Public Relations Practice in Palestinian Universities, 1994-2012

Submitted by Majdi Alkhouli to the University of Exeter in partial fulfilment for the degree of Doctor of Philosophy in Arab and Islamic Studies in August 2012

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

Signature: …………………………………………………………..

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وَقُل رَّبِّ زِدْنِي عِلْماً

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ABSTRACT

Although Public Relations is one of the oldest phenomena in human communities, as an independent discipline it came into existence only at the beginning of the 20th century. Since then it has developed to encompass the concepts of other disciplines such as economy, administration, psychology and sociology.

This thesis examines the development of Public Relations practice in Palestinian universities in Palestine. The concept of Public Relations was not well developed in Palestine before 1994. Through the Oslo Accords signed between the PLO and Israel, in 1993 a new embryonic state structure was put into place. Palestinian Life changed for a while, and many organisations were constructed; Palestinian Universities grew during this time, many Public Relations departments were established, and the concept of Public Relations was introduced. Although Public Relations has since played a significant role, it has thus far been neglected as an area of research.

Given the dearth of research on the subject thus far, this thesis aims to provide a baseline of empirical evidence on the structure, practice and role of PR in Palestinian universities, and of the perceptions about these aspects, of those involved in it as leaders and practitioners, as well as of academics and other staff in these universities who are directly or indirectly affected or represented by PR activities. Those roles and perceptions also relate to the potential contributions of Public Relations at these universities to wider Palestinian society.

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List of Abbreviations

BU	**Birzeit University**
IDF	**Israel Defence Forces**
IUG	**Islamic University of Gaza**
JAM	**Joint Assessment Mission**
JCA	**Jewish Colonial Association**
JNF	**Jewish National Fund**
MCA	**Muslim Christian Association**
MOEHE	**Ministry of Education and Higher Education**
OPT	**Occupied Palestinian Territories**
PASSIA	**Palestinian Academic Society for the Study of International Affairs**
PCBS	**Palestinian Central Bureau of Statistics**
PLO	**Palestinian Liberation Organization**
PA	**Palestinian Authority**
PNA	**Palestinian National Authority**
PIJ	**Palestinian Islamic Jihad**
SMC	**Supreme Muslim Council**
UN	**United Nations**
UNESCO	**United Nations Educational, scientific and cultural organization**
UNRWA	**United Nations Relief and Works Agency**
US	**United States**
WBGS	**West Bank and Gaza Strip**

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Chapter One
Introduction

1. Introduction

1.1. *Context of the Study*

Several times in this century, Palestinian history has undergone a sudden and drastic change of course. In 1918 Britain replaced the Ottoman Empire as the sovereign authority in Palestine .In 1948 a Jewish state was established in most of the country, and most of the people became homeless refugees. In 1967 Israel occupation replaced Jordanian rule in the West Bank and Egyptian rule in the Gaza Strip.

In 1993 after the peace talks between Israel and the Palestinians, rule over Gaza and the West Bank was transferred to the Palestinian National Authority-PNA. [1] Accordingly, the Palestinian Territories face new challenges and opportunities for reconstruction and development toward state-building. Public Relations are one of the highly important challenges to be faced.

The concept of Public Relations was little known in Palestine before 1994. Through the agreement between the PLO (Palestinian Liberation Organisation) and Israel, in Norway in 1994, The Palestinian National Authority was established. Lifestyle changed for a while, many organisations were constructed, Palestinian Universities grew during this time, many Public Relations department established, and the concept of Public Relations was introduced.

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[1] According to the Declaration of Principles, the Palestinian Authority was to be called Palestinian Authority (PA), but Palestinians called it afterwards the Palestinian National Authority (PNA), both terms PA and PNA will be used throughout this thesis.

What is Public Relations (PR)? Various definitions of Public Relations have been presented by several professionals in this field. Each definition, based upon their identified industry, was framed a little differently.[2]

Denny Griswold, who founded a Public Relations newsletter, mentioned the most widely repeated definition as, " Public Relations is the management function that evaluate public attitudes, identifies the policies and procedures of an individual or an institution with the public interest, and executes a program of action to earn public understanding and acceptance".[3] In practical terms, Public Relations can be described as the practice of presenting the public face of an organisation (be it a company, educational institution, hospital, or government) or individual, the articulation of its aims and objectives, and the official organisational view on issues of relevance to it.[4]

In the educational field, Kowalski defined Public Relations in educational institutions as "an evolving social science and leadership process utilizing multimedia approaches designed to build goodwill, enhance the public's attitude toward the value of education, augment interaction and two-way communication between schools and their ecosystem, provide vital and useful information to the public and employees, and serve as an integral part of the planning and decision-making functions".[5]

The Palestinian Ministry of Education and Higher Education (2005) reported that the number of higher educational institutions had increased from 26 to 43 over the past ten years (1994-2004). Moreover, the Palestinian Central Bureau of Statistics (PCBS) indicated that the population of the Palestinian territories had increased 30% during the same period. Thus, it is not hard to understand the competition among higher educational institutions in Palestine for the recruitment of students.

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[2] *Wilcox, Dennis L., Cameron, Glen T., Ault, Phillip H., Agee, Warren K.,* Public Relations Strategies and Tactics*, 7th Edition (USA: Pearson Education, 2003). See also Cutlip, Scott M., Center, Allen H., Broom, Glen M.,* Effective Public Relations*, 6th Edition,New Jersey: Prentice Hall, 1985. See also Grunig, James E., Todd Hunt,* Managing Public Relations*, Published by Holt, Rinehart and Winston, 1984.*

[3] Seitel, Fraser P., *the Practice of Public Relations*, 10th Edition (New Jersey: Pearson Education, 2007) P 5.

[4] L'etang, Jacquie, *Public Relations in Britain: A history of professional practice in the 20th century*, (London: Lawrence Erlbaum Associates, 2004), P. 2.

[5] Kowalski, Theodore J., *Public Relations in Educational Organizations* (USA: Prentice Hall, 1996), P. 9.

University Public Relations has gradually become an important issue for Palestinian's higher educational institutions. While recognizing this importance, most of universities and colleges have actively an administrative unit or department of Public Relations for dealing with this changing environment and building positive images in order to attract the public and thereby enhance their competitive edge. As reported by the Palestinian Ministry of Education, the number of traditional universities (known as public universities in the Palestinian territories) increased by only one university, whereas university colleges and community colleges increased by fifteen in the last ten years.[6] Generally speaking, most of the traditional universities have a better academic ranking than university colleges.

1.2.   *Purpose of the study*

In recent years, numerous universities have established Public Relations departments. They have done so in order to better communicate with students, alumni, donors, neighbouring communities, and other sectors of the public. Universities look to Public Relations units to manage crises, boost rankings, increase donations, and carry out a variety of other tasks.[7] How these universities Public Relations units are practicing Public Relations and whether their practices are excellent is not well understood. In fact the practice of PR imposes certain patterns of growth upon universities, for as they attempt to fashion public opinion, they in turn are shaped by the effects of their efforts.[8]

Edward L. Bernays, one of the fathers of modern Public Relations, posited that the three main elements of Public Relations are as old as society: a) informing people, b) persuading people, c) integrating people with people.[9]

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[6]   Ministry of Education and Higher Education (MOEHE), "Directorate General of Development and Research",2005.

[7]   Luo, Yi. *Public Relations Function in a Higher Education Setting: An Examination of Communication Management in Two Eastern U.S. Universities*, Conference paper presented at the annual meeting of the International Communication Association, Sheraton New York, NY, 2004, P. 2.

[8]   Rodnitzky, Jerme L., 'Public Relations, the Public, and the University: Some Historical Perspective', *The Journal of Higher Education*, Vol. 39, No. 6, 1968, P. 336.

[9]   Kotler, Philip; William Mindak*, Marketing and Public Relations*, Journal of Marketing, Vol. 42, No. 4. October 1978, PP. 13-20: at P.16.

The need for the development of Public Relations to facilitate state-building and good governance in Palestine has never been so immediate. The race to develop the private sector needs to be seen in relation to the capacity of the state to maintain effective social delivery and good governance practices. This also relates to the Palestinian Authority's capacity to interact with, and manage, a growing NGO sector.

Extensive education and development of existing public employees is an integral part of a state-building process and the Palestinian Universities have played an important role in this area through intensive training programs for public employees. Therefore, Public Relations need to be developed in relation to meeting social needs and creating the necessary governmental infrastructure to foster economic development. Moreover, Public Relations is arguably a critically important element in college and university administration. It reaches into all walks of society, reflecting and interpreting the higher education process to the people as a whole. It serves, through the press, the radio, the motion picture, government, and other agencies to build prestige, secure support, and give an account to the public of the stewardship of higher education.[10]

Public Relations requires a continuous mutual understanding concerning the two-way exchange of demand and support, In this study it will be considered the compatibility of planning and development within the Universities will enhance and strength on mutuality of benefit between the state and individual components of the society.

The main goals in this study are, first,, to survey systematically for the first time what are the structures, practices and perceptions of PR within Palestinian Universities; and second, to determine whether the Palestinian Universities anticipated and contributed to the building of a civil society and how they interacted with surrounding actors toward state-building. The focus is on Palestinian Universities, after authority had been transferred in certain areas of the Gaza Strip and West Bank, from the Israeli occupiers to the Palestinian National Authority (PNA) in 1994.

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[10]   Harlow, Rex F., 'Public Relations Gaining Increased Recognition', *the Journal of Higher Education*, Vol. 10. No. 5, May 1939, PP.264-265.

Any discussion of state-building in Palestine must include a focus on Palestinian Universities and their political activities and their efforts at "nation-building" as well as their academic standards and their effectiveness as higher educational institutions. To what extent do political commitments of Palestinian Universities on the part of Palestinian teachers and student affect the quality of the academic experience offered by the universities?[11] Christa Bruhn in her study has identified three primary contributions Palestinian universities made toward state formation at the beginning of peace process in 1994: (a) planning for the future by set up strategic plan, (b) providing future leaders by specialized programs and training, and (c) fostering institutional development by the expansion of services at Palestinian universities.[12] Other aspects of engagement of Palestinian universities toward state-building were by: (A) Expansion of programs, (b) Expansion of services and, (c) Working in and with the Palestinian Authority. Further details of these points will be discussed in chapter Two.

Palestinian Universities have become inseparable from aspirations of creating a national Palestinian state; these aspirations can only be furthered in tandem with ending the Israeli occupation. Thus, Universities have become a central strand of the Palestinian resistance movement. Incursions and closures of the university are thus a regular feature of campus life. Even more, the exile and detention of top management members were recognizable.

Given the pervasiveness of politics, it is hardly surprising that Palestinians look to their institutions of higher education to assist them to withstand Israeli policy, despite their emphasis on the development of human political talent, it is simply not possible for Palestinian Universities in the West Bank and Gaza Strip to disregard the political environment in which they operate. As Bruhn puts it, "It is impossible to conceive of Palestinian Universities to be out of political system, at Palestinian universities, like universities elsewhere, education touches on politics, especially in the social sciences and

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[11]   Sullivan, Antony T., 'Palestinian universities in the West Bank and Gaza Strip', *Minerva Journal*, Vol. 29, No. 3, September 1991, P.253.

[12]   Bruhn, Christa, *the power of the university: Palestinian universities as vehicles of social and political change*, unpublished PhD Degree, University of Wisconsin- Madison, 2004, P. 109.

humanities".[13] While this study cannot delve in detail into the was in which the practice of PR in these universities specifically links to the question of resistance, it must acknowledge the environment of occupation within which universties – and thus the PR function – operate.

Although Public Relations is still an unfamiliar and not entirely developed area for Palestinian higher education, it has became an important and critical issue for those educational institutions. This new importance is due to the development of the state.

Literature on Public Relations in higher education is quite limited. Therefore, this exploratory study provides a significant reference in terms of an in-depth study in this area.

No comprehensive studies of Public Relations practice have been applied to Palestinian Universities. This study will examine the current position of Public Relations role in Palestinian Universities and the performance of Public Relations units and departments and their principal activities and practices. This exercise should facilitate some initial exploration of the potential contributions and activities of the Palestinian Universities, and hopefully lay the groundwork for subsequent work on such questions.

1.4. *Objectives of the study*

The proposed main questions of this study to be answered are as follows:

- **Have Palestinian Universities, after decades of occupation, developed an effective practice of Public Relations?**
- **To what extent and how have Palestinian Universities conceived of, and planned the development of Public Relations departments?**
- **What are the patterns of Public Relations practice in Palestinian Universities?**
- **What have been the factors shaping the development and roles of PR practice in Palestinian Universities?**
- **How are PR departments in Palestinian Universities positioned and staffed?**

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[13] Bruhn, Christa, *op., cit.,* P. 254.

- How do PR managers, practitioners and non-PR staff at Palestinian Universities view the role of PR, and the challenges it faces?

In order to explore these questions, the study bases itself on three sets of sources of data and analysis. The first is a survey of the generic literature on Public Relations and related work on organisations, the second is the very limited existing literature in PR in Palestine; and the third – and central empirical contribution of the thesis – is fieldwork among two categories of people at Palestinian Universities: Public Relations managers and practitioners; and academic and non-academic staff in the universities.

The study will more specifically have the following objectives, in the search for the answers above:

1. Survey Public Relations (organisational status, labour force, activities, functions, and objectives) in the Palestinian Universities.
2. Discover whether there are significant differences amongst the Universities regarding the existence of a Public Relations department in a University.
3. Discover whether there are significant differences amongst the Universities regarding the factors that determine the role of Public Relations.
4. Evaluate the attitude of Public Relations managers and practitioners towards Public Relations concepts and activities.
5. Identify the problems and obstacles facing Public Relations departments.
6. Examine the practice and function of the concept of Public Relations from the view of top management in Palestinian Universities.
7. Shed some light on how the above is affected by, and might affect, the development and challenges of the state-building project.

1.5.   Limitations of the study

To understand the current hardships faced by Palestinian educational institutions, it is necessary to explore the geography of the Israeli occupation. This geography shows the real nature of the degradation to which people are subjected and the effects of long-

standing colonising policies. Most studies on the occupied territories focus on the West Bank because of it's greater historical and political significance; the far smaller and more isolated Gaza Strip is often appended to discussions of the West Bank because it was occupied by Israel at the same time. Though commonly overlooked, the differences between the two regions are significant and they have markedly influenced the development of civil society in each area. One obvious distinction is geographic; the West Bank is fifteen times larger than the Gaza Strip and borders another Arab state and although the West Bank's population is almost twice that of Gaza, Gaza, with its much more limited land area, has a population density almost nine times that of the West Bank. There are also important differences in social structure and political culture: Gaza's majority refugee populations are not indigenous to the strip and were never fully integrated or economically absorbed into the territory.[14]

Current conditions in Palestine remain difficult, including for research of this kind. One difficulty, as well as a significant environmental factor for the subject, is the political division of the occupied Palestinian territories since Hamas's take-over of Gaza in 2007. This became one important factor in the decision to limit the case studies to the four largest Universities in the West Bank and Gaza Strip.

Moreover, there is a real dearth of material and analysis on Palestinian Universities in general, and a virtual complete absence of data on the specific subject of this study. While constituting a difficulty, this also at the same time points to what makes this thesis an original contribution. The central focus and purpose of this study is to provide a baseline of empirical evidence on the structure, practice and role of PR in Palestinian universities, and of the perceptions about these aspects, of those involved in it as leaders and practitioners, as well as of academics and other staff in these universities who are directly or indirectly affected or represented by PR activities. Those roles and perceptions also relate to the potential contributions of Public Relations at these universities to wider Palestinian society. While the study will view the subject in its historical context, the specific period of empirical investigation is the years since 1994.

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[14] Norton, Augustus R, *Civil Society in the Middle East*, Publish by BRILL, 2001, P. 226.

2. Research Methodology

A combination of techniques will be employed depending on the needs of the study at different stages of research. Surveys and interviews will generate the primary data, while their analysis will employ quantitative methods. These data will relate the status of PR in various media, business, religious, social, educational and other governmental enterprises. The data and the interpretations placed thereon will be rendered more robust by 'triangulation'.

As arriving at such robustness in the answers to the questions raised requires multiple data sources, a variety of sources are to be tackled to collect the primary data. Important Public Relations department in Palestinian Universities will form the primary sources. Key functionaries of the major PR Enterprises, broadcasting and other communications media organisations will be used as primary sources. Important historical documents, published sources, organisational histories, and case studies will be used as secondary sources for data analysis. Memoirs, books, proclamations, on-going project documents, and other policy documents will also be consulted as a potential source.

2.1. *Research Hypotheses about the views and attitudes of managers, practitioners and staff:*

The hypotheses below are derived both from the researcher's earlier role as a participant observer in the field, and from the comparative literature that will be surveyed later.

- **Hypotheses related to the Public Relations practitioner and managers:**

H1 – The case of Palestine is likely to reflect the finding in the general literature that Public Relations practitioners and managers in Universities will agree that the role of Public Relations departments is important in serving the interests and aims of their institutions.

H2 – There are likely to be significant differences in the views of Public Relations practitioners and managers at different universities regarding the concept of

Public Relations, its activities and objectives; these differences can be explained by their differential experience and qualification.

H3 – There are likely to be significant differences amongst Public Relations practitioners and managers in the Universities regarding the factors that determine the role of Public Relations.

- **Hypotheses related to the Universities' non-PR staff:**

H4 - There are not likely to be significant differences amongst the universities' staff with regard to performance of Public Relations department, particularly in the way that Public Relations departments provides them with its service.

H5 - There are likely to be significant differences between the academic and non-academic staff and Public Relations practitioners and managers regarding their opinions and attitude toward the activities of Public Relations departments.

H6 - There are likely to be significant differences amongst academic and non-academic staff in the Universities regarding the attitudes toward the practice and function of the concept of Public Relations.

2.2.   The Survey Research Population and Samples:

The population for the surveys was as follows:

Firstly, the managers and practitioners of the Public Relations department in four Palestinian universities. The Number of Public Relations practitioners was taken from the university sites and personal interviews, the response rate was 83%.

Secondly, the employees in the four Palestinian universities (academic / non academic staff). The Number of employees was based on the Ministry of Education and Higher Education Annual Statistic 2007/2008. In line with accepted practice, it was decided to take a five percent random sample from the total number of employees; the response rate was 85%.

Table 1:
Research Sampling and Response in the Four Universities

University Name	Public Relation Practitioners		No. of Employees*	Employees	
	Contacted	Response		Contacted	Response
Islamic University	17	10	1313	65	56
Al-Azhar University	12	12	647	32	32
An-Najah University	10	10	1208	60	46
Birzeit University	7	7	849	42	36
Total	**47**	**39**	**4017**	**199**	**170**

* Number of Employees based on Ministry of Education and Higher Education Annual Statistic 2007/2008.

According to Cohan, "The suitability of the sampling strategy depends on the population around which the research centres. Researches must take sampling decisions early in the overall planning of a piece of research, since they need to obtain data from a smaller group or subset (sample) of the population in such a way that the knowledge gained is representative of the total population under study"[15].

Random sampling is a mechanical and rigid procedure which eliminates bias in choosing the members of the population who will be selected for the sample[16]. Randomness means that each case in a population has an equal and independent chance of being included in the sample.

Furthermore, the researcher selected simple random sampling for the populations of academic / non academic employees of the universities. Moreover, the actual sample that will be adopted for the empirical study is four universities selected to represent two regions: West Bank and Gaza Strip. These four universities were selected due to their being the most popular universities in their area and covering a wide- ranging geographical area.

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[15] Cohen, L., Manion, L., and Morrison K, *Research Methods in Education*, 5th ED, London and New York, 2000.

[16] Burnham, Peter, Karin Gilland, Wyn Grant and Zig Layton-Henry, *Research Methods in Politics*, London, 2004, PP. 86-87.

West Bank:

1. Birzeit University is the oldest and the biggest university in the West Bank, having the most varied faculties in its colleges.

2. An-Najah National University is the second biggest and also has a wide range of faculties (in the West Bank).

Gaza Strip:

3. The Islamic University of Gaza is the first and biggest higher education institution to be established in Gaza Strip.

4. Al-Azhar University is the second biggest and also has a wide range of faculties, with specialties in medicine and Pharmacy.

The study selected these universities after considering the factors e.g. region, size, type, this a justification sampling procedure, according to Saunders, Louis and Thornhill "purposive or judgment sampling enables you to use your judgment to select cases that will best enable you to answer your research questions and meet your objectives. This form of sampling is often used when working with very small samples as in case study research and when you wish to select cases that are particularly informative.[17]

2.3. Methods of Data Collection:

Triangulation is "a combination of more than one perspective is often to corroborate the data because, traditionally, it is claimed that this strategy provides a more complete picture. Denzin claims that triangulation comes in different forms which he identify *methodological triangulation*, when you use two or more methods in the same study, such as observations, interviews, documents, and questionnaires.[18]

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[17] Saunders, Mark N. K., Philip Lewis, Adrian Thornhill, *Research Methods for Business Students*, 2nd Edition, Prentice Hall, 2000, Pp 174.

[18] Cited in Daymon, Christine and Holloway, Immy, *Qualitative Research Methods in Public Relations and Marketing Communications*, New York: Routledge, 2004, PP.98-99.

2.3.1. Questionnaire:

This has been developed to obtain the required data to answer the research questions and to achieve the objectives of the study. The function of a questionnaire is to translate the investigator's hypotheses into a series of questions designed to elicit the information needed to test them rigorously[19].

The survey instruments in this study were based on two studies, Mu-Li Yang[20] and Awatif Amin Yousef[21] with our modifications which were concerned with the managers and practitioners of Public Relations in the Palestinian universities. The questionnaire was designed for gathering the data necessary for the study and statistical analysis. The choice of the questionnaire was determined because of the high number and variety of data needed. This was due to the broadness of the size of the study community and the desire for unifying the time of conducting the questionnaire and using questions in the same existing form, which reduces the possibility of prejudice or confusion among respondents while responding to the questionnaire.

The questionnaire was administered in Arabic, translated by Dr. Nafiz Barakat, and then reverse-translated by two independent Palestinian- and English speaking associates to achieve maximum fidelity to the English original, and corrected again in Arabic for the final version. The questionnaire had three parts, including (1) close-ended quantitative questions, (2) open-ended qualitative questions, and (3) general information.

There are two types of questionnaire:

1- Questionnaire to Public Relations managers and practitioner, consisting of 43 questions.(see appendix 1)

2- Questionnaire to academic/non academic staff in the universities, consisting of 16 questions.(see appendix 3)

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[19]   Daymon, Christine and Holloway, Immy, *op., cit.,* P.95.

[20]   Yang, Mu-Li, *Public Relations Practice in Nine Taiwanese Higher Educational Institutions*, University of the Incarnate Word, Unpublished PhD, May 2005.

[21]   Yosef, Awatif, *An Evaluation of the Role of Public Relations in Saudi Universities*, the University of Huddersfield, Unpublished PhD, January 2003.

The questionnaire was refereed by (4) specialized professors and experts in the field of communication and public administration in the Islamic University of Gaza.[22] This procedure aimed at ensuring that the questionnaire was valid for gathering data and drawing the researcher's attention to points of weakness in the questionnaire in addition to benefiting from their experience in the study field.

2.3.2. Pilot study

Before using the questionnaire to collect data it should be pilot tested. A pilot study was conducted to determine whether the study was feasible, to identify possible problems in the design, examine the reliability, validity, and suitability of the instrument, and to examine the clarity of the instrument given.[23]

Also, Saunders *et al* said that the pilot test is to refine the questionnaire, to identify if the respondents have any problem in answering the questions and to assess the validity and reliability of that data that will be collected to ensure that the data collected will be able to answer the research questions.[24]

Moreover, the researcher conducted a Pilot study for the two types of questionnaire. It was initially tested in Community Service & Continuing Education Deanship (CSCED) and University of Palestine (UP). The number of respondents were 30 practitioners in Public Relations departments and academic /non academic staff representing two different educational bodies (8%) of all the institutions. This procedure aimed at knowing the extent to which the study community individuals understood the questions and terms used in the questionnaire and level of their clarity and simplicity, and possible responses to the open questions and the time which the data gathering process may take and all other remarks on the questionnaire whether these are related to its form or content.

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[22] Dr. Majed El-Fara, Islamic University of Gaza. Dr. Jawad Al- Dalou (Islamic University of Gaza). Dr Nafiz Barakat, Mr. Falah Alsafady, Deputy Public Relations Office at CSCED, Dr Mohammed Alastel (University of Sharjah).

[23] Burns, Nancy, Grove, Susan, *the practice of nursing research: conduct, critique, and utilization*, 3rd Edition, Elsevier (USA), 2005, P.42.

[24] Saunders, Mark, Lewis , Philip and Thornhill, Adrian, *Research Methods for Business Students*, 2nd Edition, Prentice Hall, 2000.

