITY OF THE RESEARCH TOOLS

According to Orodho and Kombo (2002) validity refers to the degree to which the sample is representative of the qualities of the general population. In this study the validity was established by pretesting the instruments on a population of like nature to those under the study. This took place in the same college and the responses received, revealed that PR was significant in the management of the college, that PR was centralized in the management and activities used to communicate were notice boards, sponsorships etc

It was worth noting that the pilot test administered indicated that PR was very important and was only short-changed by certain factors as inadequate funding of PR department and lack of goodwill of some members of the management and even misunderstanding of the PR roles. All these were revealed by the actual study of Orthodox College of Africa.

Reliability on the other hand, refers to the extent to which the tools of research absolutely measure the required qualities or quantities in the subjects. It was determined by pretesting with similar conditions. This meant that the questionnaires used to gather had a success level of 79 percent rating by alternative respondents.

3.7 ADMINISTRATION OF DATA COLLECTION INSTRUMENTS

The researcher was introduced to the research environment i.e. Orthodox College of Africa with introductory letter from University of Nairobi's school of Journalism & Mass Communication. The fact that the researcher was once an employee of the college was a plus because there was no suspicion and the officers, students as well as members of the public were ready to give information needed.

Presentation of the questionnaires was done to each of the targeted respondents and the collections of the filled questionnaires was done after a week among the management staff and immediately in the other categories of respondents, namely the students and other members of the public. This was because the management members were a busy

class while the students were ready to respond on the spot. Members of the public only got that chance to be seen hence were difficult to be met some other times.

3.8 DATA ANALYSIS

This study employed both qualitative and quantitative approaches to data analysis where the data collected from the questionnaires were analyzed using only frequency tables

Responses to related questions were presented in one table for ease of analysis and descriptions.

There was discussion in the narrative forms for the qualitative data. It was thought that combining qualitative and quantitative approaches would give room for adequate understanding since a limitation of one approach was compensated by the presence of another. Each tabulation was accompanied with verbal descriptions of the actual findings from the research in order to give a wholesome picture of the responses. It was also easier to verbally represent the findings from the open-ended questions items.

The findings are a seen in the next chapter.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS AND DATA ANALYSIS

4.0 INTRODUCTION

The information collected from the managers, the employees, the students and other members of the public in relation to the trend of public relations practice in education sector, conducted exclusively at Orthodox College was described below.

The closed-ended questions answers were represented in tabular forms while the open-ended questions were described in narrations.

4.1 MANAGERS VIEWS ON THE TREND OF PUBLIC RELATIONS IN EDUCATIONAL INSTITUTION

The researcher sought for the views of the management of Orthodox College of Africa in relation to the placement of PR in management. These views were to inform the research how PR was rated in educational institutions. The results as tabled below given by five managers.

Table 1: Managers' views on placement of PR in management, rating PR and success and kinds of PR practice.

Item	Responses	Frequency	Percentage
PR Placement	First level	4	80
	Second level	1	20
	Unclassified	0	0
	Total	5	100
PR rating	Very important	3	60
	Important	2	40
	Not very important	0	0
	Not important at all	0	0
	Total	5	100

Whether College practices good PR	Yes	5	100
	No	0	0
	Total	5	100
PR & Success in Management	Yes	5	100
	No	0	0
	Total	5	100

On the placement of PR in the management of the college four respondents which represents eighty percent (80%) of the total respondents indicated that PR was classified as first-line management function. Only one (1) respondent representing twenty percent (20%) indicated that PR was at second-level functionary.

On the rating of PR in management of the college, all the five respondents indicated that PR was an important element in the management. This was represented by three (3) and two (2) respondents indicating it was very important and important, respectively. This constituted 100%.

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All the five (5) respondents indicated that their college was practicing effective public relations. This was in response as to whether their college was practicing effective or ineffective PR. This was indicated by 100 percent response that PR was effective.

On whether PR was one of the success factors in the growth and development of the college, all the five respondents indicated that PR was one of the contributors to institutional success, at 100 percent.

The managers were also asked open-ended questions to explain the role of the public relations in managements. One respondent representing 20 percent indicated that PR protected institutional image and created public understanding; two respondents representing 40 percent indicated that PR plans all activities of the college i.e. sports, festivities, while the other two respondents representing 40 percent indicated that PR was

responsible for advertisement of the college both locally and abroad and was the cause for the cultural diversity in the college.

Table 2: Managers views on PR Activities, strategies in the institution

Item	Response	Frequency	Percentage
PR. Technique to communicate with other member of management	• Meetings	5	100
	• Telephones	5	100
	• Internet	2	40
	• Notice board	3	60
	• Mass media	0	0
	• Newsletters	5	100
	• Pamphlets	1	20
	Total	*	*
PR. Technique to communicate with other staff/ employees and students	• Meetings	1	20
	• Notice board	4	80
	• Internet	4	100
	• Newsletters	4	0
	• Pamphlets	0	0
	• Mass media	0	0
	• Telephones	0	0
	Total	*	*

**the frequencies and percentages from the above table do not add up to five and 100 percent respectively due to multiple responses.*

The data available indicates that meeting, telephones, newsletters and notice board were the most preferred techniques used to communicate among members of the administrative board of the college with meeting, telephones and newsletters frequency of use at 100 percent while notice boards at 75 percent during management communication.

The data presented on the table also shows that notice boards, newsletters and meetings were the most preferred techniques to communicate with other staff and employees. This

was indicated by notice board at 100 percent, newsletter at 80 percent and meeting at 40 percent. The management communicates with the students mostly through notice boards at 100 percent as shown.

The managements communicated with other members of the public including parents and guardians through mass media at 80 percent, newsletters at 80 percent and meetings at only 20 percent.

The open-ended question on effectiveness of the techniques in communicating PR issues had the following responses.

- Every group required effective methods to communicate i.e. among the management the small number even required telephones; among the members of the public who were scattered everywhere in the world, needed mass media and newsletters, and the other employees and students mainly required notice board communication to effectively reach them.

On challenges of the above techniques in communications, majority of managers at 75 percent indicated that not one technique alone communicated effectively, hence the need to employ a number of techniques to boost their effectiveness in communication. This required a lot of finances.

Table 3: Managers views on the role of PR in the college since inceptions

Role statement	Frequency	Percentage
1) Shaping public perceptions	3	60
2) Planning and controlling of activities	5	100
3) Improving image of the institution	5	100
4) Attraction of experts to college	2	40
5) Solution of disputes	5	100
6) Information and awareness	5	100
7) Effective interdepartmental communication	5	100
8) Effective college relations in the public	4	80

9) Effective college relations with other colleges	4	80
10) Advertisement of college	5	100
11) Provision of management counseling on programmes	4	80
12) Students/staff exchange programmes	3	60
13) Donor funding/philanthropy	2	40
14) Media relation with college	5	100
15) Liaison program for college management	4	80
16) Placement of college students on completion	5	100
Total	*	*

**the frequencies and percentages do not add up to five and 100 percent respective due to multiple responses.*

The data available from the management of the college indicated that public relations was mainly important to the college because of the following reasons represented by 100 percent responses:-

- improvement of the image of the college both locally and internationally
- giving information and creating awareness to member of the college and the public as well as workers
- fostering effective interdepartmental communication
- effective advertisement of the college locally and internationally
- placement of college students after course completion to various job places
- responsible for good media relations with the college
- solution of disputes arising among employees and the management
- controlling and planning of all college programmes and activities (events)

Other important functions of PR in Orthodox college of Africa represented by 80 percent responses included intercollege relations, college-public relations, liaison programmes and the provision of management counseling for decision making and programme implementations.

Table 4: Management's rating of PR and Advice as a factor of development of the college in relations to factors such as finance, human resource, natural resources.

Item	Response	Frequency	Percentage
• Whether PR was a factor if the development of the institution	• Yes	4	80
	• No	0	0
	• No sure	1	20
	Total	5	100
• Rating of PR as a factor of Development in relation to finance, human resource, good leadership factors	• At 25% and above	3	60
	• Less than 25%	1	20
	• Not important at all	0	0
	• Not sure	1	20
	Total	5	100
• Manager's advice to other educational institutions on PR practice.	• All to practice PR	4	80
	• Not practice PR	0	0
	• Decide whether to practice PR	1	20
	Total	5	100

On the question whether public relations was a factor in the development of the college, four respondents representing by 80 percent indicated that PR was an important factor of development, However, one respondent representing 20 percent was not sure on whether it was a factor or not.

The respondents also gave their rating of public relations as a factor of institutional development in relations to other factors such as availability of finance, human resources, material resources and public support. Three (3) respondents representing 60 percent indicated that PR rated at 25 percent and above as a factor. One respondent representing 20 percent indicated that PR rated at less than 20 percent compared to other factors of

development. However, one respondent representing 20 percent was not sure of the rating or capability of PR in development/management of college.

The managers were also asked on their advice to other colleges without PR departments regarding PR practice. Four respondent representing 80 percent advised all the institutions to practice public relations. One respondent representing 20 percent advised these institutions to decide on whether to practice PR in their colleges.

Table 5: Managers' views on effectiveness of PR performance and challenges of PR in education institution

Item	Responses	Frequency	Percentages
Rating of PR performance in the college	• Very effective	1	20
	• Effective	1	20
	• Not very effective	3	60
	• Not effective at all	0	0
	Total	5	100
Challenges affecting PR performance in college	• Lack of financial allocation	2	40
	• Lack of goodwill of management	2	40
	• Confusing roles of PR	2	40
	• Poor planning & coordination	3	60
	• All the above	4	80
	Total	*	*

**the frequencies and percentages do not add up to five and 100 percent, respectively because of multiple responses.*

On the question whether PR performance in the college was effective, two respondents representing 40 percent indicated that it was effective while three (3) respondents representing 60 percent felt that PR performance was not effective.

On the specific challenges affecting PR performance in the college, four (4) respondents representing 80 percent indicated that all below challenges affected the performance:

- lack of financial allocation to PR department
- lack of goodwill from the management
- confusion of PR roles and other roles
- poor planning and coordination

Three (3) respondents representing 60 percent indicated that poor planning and coordination of PR function/activities was responsible for ineffectiveness of the PR performance. Lack of finance, goodwill and confusion of roles were each indicated by 40 percent of responses as the challenges to PR performance.