2.3.3. *Personal Interviews*

The researcher conducted several personal interviews with a number of Palestinian decision-makers and senior personnel of the higher education institutions as well as the senior top management in Palestinian universities[25].

These included seven face to face interviews in Gaza Strip universities and the offices of Ministry of Higher Education as well as five telephone interviews in West Bank universities and the offices of Ministry of Higher Education.

2.4.   Ethical Considerations

Ethical concerns emerge as research is planned, access to organisations and individuals must be acquired, data must be collected, analysed and reported. Ethics refers to the appropriateness of the researcher's behavior in relation to the rights of those who become the subject of the researcher's work, or are affected by it.[26]

The first ethical issues that were considered during designing this study were the accessibility and feasibility to universities and the participants. As the researcher has work experience in the educational sector and Ministry of Higher Education in Palestine-Gaza, he has a good relationship with most of the managers of public relations. The researcher contacted some of the key persons of the universities and Ministry of Higher Education during designing the study, and they supported the idea, and promised to cooperate with it then the study was approved from the University of Exeter.

Prior to the conduction of the field study, the researcher had a letter from the University of Exeter, addressed to the academic affairs office of Palestinian universities, requesting permission to start the field study. After obtaining the approval, the vice president offices of Palestinian universities welcomed the commencement of the study. the researcher has wide relationships with all categories in Palestinian universities who could assist with most of the problems that could emerge as a result of the political situation in relation to the appointments for interviews.

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[25]   For names of interviewer see appendix 16.

[26]   Saunders, Mark, Lewis , Philip and Thornhill, Adrian, *Research Methods for Business Students*, 3rd Edition, Prentice Education, 2003, PP. 129-132.

2.5. Period of the Study

The period of the field study started from the beginning of May 2009 to the end of August 2009. The first month was revision of the tools of data collection. The second month, the qualitative part was started by interviews, and the questionnaire was circulated for the pilot study. At the beginning of the third month (August) the questionnaires were circulated to both of the geographic areas. At that time, I managed to enter Gaza strip to visit my family and to complete my data collection. Two of my colleagues at the university assisted me, and during this time most of the required data was collected, leaving just a few telephone interviews to be carried out.

2.6. Difficulties of the field work

This study was conducted in a very difficult situation characterised by strict closure and siege around Gaza, political division and internal conflict between Palestinians, in addition to the war and the recurrent invasions of Israeli occupation. This political situation and the state of instability disturbed the field study table and may have some impact on the findings.

As the study covers two geographical regions, the researcher could not entre the West Bank to collect the data due to political restrictions from Israeli occupation; therefore the universities were contacted directly to obtain permission to distribute the questionnaires.   This was done with the assistance of a colleague in West Bank. In addition, the fact that the data was collected under the pressure of a lot of tension may affect the perspectives of the employees, and in turn may affect the findings. Moreover, the difficulties in movement and transportation, power cuts, scarceness of resources, and the loss of availability of resources due to the internet being difficult to access, affected the field study, and in turn the data collected.

2.7. *Statistical Analyses*

Both the processing and the statistical analysis were done with SPSS-PC+ (the Statistical Package of Social Analysis). Chi-squares test were used. Additionally, the researcher conducted several personal interviews with a number of Palestinian decision-makers and senior personnel of the higher education institutions as well as the senior top management in Palestinian universities.

2.8. *The process of Data Collection*

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┌─────────────────────────────────────────┐
│ Establish contact with the Palestinian   │
│ Ministry of Higher Education. Obtain      │
│ permission to access the targeted         │
│ universities                              │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│ Prepare Arabic version of the            │
│ instruments                               │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│ Pre test the instruments                  │
└─────────────────────────────────────────┘
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Conducting telephone interviews with long experience staff (Top management in universities and MoEHE). Circulating the instruments to some academic staff.		Conducted pilot study in two other higher education institutions (university of International Palestine UIP and university college of applied science UCAS).