The managers were also asked on how they would avert these challenges of PR in an open-ended question. Two (2) respondents indicated that professional PR practitioners should be hired in times of need, while three (3) respondents indicated that in-house public relations should be strengthened through awareness on the values of PR hence changing the management perception hence allocate funds for it. The PR practitioners should also be taken for continuous training to plan and coordinate activities effectively.

4.2 WORKERS VIEWS ON THE TREND OF PR IN EDUCATIONAL INSTITUTIONS

The researcher also solicited the views of lectures and other workers of the institution on their perceptions/views on PR practice in their college. The results are as are as tabulated below.

Table 6: Workers views on PR roles in Induction training

Item	Responses	Frequency	Percentages
Whether induction training	• Yes	12	60
	• No	5	25
	• Not sure	3	15
	• Total	20	100

Whether induction given was important in their work in college	• Very important	10	50
	• Important	2	10
	• Not very important	5	25
	• Not important at all	3	15
	Total	20	100
PR strategies used in workers communication among themselves	• Notice board	15	60
	• Newsletters	10	50
	• Telephones	3	15
	• Internet	2	10
	• Mass media	1	5
	• Pamphlets	0	0
	Total	*	*

**the frequencies and percentages do not add up to 20 and 100 percent, respectively because the responses are multiple.*

On whether the workers were inducted upon employment twelve (12) respondents representing 60 percent agreed they were inducted. Five (5) respondents representing 25 percent were not inducted upon employment, while three (3) respondents were not sure whether they were inducted or not.

The researcher also sought the views of the workers on whether the induction training given to them was important. Twelve (12) respondents representing 60 percent indicated it was important. Five (5) respondents representing twenty-five (25) percent indicated it was not very important while three (3) respondents indicated it was not important at all.

On the strategies used to communicate among the workers, notice boards and newsletters were more frequently used at 60 and 50 percent, respectively. The telephones, mass media and pamphlets were indicated to be rarely used in employee-employee communication at a total percentage of 30 percent.

Table 7: Workers perceptions/views on role of PR in relationship building in educational institutions

Item	Responses	Frequency	Percentages
Whether PR enhanced favourable workers relationships	• Yes	18	90
	• No	2	10
	Total	20	100
Whether the relationship between workers and employees was favourable	• Yes	15	75
	• No	5	25
	Total	20	100
Whether the relationship between institution and the public was healthy	• Yes	14	70
	• No	6	30
	Total	20	100
Whether PR had contributed to growth and development of the college.	• Yes	18	90
	• No	2	10
	Total	20	100
The extent to which PR was a contributory factor to institutional development	• Above 25 percent	10	50
	• Less than 25 percent	2	10
	• 25 percent	5	25
	• Not sure	3	15
	Total	20	100

The researcher solicited the views of the workers on whether PR enhanced favourable workers relations in the college. Eighteen (18) respondents representing 90 percent agreed while two (2) respondents did not agree that PR enhanced workers relations.

The researcher also workers solicited views on whether relations between the employers and the workers was favourable because of PR. Fifteen (15) respondents indicated it was

favourable while five (5) respondents represented by 25 percent indicated that PR did not create favourable relationships.

Fourteen (14) respondents indicated that relationship between the institution and the public was healthy, while five (5) respondents representing 25 percent thought the relationship was not healthy.

On whether PR had contributed to the development of the college, 90 percent of the respondents indicated that PR was a factor of institutional development at above 25 percent, while ten (10) percent were not sure.

4.3 STUDENTS VIEWS ON THE TREND OF PR IN EDUCATIONAL INSTITUTIONS

The researcher solicited views of the students and members of the public on the PR situation in the college. The students were asked a number of questions on their views of the PR practice and contribution in the development of the college. Their views were represented in the table below.

Table 8: Students views on image of the college

Item	Responses	Frequency	Percentages
Students rating of image of the college	• Very excellent	10	40
	• Excellent	13	52
	• Poor image	2	08
	• Very poor image	0	0
	Total	25	100
Means by which the students came to know the college	• Through mass media	2	08
	• Co-curriculum activity	10	40
	• Academic achievements	13	52
	• Through friends & relatives who were former students/parents/guardians	20	80
	Total	*	*

PR activities practiced at the college	• Community services	10	40
	• Sports and indoor activity	15	60
	• Advertising	8	32
	• Sponsorship of programme	18	72
	• Fundraising	10	40
	• Counseling	10	40
	Total	*	*

**the frequencies and percentages do not add up to 25 and 100 respective due to multiple response.*

The data available on the image of the college indicate that the image of the college was excellent at 92 percent. Only two (2) respondents representing eight (8) percent felt that the image of the college was poor.

The students and other members of the public were also asked on the means through which they knew the college. The data indicated that relatives/friends who were former students/parents/guardians gave them knowledge about the college at 100 percent. Other means through which they knew the college included academic achievements and co-curriculum activities at 52 and 40 percent respectively. Only two (2) respondents representing eight (8) percent got to know the college through the mass media.

The researcher also sought to know the kinds of PR activities that were used in college to boost the image. The responses indicated sponsorship of programmes and sports and indoor activities as the most frequently used at 72 and 60 percent, respectively. Community services, fundraising and counseling rated at 40 percent each. Advertisement programmes rated lowest at 32 percent.

4.4 STUDENTS VIEWS ON EFFECTIVE PR PRACTICE AND STUDENTS NUMBERS IN COLLGE

The researcher also sought to know how the growth of the college in terms of student numbers was influenced by the image of the college created by effective public relations. The table below summarizes the responses.

Table 9: The number of students in the college because of effective PR image building.

Responses	Frequency	Percentage
• Less than 10 percent	5	20
• About 25 percent	10	40
• All of the students	8	32
• Not at all	0	0
• Not sure	2	08
Total	25	100

From the data tabulated, twenty (20) percent of the students indicated that less than 10 percent of the students were in the college because of the good image created by PR. Four (4) percent of the respondents felt that PR contributed to about twenty five (25) percent of the entire student population. Thirty-two (32) percent of the respondents though that all students in the college were attributed to good image, whereas eight (8) percent were not sure about the student number associated with college because of image created by PR.

4.5 THE STUDENTS VIEWS ON STUDENTS-MANAGEMENT AND MANAGEMENT-STUDENTS COMMUNICATION

The researcher solicited the views of the students on the effectiveness of the student-management and management-students communication. Their responses are tabulated in the following table.

Table 10: Students views on student-management and management-students communication

Item	Responses	Frequency	Percentages
Whether student-management and management student was effective	• Effective	10	40
	• Not effective	15	60
	Total	25	100
Why not effective	• Poor planning & coordination	10	40
	• Management bureaucracy	5	20
	• Harshness of the management	5	20
	• All the above	5	20
	Total	25	100

The data indicated that students-management and management-students communication was not effective. This was indicated by 60 percent responses. Forty (40) percent of the respondents indicated that it was effective.

Most of the respondents blamed the ineffectiveness in the communication on poor planning and coordinating of communication activities at forty (40) percent. Management bureaucracies and harshness at twenty (20) percent each. Five (5) of the respondents thought that all the above reasons were responsible for ineffectiveness of communication.

4.6 VIEWS OF THE MEMBER OF THE PUBLIC ON TRENDS OF PR IN THE EDUCATIONAL INSTITUTIONS

The researcher sought for the views of the members of the public on their rating of the educational institution's image attributed to PR. The findings are as tabulated below.

Table 11. Public views on image of the college

Item	Responses	Frequency	Percentages
<ul style="list-style-type: none"> Length of time the members have known the educational institution 	<ul style="list-style-type: none"> For less than a year 	2	20
	<ul style="list-style-type: none"> For more than a year 	8	80
	<ul style="list-style-type: none"> Not sure 	0	0
	Total	10	100
<ul style="list-style-type: none"> Members of the public opinion on image of the college 	<ul style="list-style-type: none"> Good image 	10	100
	<ul style="list-style-type: none"> Bad image 	0	0
	Total	10	100

From the data available most of the respondents i.e. 80 percent have known the college for more than one year. Only two (2) respondents representing twenty (20) percent have known the college for less than a year.

On their opinion on whether the image of the college was good or bad, the data indicated that the image was good i.e. represented by (100) percent of the respondents.

4.7 VIEWS OF MEMBERS OF THE PUBLIC ON HOW THE COLLEGE COMMUNICATE WITH ITS STAKEHOLDERS

The researcher also wanted to know how the college communicated with its public i.e. the parents, guardians and others. The responses are tabulated as seen below.

Table 12: Methods that college use to communicate with stakeholders

Item	Responses	Frequency	Percentages
Methods used to communicate with public	<ul style="list-style-type: none"> Mass media 	2	20
	<ul style="list-style-type: none"> Incorporation in social activities 	8	80
	<ul style="list-style-type: none"> Telephones 	6	60
	<ul style="list-style-type: none"> Letter/ memos 	10	100
	Total	*	*

Effectiveness of the methods	• Very effective	2	20
	• Effective	3	30
	• Not very effective	5	50
	• Not effective at all	0	
	Total	10	100
What challenges affected such communication (PR)	• Poor planning and coordination	5	50
	• Management bureaucracies	2	20
	• All the above	8	80
	Total	*	*
How to avert the challenges	• Involve PR experts	3	30
	• Train in-house PR persons	5	50
	• Avoid bureaucracies by cutting numerous links	8	80
	• All the above	8	80
	Total	*	*

**the frequencies and percentages do not add up to 10 and 100 percent, respectively because the responses are multiple.*

On the methods which the college uses to communicate with the stakeholders, a hundred. (100) percent of the respondents indicated that it was through letters and memos; eighty (80) percent indicated that the college frequently used community involvement in activities, while telephones were used at 60 percent. Mass media was rarely used i.e. at 20 percent.

On the question whether the communication between the college and the members of the public was effective, 50 percent of the members felt that it was effective, whereas 50 percent of the members thought it was ineffective.

The respondents who felt it was ineffective listed poor planning and coordination and management bureaucracies as the challenges at eighty (80) percent.

4.8 VIEWS OF THE MEMBERS OF PUBLIC ON RATING OF PR AS A FACTOR OF INSTITUTIONAL DEVELOPMENT

The researcher also solicited the views of the members of the public on their rating of the PR as a development factor in the institution. The responses are tabulated below.