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┌─────────────────────────────────────────┐
│ Prepare the final draft of the           │
│ instruments                               │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│ Recruit the participants for             │
│ interviews, and circulating the           │
│ questionnaire                             │
└─────────────────────────────────────────┘
```

-7 face to face interviews in Gaza Strip universities and the offices of Ministry of Higher Education. -5 telephone interviews in West Bank universities and the offices of Ministry of Higher Education.		-Academic/non academic staff (199 questionnaires circulated, 170 responses in four universities, 82% response rate. -PR Practitioners (49 questionnaires circulated, 39 responses in four universities, with response rate 85%.

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3.   Literature Review

The application of Public Relations in educational institutions is commonly referred to as educational Public Relations. Just as in private corporations, the concept and process can take many forms when applied to educational systems. The purpose of this study was to explore Public Relations in Palestinian universities. In order to have a better understanding of educational Public Relations, a review of Public Relations literature and practices in terms of the definition and the importance of Public Relations in educational institutions would be essential.

3.1.   Definitions of Public Relations in General Industries:

Generally speaking, Public Relations is a social science-though some consider it an art as well as a field of practice, it is not yet controlled as are more established professions such as law, medicine, or dentistry-professions requiring specific education and licensing . However, Public Relations specialists have access to a growing body of research and theory that can be used to guide practice.[27]

Defining Public Relations has been an ongoing process of change made only gradually as it has been recognized that a single definition is hardly possible in one country.

The fact is that there are many different definitions of Public Relations. The American historian Robert Heilbroner once described the fields as "a brotherhood of some 100,000, whose common bond is its profession and whose common woe is that no two of them can ever quite agree on what profession is."[28]

Fraser P. Seitel in his book '*the Practice of Public Relations'* states that Public Relations is "a planned process to influence public opinion, through sound character and proper performance, based on mutually satisfactory two-way communication.[29]

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[27]   Kowalski, Theodore J., *op. cit.,* P. 3.

[28]   Seitel, *op. cit*., P. 4.

[29]   Ibid, P.4.

Edward Bernay's definition, one he constructed nearly fifty years ago, remains among the most widely referenced. It has three critical dimensions:

- To inform the public

- To persuade, that is to modify attitudes and opinions

- To integrate the actions and attitudes of an organization with those of its publics and the actions and attitude of its publics with those of the organization.[30]

In 1976, Dr Rex F. Harlow, a pioneer Public Relations educator who founded what eventually became the Public Relations Society of America (PRSA) undertook the task of collecting such definitions published since the turn of the century, breaking them down into major elements, and classifying the basic. From his analysis of 500 definitions of public relations he comes up with the following paragraph:

> Public Relations is a distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and co-operation between an organisation and its publics; involves the management of problems or issues; helps management to keep informed on and responsive to public opinion; defines and emphasises the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilise change, serving as an early warning system to help anticipate trends; and uses research and ethical communication techniques as its principal tools.[31]

Furthermore, the management function of Public Relations is most frequently expressed in definitions. One of the most widely taught, especially in the United States, is that of Cutlip, Center, and Broom stated "Public Relations as the management function that establishes and maintains mutually beneficial relationships between an organization and the various publics on whom its success or failure depends".[32]

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[30]   Kowalski, *op. cit.*, P. 5.

[31]   Wilcox, Dennis L., Cameron, Glen T., Ault, Phillip H., Agee, Warren K., *Public Relations Strategies and Tactics*, 7th Edition (USA: Pearson Education, 2003) PP. 3-4.

[32]   Cutlip, Scott M., Center, Allen H., Broom, Glen M., *Effective Public Relations*, 6th Edition (New Jersey: Prentice Hall, 1985), P. 4.

The management function is also emphasized in *Managing Public Relations* by James E. Gruing and Todd Hunt. They state that Public Relations is "the management of communication between an organisation and its publics"[33]

In 1978, the participants of the First World Assembly of Public Relations Associations which convened in Mexico City agreed that: "Public Relations is the art and social science of analysing trends, predicting their consequences, counseling organisation leaders and implementing planned programmes of action which will serve both the organisation's and the public interest".[34]

In the UK, the common definition is that proposed by the Institute of Public Relations practitioners which was established in 1948. The definition was framed by the IPR in 1987. It embodies many of the aspects of the US definitions but notably omits the management function and says: 'Public Relations practice is the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organisation and its publics'.[35]

3.2.   Definition of Educational Public Relations:

Educational Public Relations requires many of the same best practices that are found to be useful for other organisation, according to Henderson, they need to be sensitive to various routine situations as well as more unsettling ones. They need to able to analyse the situations and needs of their constituents and to respond accordingly. In addition, practitioners are required to engage in media relations and crisis management planning and response. The ultimate goal is to create organisations that meet community expectations for the dissemination of education in ways that satisfy the needs of various constituents. Wise educational Public Relations practitioners see themselves as building

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[33]   Grunig, *Managing Public Relations*, *op., cit.,* P 6.

[34]   Theaker, Alison, *the Public Relations Handbook*, 2nd Edition (UK: Routledge, 2004), P. 4.

[35]   Watson, Tom, Paul Noble, *Evaluating Public Relations: A Best Practice guide to Public Relations Planning, Research & Evaluation, Second Edition* (London: Kogan Page Publishers), 2007, P.6. See also: www.ipr.org.uk.

collective goodwill for the institutions by positioning them to meet community constituent needs.[36]

Philip West identified educational Public Relations as " a systematically and continuously planned, executed, and evaluated program of interactive communication and human relations that employs paper, electronic, and people mediums to attain internal as well as external support for an educational institution".[37]

Kowalski defined Public Relations in educational institutions as "an evolving social science and leadership process utilizing multimedia approaches designed to build goodwill, enhance the public's attitude toward the value of education, augment interaction and two-way communication between schools and their ecosystem, provide vital and useful information to the public and employees, and serve as an integral part of the planning and decision-making functions.[38]

A survey of literature on Public Relations in education in North America indicates that universities in the United States engaged in Public Relations-like activities its start from the colonial periods. Cutlip records that "as early as the immediate post-civil war years in America"; Persons also writing on Public Relations in universities and colleges in the United States noted the existence of the practice and the role Public Relations played in building links with the public and fund raising for research in universities . However, Public Relations practice has evolved over time and has more or less differed from country to country and organisation to organisation. While Public Relations activities existed, they often operated under varied names such as publicity, advertising, media relations, and in different levels in the management structures or hierarchy.[39]

In terms of the case of Palestine, there is no doubt that Palestinian Universities have been a vehicle for Palestinian political activities, support of the Palestine liberation organisation, and endorsement of an independent Palestinian state. Palestinian Universities have been obliged to assume some aspects of a national authority, given the

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[36]   Heath, Robert L& Vasquez, Gabriel M, *Handbook of Public Relations*, Published by Sage, 2000, P. 443.

[37]   West, Philip T*, Educational Public Relations*, Sage Publications, 1985, P. 23.

[38]   Kowalski, *op, cit*., P.10.

[39]   Lang'at, Nicholas Kipkorir, *University Public Relations Strategies: A case study*, University of Alberta, unpublished Master degree, 1997, PP.3-4.

dearth of other institutions in the occupied territories in which such authority might be invested. For example, members of their administrations and many of their teachers are now recognised by Palestinians in the West Bank and Gaza Strip as among their most important representatives in negotiations with Israeli officials and foreign dignitaries. Political activity on campus seems to occur frequently over all the academic year.[40]

According to research on "the power of the university: Palestinian universities as vehicles of social and political change", Palestinian universities served as powerful vehicles of social and political change in Palestinian communities by:[41]

- Defining and articulating a Palestinian identity.
- Resisting the Israeli occupation of Palestine.
- Building the nation of Palestine in the absence of a Palestinian state.

The current Palestinian polity, let alone the mooted state project, faces massive challenges in creating viable public institutions, without a political settlement of the Palestinian-Israeli conflict that is acceptable to both sides and that ends the Israeli occupation. Institution building, required for the efficient operation of Palestinian National Authority, is an essential step toward a Palestinian state.

As stated by the task force report sponsored by the Council on Foreign Relations "strengthening Palestinian public institutions, its significant achievement, The PA must take intensive change to ensure good governance including a participatory political system, a pluralist civil society, sustainable development, and free market economy, during transition to permanent settlement". On other hand PA continues to rely on the support of international development institutions in the design of its economic policies.[42]

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[40] Sullivan, *Palestinian Universities in the West Bank and Gaza strip*, *op., cit*., P.268.

[41] Bruhn, Christa, *the power of the university: Palestinian universities as vehicles of social and political change*, unpublished PhD Degree, University of Wisconsin- Madison, 2004, P.1.

[42] UNCATED, "The Palestinian War-Torn Economy: aid, Development and State Formation". New York & Geneva, 2006, P. 18.

3.3. *The Importance of Educational Public Relations:*

The importance of educational Public Relations has grown in the last decade due to the competition among higher educational institutions for student recruitment and survival in the academic environment. Moreover, to improve the educational quality and academic status for the school itself, universities and colleges put great effort into curriculum and instruction, and struggle with school management for goal achievement. They must also gain public trust in order to survive the competition among the higher educational institutions.

However, Derek Curtis Bok, a retired president of Harvard University, acknowledged the fact that North American universities had over the years, received numerous criticisms from the public in such areas as curriculum, quality, costs, relevance, priorities, and the role of universities, from the general population. He argued that "these criticisms do not represent or are not necessarily a reflection on the standards or practices of the universities but rather are a consequence of universities not paying enough attention to articulating what they do to the public".[43]

Furthermore, experts believe that universities and schools benefit from a well-conceived public relations program even in the best of times because information management and communication are essential core activities in any organisation. In troubled times are even higher because the stability or status of universities may be threatened. Kowalski noted that "whether this peril comes from the schools or from the wider environment, administrators are expected to protect the well-being of the institution and the interest of stakeholders".[44]

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[43] Bok, Derek, *Universities and the future of America*, Duke University Press, 1990, P. 120.

[44] Kowalski, T. J., *Public Relations in Schools*, 3rd edition, Upper Saddle River, NJ, Prentice Hall, 2004, P.14.

4.   Observations on the Status of Public Relations in Palestine:

According to Suliman, Public Relations started in Palestine in 1936 when the British established a department for publicity and printing, and information's units. The main objective of the department was to control and censure the print media and to present the announcements of the government to the public.[45]

During the Oslo years, and least until the onset of the Al-Aqsa intifada, Palestinian were in control of their lives in the new situation of interim autonomy or "self-rule" resulting from the establishment of the PA and the redeployment of the Israeli army from most populated Palestinian areas. Between 1993 and 2000, the population did gain some degree of freedom inside the Palestinian territorial and functional enclaves provided for by the Oslo agreement.[46] It is assumed that Public Relations act significantly in the Palestinian institutions and organisations. There is lack of research on the Palestinian institutions, especially educational institutions; in my thesis I will argue that there is significant role of Public Relations in Palestinian universities.

According to Hammad, Public Relations is still looked at as a tool for the organisation to foster its image through public information and publicity. Planning and research are badly limited in governmental organisation. In addition, the researcher identified a considerable number of programs and activities that were conducted in formal and non-formal ways to achieve the goals and the objectives of the organisation, the findings of this research also point out that objectives and goals undertaken by Public Relations departments were primarily aimed at the external public.[47] In spite of these findings, Public Relations is a profession of the future in Palestine and more generally in the Arab world. Public relations are needed to meet the challenges of democracy, development, civil society and state-building.

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[45]   Cited in Hammad, Ahmed I. A., *Theory and Practice of Public Relations in the Governmental Organisations of Palestine*, Unpublished Thesis, Department of Journalism and Mass Communication, Aristotle University of Thessaloniki-Greece, November, 2005, P. 29.

[46]   Michael Keating (Ed), *op. cit.*, P. 29.

[47]   Hammad, Ahmed I. A., 'Theory and Practice of Public Relations in the Governmental Organisations of Palestine', *Canadian Journal of Communication*, Abstract, November, 2005.

Furthermore, in a study investigating attitudes about Palestinian Public Relations policies during the Palestinian struggle in the Israeli media war and future challenges that will face the Palestinian National Authority (PNA) in Public Relations planning, it was shown that Palestinian practitioners groups have mixed attitudes toward the PNA's Public Relations plans and policies. The media experts tend to see the PNA's efforts as reactive, not pro-active. The experts think that PNA's main concern has been to follow up on daily political events, and thus its approach to Public Relations has been more of a reaction to Israeli practices rather than a strategic pro-active plan.[48]

Public Relations as a profession, industry and field of study is in its infancy in the West Bank and Gaza. Some of the factors shaping the PA media and Public Relations are common to other Arab countries. With the exception of a few privately owned newspapers and radio stations, the Palestinian broadcast and print media are owned and operated by government departments or government controlled organisations as well as political forces. Furthermore, about two-thirds of those considered as Public Relations practitioners or officers are employed in the public sector (government and semi-governmental organisations). Establishing an exact number of Public Relations practitioners in Palestine is a challenge because there is no widely accepted or well-defined occupation category for Public Relations, advertising, and press agencies. Distinctions between marketing communication, advertising, and Public Relations in the Palestinian territories are blurred. [49]

For the Palestinian Authority, Public Relations has become a critical part of nation-building and governance. Governmental organisation places the practice of media and public relations squarely at the centre of building civil society in Palestine. Government Public Relations efforts, particularly public information campaigns, seek to create awareness, generate acceptance of public policies and programs, and mobilize public participation in development undertakings. The Palestinian Authority has five governmental agencies that deal with media and to some extent Public Relations:

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[48] Aqtash, Nashat A., 'Palestinian National Authority's Public Relations Policies Relating to Israel: current attitudes among Palestinian officials and media experts', *Public Relations Review*, Vol. 31, Issue 3, September 2005, PP 376-380.

[49] Sriramesh, K., Vercic, D., *The Global Public Relations Handbook Revised Edition: Theory, Research, and Practice*, Taylor & Francis, 2009, P.241.

Ministry of Information, the Palestinian News Agency (WAFA), the State Information Service (SIS), the National Guidance Foundation, and the Palestinian Broadcast Corporation (PBC). New departments of Public Relations have been organised in a number of governmental organisations and have now become an integral part of their structure. Most, if not all, Public Relations practitioners, especially in ministries, are based on Ramallah (West Bank) and occasionally found in other major cities such as Nablus and Gaza.[50]

One of the major lessons that the Palestinian institutions may find useful is the model that the Jewish local communities and organisations followed before the declaration of the state of Israel. These communities were directly involved in setting up many of the local social, economic and educational institutions in the pre-state phase.

When the state of Israel was officially declared, those local socio-economic institutions were among the basic institutions for the Israeli national and local economic system. For instance[51] Hadassah (the women's Zionist organisation of America) Hadassah's task at first had to be an educational one. Hadassah educated a whole generation of people to turn to modern methods for safeguarding their health and for curing disease. Hadassah came to Palestine as a purely voluntary organization. It had no authority to enforce regulations or to require attendance. That the Vaad Leumi, which was the local self-governing body of the Jews in British-mandated Palestine, requested Hadassah's co-operation and guidance in health matters indicates the uniqueness of the administrative setup in which Hadassah operated. The Hadassah Medical Organisation in Palestine became in fact the health arm of the Jewish Agency for Palestine.

On the other hand the role of Public Relations was obvious at some stage in the establishment of the state of Israel, including Public Relations practitioners who were involved in campaigns that took place after the establishment of the state of Israel, Public Relations practitioners serving the government of Israel.

According to a testimonial provided by a prominent government spokesperson, Yechiel Amitai, he initiated a deal between Israel's government spokespersons and the

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[50]   Sriramesh, K., Vercic, D., *op., cit.*, PP.241-242.

[51]   Epstein, Judith G., 'The Role of Hadassah in Palestine', *Journal of Educational Sociology*, Vol. 22, No. 3, Palestine, Nov. 1948, PP. 182-183.

Israeli media's news agency. This was in 1955 while serving in the Public Relations department of the Jewish National Fund. Itim was the news agency that was established in 1950 by the daily newspapers and the radio news program to serve them all. Amitai's idea was to use the Itim service in order to deliver news releases from the government to the press in an effective way.[52]

The institutions and ministries spokespersons paid Itim for the service. Itim actually offered just a technical solution for distributing the government news: it replaced the spokesperson office or the Government Press Bureau "LA'Am." But, in effect, "a news item delivered via Itim was perceived by the journalists more as a news item than as a more news release from a spokesperson" This typifies the confusion of journalism with Public Relations and propaganda that crosses generations in Israel. Itim claimed to use a special code, which identified the source of the news item when it was provided and paid for by government spokesperson, but the editors did not always have the time to pay attention to this code. The service was deemed "effective" even though it may not have been ethical.[53]

4.1. *Public Relations education and training in Palestine:*

Public Relations education in Palestine in quality and duration is offered by a number of providers. At the level of higher education, academic education in Public Relations is provided by traditional universities, government universities and universities colleges. In 1994 most universities started to offer four-year programs in Journalism and Mass communication (traditionally housed in the school of Arts). These courses mostly contain Public Relations subject. For example, in 1992 the Islamic University of Gaza established a new department (Journalism and Information) housed in the school of Arts. Other aspect of growing PR education in Palestinian territories is financial one. As we know most educational institutions have very limited financial resources as it explored in chapter Six.

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[52] Toledano, Margalit and David Mckie, 'Social Integration and Public Relations: Global Lessons from an Israeli Experience', *Public Relations Review*, Vol. 33, Issue 4, November. 2007, PP 387-397.

[53] Ibid, P. 397.

Public Relations in Palestine is considered to be a new academic subject in communication and media studies. Public Relations education began in the Islamic University of Gaza (IUG) in 1998, followed by Al-Azhar University, Al-Aqsa University. Today, most of Palestinian universities teach Public Relations module, either as a program (within journalism or mass communication) or as a separate diploma. Public Relations training is also new growing especially in the west bank there are a numbers of companies who's offered PR training. Since the establishment of the Palestinian authority, organisations have sought and sponsored various types of communication training. The Palestinian academic society for the study of international affairs (PASSIA), for example, has several seminars on Public Relations, public speaking, communication skills, advocacy and lobbying, and fundraising as part of its human capacity development program.[54] Moreover, Zaharna noticed that Palestinian society appears more concentrated on improving and strengthening communication within itself. She indicated that this shift is most obvious in the requests for training in communication and she assumed that until the summer of 1993, training requests focused exclusively on externally directed communication activities, such as Public Relations, media relations, fund raising, and promotion and publicity. The training participants were Public Relations officers from the various Palestinian social, health, educational and political institutions who were interested in learning how to better present their respective institutions to the foreign media, funding agencies and visitors.[55]

With regard to the importance of Public Relations in Palestinian higher educational institutions, general observation can be indicated in five points:

1 -   Building good relations between the institution and (internal/external) public, able to resolve any arising disputes between the public and the institution.

2 -   The need of universities, especially Palestinian universities due being under occupation and siege, to have someone to speak for them; often Public Relations managers play a major role in external communication.

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[54]   Sriramesh, K., Vercic, D, *op., cit.,* 2009, P.241-242.

[55]   Zaharna, Randa S., 'A Perspective on Communication in Palestinian Society', *Palestine-Israel Journal of Politics, Economic and Culture,* Vol. 3, No. 3&4, 1996.

3 - Due to the fact that the educational institutions were established under occupation, they are continuously subjected to unfair procedures; from destruction and closure, to the arrest of the heads of institutions. The importance of the role of Public Relations in highlighting the issue and collecting financial aid and reconstruction is clear.

4 - Building a good image of education. This is achieved through the bulletins and reports issued by the units of Public Relations at universities.

5 - In the presence of the world of communications and the Internet, most of the Palestinian universities have set up websites, as this is the fastest way to address the outside world. The majority of these sites are run directly by Public Relations departments. In other words, promoting and enhancing the University's image and reputation on a local, national and international level.

5.   The Structure of the Thesis:

This thesis is organised in to seven chapters. Following this first chapter, the thesis will be organised as follows.

Chapter *two* focuses on the education system in Palestine. It includes historical context and a general background of contemporary Palestine. It also includes a brief overview of the geographic, modern historical and political, demographic and economic contexts. In addition, it talks about higher education in Palestine; an overview of Palestinian universities and the effect of the Israeli occupation on the Palestinian education.

From chapter three the researcher will set up a standard structure which consists of four main elements of (1) introduction, (2) framework: definitions and generic findings, (3) the case of Palestine: general observation and analysis of the survey and interview results, (4) conclusion.

Chapter *three* gives an overview of the organisational and administrative status of Public Relations Departments in Palestinian Universities, including theoretical and conceptual framework (definition organisation and system), Organisational Structure and

Environment. The University being seen as an organisation, and the contribution of Public Relations to organisations is considered.

Chapter *four* outlines the Role and Practice of Public Relations in Palestinian Universities. This chapter gives a basic description of the functions and objectives of the public relations department, a definition of the objectives, and management by the objectives covered by the questionnaire. This chapter also gives an overview of the objectives of Palestinian higher education institutions.

Chapter *five* outlines the planning of Public Relations activities, which include definition of planning and the type of planning, a strategic planning model, and the purpose of planning. It also discusses the Planning of Public Relations in the Palestinian Authority, and Palestinian universities in crisis. It also devotes some attention as part of this to the use of consultancy services in PR.

Chapter *six* outlines budgeting in the Public Relations departments in Palestinian universities.

Chapter *seven* provides an overview evaluation of the Public Relations activities, the definition of evaluation, the type of evaluation, the importance of evaluation in Public Relations, and models of evaluation. This chapter also outlines the evaluations in Palestinian universities.

Chapter *eight* outlines Public Relations forces in the university's department, women in public relations, particularly Palestinian women in the labour force and the quality of public relations staff. This chapter also highlights the PR force in Palestinian universities as well as the quality of PR managers in Palestinian universities.

Chapter *nine* presents a conclusion of the research findings in the light of objectives, as well as the research contribution for further research studies.

Chapter Two

Historical, Political, Institutional, Cultural and Educational Context

Historically, access to higher education institutions in Palestine was limited, due to the difficult political circumstances experienced in Palestine. With the question of institution-building and the transformation of institutions towards state institutions it is essential to look at history and examine the most important challenges and achievements. This chapter addresses issues related to contemporary Palestine and the education and higher education systems in the Palestinian territories

1.   Setting the Scene

Palestine lies on the western edge of the Asian continent and the eastern extremity of the Mediterranean Sea. It is bound to the north by Lebanon and Syria, to the west by the Mediterranean Sea, to the south by the Gulf of Aqaba and the Egyptian Sinai Peninsula, and to the east by Jordan. (See figure 1).

Historical Palestine and what is known today as Israel (see figure 1)[56] has been the crossroad of human activity for thousands of years; it is a relatively small area of land (approx. 10,435 square miles or 27,000 km^2) almost the same size as the state of Vermont in the USA.[57] The total area of the 'Occupied Territories' – the West Bank and the Gaza Strip - where the Palestine National Authority (PNA) exists is just over 6,200 square kilometres. This is double the size of Luxembourg.[58]

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[56]   http://www.pbs.org/frontlineworld/stories/israel.palestine/map.html

[57]   Hadawi, Sami, *Bitter Harvest: Palestine between 1914-1967*, New World Press, 1967.

[58]   Kabaha, A. *A Critical Assessment of Palestinian Higher Education: Current Status and Future Prospect*, University of Nottingham, unpublished PhD degree, 2005, P.11.

The geographical area claimed as Palestine was under Ottoman rule for four hundred years,[59] followed by thirty years of British rule. In 1916 there was an Arab revolt against Turkish rule which led to an agreement between the Arabs and the British government which entailed the support of the Arabs with the allies during World War 1, in return for liberation from the Turks. However, at the end of World War 1, British and French occupied Arab lands that had been under Ottoman rule. The year before, in 1917, the British colonial government had signed the Balfour declaration, which guaranteed a national Jewish home in Palestine. This guarantee was embodied in a letter from Balfour to the prominent British Zionist Lord Rothschild and is commonly known as the Balfour declaration.[60]

Figure 1:

West Bank and Gaza Strip in the Regional Context

The first Palestine War (1947-1949) had destructive effects on both the cause and the people of Palestine. When the war ended with the signing of the armistice agreements in 1949 between Israel and her four Arab neighbors, Egypt, Transjordan, Syria, and Lebanon - Palestine "disappeared", or nearly so, and her people "disappeared" with her. The area of Palestine which the Jews occupied and in which they established their state, Israel, was almost

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[59]   Aruri, Naseer , *Occupation: Israel over Palestine* , 2[nd] Edition , 1989, P. 5.

[60]   *Ibid*, P. 63.

"cleansed" of its Arab inhabitants, a total of more than 700,000 of whom were forced to leave it to become refugees in the other parts of Palestine or in the neighboring Arab countries. Only about 160,000 Palestinians remained in the occupied areas, and they became known as "the Arabs of Israel." Central Palestine was annexed by Transjordan; the name of the territory was changed to the West Bank of the Hashemite Kingdom of Jordan; and its inhabitants were made Jordanian citizens. The other, smaller area, known as the Gaza Strip, was placed under Egyptian rule.[61]

The 1967 war was one of the worst and most humiliating disasters to befall the Arabs in modern history. Within less than a week, the Israeli army succeeded in destroying three Arab armies and occupying vast areas of Arab territory: the Sinai Peninsula, Gaza Strip, West Bank, and Golan Heights, with a combined area three times as large as that of Israel. With the occupation of the West Bank and the Gaza Strip the whole of Mandate Palestine came under Israeli control. The Palestinian inhabitants of these regions, who were not forced to leave or emigrate during or after the war, were then subjected to Israeli military occupation. The 1967 war seemed at first to demonstrate that Israel had reached the peak of its strength and achieved its goals of effacing the Palestine problem at the political and geographical levels.

During this war a second Palestinian refugee exodus was created, with a further 200,000 Palestinians fleeing the Israeli army, some for the second time in their lives. Israeli military rule was extended over the remaining 900,000 Palestinians who had lived since 1948 under Jordanian and Egyptian control.[62]