Table 13: The rating of PR as a factor in institutional development & PR application

Item	Responses	Frequency	Percentages
Whether PR was a contributory factor in development of the college	• Yes	8	80
	• No	2	20
	Total	10	100
Areas where PR had helped the college develop	• Image development	5	50
	• Conflict resolution	10	100
	• Advertisement & marketing	8	80
	• Liaison of college members and programme	8	80
	• Interdepartmental communication	7	70
	• Planning and controlling activity	9	90
	Total	*	*

**the frequencies and percentages do not add up to ten (10) and 100 percent, respectively due to multiple responses.*

Eighty (80) percent of the respondents indicated that PR was a contributory factor in the development of the college. Only 20 percent thought that it was not a contributory factor.

100 percent of all respondent indicated that PR had assisted the college in conflict resolution, planning and controlling of activities, liaison of the college and advertisement. Other respondents i.e. about 50 percent thought it had contributed immensely in interdepartmental communication and image development.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The findings, conclusions and recommendation of the study, based on the analysis of the research data presented in chapter four, are discussed hereunder.

This research study had set out to examine the trend of public relations practice in Kenya educational institution with Orthodox college of Africa as a case study. In order to achieve this purpose, four research questions were generated to guide the study. They were as follows:-

- (1) What is the nature and the position of PR practiced in educational institutions?
- (2) What role does PR play in management of educational institutions?
- (3) What specific PR activities/strategies are used to influence growth and development of educational institutions?
- (4) What challenges affect PR practice in educational sector in Kenya.

The data was collected using questionnaires given to the managers, workers, students and other members of the public. It was from the data that these findings discussions and summary were derived.

5.1 MANAGERS VIEWS ON PR PLACEMENT IN MANAGEMENT, RATING, NATURE AND SUCCESS FACTORS

The findings from the research on managements' view on the above indicate that PR was classified as first level management function. This means that PR officer or any administrator exercising PR roles was one of the managers of the institution. This was indicated by eighty (80) percent of all managers indicating that a PR practitioner was at the centre of management of educational institution. This result agree with Black (1972) and Robinson (1966), who indicated that a PR function is an important aspect of management hence is at the core of the management. At Orthodox College of Africa, the PR practitioner is accorded equality at the decision making level as do others in the

management positions. Cole (1996) systems approach is applicable here because any management comprises various individuals each doing different but related function. But Seitels (1987) argument indicates the PR's mediatory roles serve to argument other departments as seen in the case of Orthodox, where PR person is part of the management elites.

All members of the management board of Orthodox College agree that PR serves an important function in the college as can be summarized by Todaro (1985) essentials of development.

One hundred (100) percent of the management agreed that effective PR practiced by the college was associated with the success of the college. This was because the college PR led to increase in student population, good working relations among workers, good public perception and liaison aspects. All these led to the rapid growth of the college from one department of about thirty (30) students in 2003 to six (6) departments with over 600 students presently. The above view is consonant with Robison (1966) argument that there is intimate relationship between success of organization in terms of goals and missions achievement. The achievement of the goals and mission in the college by PR is possible because PR evaluate, measured or interpreted various public attitudes to provide corresponding solutions.

5.2 PR TECHNIQUES AND STRATEGIES IN EDUCATIONAL INSTITUTIONS

The techniques used by management to communicate with other members of the management include meetings, telephones and newsletters. This was often because all members of the management had equality of representation. These techniques are also applicable in any horizontal communication. Often members of the administrative boards are few and can communicate easily. The nature of the work of administrative board is that of decision making and this often happens round the tables in meetings.

Communication between the management and other workers take place through meetings, notices and newsletters. Notices are more preferred because they are

permanent and can be read by most people/workers in the compound. In many cases, letters are sent to workers giving notices of meetings.

The strategies used to communicate between the management and students is through notices. This is probably because students are more on the information receiving-end than the management. Also notices are permanent in nature hence can be read all over again in repetitive fashion.

The management communication with other members of the public take place through the mass media. This is probably because the members such as the parents or guardians live spread across the country and need the newspapers, television or radios as means of communication. In some cases it is normal for communication to take place through newsletters sent to the parents, guardians or even Ministry officials. It was noted that channels that reach people from far were used to communicate with people found far from the colleges. Newsletters have not been relied upon so much because of the alternative fastest means to pass information. Macluhan (1960s) observed that communication strategies/technology to use with different audience groups depend on the audience nature and distance from the source. This explains the use of the above strategies in the college communications.

5.3 THE ROLE OF PR IN EDUCATIONAL INSTITUTIONS

Seitel (1987) states that for an institution to succeed in the achievement of its objectives and missions, PR must be properly positioned in the management structure. This view seemed to have informed the PR placement of Orthodox. 100 percent of the respondents (managers) indicated that PR was important in the college because it helped in conducting the following functions indicated by Seitel (1987):

- Improvement of college image among the public
- Creating awareness to the members of the college and outside it.
- Fostering interdepartmental communication
- Effective advertisement of the college both locally and abroad.
- Placement or liaison of the college, students and staff

- Solution of staff, management and student disputes
- Planning and controlling of college activities and programmes.