In what follows, the state of Higher Education in Palestine will be illuminated as part of its wider context: the specific discussion of higher education in section 4 below, follows a preceding survey of the education sector and its evolution as a whole, in section 3, and this in turn is preceded in section 2 by a laying-out of the broader historical-political context for Palestinian institutions at large, which is critical to understanding the environment that has shaped and constrained the Higher Education sector.

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[61]   Sabri Jiryis, *op. cit*., P. 91.

[62]   Ramsden, Sally, & Cath Senker, *Learning the hard way, Palestinian Education in the West Bank*, Gaza Strip and Israel, World University Service, London, 1993, P. 3.

2. The Historical-Political Context for Palestinian Institutions

In this section I will argue that the Palestinian institutions which have emerged since 1994 did not do so in a vacuum. Rather, they are an institutional culmination of the historical process of state building. In fact, Palestinians throughout their history have always had some level of access to state institutions (local level institutions) but have only intermittently had access to national level institutions of state functions. However, at all times and regardless of the level of access, Palestinians have always been constrained in their access by whoever was ruling the country. It was the Oslo process which made it possible, at least in theory, for everyone to have full access at all levels.

2.1. The creation of Israel

The partition of Palestine in November 1947, ended up with the state of Israel, while the Palestinians remained stateless. It is useful to take a closer look at institution-building before the establishment of the state of Israel, and examine the differences in the Zionist and Palestinian institution-building processes over the preceding five decades.

From the outset the Zionists were clear: "We must be the majority. And when we are the majority, we will pick up arms and ensure our independence".[63] In other words their aim was to change the demography of Palestine and start an institution building.

The Zionist commission arrived in April 1918. As it had been granted semi-independent body status by the British Foreign Office, it was in a better position to extract concessions from the mandate authorities than Arab institutions.[64] For instance, its requests to give Hebrew equal language status to Arabic and to appoint Jews as government officials were granted early on.

Jewish immigration, land purchases and self-sufficiency were vital to the Zionist state-building effort and that was reflected at the institutional level, the early institutions included the Jewish Colonial Association (JCA) which was established in Paris in 1891

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[63] McDowall, David, *the Palestinians: The Road to Nationhood*, Minority Rights Group, London. 1994, P. 9.

[64] Best, Antony, J. M. H., Joseph A.Maiolo, Kirsten E. Schuize, *International History of the Twentieth Century*, Routlede, 2004, P.121.

and the Jewish National Fund (JNF) established in 1901. These bodies were responsible for acquiring land for the collective use by the Jewish nation. Josef Weitz, the director of the Jewish National Fund's land department, wrote in his diary on December 20, 1937: "among ourselves it must be clear is no room for both peoples in this country…. And the only solution is the land of Israel, or at least the western land of Israel (Palestine), without Arabs. There is no room for compromise on this point"[65]. In addition there was the first Palestine office of Herzl's Zionist organisation, opened in the port city of Jaffa in 1908, which in turn established the Palestine Land Development Company to train Jewish immigrants in agriculture with the aim of settling them on the land purchased by the JNF and the JCA. [66]

At the Fifth Zionist Congress (1901), Dr. Chaim Weizmann, leader of the Zionist movement and later first president of the State of Israel, suggested examining the possibility of founding a Hebrew university in Jerusalem and initiated the publication of a detailed program for its establishment. The eleventh Zionist Congress (Vienna, 1913) resolved to take practical steps to establish a Hebrew University in Jerusalem and appointed a committee to solicit the support of Jewish generous contributors for this project. The plan was halted by the First World War but regained momentum after the "Balfour Declaration", which promised the assistance of the British Government to establish a "Jewish National Home" in Palestine. On July 24, 1918 the foundation stone of the Hebrew University was laid at Mount Scopus, and the next seven years were dedicated to the realization of the idea. The university was opened on April 1, 1925.[67]

The 1920s and 1930s saw the increase of Zionist institutions, including the main financial institution Keren Hayesod (Foundation Fund) and the Histadrut (General Federation of Jewish Labour) , as well as the Palestine Worker's Party Mapai and Zeev Jobotinsky's Zionist Revisionist Party which respectively formed the basis for today's centre-left Labour-Bloc and centre-right Likud Bloc. The key political institution, however, was the Jewish Agency established in 1929, which served as the official

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[65] Gibney, Matthew J., Hansen, Randall, *Immigration and Asylum: From 1900 to Present*, Published by ABC-CLIO, 2005, PP.467-468.

[66] *Best ,op., cit., ,* 2004, P. 120.

[67] Iram, Yaacov, 'Higher Education in Transition: The Case of Israel: A Comparative Study', *Journal of Higher Education*, Published by: Springer,Vol. 9, No. 1, (Jan., 1980), PP. 81-95 at P83.

representative body of the Jews vis-à-vis the British administration and the League of Nations.[68] Furthermore, during the 1920s and 1930s, Jewish immigrant entrepreneurs from Poland and Central Europe immigrated with visions of an industrialised Palestine playing the central role in the economic development of the Middle East. By 1940, there were over 1,000 graduate engineers, scientists and other skilled technicians whom the Technion[69] alone had produced during its first 15 years. There was also a significant immigrant population of skilled personnel in manufacturing and organization. With these human and capital resources available, it becomes apparent why in December 1940 the British, at the Eastern Group Supply Conference held in New Delhi, designated Palestine as the main resource for the British Army's war effort in the Middle East. This decision was of great importance for it stimulated the development of Zionist industrial and manufacturing capabilities. An important consequence was developing the military potential of the Jewish community in Palestine.[70]

The defence organisations completed the transformation of the Zionist institutional network into a proto-state. The established of the Haganah (Defence) in 1920 with the aim of protecting Jewish community property was a reflection of the growing conflict with the Arabs and declining trust in the British. The desire for Jewish security, resulted in the 1931 foundation of a rival paramilitary organisation, the Irgun Zva'I Le'umi (National Military Organisation) and the 1939 formation of the Lohamei Herut Israel (Fighters for the Freedom of Israel). The latter included both attacks on and retaliation against Arab activists and the Arab population, as well as terrorism against the British Mandate Authority.[71]

The British Mandate encouraged the building of central Jewish institutions through their policies in most of the empire and later suffered as a result. British rulers

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[68] *Best ,op., cit.,* 2004, P.122.

[69] *Israel Institute of Technology*, Originally called the Technicum, was found in 1912. Today, Technion Ranked Among the Top Fifteen in Electrical Engineering Departments in the world.

[70] Troen, Ilan, 'Higher Education in Israel: An Historical perspective', *Education and Development*, Springer, Vol. 23, No. 1 (Jan. 1992), P. 56.

[71] Best, Antony, J. M. H., Joseph A. Maiolo, Kirsten E. Schuize, *International History of the Twentieth Century and Beyond*, London: Routledge, 2008, P. 122.

could have posed serious obstacles to the creation of central Jewish institutions. [72] Instead, the British high commissioner in Palestine, Herbert Samuel, pursued a deliberately passive policy: "the task of the government of Palestine in relation to Zionism was merely to create the conditions, political, legal, and (to a lesser extent) economic, necessary for the Zionists themselves to carry on their work; the government would facilitate rather than encourage or direct Jewish immigration and settlement. This had the advantage for the government of precluding the diversion of state revenue to investment in Zionist development".[73]

Zionist institutions not only organised virtually every aspect of Jewish life but also, in all but name, functioned as a state with its own domestic, economic, foreign and defense policy. It is thus not surprising that upon the end of the British mandate, these institutions were easily transformed with the Zionist Executive becoming the Israeli government, the Haganah becoming the Israel Defense Forces (IDF) and so on.[74]

On the other hand, Palestinian institution building was inspired by the 1913 Arab Congress as well as the need to deal with the Zionist challenge; a number of organisations sprang up at this point, the most important of which included the Arab Palestinian Economic Company, the Arab Club (Alnadi Al-arabi) and the Literary Club (Almuntada Al-arabi) which despite its name, was a political organisation. They promoted a blend of local and Arab nationalism, were strongly anti-Zionist and concerned with countering the growing Zionist presence, particularly in the economic sphere. In addition to the political agenda, the literary club also played an active role in education and culture, particularly in the Arab schools of Jerusalem.[75]

As Robinson points out, "If Ottoman state policies were, in large part, responsible for the rise of the power of the notables' families, British policy contributed significantly to the maintenance of this power and the intensity of intra-notable conflict. The preeminent notable families during the Mandate period were the well-known Husayni

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[72] Kimmerling, Baruch, *the Israeli State and Society: Boundaries and Frontiers*, SUNY Press, 1989, PP. 11-12.

[73] Migdal, Joel S., *Through the Lens of Israel: Explorations in State and Society*, SUNY Press, 2001, PP.35-36.

[74] *Best ,op., cit.,* 2008, P. 122.

[75] *Ibid*, P. 429.

and Nashashibi. The British were initially careful in balancing their appointments between competing notable families".[76]

During the British Mandate it was clear that the mandatory government's policy toward Palestinian autonomy and Palestinian access to any level of state power would be restrained by the provisions of the Mandate (including the Belfour declaration). In the light of these restrictions, the mandatory government was going to implement the provisions of article (3)[77] providing for a Palestinian autonomy. The first move made to promote some form of Palestinian autonomy occurred in December 1921, when the mandatory government issued an order providing for the establishment of a Supreme-Muslim Council (SMC) for the control and management of *Shari'a* affairs and Muslim *Awqaf* (land which is considered to be collectively owned by all Muslims, such as the AlAqsa Mosque complex or the Dome of the Rock.[78]

The SMC was empowered with the right to nominate, for the approval of the mandatory government, various religious functionaries, and was intended to administer the *Waqf* fund. Through the creation of the SMC, the mandatory government franchised Palestinians right to exercise religious authority. Amin El Husayni, a young member of the El Husayni family and new *Mufti* of Jerusalem, was appointed head of the council. The British Consul James Finn confirmed the situation when he noted: "it should be mentioned that a close corporation of Arab families, not recognized by law, but influential by position, usurped all municipal offices among them".[79]

Alongside the SMC, the mandatory government left Palestinians enjoying their own political institutions. It tolerated, and possibly supported, the Muslim-Christian Association (MCA) founded in 1918 as an institutional expression of the Palestinian opposition to the Belfour declaration and Jewish immigration to Palestine. Later, it tolerated the Arab Executive (AE), which evolved from the MCA in 1920 and was

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[76]   Robinson, Glenn E., *Building a Palestinian State: the Incomplete Revolution*, Indiana University Press, 1997, PP.5-6.

[77]   'British Mandate for Palestine', *the American Journal of International Law Social*, Vol. 17, No. 3, Supplement: Officials' Documents. (Jul. 1923) PP, 164-171.

[78]   Mukhimer, Tariq, *State Building Process: The case of Palestine*, University of Berlin, PhD degree, 2005, P. 62.

[79]   Quoted in Porath, Y. *The Emergence of the Palestinian-Arab National Movement*: 1929-1948. London: Frank Class, 1974, P 14.

chaired by Musa Kazim El Husayni. From the mandatory government's point of view, these institutions were necessary because they provided Palestinians a voice and created a channel of communication between itself and the Palestinian population.[80]

In the 1930s, a number of Palestinian parties were formed, they included Awni Abdel Hadi's *Istiqlal* (independence) party which was founded in 1932, Hajj Amin al-Husayni's Palestine Arab Party, Raghid al-Nashashibi's National Defense Party, Hussein Khalidi's Reform Party, and Abdel Latif Salah's Nationalist Bloc. All these parties advocated resistance to the Jewish national project and the maintenance of the Arab character of Palestine. On overview of the Palestinian institutions during that time, a number of weaknesses can be found:[81]

1- Instead of competing with Zionist institutions, Arab institutions divided between those focusing on Palestine and those advocating a greater Arab or Syrian agenda.

2- Many of the institutions emerged outside the existing structure of elite politics.

3- Leadership was restricted to small number of wealthy Muslim families, who had their bases in and around Jerusalem, including the Husaynis and Nashashibis, who had fared well under the Ottomans. Their nationalism remained conservative and fearful of any move that could spark social change which would undermine the existing political order, and encourage the rise of a new notable elite.

Moreover, local factors also contributed their share to the disaster. When the conflict began to intensify, most of the active Palestinian leaders had been expelled from the country by the British during the years of the revolt. Not only were these leaders in disagreement with each other; they also lacked the ability, in both theory or in practice, to confront and cope with the new situation. Consequently, when the conflict grew fiercer and the fighting spread, the Arabs of Palestine were like a flock without a shepherd, wandering aimlessly, with each group trying to do what it could and in its own way, without coordination or planning. This situation certainly hastened their defeat.[82]

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[80]   Mukhimer, *op., cit.,* P. 62.

[81]   Best, *op., cit.,* 2008, PP. 121-122.

[82]   Sabri Jiryis, *op. cit*., PP. 90-91.

2.2.   The creation of the 'Occupied Territories': Jerusalem, the West Bank and Gaza

At the end of second war in 1967 on Palestine a new political situation emerged, in six days only Israel had the power over the Sinai Peninsula, Gaza Strip, West Bank including East Jerusalem, and Golan Heights, with a combined area three times as large as that of Israel. It was a shock for the Arab world. The evolution of Palestinian higher education is particularly relevant in the context of development in the West Bank and Gaza Strip during the past decades of Israeli military occupation.

After the occupation began in 1967 various administrative obstacles were erected that made it more difficult for inhabitants of the West Bank and Gaza to continue to go to the outside universities to which they had traditionally gone. In 1971 or so various moves were made by leading inhabitants of the occupied territories to develop several institutions there including for example in the field of medical care. As for higher education, a committee was set up to advance the cause of a west bank university. It included some advocates of an independent Palestinian state, others of a continued association with Jordan. Despite such political differences there was agreement on the need to develop higher education in the area, not least with a view to having skilled personnel available to run the territory and its economy if and when the Israeli administration left. Furthermore, it was Birzeit University the prototype of the active development of higher education fairly early in the occupation.[83]

The Council for Higher Education was established in 1977 by a group of Palestinian educators, professional associations and representatives of charitable organisations because the Israeli authorities gave no support to Palestinian post-secondary education. Later on (in 2003) it was formally incorporated into the newly established Ministry of Higher Education. Abu-Loghod observes that the council

> provided educational leadership, coordinated the development of new programs within universities, tried to set common standards and criteria for recognition, helped in raising funds for a system of higher education, and distributed financial support that came from international agencies and the Palestine Liberation Organisation (PLO). Over time, it

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[83]   Roberts, Adam, *op., cit.,* P. 38.

assumed considerable moral authority, monitored educational growth, and influenced the development of higher education.[84]

During the decades of occupation the majority of students who passed the *Tawjihi* would attend university in other countries. Students from the West Bank would attend Universities in Jordan, while those from the Gaza Strip would attend universities in Egypt.

> A report on the Palestinians under Israeli rule, found that
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> Some 3,000-5,000 high-school graduates from the Gaza Strip have been accepted each year by Egyptian universities. Since the Camp David accords were signed, the numbers of acceptances was reduced to a bout 100 a year. The Egyptian authorities had hinted that they might reconsider if a high-level delegation from the Strip went to Cairo, and expressed support for the peace process. Since no delegation was forthcoming, the number of students accepted by Egyptian universities was reduced to almost none.[85]

Meanwhile, according to Sara Roy's survey on the Gaza strip, Gaza sent an average of 1500 students per year to Egypt for university education or 50% of its student body.

In terms of the number of higher education institutions, according to the Council for Higher Education there were five Palestinian Universities between 1977-1982, at the beginning (1977-1978) there were 2811 students enrolled, while between 1981-1982 there were 9759 students enrolled. [86]

According to Kamrava, "institutions play defining roles in shaping all national identities. Such institutions may be social (e.g., the family, the neighborhood community, religious institutions, self-help groups) or political as political parties. For Palestinians – whose nation has been diminished and fragmented by the birth of the state of Israel, by exodus and exile, and by life in seemingly permanent refugee camps- social and political institutions play an especially pivotal role in the articulation of national identity. These

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[84] Mazawi, Andre E., 'Contrasting Perspectives on Higher Education Governance in the Arab States', in Smart, John (Ed), *Higher Education: Handbook of Theory and Research,* Springer, 2005, PP 149-150.

[85] 'Report on the Palestinians under Israeli Rule', (Paris: MAGELAN S.A.R.L.), November, 1981, Vol. V, Issue No. 103.

[86] Anabtawi, Samir N., *Palestinian Higher Education in the West Bank and Gaza: A Critical Assessment*, London, KPI Publication, 1986, Appendix, PP 86-87.

institutions are, after all, for many Palestinians the only tangible manifestations of national existence and a sense of self".[87]

Institutional power of Palestinian institutions during this period was exercised by Israeli authorities. With regard to higher education, up until June 1967 there had been no university in the West Bank and Gaza. The Israeli authorities then enabled the establishment of five universities. Seminars, agricultural, technical and paramedical institutions, mostly operating since 1967, also provided higher education and their students increased from 2,599 in 1980/81 to 4,680 in 1984/85.[88]

The consequences of this war created new conditions such as it became more difficult for students from the west bank and Gaza to study abroad, mainly because of financial considerations and travel restrictions by Israeli authority. In addition, the demand for higher education among the Palestinians in general (both inside and outside Palestine) increased after 1967.[89] These conditions (financial difficulties, travel restrictions, loss of land, etc.) put great pressures on different groups and organisations to establish universities in the occupied areas. In 1972 Birzeit decided to expand. Bethlehem University was established in 1973, followed by An Najah University in 1975 and later, al-Quds University, and IUG University in Gaza in 1978. In general, the Israeli authorities did not initially oppose the establishment of such institutions, possibly hoping that students with university degrees would leave the west bank and Gaza to seek jobs outside.

The founding of the PLO in 1964 was a crucial step in the process of shaping of an independent Palestinian identity. It was also the beginning of the strengthening of an independent Palestinian institutional infrastructure that came to include political and military organisations; mass organisations such as unions and women's and students associations; and other institutions.[90] Moreover, changes in the strategic thinking of the Palestine Liberation Organisation (PLO) after 1974 identified the Occupied Territories as

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[87]   Kamrava, Mehran, *the Modern Middle East: A Political History since the First World War*, University of California Press, 2005, P.223.

[88]   United Nations, *Yearbook of the United Nations*, Department of Public Information, 1985, P. 350.

[89]   Aruni, Naseer *, op., cit*., P. 308.

[90]   Nassar, Jamal R., Heacock, Roger, *Intifada: Palestine at the crossroads*, Library of Congress Cataloguing in Publication Data, 1990, P. 55.

the site of the future Palestinian state and the main arena for the struggle for its realization. Thus, the establishment of an infrastructure of national institutions as well as a network of political parties and front organisations to promote the struggle can be viewed as the cornerstones of the Palestinian state-building strategy. The few institutions of higher education existing in the Occupied Territories were thus "nationalized," and their rapid expansion after the mid-1970s was supported by funds channeled by the PLO into the Occupied Territories.[91] Furthermore, the PLO and some political parties were instrumental in providing university education in the Arab world and abroad (mainly through scholarships offered by some Arab and then-socialist countries), the bulk of university graduates in the Occupied Territories after the 1970s have been the products of the local educational system.

Regarding reality on the ground in 1967, Israeli authority initiated the first settlement expansion in the West Bank, in the shape of the kibbutz of Kfar Etzion, midway between Jerusalem and Hebron. The second settlement (a moshav) to be established in the West Bank was Mehola, which was the first to be founded in the Jordan Valley. The location, which was inaugurated in February 1968, is near the 1967 borderline between Israel and the West Bank. Kfar Darom was the first Jewish settlement to be founded in the Gaza Strip; its construction started in October 1970, soon after the Palestinian resistance movement was crushed in Black September in Jordan in 1970. The settlement is located south of the Mughazi refugee camp on the east side of the major Gaza highway. The number of settlements increased to four by 1978, other ones being Netzarim, Morag, and KatifJNetzer Hazani.[92]

According to Lisa Taraki of Birzeit University, the activist student elite in the Palestinian universities atmosphere during 1970's and 1980's refer to here is largely of peasant, refugee, or middle-to-poor urban origins. During the late 1970s and the crucial decade of the 1980s, these young men (and a very few women) constituted the leadership of the student movement and acquired unprecedented influence in a highly politicized

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[91]   Taraki, Lisa, "Higher Education, Resistance, and the State Building in Palestine", *International Higher Education*, the Boston College, No. 18, Winter 1999, P.18

[92]   Abu Ayyash, Abdullah, 'Israeli Planning Policy in the Occupied Territories', *Journal of Palestine studies*, Vol. 11, No. 1, (1981), PP. 111-123. In 2004 Israel withdraw from Gaza Strip including 21 settlements.

environment that valorised activism and commitment to the national struggle. Most, if not all, of these young men had been imprisoned for varying periods of time and thus rose to leadership positions within their respective political organisations (of which the student groups at the universities may be considered front organizations). By the end of the 1980s, many of the top-ranking leaders of the popular uprising were individuals who had been student activists at Palestinian universities.[93]

3. Contemporary Palestine: the context

This part presents a general background of contemporary Palestine. It includes brief overviews of the modern historical and political, demographic and economic contexts, within which contemporary Palestinian education sits.

3.1. *Demographic context*

The Palestinian territories have one of the fastest growing populations in the world[94].According to the 2007 Palestinian central bureau of statistics national census, the total number of the Palestinian population in Palestine (WB, GS and East Jerusalem) excluding those parts of Jerusalem which were annexed by Israel in 1967, was estimated at 3.7 Million of whom 2.3 million are living in the WB which covers an area of 5,655 km^2, and 1.4 million living in the GS which extends over 365 km^2.Comparing to the Palestinian national census in 1997 at 2.8 million (see figure 2)[95].

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[93]   Taraki, Lisa, *op., cit*., P. 18.

[94]   O'loughlin, Toni, 'Census finds Palestinian population up by 30%', *The Guardian*, Monday February 11 2008.

[95]   Palestinian Central Bureau of Statistics (PCBS), *Press Conference on the Preliminary Findings*, February 2008.

Figure 2:
Population in Self Rule Territories

Region	Population		Both sexes
	Male	Female	
Palestinian Territories	**1,908,432**	**1,853,214**	**3,761,646**
West bank	1,189,724	1,155,383	2,345,107
Gaza strip	718,708	697,831	1,416,539

Source: Palestinian Central Bureau of Statistics, 2007.

The Census finds the Palestinian population up by a 30% increase in the past decade, this compared to the total population of the state of Israel, which reached in total 7.3 million. 5.5 million Jews and 1.4 million Israeli Arabs.

Furthermore, half of the population in Palestine is under 18 years old and about 30 per cent are students in basic and higher education. Some 39 per cent of the population in the West Bank are refugees, of whom 26 per cent still live in 19 refugee camps. In the Gaza Strip 75 percent are refugees, of whom 55 percent live in 8 refugee camps. The refugees in the West Bank and the Gaza Strip are part of 2.7 million registered Palestinian refugees living in many countries, especially in Jordan, Lebanon and Syria.[96]

Meanwhile, Israel's population, which grew 5.17% over the same period to seven million, is almost twice as big as the Palestinian population. But in the West Bank the dominance is reversed, with two million Palestinians and just 250,000 Israelis.[97]

3.2.   Economic context

After almost four decades of occupation, the economy of the occupied Palestinian territory (OPT) in the west bank and Gaza strip (WBGS) continues to be subject to restrictive Israeli measures.[98]

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[96]   Alzaroo, Salah and Gillian Lewando Hunt, 'Education in the context of conflict and instability: the Palestinian case'*, social policy & administration*, Vol. 37, No. 2, April 2003, PP 165-180.

[97]   Central Bureau of Statistics: *State of Israel*: http://www.cbs.gov.il.

[98]   UNCATED, the *Palestinian war-torn economy*, *op. cit*., P.1.

The West Bank (including East Jerusalem) and the Gaza Strip, the only remaining Arab territories after 1948, were placed at that time under Jordanian civil rule and Egyptian Military administration respectively. Both the Jordanians and the Egyptians undertook, at that time, to supply the Palestinians of the West Bank and Gaza Strip with the basic utilities and services. In the meantime, UNRWA was established in response to the refugee crisis in December 1949[99]. It joined the Jordanians and the Egyptians in supplying the main utilities and services to Palestinians. This state of affairs lasted up to 1967, when Israel took control over the West Bank and Gaza Strip. With the start of the Israeli occupation of the West Bank and the Gaza Strip, the Jordanian and Egyptian role of supplying Palestinians with these services disappeared, and the responsibility lay mainly with Israel and UNRWA.

In 1967, when Israel occupied the West Bank and Gaza Strip, and integrated their markets into its own, the Israeli economy was more than fifteen times the size of the Palestinian economy. Its product diversification was much greater, and the manufacturing sector's share of Gross Demotic Product (GDP) was more than four times larger than a small, underdeveloped, landlocked, poor, and non-sovereign economy. [100]

Furthermore, Israel pursued a policy seeking to subordinate the economy of the West Bank and Gaza Strip to her priorities and needs, discouraging the development of large-scale industrialization. It dealt with the WBGS as a market for its products, and as a source of cheap labour. Due to this policy, the economy of the WBGS became very much connected to the Israeli economy, and the livelihood of a large segment of the Palestinian society became dependent on employment inside Israel. With the policy of closure pursued since 1991, the economy of the WBGS was in serious stagnation. Due to this policy, the WBGS labour force, employed inside Israel before the closure, either lost their work, or became engaged in more casual labour on a daily/weekly basis, depending on whether they were granted a permit, and if so the duration of the permit . In fact, during two decades of occupation, over 35 % of the WBGS labor forces were employed in

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[99]   Khan, Zafarul-Islam, *Palestine Documents: Compiled, Annotated and partly translated from Arabic*, New Delhi, Pharos Media & Publishing, 1998, P. 51.

[100]   UNCATED, the *Palestinian war-torn economy*, *op. cit*., PP 10-11.

Israel, and the bulk of its exports of subcontracted manufacturing services and agricultural goods were to Israel.[101]

Moreover, the Israeli occupation left behind significant infrastructure deficits. From the 1970s to the early 1990s, the Israeli military government and civil administration spent only 15 % of the budget on public infrastructure and services.[102] This compares to 25% in countries with comparable income levels, even though the population of the WBGS doubled during that period. In addition, UNRWA and Palestinian NGOs supplied an unusually large share of infrastructure and services.

Signing the Oslo agreements, and the subsequent establishment of the PA in the West Bank and Gaza Strip in 1994, formally put an end to the Israeli responsibility of supplying Palestinians with basic utilities and services, and transferred this responsibility to the PA. Although the establishment of the Palestinian Authority (PA) in 1994 gave the inspiration and expectation that the peace process accord would create a feasible economic, no substantial change touched the economy in Palestine. The overall decline in per capita income over this period was clearly disappointing, economic growth and private investment in Palestine in recent years were adversely affected by a combination of factors, most significantly closures imposed by Israeli army.

It was assumed that there would be free circulation of goods between WBGS and Israel, continued access to Israeli labor markets, open access to external markets for exports and imports facilitated by a seaport in Gaza, an airport in Gaza, and open land links between Gaza and the West Bank and onward to Jordan and Egypt. It was expected that there would be increased employment and growth from investment, including industrial estates, aimed at taking advantage of trade agreements of the Palestine authority with the US, the EU and neighboring states.[103] But the closures of border crossings and checkpoints have prevented Palestinian businesses from importing raw

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[101] Prabhu, Ghate, 'Peace Process and Palestinian econom*y'*, *Economic and Political Weekly*, Vol. 34, No. 22 (May 29 – Jun. 4, 1999), PP1327-1328.

[102] Sayigh, Yezid and khalil shikaki, *strengthening Palestinian Public Institutions*, Task Force Report. Sponsored by the Council on Foreign Relations.1999, P 100.

[103] Prabhu, *op. cit*., PP 1327-1328.

material and exporting products in a timely and planned manner. In response, enterprises have closed and large amounts of financial and human capital have fled.[104]