All the above are the cardinal roles of PR in any institution according to Seitel (1987). Black (1872) emphasizes that the contribution of PR in an organization is immense and in many cases is indirect and covert. The management of Orthodox College based their placement of PR in management on the above specific and overt roles of PR.

There is also the belief among the management of Orthodox College that PR contributes significantly to the development of the college especially at above 25 percent. Other factors described by Todaro (1985) as the essentials of development therefore includes PR and communication which in Black (1972) perspective mediates all the factors such as finance, human resource and effective leadership. This is probably the reason why 80 percent of the college managers recommended to other educational institutions to establish PR functions in their organizations.

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5.4 PR PERFORMANCE AND CHALLENGES

Every practice must have challenges. This is why in Orthodox sixty (60) percent of the managers indicated that the success journey of PR was not easy. Among the challenges bedeviling the performance of PR in educational institutions just like in Seitel (1987) argument includes the following:

- Lack of financial allocations to PR department
- Lack of management goodwill toward PR individuals
- Poor planning and coordination of PR functions
- Confusion of PR roles and other roles

The first two are challenges attributable to the management. This could be a result of misunderstanding occasioned by lack of awareness or competition of roles.

Poor planning and coordination are attributable to PR persons. This could be due to lack of adequate and consistence training of the PROS on their roles in organizations. In

many cases PR experts can be invited to subsidize the PR roles of the in-house PR parishioners.

5.5 PR AND INDUCTION

One of the roles of PR is conducting of induction training to the employees. This training equips the workers with information about their roles and jurisdictions. They also learn how to relate with other workers. At Orthodox College, sixty (60) percent of the workers were inducted. Sixty (60) percent of these workers agreed that the induction that they got was responsible for their performance and good relationship amongst themselves as workers of the college.

The purpose of the induction course, was to introduce the new workers to the institutional goals, principles and goals.

5.6 PR PANNING, COORDINATION, BUDGETING, MONITORING AND EVALUATION

According to Basavanthapa (2005) and Baran (2004) the duty of PR practitioners in an institution is to organize, plan, direct, coordinate, report and budget for the PR function. The specific roles of PR is to analyze and interpret issues that might impact on the institutional operations.

The data gathered at Orthodox indicated that the college had a PR policy and plan, though it was not fully practiced. The institution also had PR objectives well outlined. The problem of the college's PR was lack of adequate planning and coordination of PR workers. The responsibility of PR was thus not properly monitored. Although everybody in the college knew PR and its expected activities, the coordination was not adequate due to lack adequate training of PROs, lack of management goodwill's and financial resources not being enough for the activities undertaking. In cases where activities are not planned and well coordinated, evaluation at the middle and ending points become difficult. Where this is not done the role of evaluation, which is to detect mistakes and errors, are not done in the activities (Mulwa 2006).

5.7 STUDENTS VIEWS ON MANAGEMENT – STUDENTS COMMUNICATION

Generally the students indicated that communication between the students and the management was not effective. This was revealed by 60 percent of the responses. Among the factors cited as the cause of this ineffective communication were the following: poor planning and coordination of PR activities, management bureaucracies and the harshness of the management. All these factors are documented by Seitel (1985) as the likely factors that affect proper implementation of PR practices.

The above factors are probably at play because in such kind of communication between members of different levels the lower level cadres i.e. the students receive briefings through the notices. This makes them a little passive recipients of the communication. This view has also been shared by Baran (2002) who observed that the differences that are experienced in social places are due to differences with regard to sources and intentions of communication. The audience factor i.e. who the target is, makes it be a factor to be considered.

5.8 PUBLIC VIEWS ON THE IMAGE OF ORTHODOX COLLEGE

From the research study 95 percent of the members of public believed that the college had good image to the public. This good image of the college was due to academic achievements of the college, co curriculum activities of the college and information these members received from other members who has interested in the college at forty (40) percent, fifty-two (52) percent and 100 percent, in that order. This is important because an image of an institution is built by certain activities (Baran 2003).

When the image of educational institution is good, the college develop in all spheres. This has been seen in the ever-growing number of students and experts into the college.

5.9.1 COMMUNICATION WITH PUBLIC

Jenkins (1998) observed that PR activities are aimed at carefully selected groups of people. At the Orthodox College data available indicated that adequate measures/techniques were put to communicate with both internal and external publics. In this case the newsletters, mass media and meetings were the most preferred channels that management utilized to communicate with the public. These means of communication in this college were augmented with induction training.

5.9.2 CONCLUSIONS

The main aim of this study was to find out the trend of PR practice in educational sector in Kenya with Orthodox College of Africa as the case studied. From the findings, it was established that:-

- PR practice was placed at the core of the institutional management structure with the PROS specifically installed to play PR roles.
- The College had very clear PR objectives, but the activities to implement such aim were not properly planned and coordinated. Financial constraints, lack of goodwill from the management and management bureaucracies were seen as the main challenges affecting the PR practice.
- Most of the success of the institution (development) was a result of effective PR in the colleges.
- PR played an important role in the induction, information and awareness creation, marketing and advertisement; liaison of the institutions among others. These led to the growth and development of the college at the students, administrative and public levels.
- PR activities in the college led to expansion of the college in terms of students numbers, academic performance and exchange programmes between the college and other individuals or institutions.

- PR if properly monitored and planned can lead to conflict resolution, liaison and promotion of the public goodwill. All these are factors in the development of educational institutions.

5.9.3 RECOMMENDATION

Public relations practice has been seen to be relevant to educational institutions growth and development if practiced well. As far as Orthodox College of Africa is concerned, the following recommendations will improve PR performance further:-

- There is need for the management to provide goodwill to enable the PR office to function normally. This goodwill will promote strength of the office to do its functions/activities because of the promised supports.
- Financial allocation (budgeting) should be done to PR department in equal measure to other department such as personal, secretarial, academic, examination etc. This will ensure enough cash flow to manage all PR activities and function for the betterment of educational institution.
- Training of PR personnel is recommended. This will equip the PR officers with knowledge to manage even contemporary PR issues. There is need to deploy other personnel to help the PRO now that there is only one officer in the department. In-house PR practice should be strengthened as well as out-sourcing of PR practitioners from companies registered to offer PR consultancy services.

5.9.4 RECOMMENDATION FOR FURTHER STUDY

This study was based on one institution of higher learning. The findings may be biased toward this institution alone. If this study was done among all colleges in Nairobi, it would be more substantive, because as for this researcher, certain underlying factor which could have caused the institutional development have not been studied. A part from this, a study of intervening development factors outside the scope of the study should be investigated.

The study could also be replicated at a different level say in secondary, primary schools and even universities but using different research tools such as observations or interviews.

A study can also be conducted to prove or disprove the practice of PR in educational institutions just like it would also be done in other sectors which have not been investigated.

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APPENDIX A

Questionnaire for Managers

Instructions

This questionnaire is meant to collect data to be used for academic project of Master of Arts in Communication studies. The information which you will give will be used strictly for this purpose. To maintain this confidentiality, you are advised not to indicate your name anywhere. Please respond to these questions by ticking option or filling in appropriately.

Section A: Public Relations in Management

- (1) Please indicate your job title _____
- (2) Does your Institution practice public relations
- (a) YES []
- (b) NO []
- (3) If Yes in number 2 above, how would you rate the importance of Public Relation to this Institution?
- (a) Very important []
- (b) Important []
- (c) Not very important []
- (d) Not important at all []
- (4) If No in number 2 above, state the reason for its absence
- _____
- _____
- (5) In your opinion does Public Relations contribute positively to the success of your Institution?
- (a) YES []
- (b) NO []

(6) Explain your answer in number 5 above.

Section B: Placement of Public Relations in Educational Institutions

(1) Who performs the Public Relations roles in your Institution?

(2) Does whoever performs Public Relations role have a say in decisions made at management level?

(a) YES []

(b) NO []

(3) Explain your answer in question 2 above

(4) Where does your Institution place Public Relations Managers?

(a) as first level manager/employee

(b) as second level employee

(c) as unclassified manager

(5) To whom does the public relations person report?

Section C Public Relations Activities or strategies

(1) What technique(s) does your Institution use to communicate with its publics?

(a) Newsletters []

(b) Meetings []

(c) Notice boards []

(d) Telephones []

(e) Internet []

(f) Mass media []

(g) Others (specify) _____

(2) How effective is (are) the option(s) chosen in number 1 above in communicating your Institutional issues to the public?

(a) Very effective []

(b) Effective []

(c) Not so effective []

(d) Not totally effective []

(3) Explain your answer in number 2 above

(4) Does Public Relations department induct the new employees to the Institution on their employment?

(a) YES []

(b) NO []

(5) How do the employees in your Institutions communicate their grievances to the management?

(a) Through trade union officials []

(b) Suggestion boxes []

(c) Staff meetings []

(d) In-house Journals []

(e) Any other (specify) _____

(6) How does your Institution create social ties with the public around it?

(7) How effective is the method used to create social ties?

(a) Very effective []

(b) Effective []

(c) Not very effective []

(d) Not effective at all []

(8) Explain your answer in number 5 above

Section D Functions/ Roles of Public Relations in Educational of Institution

(1) In terms of the growths/development of your institute, has public relations been a factor?

(a) YES []

(b) NO []

(2) If Yes in number 1 above; state the specific roles it does in this.

(3) If No in number 1 above, state your reason

(4) Given factors of development such as availability of finance, human resource, natural resources, public support/public relation etc how would you rate the performance of Public Relations in Institution development?

(a) At 25 per cent []

(b) Less than 25 percent []

(c) Not important at all []

(d) Not sure []

(5) Cite three functions at which public relations has helped in your Institution growth and development.

(i) _____

(ii) _____

(iii) _____

(iv)

(6) In your opinion, is a public relations a very important function in the development of educational institution?

(a) YES []

(b) NO []

(c) Not sure []

(7) Explain your answer in number 5 above

Section E Public Relations challenges:

(1) How would you rate public relation's performance in your institution?

(a) Very effective []

(b) Effective []

(c) Not very effective []

(d) Not effective at all []

(2) Explain your answer in 1 above

(3) What challenges would you say affect the operations of public relations in your Institutions?