The condition of the Palestinian economy according to a World Bank report in 2007 has been declining since the Second *Intifada* and has left per capita GDP at $3,901 million in 2007, some 14 percent lower than its peak in 1999. The report points out that the shrinking economy has led to increasing poverty and unemployment in WBG stands at nearly 23 percent, up from only 10 percent before the beginning of the Intifada in 2000. Unemployment is highest in Gaza at nearly 33 percent of the active work force. Under the current closure regime and the restrictions on imports and exports for commercial activity, this is likely to become much higher as the layoffs in the industrial sector become permanent. The unemployment rate in the West Bank is approximately 19 percent.[105]

After the Hamas takeover of the Gaza strip, Gaza's economic backbone has been hit harder by closure and economic crises and private sector vitality risks collapse if the current closure policy regularly continue. The percentage of Gazans who live in deep poverty has risen to nearly 35% in 2006, and is expected to have increased further in 2007 and 2008. If revised to exclude remittances and food aid, this poverty rate is closer to 67%. Over 53.9% of employment in Gaza is private sector-driven, representing more than 100,000 jobs. Recent data on Gaza's GDP are not readily available, but Gaza contributed $1.3 billion to Palestinian GDP in 2003(44%), of which the private sector was the main economic driver. The impacts of the closures will become less reversible with time. [106]

It also draws attention to the crippling economic effect of Israel's blockade on the Gaza Strip, stating that 98 per cent of its industrial operations have been shut down – out of 3,900 industries, only 23 are operating. "Closure of Gaza is also resulting in the

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[104] World Bank, 'Two Years after London: Restarting Palestinian Economic Recovery', *Economic Monitoring Report to the Ad Hoc Liaison Committee*, September 24th, 2007, P 2.

[105] World Bank, *Investing in Palestinian Economic Reform and Development, Paris*, December 17th, 2007, PP 6-7.

[106] World Bank, 'Supporting the Palestinian Private Sector', *A quarterly Publication of the West Bank and Gaza office*, June 2008, PP 20- 21.

collapse of the municipal sector. Municipalities, providing key services such as water, sewage, solid waste [disposal] etc. are facing a deep financial crisis," the report stated. According to business associations in Gaza, the current restrictions have led to the suspension of 96% of Gaza's industrial operations, including domestic and export-oriented manufacturing and agriculture, and services (see figure 3).

Figure 3:
Industrial decline in Gaza[107]

	June 2005	**July 2007**	**December 2007**	**January 2008**	**February 2008**	**March 2008**
Working Establishments	3,900	780	195	150	150	130
Working Employees	35,000	4,200	1,750	1,500	1,500	1,300

Source: World Bank, Supporting the Palestinian private sector, June 2008.

In addition, Most Gaza industries are export-oriented and have purchase and supply contracts with Israeli and other firms. Gazan manufacturers rely almost entirely on imports for their inputs and until recently, about 76% of their furniture products, 90% of their garments and 20% of their food products were exported to Israel, and some to the West Bank. [108]

3.3. The Political Context since the late 1980s

After nearly twenty years of occupation following the second war in June 1967 (the six day war), the Palestinian popular uprising, known as the first intifada, expanded in the Palestinian society. The term intifada means "shaking off". The first intifada broke out in the Gaza strip in December 1987 and spread to the west bank. Most accounts point to a traffic accident on December 8, 1987, in Gaza, in which an Israeli truck driver killed four

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[107]   World Bank, 'Supporting the Palestinian Private Sector', *op., cit.,* P 21.

[108]   World Bank, *'Two Years after London: Restarting Palestinian Economic Recovery*, *op. cit*., PP 3-4.

Arab construction workers from Jabaliya refugee camp, as the spark that ignited the intifada.

The first intifada was a popular uprising, and the depth and intensity of feeling caught the still-exiled PLO by surprise. From Tunis, the PLO scrambled to assert its control. Four main PLO factions- Fatah, the Popular Front for the Liberation of Palestine (PFLP), the Democratic Front for the Liberation of Palestine (DFLP), and communist party as well as Islamic parties (Hamas, Islamic Jihad) - began to provide support, funding, and structure to large areas of the West Bank and Gaza strip.[109]Moreover, the concentration of power and authority in the hands of children and youth during the first intifada was unmistakable. The intifada came to an end when Israel and the PLO entered into the Oslo peace accords in 1993. The Oslo accords allowed the Palestinian leadership, including Arafat, to return to Palestine from exile in Tunis and to create formal institutions of government, namely Palestinian National Authority.[110]

3.3.1. *State Formation and Israeli Policy*

The conclusion of the Madrid peace conference and the Palestinian Israeli peace agreement (respectively in 1992 and 1993) ushered a new political climate and enabling a new civil society to be born[111]. The process of state formation steered by the Oslo accord (which included the founding of the Palestinian National Authority), followed by legislative council elections, also brought to the fore discussions and debates about the nature and future of Palestinian civil society.

Civil society is about institutions, values, and civility. It requires a distinctive and differentiated set of institutions able to perform a range of tasks that will insure its autonomy and vibrancy.[112] It is precisely in the area of Palestinian institutional development that Israeli policy has been highly damaging.

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[109]   Rosen, M. David, *armies of the Young: Child Soldiers in War and Terrorism*, Library of Congress Cataloguing-in-publication data, 2005, PP. 115-116.

[110]   Ibid, P. 117.

[111]   Bocco, Ricardo, Blandine DESTREMAU, Jean HANNOYER, *Palestine, Palestinians, Territories National*, Espaces Communautaires, Cermoc, 1997, PP. 31- 32.

[112]   Norton, Augustus R, *op., cit.,* P. 239.

With the creation of the Palestinian Authority in 1993 came an acknowledgement of the need to be capable of providing the political, economic, and social service. It would therefore be necessary to commit itself to facilitate the establishment of effective and workable public institutions.

The Israeli policy toward PA has a direct and adverse impact on institution-building and governance, which put massive obstacles in the way of state-building[113], for instance boarder closures, isolation of Gaza strip, as well as fragmenting the West Bank by giving permission for more settlement. Israel's withdrawal from Gaza on September 12, 2005 resolved the internal movement restrictions there. However, access between the West Bank and Gaza strip and movement within the West Bank remain restricted. In the West Bank, a confluence of policies, administrative practices, and physical impediments have fragmented the territory into ever smaller and more disconnected cantons. The Israeli government remained the final arbiter of Palestinian life and economic activities, notably through its control of all entry/exit points into/from Palestinian areas.

Furthermore, Israel's closure policy refers to restrictions placed on the free movement of Palestinian people, vehicles and goods. It is enforced at all levels by a military travel permit system and a tow-colour car licence plates system and has three aspects:[114]

Firstly Internal closure of Palestinian towns and villages in the west bank and Gaza strip through a dense network of military checkpoints, roadblocks, ditches, the separation barrier, etc. **Secondly**, external closure of the border between Israel, on the one hand, and both the west bank and Gaza strip, on the other hand, as well as between the west bank and the Gaza strip. **Thirdly**, external closure of international crossings between the west bank and Jordan and between the Gaza strip and Egypt, with passenger and commercial traffic through international crossings being severely limited.

The Israeli authorities state that these measures are necessary for the security of Israeli citizens, both in Israel and those living in settlements in the west bank. The function of most obstacles, however, is to protect those civilians living as settlers in the

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[113]   Sayigh, Yezid & shikaki, khalil, *op., cit.,* PP. 26-27.

[114]   Keating, Michael, Anne Le more and Robert Lowe, *Aid, Diplomacy and Facts on the Ground, the case of Palestine*, (Ed), London, 2005, P.30.

west bank by controlling Palestinians movement onto roads that are primarily used by them[115]. The UN estimates the number of fixed physical impediments (checkpoints, roadblocks and gates) has gone from 367 in august 2005 to 541 in July 2007. Likewise, flying checkpoints have increased from 272 in June 2005 to 524 in June 2007[116].

Since the Alaqsa intifada erupted in September 2000, there have been dramatic changes in the Palestinian social and political environment. Weakened by Israeli retaliations and plagued by corruption and inefficiency, the PA speedily lost legitimacy at home and abroad. With this slide in popularity came serious internal divisions within the nationalist camp, the PA'S core; the resulting power vacuum opened the way for lawlessness and a rise in the authority of Hamas and other Islamists. Not only did paralysis at the top levels of decision-making plague Palestinian government, but it also blunted Palestinian efforts to build a state or make peace. Capitalizing on Palestinians' growing fear and thirst for revenge, Islamist groups such as Hamas and the Palestinian Islamic Jihad (PIJ) gained public favour with suicide bombings and violence against Israelis. Average Palestinians were feeling more and more threatened by Israeli imposed checkpoints, curfews, and sieges of Palestinian cities and towns; by the separation barrier being built deep in the West Bank; and by continued Israeli land confiscation and settlement construction.[117]

The Palestinian public became painfully aware of the widespread corruption in the PA and its security services and grew more frustrated than ever. A survey conducted in June 2004, one month before the eruption of the Gaza turmoil, found that 87 percent of Palestinians in the occupied territories believed corruption existed in the PA. Two thirds felt that public officials involved in, or accused of, corruption often were not charged or brought to account for their actions. Some 92 percent backed internal and external calls for fundamental political reform of the PA-the highest level ever-whereas only 40 percent believed the PA was actually carrying out any such reforms.[118]

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[115]   United Nations Office for the Coordination of Humanitarian Affairs, OCHA Closure update, October 2007. Website, http://www.ochaopt.org/.

[116]   World Bank, *Two years after London, Restarting Palestinian Economic Recovery*, *op., cit.,* P.19.

[117]   Shikaki, Khalil*,* 'the Future of Palestine', *Foreign Affairs*, Vol. 83, No. 6 (Nov.-Dec., 2004), PP. 45-60.

[118]   Ibid, P. 47.

In January 2006 Hamas won a landslide victory in the second election to the Palestinian Legislative Council (PLC), the parliamentary branch of the Palestinian Authority (PA), thus bringing to an end Fatah's long-standing political domination of the PA. The democratic election of Hamas brought to power a government that rejected negotiations on a two-state solution to the conflict with Israel. The elections left the PA increasingly isolated, with the main international donor countries (led by the USA) refusing to support Hamas in its new capacity. Israel immediately stopped the transfer of tax revenues collected on behalf of the PA. During this period, political fragmentations in the Palestinian territories with financial challenges were obvious, leading to a further deterioration of the security situation. The armed forces and police split into Fatah and Hamas factions, and gunfights and kidnappings by both parties ensued in the Gaza Strip and the West Bank.[119]

Meanwhile, there are two governments in the Palestinian territories, the internationally recognised one in the West Bank (Ramallah), which is mainly Fatah; and that of Hamas which has continued to control Gaza Strip despite the fact that the United States and allies have declared it a terrorist organisation, have refused to have any contact with the Palestinian authority since Hamas's election to office in January 2006, and have imposed rigorous sanctions on the Palestinian territories in order to punish the Palestinian people for daring to elect Hamas to power in the most recent elections to the Palestinian National Council.[120]

4.   Education in Palestine

4.1.   Introduction

Education is essential for human development. At its best, education allows individuals to acquire skills, knowledge, and attitudes that translate into improved material

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[119]   Stockholm International Peace Research Institute: *Armaments, disarmament and international security*, Oxford University Press, 2007, PP. 66-67.

[120]   Ayoob, Mohammed, *the Many Faces of Political Islam: Religion and Politics in the Muslim world*, University of Michigan, 2008, PP. 118.

circumstances, and it provides them with political, social, and economic resources that support their overall well-being.

As a nation living in exile and under occupation, the Palestinian have always placed a high value on learning as an investment for the future. Education has been seen as a means of collective survival and national development as well as an individual route to employment and a better standard of living. Palestinian nationalists have stressed education as a tool for liberation.[121]

As for many societies emerging from conflict, the role of education is particularly powerful in the case of Palestine, where education is an integral part of national identity and a source of community pride, and where the education system generally enjoys the confidence of the population,. Palestinian schools and universities will clearly have an important role to play in the transition to, and establishment of, statehood.

Education has been of great importance in Palestinian self-perception as well as in real-life strategies. Education has been seen as both a form of, and preparation for, the struggle. It has been the sole source of social mobility and an opportunity to save refugees from current degrading circumstances. UNRWA teachers, themselves refugees, were convinced that education was the only way for the Palestinian refugees to recover their lost homeland.[122]

Today's Palestinian education system consists of three sectors: government, United Nation Relief and Works Agency (UNRWA) and private schools. As education is the backbone in any nation-building, it is essential to explain the history of the education system in Palestine. This is done in the remainder of this section before we turn in section 5 to a detailed discussion of the development of the higher education sector in particular.

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[121] Ramsden, Sally, & Cath Senker, *op., cit.,* PP 8-9.

[122] Lindholm, Helena Schulz in cooperation with Juliane Hammer, *the Palestinian Diaspora: Formation of Identities and Politics of Homeland*, Rutledge, 2003, PP 132-133.

4.2. Education under the Ottomans (1517-1917)

Education in Palestine began to take shape during the Ottoman era. Access to education was limited and badly organised, quality was uneven, and delivery was split across a variety of institutions.[123]

According to a Turkish estimate made in 1914, the total population of Palestine was 689,275 souls, while the number of private Muslim schools was 379 with 417 teachers and 8,705 pupils (only 131 girls), The majority of schools were the traditional village kuttab[124] type that functioned in a mosque or some such public building, beside the Qur'an and religious practice for both boys and girls.[125]Furthermore, during the Ottoman era, Turkish was the language of instruction in schools, while kuttab and private schools used the Arabic language, and there were four types of schools:[126]

1. State schools run by the ottoman government, where education was limited to the training of administrative and military personnel or to religious instruction.
2. Schools established by Christian missionary organisations as European influence grew in the second half of the 19th century.
3. A number of Muslim schools, which were also established in the later part of the 19th century.
4. A number of private schools (Christian and Muslim) were established by those landowners who wished to advance their children toward a Euro-American modernism.

None of the schools of this period provided education developed specifically for Palestinian students, nor were they designed to serve as the foundation for a uniquely

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[123] Rand Corporation, the Rand Palestinian State Study Team, *Building a Successful Palestinian State*, 2005, PP 319.

[124] Al kuttab is a traditional school with a strong religious focus that also teaches basic literacy and numeracy.

[125] Tibawi, A. L., *Arab Education in Mandatory Palestine*: a study of three decades of British administration, London, 1956, PP 8-20.

[126] Rand Corporation, *op. cit.,* PP 319-320.

Palestinian nation. Ottoman education prepared Ottoman citizens, private schools guided indigenous elites toward a Euro-American modernism, and the kuttab provided a basic literacy and religious training for a broader Muslim identity rather than for Palestinian nationalism.[127]

4.3. *The British mandate (1917-1948)*

Modern Palestinian education was established during the British Mandate. When the British took control of Palestine on 11[th] December 1917, the British Military Administration was gradually set up in the country. The military authorities slowly restored the state system of education and approved the re-opening of all private schools.

In 1920, the high commissioner in Palestine, Lord Samuel, wrote: "The Arabs, a quick-witted people, are beginning to recognise how much they are handicapped by illiteracy. Not only in the towns, but many of the villages as well, they are eager for the opening of schools, and display their eagerness by subscribing voluntarily considerable sums for their establishment".

Generally speaking the years of the British mandate up to 1948 witnessed a growing demand for education, as Tibawi (1956) pointed out; the numbers of schools under the Mandate were twice doubled between (1919-1920), compared to the period under ottoman rule during 1914-1915.

The period of British rule gave education a higher priority than their predecessors had. They set up a system modelled on the one at home, appointed British and local administrators to run it, allocated funds, built schools, devised curricula, and imported textbooks. Eliminating functional illiteracy was the primary objective- it was the declared official aim of "a sufficient minimum of education".[128]

In 1931 the Department of Education reported 308 schools, 589 male teachers, 155 female teachers, 19,346 boys, and 4,942 girls, making a total of 744 teachers and 24,288 pupils. Of the 308 schools, 255 were in the villages. Roughly, this means that one

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[127]   Rand Corporation, *op. cit.,* PP. 319-320.

[128]   Ayalon Ami*, Reading Palestine: Printing and Literacy* (University of Texas Press), 1[st] Edition, 2004, PP. 22-23.

village in four was furnished with a school for boys, while only one village in a hundred enjoyed a school for girls. One regrets to note that there were but eight village girls' schools, with a total enrollment of 669.4.[129]

According to the 1931 census there were 850,559 Arabs in Palestine. Assuming that 15 per cent of this population would be children of school age, there would be 127,583 children to be educated. Of this number, the Department of Education had 24,242 pupils in its schools, and the Christian and Muslim schools together reported 23,797 in theirs, thus leaving 79,544 unfortunate children to grow up illiterate. In other words, the Government schools were giving a rudimentary education to about 19 percent of the Arabs, at the end of British mandate in 1947-1948 the number of the schools and student body continued to expand and reached 103,000 pupils while the numbers of schools was 555.[130]

4.4. *Education between 1948 and 1967*

The Arab–Israeli conflict of 1948, and the subsequent establishment of the state of Israel, resulted in the dispossession and displacement of two-thirds of the Palestinian people, who became refugees in the West Bank, Gaza Strip and the surrounding countries (Jordan, Syria, Lebanon and other countries). The Israeli army, for alleged security reasons, prevented the return of the internally displaced Palestinians to their homes. During this period delivery of educational services was significantly complicated, and two important structural and institutional changes occurred.[131]

- **Egyptian and Jordanian administration**

The 1948 war resulted in Egyptian administration of Gaza Strip and Jordanian administration of the West Bank; these governments implemented their own curricula, textbooks, teacher certification procedures, and administrative regulations in the area that

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[129] Totah, khalil, 'Education in Palestine', *Annals of the American Academy of Political and Social Science*, Vol. 164, Sage Publication. (Nov., 1932), PP 155-166.

[130] *Ibid*, appendix, P. 270.

[131] Rand Corporation, *op. cit.*, PP 320-321.

fell under their control. The Palestinian education system in this period developed a two-tiered structure. Without any coordination between the two administrations, it was not clear who was serving the Palestinians.

Both states created a government school system in the Palestinian territories under their control, with elementary (grades 1-6), preparatory (grades 7-9) and secondary (grades 10-12) levels. In 1967 there were 678 public schools in the west bank with 4125 teachers and 144732 students, whereas in GS there were 64 public schools, and the number of students was 38420 students.[132] In addition, both governments also institutionalised a matriculation examination at the end of the 12[th] grade for the general secondary school certificate, commonly known as the Tawjihi, which must be passed in order to pursue university education.

- **Establishment of UNRWA**

A third educational delivery institution also emerged, with The establishment of United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWAPRNE, UNRWA for short) by the UN general assembly on 8 December 1949 as an operational, non geographical agency to take responsibility for the humanitarian aspects of the Palestinian refugee problem, taking on responsibilities traditionally assigned to national governments in the fields of education, health, and social services.[133]

UNRWA schools were set up after 1950 to provide education at the elementary and preparatory levels. They make up 10 percent of the school system in the West Bank and 51 percent in the Gaza strip, where there is a much heavier concentration of refugees.[134]

In 1950-51, according to the United Nations, the number of students at the UNRWA schools was 42,122 pupils distributed among 114 schools.[135] Currently UNRWA has basic schools only (grades 1–9) for refugees inside and outside refugee camps, and they

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[132] Kabaha, A. *op., cit.,* P. 22.

[133] Al-Husseini, Jalal, 'UNRWA and the Palestinian Nation-Building Process', Published by : University of California Press on behalf of Institute for Palestine Studies, *Journal of Palestine studies*, Vol. 29, No. 2 (Winter, 2000), PP 51-64.

[134] Rigby, Andrew, *Palestinian Education: the Future Challenge*, Palestinian Academic Society for the Study of International Affairs PASSIA, 1[st] Edition, March 1995. PP 11-12

[135] United Nations, http://www.un.org/unrwa/publications/pdf/education.pdf.

are free of charge. After the last grade UNRWA students can join governmental schools which are always located outside the refugee camps.

4.5. *Education from 1967-1994*

During the occupation of the West Bank and Gaza Strip by Israel, the Israeli military government centrally controlled all aspects of the educational system, with the military-appointed director of education and later civil administrations assuming responsibility for all key decisions relating to the hiring and training of teachers, the content and shape of the curricula materials (including the choice of textbooks), licensed private school and issuing permits for new school construction and existing expansion. The Israeli administration also managed the educational budget for government schools in the territories.[136]

According to Nakhleh In terms of administration, educational institutions fall into three categories:[137]

1) Government institutions: these form the largest section of the school system. Government schools are the "state" schools that were operated by the Jordanian government in the west bank and the Egyptian government in Gaza Strip.

2) UNRWA institution: the United Nations Relief and Works Agency for Palestine refugees has been operating its own school system. Its schools are restricted to the elementary and preparatory cycles as well as to vocational and teacher training institutes. Free tuition is provided by the government and UNRWA institutions except for occasional nominal fees.

3) Private institutions: these compose the smallest sector of the school system. Some private schools provide only preschool (kindergarten) education, while others continue to the end of the secondary school cycle.

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[136] Rigby, *op. cit.*, pp12-13

[137] Nakhleh Emile A, *a Palestinian agenda for the west bank and Gaza*, American Enterprise Institute Studies in Foreign Policy, Library of Congress, Washington, 1980, P 34. See also: Roy, Sara, the *Gaza Strip Survey, the West Bank Data Base Project* (WBDP), Westview Press, Colorado, 1986, PP 86-87.

Regardless of the adversity of administration, all schools before 1967 had to adhere to a uniform minimal curriculum between grades one and twelve.

Despite the fact that the education system continued to expand during this period, with particularly notable growth in the availability of tertiary education, education in this era reached its lowest state. Its quality collapsed on all levels. Though schools provided the service relying on under-equipped infrastructure and burdened with absolute lack of material, obviously, the basic concern of the occupation authority was the fulfilment of the minimum basic educational needs for the Palestinians. As a consequence of that, education under the Israeli occupation suffered from a severe negligence along with educational and cultural regression or, as described by the Palestinian Ministry of Education (MoE) as being a cultural and educational rip-off based on the philosophy that leads to nihilism, spreads dependence, weakens the individual and collective initiative and creativity and raises doubt about the existence of the Palestinian identity.[138]

In the early days of occupation, the occupation authorities tried to pass the Israeli curriculum into the education system by a prepared plan through teaching in schools in the West Bank and Gaza Strip. The education system and the Palestinian people have resisted this tendency of the occupation authorities, forcing the authorities to re-use the bulk of the Jordanian curriculum in the West Bank, except in Jerusalem and the Gaza Strip. Some of the most important areas of amendments and deletions made by Israel in the educational curricula in the Palestinian territories are as follows:[139]

1 - Deletion and modification concerning the Islamic faith and Islamic history regarding the Jihadist dimension and Islamic verses that talk about jihad.

2- Arab unity and liberation from colonialism: the deletion of all mention of the Arab leaders of Arab peoples for liberation from colonialism.

3- The Palestinian cause and the Palestinian people: the deletion of the people of Palestine and respect for values and culture, the geography of Palestine and the history of Palestine and the Palestinian cause. The word "Israel" replaced the word "Palestine", even on maps. The geographical map of Palestine was deleted, as well as the names of

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[138] Kabaha, Ahmed. *op. cit*., PP 23-24.

[139] Translated from: *The Ministry of Education and Higher Education, A Diagnosis of the Educational Reality, Palestine*, Ramallah, 2007, PP 13-14.

Palestinian cities. Everything related to the resolutions of the United Nations towards the Palestinian cause and refugees was deleted.

4 - Obliteration of all the history of ancient and modern Jewish and Zionist movement and everything about the relationship between Jews and Muslims since the time of the prophet Mohammed (pbuh). In recent history, the erasure of everything related to the Zionist domination and occupation of Palestine and the establishment of the Jewish state.

A popular uprising, the First Intifada began In December 1987 in Palestinian refugee camps and rapidly spread to the major towns and villages of the West Bank and Gaza strip. The Intifada began as a mass protest movement against Israeli occupation and quickly evolved into a call for Israeli withdrawal and the establishment of an independent state in the West Bank and Gaza Strip.

Throughout the period of occupation, educational institutions, including universities, colleges and schools, had been the sites of demonstrations and protests against Israeli rule. In attempting to clamp down on any centres of resistance, the occupation authorities had harassed, arrested, and deported troublesome students and teachers, and closed down educational institutions for varying periods of time as a form of collective punishment aimed at subduing unrest.

During the Intifada the educational system in particular had been targeted by the Israeli army, and Palestinian education institutions were closed down for lengthy periods of time as part of a conscious strategy of collective punishment aimed at undermining the active resistance of the population.

In February 1988, all schools in the West Bank were closed by military order. They were allowed to reopen in late May of that year but were closed once again from mid-July. They remained closed until July 1989 except for a few weeks during January, This meant that over 1200 schools were shut down, affecting more than 300,000 students. In the Gaza strip, a similar amount of school time was lost due to the frequency of military curfews, the number of individual schools closure, the repeated closure of all

schools within particular refugee camps, and the non-attendance of students and staff during general strike days.[140]

Popular education was introduced in this period in order to compensate for the closures of schools; it was developed by Palestinian neighbourhood committees, Palestinian teachers, parents, and older students. Alternative classes were organised in local homes, mosques and churches. The project was seen as a significant challenge to the occupier's abilities to control the process of Palestinian education, and a very successful attempt to maintain the minimal level of schooling during the years of the intifada. It was also seen as evidence of the Palestinians' determination to pursue learning despite all obstacles imposed by the occupier.

4.5.1. Origin of Higher Education

Post-secondary education did not exist in Palestine during the mandate years, nor were there any high level technical institutes. At the close of World War II, there were only two non-vocational public teacher-training institutions, one for men in Jerusalem and the other for women in Ramallah, with the former known as the government Arab college, being the most selective Arab school in the land. Moreover, the first attempt to establish a Palestinian University came from a Palestinian family in Jerusalem in the 1940s. But this proposal, submitted to the British mandate authorities who were occupying Palestine at that time, was rejected.[141]

The growth of higher education has indeed been remarkable, in 1967, apart from a few small colleges some of which formed a nucleus for later growth, there was little in the way of higher education inside the West bank and Gaza. By 1977-78 2,763 students were enrolled at the four main institutions: Birzeit, An Najah, Bethlehem and Hebron. By 1983-84 there were 11,046 at the six institutions and some 14,000 altogether if the smaller colleges are included.[142]

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[140] Rigby, *op. cit*., PP 15-16.

[141] Munir Fasheh, 'Impact on Education', in Aruni, Naseer book: *Occupation: Israel over Palestine*, 2nd Edition, Chapter 18, 1989, P. 524.

[142] Roberts, Adam, Joergensen, Boel, Newman, Frank, *Academic Freedom under Israeli Military Occupation*: Report of WUS/ICJ, Mission of Enquiry Into Higher Education in the West Bank and Gaza, World University Service, London, 1984, P. 39.

Despite the fact that there were no Universities in Palestine before, the number of Palestinians seeking HE increased phenomenally. According to Tahir Abu-Lughod, in 1965/1966, there were 30,000 Palestinians in HE institutions around the world constituting 11.4 students per 1000 Palestinian population. This figure that reached 15.7/1000 in 1978 and 18.8/1000 in 1981 was reached only in Lebanon among the Arab countries. Significantly, it continued to exceed that in any other country in the Middle East and even some advanced European communities and was somewhat similar to the Israeli ratio that was 18.1/1000 in 1981. By 1974, the number of Palestinian enrolled in universities jumped to 70,000 students.[143]

4.6.   Education in Palestinian hands: 1994 and after

After 27 years of Israeli military control of the Palestinian educational system, the education system was transferred from Israeli control to the Palestinian Authority (PA) in 1994, as a condition of implementation of the Oslo agreement. In practice, nothing was changed except the people in charge. Regarding the mechanism for changing and cancelling such regulations and instituting reforms to the system, the agreed procedure was that the Palestinians must place their proposals before the relevant Israeli authorities. If the Israelis do not respond within a month, then the changes can be implemented. If the Israelis object, then a process of negotiation will follow.[144]