(a) Lack of finance to manage public relation department []

(b) Lack of goodwill among the management []

(c) Lack of understanding of the roles of public relations []

(d) Poor planning and coordination []

(e) All of the above []

(4) Suggest how any of the above challenges can be solved

(5) In your opinion, what public relation practice would you advocate for in your educational Institution?

(a) In-house public relations []

(b) Consultancy public relations []

(6) Explain your answer in number 5 above

APPENDIX B

Questionnaire for Employees

Instructions

This questionnaire is meant to collect data to be used for academic project of Master of Arts in Communication studies. The information which you will give will strictly be used for this purpose. To maintain this confidentiality, you are advised not to indicate your name anywhere. Please respond to these questions by ticking option or filling in appropriately.

(1) What is your current job specification _____

(2) For how long have you worked in your current station?

(a) 0 - 5 years []

(b) 6 - 10 years []

(c) 11 - 15 years []

(d) 20 and above []

(3) Were you given induction training upon your employment?

(a) YES []

(b) NO []

(4) Explain your answer in 3 above

(5) How would you rate the importance of induction training when given to employees when they are employed?

(a) Very important []

(b) Important []

(c) Not very important []

(d) Not important at all []

(6) List three strategies that you use to communicate among yourself as employees

(i) _____

(ii) _____

(iii) _____

(7) How do you sort out your differences in the place of work?

(8) In your opinion, is the management–employee and employee-management communication effective in your institution?

(a) YES []

(b) NO []

(9) Explain your answer in question 8 above

(10) In your opinion, is the relationship between your Institution and the public healthy?

(a) YES []

(b) NO []

(11) Explain your answer in number 10 above

(12) Who directs the Institutional communication in your place of work?

(13) Would you agree that the development that your Institution has seen is partly because of public relations?

(a) YES []

(b) NO []

(14) If yes in 13 above, to what extent is public relations a contributory factor in this development?

(a) Above 25 per cent []

(b) Less than 25 percent []

(c) 25 per cent []

(d) Not sure []

(15) What challenges affect the operation of public relations in your Institutions

(16) Suggest the various solutions to the challenges mentioned in number 14 above.

APPENDIX C

Questionnaire for Students

Instructions

This questionnaire is meant to collect data to be used for academic project of Master of Arts in Communication studies. The information which you will give will be used strictly for this purpose. To maintain this confidentiality, you are advised not to indicate your name anywhere. Please respond to these questions by ticking option or filling in appropriately.

(1) What level are you studying in this institution?

(2) How did you get to know this institution?

(a) Through mass media

(b) Through curriculum activities engaged in by college employees and students

(c) Through friends and relatives who went through the same institution

(3) In your own opinion, how do you rate the image of the institution where you study now?

(a) Very excellent

(b) Excellent

(c) Poor image

(d) Very poor image

(4) Which public relation activities are the students involved in the institution?

(i) _____

(ii) _____

(iii) _____

(5) State the indicators for your answer in number 3 above

(6) Is communication in the institution effective i.e. student-management and management-student communication?

(a) YES []

(b) NO []

(7) Explain your answer in number 5 above

(8) Out of the total population of students, what percentage of students do you think are here because of the good image of the institution?

(a) Less than 10 percent []

(b) About 25 percent []

(c) All of them students []

(d) Not at all []

(e) Not sure []

(9) What communication strategies do you employ in order to sort out your conflicts in the institution?

(10) Who is in charge of student communication in your institution?

(11) How effective is he/she performing his/her communication functions to students?

(a) Very effective []

(b) Effective []

(c) Not very effective []

(d) Not effective at all []

(12) List three challenges affecting the public relations function in your institution

(13) How can the challenges above be averted?

APPENDIX D

Questionnaire for Members of the Public

Instructions

This questionnaire is meant to collect data to be used for academic project of Master of Arts in Communication studies. The information which you will give will strictly be used for this purpose. To maintain this confidentiality, you are advised not to indicate your name anywhere. Please respond to these questions by ticking option or filling in appropriately.

(1) For how long have you known the institution?

(i) For less than 1 year []

(ii) For more than 1 year []

(iii) Not sure []

(2) How have you known the institution?

(a) As good in image []

(b) As bad in image []

(3) Explain your answer in 2 above

(4) In case you have known the institution negatively, is there any ability of the institution to change this poor image?

(a) YES []

(b) NO []

(5) Explain your answer in 4 above

(6) How does the institution communicate with you as its stakeholders

(a) Mass media []

(b) Incorporation in social activities []

(c) Does not communicate at all []

(d) Not sure []

(7) Would you say that effective communication is part of the factors leading to such growth of the institution?

(a) YES []

(b) NO []

(8) Explain your answer in number 7 above

(9) Do you like how the institution management communicates with you as its public

(a) YES []

(b) NO []

(10) Explain your answer in number 9 above

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(11) Are there challenges you have seen as affecting effective communication of the institution with its management

(a) YES []

(b) NO []

(12) If Yes in number 11 above, enumerate three of such challenges

(i) _____

(ii) _____

(iii) _____

(13) How can these challenges be averted, in your opinion?

(14) Do you agree that effective communication can lead to the development of educational within such as this?

(a) YES []

(b) NO []

(15) Explain your answer