Despite these agreed procedures, the transfer of education to Palestinian hands can be considered as a significant historical moment for the Palestinians, a colonised people, having, for the first time in their long history, control over their education system. In addition, the education sector was one of the largest service sectors run by the PNA represented by the Ministry of Education. The Ministry of Education is responsible for the management and financing of public schools and oversees the schools administered by the private sector. On the other hand the United Nations Relief and

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[143]   Kabaha, A. *op. cit.*, pp 80-81.

[144]   Kabaha, A., pp. 35-36.

Works Agency (UNRWA) manages 12.3% of the total numbers of schools, while the government oversees 76% of the schools, and the private sector oversees 11.7%.[145]

Currently, a major aspect of the school system in the WBGS is its four-phase structure. Students have to go through four phases before attending higher academic institutions. The first phase is the kindergarten education for children four to five years old. The second phase is elementary education for children aged six or more. The successful completion of this phase, which lasts for six years, enables students to move to the three-year preparatory phase. Upon the successful completion of the three-year preparatory phase, students start the three-year secondary phase. With the completion of this phase, and the students' success in the General Secondary Education Certificate Examination (or *Tawjihi* as Palestinians call it), students become eligible to attend higher academic institutions.

It is significant to mention that in 1994-1995 the ministry of education was successful in convening the first unified examination of *Tawjihi* for the West Bank and Gaza Strip under full Palestinian supervision. Until that year, Palestinians from the west bank and Gaza strip had experienced two systems of examination (the Egyptian system for the Gaza strip Palestinians, and Jordanian system for the west bank Palestinians). From that year onwards, the ministry assumed the responsibility of designing the examination system of *Tawjihi*, and Palestinian teachers began to correct *Tawjihi* exams (in the past Egyptian teachers corrected the exams for the Gaza Strip students, while Jordanian teachers corrected exams for the west bank students).[146]

Since Palestine has never had its own school curriculum, an independent curriculum development centre was established, with the responsibility for curriculum design, production, and implementation later transferred to a curricular unit in the Ministry of Education (MoE). The new national curriculum and ongoing review and development began in 1996.[147]Moreover, short- and long-term plans for the development of the system were formulated, and attention was paid to the need to build both long-term and short-term institutional capacity, in general, the MoE was perceived by international

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[145] MoEHE, *A Diagnosis of the Educational Reality*, *op. cit*., PP 17-18.

[146] Mukhimer, *op. cit*., P. 249.

[147] Rand Corporation, *op. cit*., PP 323-333.

partners and by the local population to function well and to operate, to the best of its ability, with reasonable transparency and expertise.

From its foundation, MoE has focused on the role of education; therefore it has constructed a comprehensive first five-year plan in (2000/01-2004/05) for the development of primary and secondary education. The plan set up five goals:[148]

- **Provision of access to education for all children**. The targets were to increase Gross Enrolment Ratio (GER) from 96% to 98% for grades 1-10; and to increase the GRE for secondary (grades 11-12) from 57% to 68%.

- **Improvement of the quality of education**. The targets were to implement the new curriculum in all grades; produce and distribute textbooks at a ratio of 1/1 for all students; 30 hours of in service teacher training per teacher per year; 45 hours for Ministry and District staff and 90 hours for school supervisors; and increase the supervisor/teacher ratio from 1/100 to 1/80.

- **Development of formal and non-formal education**. The targets were to develop a diversified secondary education and to upgrade the effectiveness of academic, technical and vocational schools, as well to strengthen the relationship with UNRWA schools and facilitate student mobility in the Palestinian education system.

- **Development of the combined MOEHE's management capacity in planning, administration and finance.** This entailed the review and improvement of the organisational framework through the definition of roles, responsibilities (job description) and structures (staffing needs) at central and district level; to update and improve procedures for all management functions (personnel, finance, budget) at central, district and school level; to develop an Education Management Information System (EMIS); and to design mechanisms and tools for monitoring the implementation of the five year plan.

- **Capacity Development of teaching and non-teaching staff**. The main thrust was to improve pre-service and in-service teacher training programs.

According to MoEHE impressive achievements have been made in the past five years in the education sector in Palestine. The goals were achieved and the plan was

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[148] World Bank, West Bank and Gaza, *Education Sector Analysis , Impressive Achievements under Harsh Conditions and The Way Forward to Consolidate a Quality Education System*, September 7, 2006. P. 6.

designed to accommodate all Palestinian children, and provide them with teachers, classrooms, books and quality education.

In reality, remedies to the education system were accomplished as statistics reveal. In accordance with the most recent statistics of the Ministry of Education and Higher Education (MoEHE), the total number of governmental schools increased from 1084 to 2337, the number of students increased from 418807 to 1,097,095 in the period from 1994 to 2008 as figure 4 shows:

Figure 4:
Development of number of Schools, Students, Teachers & Classes
In Governmental Schools in (2002-2008)

Year	School No.	Student No.	Teachers No.	Classes No.
2002-2003	2006	984,108	35285	27280
2003-2004	2109	1,017,443	37226	28670
2004-2005	2192	1,043,935	38804	29815
2005-2006	2277	1,067,489	42385	31019
2006-2007	2337	1,085,274	42295	31,963
2007-2008	2429	1,097,095	43529	33,333

Sources: based on Palestinian Ministry of Education and PCBS.[149]

Despite all the obstacles and shortages of school building and teachers which faced the Ministry of Education and Higher Education (MoEHE), a substantial recovery has touched the education system in Palestine. The Palestinian Ministry of Education had succeeded in setting up new schools, building new classes, raising educational human resources capacity, and improving education conditions.

In terms of supervising authority, as in the occupation phase, the education services sector today are supplied and administrated by three sectors: (1) UNRWA, with the total number of 308 schools and 253116 students (2) the governmental sector, with the total number of 1833 schools and 766730 students (3) the private sector, with the total number of 288 schools and 78111 students (See figure 5).

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[149]   See Ministry of Education and Higher Education and Palestinian Central Bureau of Statistics, *Palestine in Figure,* Ramallah, 2007-2008.

Figure 5:
Distribution of Schools, Students, Teachers and Classes in All
Schools by Supervising Authority in 2007-2008

Authority	Schools	Students	Teachers*	Classes
Government	1833	766730	30564	23492
UNRWA	308	253116	8482	6672
Private	288	78111	4513	3193
Total	**2429**	**1,097957**	**43559**	**33357**

Source: Palestinian Central Bureau of Statistics, 2008

Despite the establishment of PA in the Palestinian territories for a number of schools and other educational institutions, the current status of public relations practice in Palestinian schools is considerably weaker compared to its role in universities.

4.6.1. *Overview of Higher Education and Palestinian Universities*

Higher education plays a vital role in developing the social, political and economic situation of the Palestinian People. It is considered the main wealth of the Palestinian People in the absence of the other natural resources. Unlike the schooling system which has always been controlled by foreign powers, the universities have developed as relatively independent Palestinian institutions, and have succeeded in maintaining their independence despite efforts to bring them under the jurisdiction of the Israeli military government.[150]Moreover, the universities are private institutions dependent on contributions from abroad, mostly from the Arab world, as well as student fees.

The development of higher education in Palestine became the basic element and essential requirement in the current situation and the future expectations that require re-evaluation of its condition according to the increasing changes in the globe. Counting on the academic human resources became a basic and vital element in building an

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[150]   Ramsden, *op. cit*., PP 32-33.

independent Palestinian state, with higher education as one of the main elements in building its infrastructure.

When speaking of Palestinian universities, I am referring to the now 11 universities located throughout the West Bank, Gaza, and Jerusalem. According to the Ministry of Education and Higher Education, there are 43 higher education institutions in WBGS. This includes University colleges with total of 13 institutions, community colleges with total of 19 institutions and only one open Education University (Al-Quds Open University). (See figure 6).

Figure 6:
Palestinian Higher Education Institutions

Type of Institutions	West bank	Gaza	Total
Traditional Universities	8	3	11
Al-Quds open University	(16)*	(7)*	-
University Colleges	9	4	13
Community Colleges	14	5	19
Total	**30**	**12**	**43**

Sources: MOEHE, 2008.* Number of Centres.

According to the Ministry of Education and Higher Education, in 2002/03, enrolment at Palestinian Universities reached 98,439 students, with a total of 2,268 teaching staff, whereas in 2007/08 enrolment at Palestinian Universities reached 177,692 students, with a total of 2,880 teaching staff at the Universities. Of the students in 2007/08, the number enrolled in traditional universities was 94,583 students, and those enrolled in Al-Quds Open University was 60,402 students. The number of students in university colleges reached 1,593 students, and those in community colleges 12,972 students.[151] (See figure 7).

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[151]   Ministry of Education and Higher Education (MoEHE), "the Annual Statistical Guide", 2007/08.

Figure 7:
Higher Education Indicators: 2002-2008

Indicator	Student*	Teaching Staff at Universities**
2002/2003	98,439	2,268
2003/2004	113,417	2,214
2004/2005	129,137	2,407
2005/2006	138,576	2,453
2006/2007	158,132	2,777
2007/2008	177,692	2,880

*Includes students and graduates of intermediate diploma, bachelor and graduate studies in universities and university colleges.   **Full time staff.

Sources: MoEHE & Palestinian Central Bureau of Statistics, 2008.[152]

The occupied territories currently possess ten Universities all of which are non-profitable. Seven are located in the West Bank, and the other three are located in the Gaza Strip. Most of the universities are public with the exception of three governmental Universities.

Figure 8:
Palestinian Universities

University Name	Supervision	Year of Establishment	Location
Birzeit	Public	1972	Birzeit
An-Najah	Public	1977	Nablus
Hebron	Public	1971	Hebron
Bethlehem	Public	1973	Bethlehem
The Islamic	Public	1978	Gaza
Al-Quds	Public	1984	Al-quds
Polytechnic	Public	1978	Hebron
Al-Aqsa	Governmental	1991	Gaza
Al-Azhar	Public	1991	Gaza
Arab American	Governmental	1997	Jenin
Al-Quds open University	Governmental	1991	Al-quds

Sources: Ministry of Education and Higher Education (MOHE), 2008.[153]

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[152]   MoEHE, *Educational Statistic*. See also *Palestine in Figure* 2007(PCBS).

- **Birzeit University:**

Birzeit University is the oldest of the universities in the occupied territories. It is considered to be the first Palestinian university, having emerged in the 1970s, and has provided strong leadership for the Palestinian nationalist movement and resistance to Israeli occupation.

Birzeit University was originally founded as a school in 1924,[154] which later became a college offering two-year junior college in 1967. After the June 1967 war, when the West Bank and Gaza fell under Israeli military occupation, the College saw the pressing need for developing into a fully fledged university, essentially to provide higher educational opportunities to students who were often barred from continuing their education abroad due to imposed military travel restrictions. Therefore, the College announced in 1972 its plans for the development of a four-year program leading to a Bachelor degree in Arts and Sciences. It also announced its intention to build a new campus on the outskirts of the town of Birzeit.

Birzeit had problems with the Israeli authorities from it creation. Its president, Hanna Nasir, was deported in 1974. Since that time he has operated from the university office in Amman, and he was also a member of the PLO executive and other PLO bodies.[155]

With the establishment of the Palestinian Authority in 1993, the University decided to further expand its developmental programs as well as its undergraduate and graduate program offerings in response to the pressing needs for well-trained graduates to shoulder the new responsibilities of an emerging Palestinian state. Several new centres and institutes were developed, and in 1995-96, the University established its Faculty of Graduate Studies.[156] Nevertheless, The University continues to offers numerous undergraduate and post-graduate degrees through its seven faculties.

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[153] Ministry of Education and Higher Education, *Directorate General of Development and Research*, 2005, P 2.

[154] Ramsden, *op. cit*., P 33.

[155] Roberts, Adam, *op., cit.,* P. 46.

[156] See: http://www.birzeit.edu.

- **Bethlehem University:**

Next to emerge was Bethlehem University with external institutional sponsorship, founded and funded by the Vatican in 1973. It is the only Palestinian university with a foreign board. It focuses on non-traditional subjects not generally available at the other universities, including nursing, hotel management and pre-school education. [157]

The Vatican has played a considerable role in its foundation and continued support, with the local administrative co-operation of the De La Salle Brothers (Brothers of the Christian Schools), who are described in the university's catalogue as the largest professional teaching congregation in the world. However despite its strong Catholic connections the university is not exclusively Christian. Indeed, some 70 per cent of its students are Muslim.[158]

Bethlehem University was one of the founding members of the Palestinian Council for Higher Education in 1978 and continues membership with the Ministry of Education and Higher Education resulting from the advent of the Palestinian Authority in 1995.[159]

- **An-Najah National University:**

This is located in the heart of Palestine in the mountain region of Nablus. Founded as the An-Najah Nabulsi School in 1918, it became An-Najah College in 1941, and then upgraded to a two-year community college in 1963. In 1977 it became An-Najah National University with Faculties of Arts and Science.

Alongside An-Najah, the teacher training institute was established in 1977. The administration is responsible to a local board of trustees with members from the city of Nablus. The University has tentative development plans that focus on rapid growth. Plans for a school of engineering were announced in 1979 and the existing building was being expanded. Later in the year 1980, the department of Architectural Engineering was

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[157] Ramsden, *op. cit.*, P 33.

[158] Roberts, Adam, *op., cit.,* P. 48.

[159] See : http://www.bethlehem.edu/

established.[160] With the largest student body in the West Bank, The University in 2008 had over 16,500 students and 300 professors in 19 faculties.

- **Islamic University of Gaza (Al-Islamia) (IUG):**

Established in 1978, it was the first university to be established in the Gaza Strip. As previously mentioned, access to higher education for Palestinians was limited; those who could afford it went to study abroad, predominantly to neighbouring countries of Egypt, Jordan and Lebanon. But after 1967, the Israeli military occupation of the West Bank and Gaza Strip resulted in severe travel restrictions on Palestinians; therefore the necessity for higher education institutions became clear.

The Islamic University of Gaza has had along series of problems in its relations with the Israeli occupation authority in Gaza. The president of the university "Mohamed Saqr" has been deported to Jordan. In 1994 the university move forward on a variety of other fronts. It began research on soil quality, and currently is giving special attention to problems of water contamination and the treatment of sewage, and to possibilities of desalinisation. In addition, in the same year the university establish department of Journalism and Information to be the first media department in Gaza Strip.

Starting with just three faculties, the University (IUG) has expanded its facilities and academic departments: as of 2009, ten faculties were offering BA, B.Sc., MA, M.Sc., Diploma and higher diploma in a variety of disciplines, serving over 20,021 students.

- **Al-Azhar University of Gaza:**

Also located in Gaza city, Al-Azhar University established in 1978 as a religious studies college, was first recognized as a university in 1991. Moreover, in 1994 A1-Azhar University-Gaza was granted 1.25 acres of Gaza's scarce land by the new Palestinian National Authority to construct a building for classrooms and administration.[161] Today's Al-Azhar offers a wide range of programs, but is particularly known for its pharmacy school. Student enrollment exceeded 9,000 students in 2009.

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[160]   Nakhleh , *op. cit*., PP 50-51.

[161]   Sullivan, Antony T., 'Recent Developments in Palestinian Higher Education and the CEEPAT Programme', *Minerva Journal*, Vol. 33, 1995, P. 39.

- **Al-Aqsa University**

Al-Aqsa University established in 2000 in Gaza Strip as an expansion of the College of Education. The University has been a member of the Arab Universities Union as well as of the Palestinian Higher Education Council since 2003.

Al-Aqsa University consists of seven faculties, the University realises the importance of utilising modern technology in delivering education and the numerous potential benefits. It has incorporated various modern technologies into its methods of teaching and delivers education in both the traditional sense as well as electronically. It constantly strive to develop its academic staff in order to provide an increasingly higher quality of educational services each academic year. The University campus is located in the southern part of the Gaza Strip and is easily accessible to students from surrounding cities. It is situated three kilometres from the heart of Khan Yonis city eight kilometres from Rafah and twenty five minutes by car from Gaza city.[162]

- **Hebron University:**

Hebron University was established in 1971 by the late mayor of Hebron, Sheikh Mohammad Ali Al-Jabri as a small college of Sharia law serving a total of 43 students. It was rrecognized as a degree giving university in 1980, having expanded into a full university providing access to higher education for the local population.

Now an independent, public and non-profit institution of higher education, Hebron University is an innovative Islamic institution, which offers a variety of degrees, and serves the entire southern area of the West Bank, providing education in a wide range of subjects. As of 2008 the University offered 39 programs leading to Bachelor degrees and 6 programs leading to Masters Degrees. It awards B.A or B.Sc degrees in each of its 8 faculties, and is considered to be one of the largest universities in the Palestinian territories, enrolling a total of 4825 students in 2008 4679 of whom were undergraduates, and 146 graduates.

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[162] See: www.alaqsa.edu.ps

- **Palestine Polytechnic University:**

The Palestine Polytechnic University (PPU) is a university located in Hebron. Founded in 1978 as the Palestine polytechnic institute, it began as a technical college. The school offers two-year diploma degrees, and has been offering a bachelor degree. Its primary mission is to emphasize quality vocational and technical engineering education, providing students with practical knowledge to help them acquire an up-to-date experience directly related to their disciplines.

- **Al-Quds University:**

Al-Quds University, the only Arab University in Jerusalem, was founded in 1984 to unify several independent smaller colleges established in the late seventies and early eighties in the Jerusalem area under an umbrella committee to meet requirements for degree recognition by the Union of Arab Universities, although the campuses and administrations of the different institutions have remained separate. The independent smaller colleges included the college of nursing in Ramallah; the high school in Abu Dis near Jerusalem, which with the backing of the Kuwaiti government developed into a college of science and technology; a *shari'ah* college in Bayt Hanina; and a girls' college of arts in Jerusalem that was originally a high school.[163]

Its official constitution was written in 1993, and it officially became a single institution in 1995. Al-quds University consists of ten academic faculties on four campuses and now provides higher education and community services to the neighboring towns, villages, and refugee camps in the West Bank, enrolling 13000 undergraduates and 2000 postgraduates in 2009.

- **Al-Quds Open University:**

Al-Quds Open University was established in Amman by the PLO, and started operating in the Palestinian territories in 1991. it is an administratively, academically, and financially independent public university based in Jerusalem, and initiated by the PLO to provide affordable and open access to higher education, and also increased educational

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[163]   Baramki, Gabi, 'Building Palestinian Universities under occupation', *Journal of Palestine Studies*, Vol. 17, No. 1(Autumn, 1987), PP 12-20.

opportunities for women. Its first study centre was established in Jerusalem in 1991 and it now operates through 20 study centers in various countries as Saudi Arabia and UAE. Its multi-site locations came in part as a response to the increase in restrictions on movement after the first intifada in 1987.

Al-Quds Open University is the largest university by student numbers, with over 60000 students studying in 24 educational regions and centres distributed all over the West Bank and Gaza Strip. It offers five programmes leading to BA degree and as of 2009 was planning to create a postgraduate school.

- **Arab American University:**

The Arab American University-Jenin (AAUJ) is a private institution implementing an American education system and is the newest and first private Palestinian university. Located in Jenin in the West Bank, AAUJ was founded in 1995 as a private shareholding company, and opened its doors for classes on the 28th September 2000 with 228 students. It will house the only dental school in Palestine and targets students who would otherwise seek education abroad.

5.   Palestinian Universities and State Formation 1993-2000

The expanded role of the universities as national institutions is clear in the often-stated premise that the universities are assisting in "building the infrastructure of a Palestinian state". Building such national institutions has been a key component of Palestinian strategy in the occupied territories; to undermine or destroy these institutions has been the main aim of Israeli policy.[164]

Generally speaking, throughout the occupation, Palestinian universities have fought for independence and autonomy. They were at the forefront in resisting Israel, especially during the first intifada, while developing into academic institutions that produced well-trained professionals in virtually every field. Universities are among the most important institutions of civil society, and their lively student electoral politics were

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[164]   Johnson, Penny, 'Palestinian Universities under Occupation', *Journal of Palestine Studies*, Vol. 15, No. 4 (summer, 1986), PP. 127-133, at P. 128.

a microcosm of Palestinian society.[165] Bruhan stresses that Palestinian universities have been a dynamic force across Palestinian communities since their inception under Israeli occupation in the early 1970s. What began as initiatives of private families or religious foundations to provide local access to higher education soon grew into a widespread presence across Palestinian communities that has had a profound impact on Palestinian national identity and the persistence of Palestine as a nation. Her study specifically argues that Palestinian universities have provided Palestinian communities with the physical and conceptual space to sustain the nation of Palestine by enabling Palestinians to define and articulate a Palestinian national identity, engage in resistance to the Israeli occupation of Palestine, and build the nation of Palestine in the absence of a Palestinian state. Bruhan takes the case of Palestinian universities to shed light on what enables the university to consistently contribute to the human experience over time and across space. [166]

Palestinian universities and their surrounding communities were engaged in the long-awaited task of building the state of Palestine, and the universities were instrumental in providing opportunities to contribute to that effort. The promise of statehood and the resulting optimism it generated also redefined the impact of Palestinian universities as their attention turned from resistance to state formation. The momentum of this shift is reflected in the universities' development of new programs that would be beneficial to a future Palestinian state. Expansion of programs at Palestinian universities emphasized technical and vocational education such as medical, engineering, commerce, administration, and infrastructure.[167]It is possible, then, to sum up the role of Palestinian universities toward state building in three points:

(1)   Expansion of programs:

The expansion of programs, particularly at the graduate level, was met in turn with a marked increase in student enrolment in Palestinian universities as Palestinians sought the knowledge and skills that would prepare them for employment in a future

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[165]   Rubenberg, Cheryl A., *the Palestinians in search of a just peace*, Lynne Rienner Publishers, 2003, P. 274.

[166]   Bruhan, Christa, 'Higher Education as Empowerment: the Case of Palestinian Universities', *American Behavioral Scientist*, Vol. 49, No. 8, PP. 1125-1142, at 1125.

[167]   Bruhan, Christa, 'Higher Education as Empowerment' *op., cit.,* P. 1125.

state. In fact, student enrolment increased rapidly by more than 150% from 2002 to 2008—from 98,439 to more than 177,692 students[168]. Although the bulk of this increase was at the bachelor's level, increase at the master's level was more than 1200%, from 147 students in 1993 to 3247 students in 2004 alone, and would have been expected to skyrocket in the future as an overall increase in enrolment makes that many more students eligible for graduate studies. These figures suggest the extent to which the promise of statehood pervaded throughout Palestinian communities as well as the universities' capacity to cater to that enthusiasm by expanding programs.[169]

(2)   Expansion of services:

The contribution of Palestinian universities to state formation during this period extended beyond the academic preparation of Palestinian youth. Palestinian universities also strengthened their relationship with Palestinian communities by expanding their service component with the establishment of centres and institutes that directly contributed to surrounding communities and at the same time enriched learning opportunities for students. The numerous centres and institutes demonstrated a broad spectrum of services Palestinian universities provided to their respective Palestinian communities. The services Palestinian universities provided focused on institution building and demonstrated their ability to contribute to state formation. Related activities occurred at all universities, although in varying degrees depending on the capacity and commitment of the university to provide such services. The fact that all Palestinian universities independently explored ways to serve their surrounding communities speaks for the synergy between Palestinian universities and their surrounding communities. In other words, although these contributions were for the most part not coordinated across institutions, they resulted in an accumulative impact that strengthened the relationship between Palestinian universities and their surrounding communities and increased the capacity of these institutions to confront the challenge of state formation by developing needed services within those communities.[170] Furthermore, Bruhan also identified four

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[168]   Ministry of Education and Higher Education, 'Educational Statistic', *op, cit.*

[169]   Bruhan, Christa,'Higher Education as Empowerment' *op, cit.,* P.1134.

[170]   Bruhan, Christa,'Higher Education as Empowerment' *op, cit.,* P.1134.

areas through which to consider the numerous centres and institutes as indicators of Palestinian universities' contribution to nation-building effort that emerged that period. These are:

(a) Business and Commerce, to develop an independent local economic base, this was accomplished by providing management and training; consulting services. Examples of business and commerce centres and institutes are many such as the *Institute for Community Partnership* at Bethlehem University, which provides consulting services and management training to the community at large. This institute also houses the *Business Development Centre* (BDC), which provides services to the business sector by helping individuals, groups, and organisations develop management and technical skills. Other centre at Palestinian universities includes the *Business Research Unit* at IUG, which was established in 1992 to contribute to the Palestinian economy through computer training and planning and development. The studies and project unit at An-Najah University was established in 1999 in order to encourage research support from the industrial sector.

(b) Technology and communications, to introducing and expanding knowledge, expertise, and equipment to support the universities themselves as well as individuals, organisation, businesses, for examples *Information Technology Unit* (IUT) at Al-Azhar university which was established in 2001. The *Birzeit Information Technology* (BIT) was established in 1997 to provide information technology services and support to the university as well as to the Palestinian community at large. Also the *media institute* at Birzeit University was established in 1993 to offer training in radio, print journalism. The *Institute of Modern Media* at Al-Quds university in Jerusalem was established in 1996 and houses *Al-Quds Educational Television* that provides programming for the general public.

(c) Science and healthcare, focus on various aspects of scientific and healthcare related research and services, for examples *Food Analysis Centre* (FAC) at IUG which was established 1n 1994. Al-Azhar University houses also *Food Analysis Centre* which was established 1997. The *Food Safety Unit* (FSU) at Birzeit University was established in 1997 as part of the Centre for Environment and Occupational Health Science (CEOHS). Al-Azhar University established the *Water Centre* in 1995. The *Water and*

*Wastewater Uni*t was lunched at Birzeit University, also the *Institute of Water Studies* which was established in 2001.

(d) Culture and society, to contribute more generally to Palestinian culture and society such as the *Institute of Law* (IoL) at Birzeit University, which was established in 1993 in order to contribute to the development of locally relevant legal system in Palestine. The institute developed a database of all legislation enacted in Palestine over the last 150 years in support of this effort and also provided research. The *Centre for Urban and Regional Planning* at An-Najah University was established in 1988, but made its significant contributions in the post-Oslo period by addressing local, regional, and national planning in Palestine. The *Vehicles Inspection Centre* at the Palestine polytechnic university in Hebron was established in 1997 as a result of the agreement signed between PPU and the Ministry of Transportation (MoT) under the PA. This centre is the only vehicles inspection institution in the West Bank.

In 2011 the Palestinian Prime Minister Salam Fayyad at conference about "social responsibility of the Palestinian universities", called on the Palestinian universities to concentrate on the practical needs of the community, and vocational education, and research effort, it is a key partner for the advancement of social responsibility. He pointed out that the occupation is always trying to increase the gap between the Palestinian universities and the community. He stressed the need for concerted efforts for the development of universities, plans and programs, stressing the responsibility of the Palestinian Authority in the development of universities and protection of the threats to it, especially since the next stage you need to mobilize efforts and energies, in order to support the establishment of a Palestinian state, locally and internationally.[171]

(3)   Working in and with the Palestinian Authority:

Most of the academia employees of Palestinian universities were the core in building PA institutions and ministries. From the beginning, the PA started to employ most of well-known personnel of Palestinian universities in the Palestinian National Authority and there are so many examples of this. This emphasis on Palestinian

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[171]   Al-Quds Open University, 'Social Responsibility of the Palestinian Universities', Conference Papres, 26-09-2011.

universities employees following the Oslo Accords was due to the ability of these institutions to provide the anticipated knowledge and skills in preparation for a future state. For instance Gabi Baramki pointed out that such Birzeit university has been perceived by Israel as a threat not because there are 'guns instead of books on shelves', as Israeli tales would have it, but rather because, as an academic institution and testing ground for ideas, it has become a place that has produced many Palestinian leaders at both international and community level.[172]

Furthermore, a study carried out by Dr. Anwar Albana, a lecturer at Al-Aqsa University, on the role of the Palestinian universities of Gaza in development, pointed out that the academics employed in the Palestinian universities prepared reports and research papers to political committees, political parties and decision makers either formally or informally, such as water research in the Gaza Strip (install and pollution, efficiency and management of its affairs), which benefited the Palestinian delegation at the conferences of the multilateral peace talks in the Middle East.[173] One of the best known instances of Palestinian academia crossing into politics is that Dr Saeb Erekat, a senior professor of political science from Birzeit University, who had been a prominent figure in the Washington delegation and became a central figure in the emerging axis of power in Palestinian politics, was promoted to a position of minister in the PA government.[174]

6.   The Effect of the Israeli Occupation on the Palestinian Education

Education is crucial for Palestine at this pivotal stage in its history. Occupation policies are harming development and the future of young generations. All activities related to learning and teaching are affected - financing, improvement of resources, libraries, and curriculum development and community projects. To this are added arrests, violence,

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[172]   Baramki, Gabi, *Peaceful Resistance: Building a Palestinian University under Occupation*, Pluto Press, 2010, P. 1.

[173]   Albana, Anwar, 'Role of Palestinian Universities of Gaza in Development', *Alaqsa University*, 2004, PP.189-190.

[174]   Jamal, Amal, *the Palestinian National Movement: Politics of Contention 1967-2005*, Indiana University Press, 2005, P. 102.

detention, and death, frequently destroying an educational institution as has happened to the Islamic University of Gaza (IUG) buildings. .

The eleven Universities in Gaza and the West Bank, other educational institutions, and hundreds of schools are all subjected to severe restrictions in the delivery of knowledge, as a result of Israeli measures. Normal education has continued to be disrupted over the past 35 years of occupation, especially during and after the first Intifada started in 1987. Birzeit University was particularly singled out for harassment during this period because of its perceived role in intellectual leadership. Faculty and students were arbitrarily detained, the University president exiled, and the campus closed for extended periods.

According to a MoEHE report on the effect of the Israeli occupation on the Palestine education, the Israeli aggression, sieges and incursions had the worst effect on the educational processes and on the human or physical, and psychological sides. Many students, teachers and employees faced arrest, humiliation and suffering by Israeli soldiers at military check points between cities and villages in all of the Palestinian districts. Even universities and colleges were not safe from Israeli aggression. Israeli soldiers violated several campuses' sanctity, such as:[175]

- Bethlehem University; on Dec. 8th, 2002 it was besieged by Israeli soldiers, who threw poisonous gas bombs and disrupted study. They stayed there for five days. They also damaged furniture, doors, windows, computers, and 245 books.
- An-Najah National University campus on Dec 14th, 2002 in Nablus city. They besieged it and forced teachers and students to leave it.
- Hebron University on Jan. 14th 2003. They damaged labs, computers and closed it for 6 months.
- Palestine Polytechnic University on Jan. 14th 2003. They closed it for three months.
- 28 December the Islamic University was targeted in six separate air strikes, according to eyewitnesses. Two main buildings on campus were completely destroyed, while nine others were damaged; water, electrical and internet systems

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[175] 'The Effect of Israeli Occupation on Palestinian Education', *Ministry of Education and Higher Education Report*, 2000/08.

were affected, according to the university's president, Kamalain Shaath. According to Hussam Ayesh[176] "The two main buildings contained 74 science and engineering laboratories equipped with thousands of pieces of apparatus".

- The Agricultural College of al-Azhar University in Beit Hanoun was destroyed by the Israeli attacks on Gaza. with the damage estimated at $4.3 million, according to university officials.

In addition, the Israeli authorities began construction of the Separation Wall in June 2002. The UN Special Rapporteur on the Situation of Human Rights in the Occupied Palestinian Territories (OPT) has termed it "the Annexation Wall." According to a study by the Jerusalem-based United Nations Office for Coordination of Humanitarian Affairs (OCHA), the wall in the Jerusalem area will disrupt Palestinians' mobility, their access to education and health services, sources of livelihood, and all their basic existential needs that the Fourth Geneva Convention is intended to protect and ensure. The OCHA's opposition to the barrier wall or fence is based on its route and its infringement of these basic human rights. (See Figure 9).

Figure 9: Barrier in the Jerusalem neighborhood of Abu Dis, dividing the Palestinian community, March 2005[177]

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[176]   Deputy of Public Relations office at Islamic University of Gaza.

[177]   Photo by: United Nation Office for the Coordination and Humanitarian Affairs (OCHA).

The structure is planned to stretch 680 to 1000 kilometres in length, varying in different areas. In some areas, it consists of layers of razor wire, military patrol roads, sand paths to trace footprints, trenches, surveillance cameras, a three-metre high electric fence, and it is 60 to 150 metres wide including a buffer zone of 30 to 100 metres beside the Wall; Palestinians are prohibited from entering these zones. In other areas it consists of a concrete cement wall, electric fences, trenches, cameras, sensors, gates, and is patrolled by the Israeli military. In urban areas such as Qalqilya and Jerusalem, the Wall is constructed of eight-metre high concrete slabs with watchtowers, buffer zones and a road along the structure. The wall is twice as high as the historic Berlin Wall.

Such policies cause enormous disruptions in the educational system as a result of delays or prevention of students and teachers from reaching their institutions. The impact on the schools can include any or all of the following consequences:[178]

1. The absence of teachers and the inability to provide substitute teachers cause the students to leave school earlier.

2. The disruptions usually cause the students and teachers not to complete the curriculum assignment for the year, and a large part of the textbook is never studied, especially in the final secondary school-grades.

3. Cancelling of the extra-curricular informal activities such as after-school sports activities, field trips, and summer camps.

4. Inability of school employees from the district offices to reach their district schools causes a sharp decline in organisation and coordination between the schools and the districts.

It is to be hoped that Israeli authorities would realize that their existing policies are counterproductive for any prospect of peace. If Israelis want to achieve a 'just' peace, they must move their government towards a policy that provides resources, quality education and equitable development opportunities for both sides, not just one.

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[178]   *MOEHE*, 'Expansion and annexation wall', International and Public Relations, 2004, PP 2-3.

7.   Conclusion

The chief aim of this chapter was to outline the emergence, development and current status of Palestinian educational institutions, along with their role in Palestinian state-building and the impaact of the occupation on their evolution and functioning. This was set in the context of the evolution of institution-building for Palestinian society as a whole, and how this affected education and higher education. It was shown how the political-historical context of the creation of Israel, the creation of the Occupied Territories through occupation and annexation, and the subsequent shifts in administration, have been crucial for understanding the evolution and constraints of Palestinian institutions and the education sector.

Higher education institutions, too, were constrained and shaped by the particular circumstances this context engendered. Against that background, the chapter outlined the history of the education system in Palestine, with a particular focus on the stage after education came under Palestinian administration.

This chapter has laid the factual groundwork for the analysis in the following chapters. It was shown that, among their other roles, these universities have had a function as national institutions contributing to state formation since 1993. Indeed this is one aspect which we will explore when it comes to our examination of the attitudes and roles of the Public Relations sector and those working within it in Palestinian Universities, in the chapters that follow.

Chapter Three

The Organisational and Administrative Status of Public Relations Departments:
Comparative Framework and the Case of Palestinian Universities

1.   Introduction

The aim of this chapter is to offer a descriptive analysis of the organisational and administrative status of Public Relations departments in the Palestinian universities, seen against the findings in the more general literature. We proceed by first surveying those generic findings (in section 2), before delving into the specific case of Palestine (section 3).

The Palestinian case is studied by examining the practice of Public Relations in the occupied territories and the meaning of Public Relations in that context. In addition, the chapter reports on the findings of the first field study of Public Relations practice in the West Bank and Gaza strip within Palestinian universities.

Obviously, Public Relations is a relatively new professional activity that is still developing its body of knowledge and theoretical approaches. At present, the role that theory plays in Public Relations practice is limited. As practice expands worldwide, the demand for greater agreement on concepts, embodied in models and theory, is expected to grow, if only for reasons of clarity of communication from one nation to another.[179]

The guidelines to follow when studying the relationship between the organisational and administrative status of Public Relations departments in different Palestinian higher educational institutions will depend on whether senior management is convinced of the important role of Public Relations department at university. What we consider to be the most important is the location of the Public Relations department in the organisational structure and its nearness to decision-making circle.

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[179]   Watson, Tom, Paul Noble, *Evaluating Public Relations: A Best Practice guide to Public Relations Planning, Research & Evaluation* (London: Kogan Page Publishers, 2005) PP. 2-3.

Public Relations departments serve various roles and functions within organisation. This chapter considers the structure of Public Relations units (departments) within Palestinian universities, names of departments, position, overlaps between Public Relations functions and other departments and consultancy services used by Public Relations departments.

2.   Framework: Definitions and Generic Findings in the Literature

2.1.   Definition, Organisation and System

Any discussion of Public Relations and its role in organisations inevitably begs the question– 'what is an organisation?' Answering that question helps to reveal the pivotal nature of communication and therefore the strategic input that Public Relations can have. Alison Theaker argues in her book, "*the Public Relations Handbook*", that many Public Relations scholars such as Cutlip *et al*.; Grunig and Hunt refer to systems theory to explain the structure and operation of organisations and their interaction with the environment. In essence, systems theory describes an organisation as a set of parts (or subsystems) which impact on each other and which together interact with the organisation's environment[180]. Cutlip describe it thus: "A system is a set of interacting units which endures through time within an established boundary by responding and adjusting to change pressures from the environment to achieve and maintain goal states".[181]

Theories about how PR strategies and tactics work originated in university schools of management and communication, where the first PR courses were taught. Management was one home to PR courses, because PR as a profession is part of the management of organisations. Communications schools were the other, because effective communication forms the basis of good relationship management, a process that lies at the heart of effective Public Relations.[182]

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[180]   Theaker, *op., cit*., 1st   Edition (UK: Routledge, 2001), PP. 35-36.

[181]   Cutlip, Scott, Center, Allen and Broom, Glen, *Effective Public Relations*, 7th Edition, 1994, P. 207.

[182]   Tench, Ralph & Yeomans, Liz, *Exploring Public Relations*, (UK: Pearson Education Limited), 2006, P.141.

An organisation, according to Robbins, is "a consciously coordinated social entity, with a relatively identifiable boundary, that functions on a relatively continuous basis to achieve a common goal or set of goals".[183] Weick sees organisations as psychological creations of their members; an *organization* is an idea or perception in the minds of people who make it up or who are in contact with its members.[184]

Katz and Kahn describe systems theory as "basically concerned with problems of relationships, of structure, and of interdependence rather than with the constant attributes of subjects". They expanded the system definition to include "political" relationships with the environment, whereas Miller defined a system as "a set of interacting units with relationships among them". He also stated that relationships can be empirically observed using based spatial, temporal, spatiotemporal, and causal qualities. He also indicated that the structure of a system is defined by these relationships among the units. To the extent that communication is the primary exchange in social systems, it serves as a major determinant of both relationships and the overall functioning of most systems. But, when communication flows through specialised systems—presumably technology designed to facilitate information transfer and interactions—spatial propinquity is less important to system structure and relationships.[185]

Moreover, Klir points out that there are two basic types of systems: those concerned with the things in the system, and those concerned with the relations among the things. Klir went on to make the point that the relations of phenomena are independent of the things that comprise the system: "The relation-oriented classification of systems is of primary concern to systems science, which focuses on those phenomena of systems which are independent of the kind of things involved in the systems. Since systems characterized by different types of relations require different theoretical

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[183] Robbins, Stephen P., *Organisation Theory: Structure, Design, and Application*, Third Edition, Prentice Hall, 1990, P. 4.

[184] Cited in White, Jon, Dozier, David M., 'Public Relations and Management Decision Making', in James E. Grunig (ed.), *Excellence in Public Relations and Communication Management* (Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. 1992), P. 92.

[185] Ledingham, John A., Stephen D. Bruning, *Public Relations as Relationship Management: A Relational Approach to the Study and Practice of Public Relations*, Lawrence Erlbaum Associates, 2001, PP.13-14.

treatment, this classification is predominantly theoretically based".[186]

Additionally, systems theory provides a useful theoretical underpinning for thinking about the role of Public Relations because it stipulates that an organisation's well-being (or otherwise) is dependent on establishing and maintaining relationships both within itself and with its environment. It has to adjust and adapt as both it and its environment change. Specifically, organisations are part of a social system which consists of individuals or groups of individuals (publics), such as employees, pensioners, suppliers, distributors and so on, who are all involved with it. Consequently the role of Public Relations is to develop and maintain relationships with these groups in order for the organisation to meet its goals.[187]

Furthermore, Grunig and Hunt suggest the organisational system might consist of five major subsystems:[188]

- Production subsystems: produce the products or services of the organisation.
- Maintenance subsystems: work across the organisation, co-ordinating the work of employees, human resources is a good example of such subsystem.
- Disposal subsystems: focus on the marketing and distribution functions.
- Adaptive subsystems: help the organisation to adjust when the environment in which it operates changes; research and development and strategic planning departments are good examples.
- Management subsystems: control and integrate the other subsystems and manage conflicting demands between them. They also negotiate between the demands of the environment (for example the requirement for low prices) and the survival needs of the organisation (profit).

Philip Kitchen, pointed out that system model shows a highly complex organisation system involving many different subsystems or functions, and the basic principle of

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[186]   Ledingham and Bruning, *op., cit.,* P. 14.

[187]   Theaker, *op., cit.,* 2nd Edition ,2004, PP. 35-36.

[188]   Gruing and Hunt*, op., cit.,* 1984, PP. 8-9.

dividing an organisation into a number of interacting subsystems. Furthermore, this system concept can be applied to virtually any organisation, irrespective of its size and complexity. Applying the systems concept helps focus attention on the important linkages between organisational departments and functions as well as between the organisation as a whole and key external groups.[189]

Moreover, another important aspect of systems theory is the idea that all system can be classified according to the type and extent of the 'exchange' they have with their environments. Systems may be closed or open.

A closed system is one that has no exchange with its environments; it neither adapts nor adjusts to external change; and so eventually disintegrates. In practice, no social system can be entirely closed nor completely open, and they therefore tend to be either relatively open or closed. The extent to which an organisational system is seen to be open or closed reflects the degree to which it is sensitive to and ultimately adapts to change in the external environment.[190]

Generally, Public Relations has traditionally still functioned even within organisations which are closed systems. Practitioners who treat their organisations as closed systems, according to Cutlip, Center, and Broom, are like the cuttlefish –a squid like marine mollusc-, the cuttlefish indiscriminately squirts ink like fluid when threatened by environmental turbulence, regardless of the nature of the threat. Bell and Bell described such Public Relations practitioners in closed systems as functionaries who "attempt to preserve and promote a favorable image of the organisation" without regard to the dynamics of changing organisational environments. They noted that such a practitioner "does not function in decision-making or even in advisory roles in relation to environmental concerns".[191]

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[189] Kitchen, Philip J, *Public Relations: Principles and Practice*, Published by Cengage Learing EMEA, 1997, P. 12-13.

[190] *Ibid*, PP. 13-14.

[191] Dozier, David M., 'The Innovation of Research in Public Relations: Review of a program of studies', in Grunig, Larissa, Grunig, James (Ed), *Public Relations Research Annual*, Vol. 2, London, Lawrence Erlbaum Associates, 1990, P.8.

On the other hand **Open systems** are responsive to environmental changes. Survival and growth of open systems depend on interchange with their environments. The most successful organisations are "especially adroit at continually responding to change of any sort in their environments."[192] Moreover, L. Grunig, J. Grunig, and others have conducted a number of studies linking environmental role, organisational type, and the model of Public Relations practiced in organisations. They conclude that such linkage is weak, and that the application of open systems theory was more normative than positive.[193]

Furthermore, the models of open systems engage in exchanges of information, energy, and matter with their environments. These exchanges make possible the adjustments and adaptations required for systems accommodating to changes in their environments. Close off the input the information, energy, and matter, and the relatively closed system that results will be insensitive to environmental change pressures. Without inputs, most such systems become dysfunctional and eventually cease to output. They become inert or disintegrated.[194]

2.2.   Organisational Structure and Environment:

The relationship between organisations and their environments has grown increasingly important to organisational sociologists such as Aldrich & Pfeffer. Most agree that organisations must adapt —at least to some degree— to their external context. Organisations must adapt to their environments if they are to increase their effectiveness or even to survive. That means developing monitoring and feedback methods to assess the environment continuously. Public Relations practitioners can do just that.[195]

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[192]   Cutlip, Scott M., Center, Allen H., Broom, Glen M., *Effective Public Relations*, 8th Edition (New Jersey: Prentice Hall, 1999) P. 234.

[193]   Grunig, L. & Grunig, J., *Public Relations Research Annual*, Vol. 2*, London, Lawrence Erlbaum Associates, 1990*, P. 10.

[194]   Broom, Glen M., Dozier, David M., *Using Research in Public Relations*, Prentice Hall, New Jersey, 1990, P.7.

[195]   Grunig, Larissa,'Organisation Structure and Environment', in James E. Grunig (ed.), *Excellence in Public Relations and Communication Management* (Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. 1992), P. 473.

Grunig and Hunt suggest that the study of structure helps us to understand why some organisations do Public Relations differently than others, and why some Public Relations departments are organised differently than others. Organisational theorists often look at organisations, as "systems", whereby a system is an organised set of interacting parts or sub-systems. Each subsystem affects the other subsystems as well as the total organisation; systems theorists have found that most organisations have similar subsystems. Also the management subsystems control and integrate the other sub systems.[196]

Although a myriad of definitions exists for the concept of the environment, Robbins summed them up by calling their commonality a "consideration of factors outside the organisation itself". He defined the environment as "those institutions or forces that affect the performance of the organisation, but over which the organisation has little control". He further differentiated between the general and the specific environment. The former, in his view, includes everything outside of the organisation: the political arena, economic conditions, the legal and social system, and culture. Their impact on the organisation is potential rather than actual and their relevance in most cases is indirect rather than direct. The specific environment, on the other hand, is directly relevant to the organisation and its survival, growth, or attainment of goals. Because the organisation's external constituencies —which include customers, clients, suppliers, competitors, legislators, unions, activist groups, or associations—can affect the organisation positively or negatively, managers must attend to their immediate concerns.[197]

Generally speaking, there are two type of the structure; firstly Horizontal Structure speaks to the way in which tasks are allocated in a single department or plane of the organisation. Secondly and even more importantly Vertical Structure speaks to reporting relationships, coordinating mechanisms, and patterns of interaction throughout the organisation.[198] Research indicates, however, that the role of Public Relations in an organisation often depends on the type of organisation, the perception of top

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[196] Gruing and Hunt, *op., cit.,* 1984, PP. 8.

[197] Grunig, Larissa,'Organisation Structure and Environment', in James E. Grunig (ed.), *Excellence in Public Relations and Communication Management, op., cit.,* P. 473.

[198] Robbins, Stephen, *op., cit.,* chapter 1.

management, and even the capabilities of the Public Relations executive.

Grunig, L., Grunig, J., and Dozier, D., determined that vertical structure was a critical aspect of excellence to be explored in their study because, as J. Grunig pointed out a quarter century ago, the role and behaviour of the Public Relations practitioner are influenced by organisational structure.[199] More specifically, they used Hage's set of four structural variables to allow for comparisons among organisational types.

Hage's variables allow for comparisons between organisational types and for understanding the interdependencies of each structural variable with each other. He believed that *centralisation* inhibits communication in organisations, whereas decentralisation encourages the dispersal of information and decision-making throughout the organisation. *Stratification*, the second of the structural considerations, represents the way in which rewards are distributed within an organisation. *Formalisation,* a prevalence of rules and regulations discourages both innovation and communication. Communication helps an organisation coordinate its members, whereas formalisation controls them. *Complexity* reflects the number of occupational specialties in the organisation and the level of training required for each specialty. Organisations with complex environments usually must become complex themselves in order to deal the environment. Later, he and Aiken added the concept of professionalism to this definition. Upward communication, rather than a downward flow of communication, correlates with complexity far more than with the other three structural variables.[200] Furthermore, J. Grunig and Hunt pointed out that these variables also help predict the model of Public Relations an organisation is likely to adopt.[201] Moreover, they also believed that structural variables help predict the model of Public Relations practiced.[202]

In addition, Hage found that the size of the organisation or its scale and measures of non-variability (task complexity) both affect organisational structure. He and his

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[199] Grunig, Larissa A., Grunig, James E., Dozier, David M*., Excellent Public Relations and Effective Organisations: A Study of Communication Management in Three Countries,* Lawrence Erlbaum Associates, Publishers, London, 2002, PP. 484.

[200] Grunig, Larissa,'Organisation Structure and Environment', in James E. Grunig (Ed.), *Excellence in Public Relations and Communication Management, op., cit.,* P. 470.

[201] Grunig and Hunt, *op., cit.,* 1984, P.100.

[202] *Ibid*, P. 97.

colleague Hull in 1982 used these two dimensions to construct a four-cell typology of organisations:[203]

- Traditional or Craft organisations are small in scale and low in complexity.
- Mechanical organisations are large-scale, low complexity operations.
- Organic organisations are small in scale but high in complexity.
- Mixed mechanical/organic organisations are both large in scale and high in complexity.

James Grunig then followed the literature in organisational sociology such as Burns and stalker; Hage and combined these five variables into two general types of organisational structure. Organisations with *mechanical* structures are centralised, formalised, stratified, and less complex and do not allow employees to participate in decision making. Organisations with *organic* structures are decentralised, less formalised, less stratified, and more complex and facilitate participation in decision making.[204]

Hage's variables might therefore be useful for this study. They have been shown to provide a reliable way to study organisational behaviour, including that of the Public Relations practitioner operating within the organisation. J. Grunig and Hunt argued that highly formalised organisations discourage innovation because of the predominance of rules and regulations. They associated formalisation with rigidly structured organisations.[205]

To summarise the relationship between organisations and their environments according to Robbins, every organisation depends on its environment to some degree, in addition to which the environment-structure relationship is complicated, but he concluded that:[206]

1. The environment's effect on an organisation is a function of dependence.
2. A dynamic environment has more influence on structure than does a static

[203]   Grunig, Larissa A., Grunig, James E., Dozier, David M*., op., cit.,* PP. 484-486.

[204]   *Ibid*, 86.

[205]   Gruing and Hunt, *op., cit.,* 1984, P. 99.

[206]   Robbins, Stephen P., *op., cit.,* PP. 230-233.

one.

3. Complexity and environmental uncertainty are directly related.

4. Formalisation and environmental uncertainty are inversely related.

5. The more complex the environment, the greater the decentralisation.

6. Extreme hostility in the environment leads to temporary centralisation.

2.2.1. *Determinants of Structure*

Robbins defines organisation structure as "how tasks are to be allocated, who reports to whom, and the formal coordinating mechanisms and interaction patterns that will be followed".[207] Moreover, Daft pointed out in his book '*Organisation Theory and Design*' there are three key components in organisation structure:[208]

1. Organisation structure designates formal reporting relationships, including the number of levels in the hierarchy and the span control of managers and supervisors.

2. Organisation structure identifies the grouping together of individuals into departments and of departments into the local organisation.

3. Organisation structure includes the design of systems to ensure effective communication, coordination, and integration of efforts across departments.

These three elements of structure pertain to both vertical and horizontal aspects of organising. For example, the first two elements form the structural framework, which is the vertical hierarchy. The third element pertains to the pattern of interactions among organisational employees. Organisation structure is reflected in the organisation chart. An ideal structure encourages employees to provide horizontal information and coordination where and when it is needed.[209]

Larissa Grunig notes that organisational scholars such as Burns and Stalker, Hage and Aiken, and Perrow built on the foundation laid by Weber in his early work in the structural paradigm. They first looked at technology and size as causes of social structure.

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[207] *Ibid*, PP. 5-6.

[208] Daft, Richard L., *Organisation Theory and Design*, 10th Edition, Cengage Learning, 2009, P. 90.

[209] Daft, Richard L., *op., cit.,* P. 90.

Then with the ensuing investigations of Lawrence and Lorsch and Thoposon, they added environmental factors into the equation.[210]

Grunig also points out that organisational structure addresses the questions of what is the best form of organisation and why? To answer, most structural theorists have tried to isolate structural variables that (unlike Weber's) are independent of any culture or historical period. According to L. Grunig determinants of the structure are described below in four points:[211]

Environment. The environment as a key factor may be only one determent of organisational structure. In fact Robbins contended that the environment represents a significant contingency only when that environment is fraught with uncertainty. One important aspect of environmental uncertainty is dynamism. Thus, according to Robbins, structuring an organisation dependent on its environment is more important with a dynamic than a static supra system. Given the rate of change in the environment for most organisations today, of course, dynamism is the assumption rather than the exception.

Strategy. Robbins considered strategy, a second possible determinant of structure, of little importance. He explained that strategy, or an organisation's plan to achieve its ends, impacts only certain structural dimensions rather than all aspects of organisational design.

Organisation Size. Size is the third determinant of organisational structure. Robbins argued that the impact of the number of employees on the structure is not clear, largely because most research in this area has been done on large and medium sized companies. However, he concluded that size alone is not a significant predictor of organisational structure. Instead, size seems to interact with factors that include organisational type, environment, technology, complexity, and whether the size is growing or shrinking. Size alone affects certain dimensions of structure: vertical differentiation, formalisation, and decentralisation.

Technology. Technology has been found to be more of an influence than an

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[210]   Grunig, Larissa, 'Horizontal Structure in Public Relations: An Exploratory Study of Departmental Differentiation', *Public Relations Research Annual*, Vol. 1, London, Lawrence Erlbaum Associates, 1989, P.177.

[211]   *Ibid*, PP.177-178. Also see: Robbins, Stephen P., *Organisation Theory: Structure, Design, and Application*, 3rd Edition, Prentice Hall, 1990, Chapter 6, 7, 8.

imperative on organisational structure. Contrasting these two possibilities helps make sense of a heterogeneous body of research in both the technological and structural school. Moreover, Woodward contended that technology was the most critical variable in determining structure. Robbins subsequently pointed out that because technology and structure are both multidimensional concepts, technology can have an important effect on structure without being imperative.[212]

2.2.2 The Ideal Structure

As pointed out by Dozier and Grunig, there is no organisational structure for the Public Relations functions that will be ideal for all organisations and all environments. However, open system theory suggests that the Public Relations functions as a component of the adaptive subsystem has several requirements, James Grunig summarises these requirements as below:[213]

- Access to Management Decision Making: a Public Relations unit needs access to management decision-making. The adaptive subsystem requires up to date information on organisation decisions and actions under consideration. Only through such information can Public Relations practitioners initiate proactive programs designed to prevent problems and encourage active publics to emerge. Prevention is more cost effective than repair.

- Integrated Unit: The Public Relations function must be integrated within a single department. Only within such a structure does the practitioner have the autonomy and mandate to define publics and channels of communication dynamically.

- Dynamic Horizontal Structures: Dynamic Public Relations planning and programming suggests that the horizontal structure (the internal organisation of functions and tasks within the Public Relations unit) is flexible, configured to meet the social demands of focal Public Relations problems. As the situation changes, as new problems are identified and new publics defined, the horizontal structure also changes. A dynamic Public Relations function requires a dynamic horizontal structure.

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[212] Cited in Grunig, Larissa, 'Horizontal Structure in Public Relations: An Exploratory Study of Departmental Differentiation', *Public Relations Research Annual*, Vol. 1, London, Lawrence Erlbaum Associates, 1989, P.178.

[213] Dozier, David M., Grunig, Larissa A., 'The Organisation of the Public Relations Function', In Grunig, James E., *Excellence in Public Relations and Communication Management*, Lawrence Erlbaum Associates, Publishers, Hove and London, 1992, PP. 402-403.

2.3.   *The University as an Organisation*

From system theory as earlier defined, the organisation of the university is part of a system composed of a board of trustees, the board, the faculty, the administration, alumni, donors, neighbors, employees, the students, and other universities in the area.

Miller says "living systems" engage in exchanges with their environments, producing changes in both the systems and their environments.[214] Additionally, two decades ago, the Carnegie Commission on Higher Education (1972) contributed to a study of the university as an organisation, by understanding how universities are different from other enterprises; the commission defined several characteristics of universities. These significant differences are summarised below:[215]

1.   They are unique in the way that they combine their basic mission (instruction and the advancement of scholarly exploration) with an imposing array of other services and activities required by our society.

2.   They are organisationally unique because no one has absolute authority within the organisation.

3.   Ultimate authority for public and private institutions alike resides in governing boards whose membership comes from society at large or represents some other externally oriented constituency.

4.   Universities tend to encompass for many of their members not only the work-associated aspects of their lives but the social and recreational aspects of their lives as well.

5.   The outputs of universities are largely unmeasurable and their effectiveness cannot be assessed easily.

6.   Although, legally, they are created by society, they stand quite apart from society in many ways. They are shielded to a considerable extent from external interference with the teaching and learning processes that take place within them; they are withdrawn from society by a tradition that may be faltering of disengagement from

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[214]   Grunig, L, 'Horizontal Structure in Public Relations: An Exploloratory Study of Departmental Differentation', in Grunig, Larissa A., Grunig, James E., (ed), *op., cit.,* P.177.

[216]   Perkins, James A., *The University as an Organisation*, A Report for the Carnegie Commission on Higher Education, Library of Congress Cataloging in Publication Data, 1973, P. XV.

[215]   Perkins, James A., *op., cit.,* P. 3.

social and political activism.

Furthermore, organisationally the university in fact one of the most complex structures in modern society; it is also increasingly archaic. It is complex because its formal structure does not describe either actual power or responsibilities; it is archaic because the functions it must perform are not and cannot be discharged through the formal structure provided in its charter. Additionally, the organisational structure of a university, with emphasis on autonomous units such as classrooms and departments, reflects a contemporary corporate trend toward decentralisation. This structural autonomous encourages localised adaptations and provides room for self determination. As Weick has noted, "loosely coupled" systems, like universities, often encourage greater diversity in strategies for solving problems, and they may also have the ability to adapt to a wider range of environmental changes.[216]

2.4. The Organisation Chart

Organisation charts are diagrams that depict the formal structure of organisations. A typical chart shows the various positions, the position holders, and the lines of authority that link them to one another.[217]

Cutlip & Center describe organisation charts and job descriptions as tied to statements of goals, polices, and principles serve a useful purpose. Charts show the main patterns of the organisation, they clarify the role and relationships of various functions in general terms. They list the department names, who heads each department and who reports to whom. Perhaps the most basic and familiar model to help structure our questions at this level is the organisation chart.

As Grunig and Hunt indicated, Public Relations units differ in their horizontal structure and these include communication technique, management process, geographic region, account executive system, and organisational subsystem.[218]

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[216] Mohan, Mary L., *Organisational Communication and Cultural Vision: Approaches for Analysis*, State University of New York Press, Albany, 1993, P. 108.

[217] Hunt T., James G., *Organisational Behaviour*, WILEY, 2004, P. 216.

[218] Grunig and Hunt, *op., cit.,* 1984.

Figure (10) shows the organisation chart of the Ministry of Education & Higher Education expresses the situation in the ministry where Public Relations is a government function and reports directly to the minister. The department has access to communication policy and corresponds with all the general administrations in the ministry in order to carry out its activities.

Public Relations practitioners may also be dispersed throughout an organisation in such a manner that an observer has difficulty in ascertaining the extent of Public Relations activity. Some may be housed under marketing communications in the marketing department or planning department. Others may be assigned to the personnel department as communication specialists producing newsletters and brochures. Still others may be in general affairs, working exclusively on media relations and publicity.

The Chief Executive Officer (CEO) of a Public Relations or similarly named department usually has one of three titles—manager, director, or vice president. A vice president of corporate communications may have direct responsibility for the additional activities of advertising and marketing communications. A department is usually divided into specialised sections that have a coordinator or manager. Common sections found in a large organisation are media relations, investor relations, consumer affairs, governmental relations, community relations, marketing communications, and employee communications.[219] Kotler and Fox stated that on some campuses Public Relations, admissions, and fund raising are all directed by a vice president for external relations. The person at this level sits in on all meetings involving public-sensitive information and actions and advises on policy and implementation.[220]

Furthermore, Cutlip, Center, and Broom stated that there is "disagreement even among practitioners as to what would be the 'right' structural set up" for the Public Relations function within organisations. Although this may be true, open-systems theory provides a basis for locating the function within an organisation's structure, suggests how publics ought to be defined, and how the function helps the organisation adapt to or

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[219] Wilcox, Dennis L., Cameron, Glen T., Ault, Phillip H., Agee, Warren K., *op., cit.,* P.103.

[220] Kotler, Philip & Fox, Karen F. A., *Strategic Marketing for Educational Institutions*, Prentice-Hall Inc., 1985, P. 283.

Figure: 10
Organisation Structure for the Palestinian
Ministry of Education & Higher Education
(MOEHE)
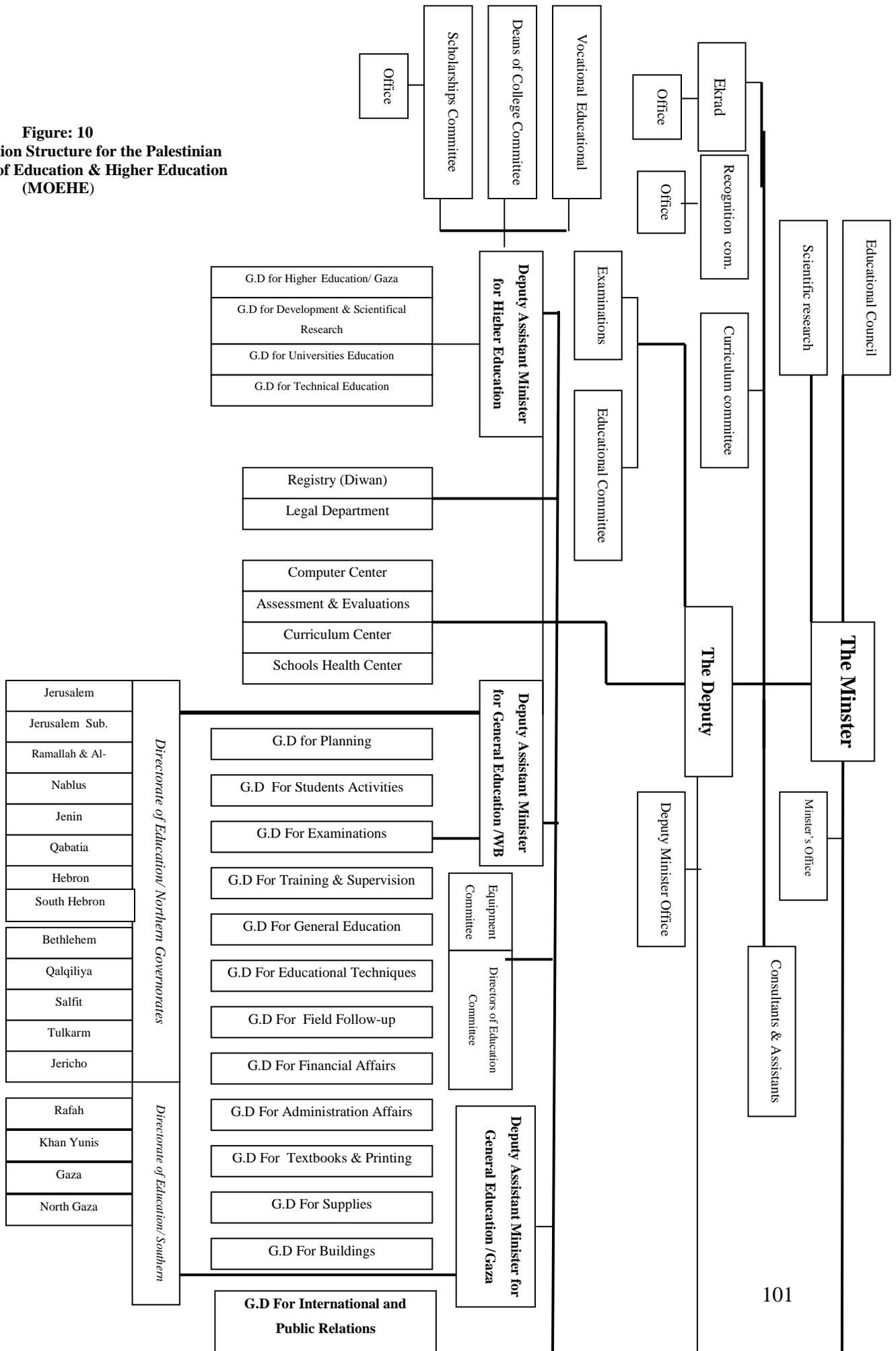
control its environment.[221]

3.   The Case of Palestine

3.1.   General observations

Within Palestinian universities' organisational structure charts, there are factors which may determine their structure, including (a) their environments,; (b) strategy; and (c) university size.

(a) environment

As I discussed in chapter two, the Palestinian universities are assisting in "building the infrastructure of a Palestinian state". Building such national institutions has been a key component of Palestinian strategy in the occupied territories; to undermine or destroy these institutions has been the main aim of Israeli policy. This is the most threatened external environmental factor which negatively affects the development of Palestinian universities. On other hand, the internal environment can be seen as the political instability in Palestinian society, which can also affect the Palestinian universities' structure. The literature surveyed earlier shows that there is a connection between the internal environment, the external environment and organisational structure and thus within the role of PR there should be another hypothesis.

(b) Strategy

Palestinian universities differ on this factor, for some universities I could not find their organisational structure as they consider it as of little importance. In some cases their strategy is that a university's plan applied only to certain structural dimensions rather than to all aspects of organisational design.

(c) University size

The Palestinian universities differ in size which affected the university chart as will be

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[221]   Cutlip, Center, and Broom*, op., cit.,* 6[th] Edition, 1985, P. 80.

discussed later in the analysis of the survey and interview results. In terms of the position of PR departments in Palestinian universities, this study shows that Palestinian universities have followed the horizontal structure in the location of the department of PR; as the appendix (9-14) shows, PR department is located high in the organisational hierarchy and reports directly to the president, as in the case of Birzeit University, or to the vice-president. On the other hand, Hammad has shown in his study that Palestinian government organisations differ in the vertical location of the function of Public Relations. Some organisations locate the function high in the organisational hierarchy, reporting directly to the chief executive officer or administrator. Other organisations subordinate the function to a lower hierarchical position, reporting to marketing, personnel, legal, or other executives at a higher level. Some organisations consolidate the function in a single unit; others spread the function among a number of departments and organisational units. Some organisations use outside consultants exclusively to perform the function; others depend entirely on an internal Public Relations unit. Many use a combination of both internal practitioners and outside consultants.[222]

Generally speaking, all Palestinian higher educations institutions are supervised by the board of trustees as well as university's council and the president. They differ from other organisations such as non-profit organisations. Moreover, all Palestinian universities located the function of Public Relations high in the organisational hierarchy, reporting directly either to the president or vice president for external affairs.[223] Their charts typically show how an organisation is set up; for example the chart of the Islamic University of Gaza shown in Figure 11 contains different departments. The supervisor body, board of trustees and president's office occupies the top level, followed by three main vice presidents. The PR department is one of the major departments within the organisation chart, headed by the vice president for IT affairs.

Figure 11 shows also that the Public Relations manager is formally authorized to communicate with the vice president for IT affairs or any other department within the authority, only through the governor's office. In this example, it could take several days for the message from the Public Relations manager to make its way through the chain of

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[222] Hammad, *op., cit.,* P. 67.

[223] See Appendix (9-14) for Organisational Charts.

Figure: 11
Islamic University of Gaza (IUG) Organisational Chart

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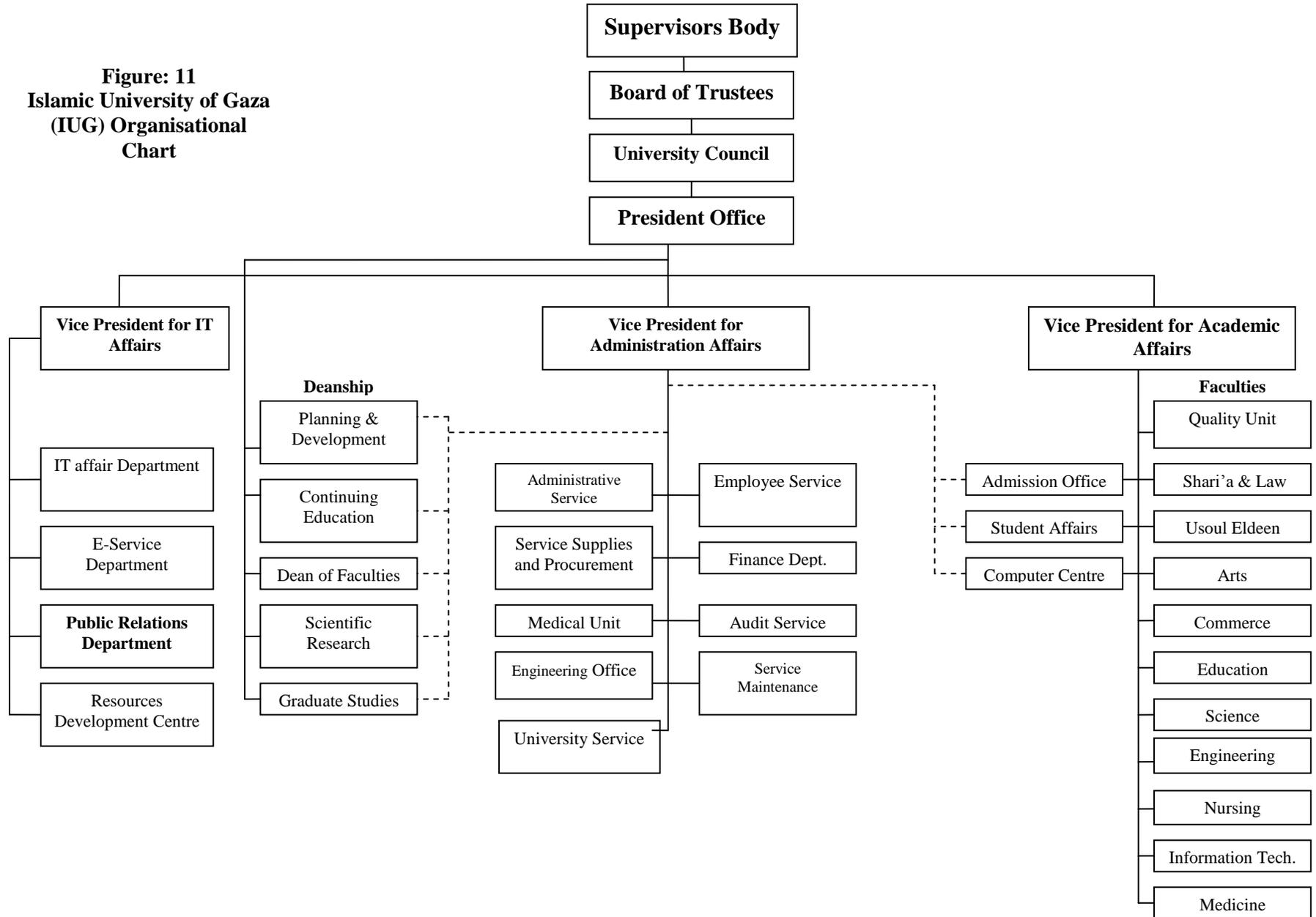
command to the governor or any other director and for the response to be returned; usually in the governmental organisations, this is the main reason why there is always some informal communication between the practitioners.

The organisational structure in higher education institutions has gone through many different stages since its inception. The continuing great difficulties from policies of occupation makes the general situation unstable. In spite of this most of these institutions have maintained a vertical organisational structure, which is not ideal, as the general literature makes clear. But they can be seen as fitting the 'open systems' category, given their interaction with and responsiveness to environmental changes.

3.2.   Analysis of the Survey and Interview Results

This part of the study contains a presentation of exploratory and descriptive research among Public Relations (PR) managers and employees of the Palestinian universities within the PR department. The research question for this part, stated in its most general form is: "What is the organisational and administrative status of PR departments?" This general question was broken down into sub-questions:

RQ1   Does your university have a specified department to practise Public Relations activities?

RQ2   What is the current organisational position for the Public Relations activity in the university?

RQ3   How long has your institution's Public Relations function been established?

RQ4   What is the functional title of your Public Relations unit?

RQ5   Does the Public Relations department have all the sections it needs to achieve its objectives?

RQ6   How suitable do you think the position of Public Relations is in the organisational structure?

RQ7   How would you rate the importance of the Public Relations department in your university (within the next 5 to 10 years)?

3.2.1. Specified Department

Respondents in the Palestinian Universities (n = 46) were asked whether there was a separate department for Public Relations. Out of the 39 who answered the questionnaire, more than a half of the respondents (n = 26, 66.7%) answered affirmatively (see Table 2). These, IUG, Al-Azhar, and An-Najah, are located in the nation's major cities— Gaza, and Nablus, whereas Birzeit University in the neighbourhood of Ramallah city answered under the category "No" (17.9% No= 7); they do not have a separate PR department; they have got a Public Relations office under supervision of president office.[224]

Table 2 also shows that there is confusion among PR practitioners regarding the presence of a specified department, particularly in the case of Al-Azhar university, resulting from the inadequate knowledge and engagement of PR practitioners inside their department. Some PR practitioners lack real understanding of PR functions, some might even think that they are working under other department titles; therefore they answered 'No'. However, the Ministry of Education and Higher Education provided the actual number of PR departments in Palestinian universities.

Table 2:
A Specified Department to Practice Public Relations Activities

Value Label	Islamic Uni.		AL-Azhar Uni.		An Najah Uni.		Birzeit Uni		Total	
Yes	9	34.6	8	30.8	9	34.6	0	0.0	**26**	100.0
No	1	7.7	4	30.8	1	7.7	7	53.8	**13**	100.0
Total	**10**	**25.7**	**12**	**30.8**	**10**	**25.6**	**7**	**17.9**	**39**	**100.0**

Moreover, according to Hamdi Al-Dalwo a director of Public Relations department in the Ministry of Higher Education (Gaza branch) there are Departments of Public Relations or

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[224] It is called the Public Relations Office, and aims to support the university's internal and external communications services. Number of PR staff according to the official website of Birzeit University is 9. However, during the field work of this study I have been told there are only (7) employees in the office of Public Relations. For further information you can see the organisational chart of Birzeit University, Appendix 6.also see: http://www.birzeit.edu/

information centres in almost all higher education institutions in Palestine, including university colleges and community colleges.[225]

Kotler & Fox indicated that in most educational institutions, responsibility for recruiting students resides in the Admission office and fund raising with the development office. A Public Relations officer or office may consult with them as well as handling other Public Relations tasks. Kotler and Fox pointed out that the Public Relations department may monitor the institution's public image and advise administrators on areas of image strength and weakness. It may work with admissions and development officers to plan publications and manage their production. The Public Relations department may also prepare and distribute press releases about admissions and fund-raising activities as well as other campus stories.[226]

3.2.2. *Current Organisational Position Status of PR Activities*

This survey showed that more than a half (60.5%) (n = 23) of the respondents came into the "join PR activities with other departments' activities" category (see Table 3). In fact some of the PR departments in Palestinian universities practise their activities with other departments for instance in the Human Resources department or information office. The main reason behind it is an insufficient budget for separate activities. The data shows also that the second highest percentage is "establish the PR department as a separate identity", (n= 14, 36.8%) of this category were in IUG and An-Najah. Whereas only one respondent 2.6% fell under "establish a decentralised PR department in the different geographical areas". The obvious example is that the IUG have one more branch out of Gaza city based in Khan Younis city which include a PR section under supervision of the decentralised main department.

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[225]   Interview on 08/2009.

[226]   Kotler & Fox, *op., cit.,* P. 283.

Table 3:
Current Organisational Position for the Public Relations activity

Value Label	No.	%
Join PR activities with other departments' activities.	23	60.5
Establish the PR department as a separate identity.	14	36.8
Establish a decentralized PR department in the different geographical areas.	1	2.6
Total	**38**	**100.0**

A study by Grunig, Larissa A., Grunig, James E., Dozier, David M., of the organisation of the communication function, points out that some of the organisations they studied had a single Public Relations department, some had one or more specialised departments, and some had Public Relations programs administered by non Public Relations departments. The results also show that those Public Relations activities in the organisations in their sample generally were located in either centralised or specialised Public Relations departments. Very few were located in marketing departments or other departments such as human relations or finance. These excellent Public Relations departments were not necessarily centralised. Both centralised and specialised departments could be equally excellent.[227]

A small Public Relations firm may consist only of the owner (president) and an assistant (vice president), supported by a secretary. Large firms have a more extended hierarchy. Compared with Egyptian universities, Palestinian universities are small with an average enrolment of 150,000-200,000 students. Thus most of the PR activities will be carried out by joining other departments' activities.

Another aspect influencing the organisational position of Public Relations activities is top level management which recognises Public Relations as primarily a journalistic and technical function, media relations and publicity. In other words, such

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[227] Grunig, Larissa A., Grunig, James E., Dozier, David M., *op., cit.,* PP. 282-288.

perceptions by top management severely limit the role of the Public Relations department as well as its power to take part in management decision making and solve problems.[228]

Generally speaking, Birzeit and Al-Azhar universities may prefer to combine the Public Relations department with other department activities due to the small size of the department and low running cost, while An-Najah and IUG Universities prefer to establish the Public Relations department as a separate identity.

In the Palestinian higher education institutions and private sectors, the head of the department may be given any one of several different titles from, 'head of section' to 'general manager' or 'general director'. In the private sector, some have titles which mix two distinct jobs, e.g. "Marketing and Public Relations Manager".

Particularly, Grunig & Hunt identified the career level of respondents according to their reported position within the organisation they were connected with. The Public Relations Society of America in 1979 has developed a career guide for the continuing education of practitioners. It lays out four levels of professional competence which can be defined as follows:[229]

1. General Manager: Responsible to top management for the overall management of PR functions in the organisation. Roles include counselling, issues management, planning and implementation of communication programs, delegation, and supervision of PR staff as well as evaluation of campaigns.

2. Manager: Middle management directs either the entire PR department or reports to the General Manager or other high officials in the organisation who are in charge of PR. He is responsible for the planning, development, and implementation of communication programs and interpretation of the organisation's philosophy and objectives to various internal and external publics.

3. Head of Section: Reports to manager; directs the staff; conducts research; writes speeches, publicity and other printed material, audio/visual, and advertising copy; coordinates special events; responsible for external or client relations; able to work with minimum supervision; has basic understanding of PR, planning, budgeting, evaluation; and may be specialized in one or more areas of PR.

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[228] Wilcox, Dennis L., *op., cit.,* P.101.

[229] Gruing and Hunt, *op., cit.,* P. 81.

4. Project Manager: Reports to General Manager or other high officials in the organisation. He should be able to undertake basic research, writing and production, media relations, and internal communication. He is generally familiar with the context in which an organisation's PR is carried out including some knowledge of public affairs, media relations, employee, and community publics.

3.2.3. Age of PR Department

One of the factors which determine and shape the organisation's appearance is age of the department, as it could be one of the main elements which determine the existence of PR department within the university. However, the older institutions would have had more opportunity for effective PR activities and practices. For instance, Al-Aqsa University was established in 2000, whereas IUG was established in 1978. Looking at the performance of these universities, the PR departments clearly play an important role in the earlier established university, as will later be discussed in this study. Most of Palestinian universities' PR departments have been established for over ten years, as reported in the study by over 79% of the respondents consider their PR department been established over 10 years, followed by (16.7%) who fell into the category 'between 6 and 10 years'.

Figure 12:
Age of PR Department in Palestinian Universities
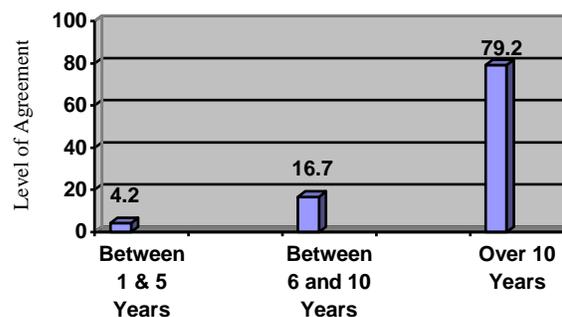
As a new profession, Public Relations in the region is not yet crystallized as a functional and administrative concept. A number of departments in the universities have tried combining Public Relations and personnel functions as a part of their activities. This

study shows that there are particular departments in the Palestinian universities which perform functions/ tasks related to Public Relations activities.

From the foundation of educational institutions dozens of years ago, departments of information and public affairs were established to manage press relations. This involved the writing of press releases, answering national and local press calls and responding to enquiries from journals. It included responsibility for organising conferences and hosting foreign delegations. Thus the question relating to the age of the PR department is designed to reveal how long the activities have been practised under the title of PR. For instance, the PR department in Al-Azhar University was established when the university was born in 1991.[230] In the same way, the foundation of the PR department in the Ministry of Education and Higher Education in 1994.[231] Furthermore, the PR department in the Islamic university was founded in 1982 as a window on the university community, and to deal with various internal and external activities in the university, which is why the department was set up four years after the establishment of the university.[232]

3.2.4. Titles of Public Relations Departments

One of the difficulties in, as this thesis aims to do, creating a baseline picture of the PR field anywhere, but especially in our case study, is that PR activity is not unifirmly concentrated in institutional locations that are so labelled. One part of our task was therefore to establsh exactly where ad under what labels this activity in Palestinian universities takes place. Apart from ensuring one gets a complete and accurate pictire, ihe choice of title may also be indicative of particular interpretations of what the function encompasses.

Almost all Palestinian universities and governmental organisations have information units with names ranging from Public Relations, to Public Relations affairs,

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[230] Interview with Dr. Mohamed Bardaweel, Director of PR Department in Al-Azhar University, 08/2009.

[231] Called 'General Directorate of Public and International Relations', the department consists of three division namely: Department of International Relations and Public Service, Department of Educational Information, and Relations Department of Higher Education.

[232] Interview with Hussam Iaish, Deputy Director of Public Relations Department, Islamic University,08/2009.

Public Relations and media (See Table 54). Our results show that the majority (74.3%) of respondents/universities used and practiced PR functions under the formal title, Public Relations Department.

Awatif, in her study on the role of Public Relations in Saudi Universities, pointed out that 100% of the respondents from three universities chose only one title (Public Relations Department).[233] Furthermore, in the governmental organisations, Hammad in his study shows that the majority, 70%, of respondents/organisations used and practiced PR functions under the formal title, Public Relations Department.[234] compared to only 55% of the Jordanian organisations. The highest percentage, 94.44%, of the foundations in his study used the formal title followed by 80% of the authorities, while the percentage decreased in the municipalities down to 53%. Regarding the title "Public Relations& Information" used by 14% of the organisations, this combination is unnecessary for PR functions, because media service is a part of PR work. [235]

Table 4:
Functional Title of Public Relations Unit

Value Label	IUG		Al-Azhar Uni.		AnNajah Uni.		BU		Total	
PR & Media	3	37.5	3	37.5	2	25.0	0	0.0	8	100.0
Public Relations	7	24.1	7	24.1	8	27.6	7	24.1	29	100.0
Public Affairs	0	0.0	1	100.0	0	0.0	0	0.0	1	100.0
Total	**10**	**26.3**	**11**	**28.9**	**10**	**26.3**	**7**	**18.4**	**38**	**100.0**

The Palestinian universities were using the mainstream title "Public Relations", which resembled other titles. Most of the educational institutions' bodies used the term Public

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[233]   Yosef, Awatif, *op., cit.,* P. 226.

[234]   Hammad, Ahmed, *op.cit.,* P. 54.

[235]   Mansour, Tala, *Organisation and Management of Jordanian Public Relations Departments in the Government Sector and the attitudes of higher administration toward it*, Unpublished PhD Dissertation, Faculty of Journalism, Cairo University, 1993, (in Arabic), P.67.

Relations in the different PR functional titles like, "Public Relations and Media" or Public Affairs". The work in PR includes most of these provisions (communication, public affairs, protocols, planning, and complaints). Avoiding the use of the formal title or adding more words to it leads either to a reduction in the main activities of Public Relations or the expansion into more functions, un- related to PR, and sometimes this practice may lead to overlaps between the different departments in the same organisation. Most of the Arab studies in Public Relations as well as some Western ones support these results within the framework of their countries.[236]

Furthermore, Cutlip , Center and Broom point out that O'Dwyer's Directory of Corporate Communications lists titles for 5,500 departments in companies, associations, and governmental units. Recent editions of this annual directory show that 30 % use "Public Relations," making it still the most commonly used title. Another 20 percent use "Corporate Communications". Slightly less than 10 percent use "Public Affairs".[237]

According to Al-Enad, Public Relations is perceived as "general affairs" and "general relations" in the Arab world. He uses this label due to political sensitivity about the word "public." In developing nations, Public Relations employees work largely as receptionists and/or communication agents. Al-Enad concludes that the function of Public Relations serves two goals: "to educate the public on the subject related to the client, and to publicize achievements of the client, and make the public feel satisfied".[238] The finding that in Palestinian universities a significant majority use the "PR" label, is certainly noteworthy, and may perhaps be an indication of the relative strength of commitment to institution-building regardless of the kinds of sensitivities so prevalent in the Arab world.

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[236] See: PR Reporter, 1994; PR Reporter, 1983; Moore, 1994; Al- Enad, 1992; Hussein, Hussein, 1991; Awatif, 2003; Hammad, 2005.

[237] Cutlip, Center, Broom, *op., cit.,* 8th Edition, P. 72.

[238] Al-Enad, Abdulrahman, 'Public Relations Roles in Developing Countries'. *Public Relations Quarterly*, Vol. 35, (Issue 1, Spring 1990), PP. 24–26.

3.2.5. Public Relations Department Sections in Palestinian Universities

Almost all the Palestinian universities did not have all the sections they needed to achieve their objectives according to the result (n 26, 66.7%) where the respondents answer under category 'no'. Table 5 shows that at Birzeit and Al-Azhar Universities there is full agreement that they did not have all the sections they needed to achieve their objectives. As I mentioned before, Birzeit University has a Public Relations Office which includes the information section and coordination section as well as website coordinator and visitors and delegations. It is noticeable that this PR office is small if we compare it to the huge tasks and responsibilities that must be directed toward the university's image.

Table 5:
Does the PR department have all the sections it needs to achieve its Objectives?

Value Label	Islamic Uni.		Al Azhar Uni.		An Najah Uni.		Birzeit Uni.		Total	
Yes	9	69.2	0	0.0	4	30.8	0	0.0	13	100.0
No	1	3.8	12	46.2	6	23.1	7	26.9	26	100.0
Total	**10**	**25.6**	**12**	**30.8**	**10**	**25.6**	**7**	**17.9**	**39**	**100.0**

Moreover, when the respondents were asked the question about the sections that the department needed to achieve their goals and target they indicated some of the sections that were most needed in Public Relation departments such as "public opinion analysis and research section, publication section, translation and international relations section, finally public information and media section". The IUG and An-Najah Universities however (n 13, 33.3%) answered affirmatively that they had all the sections they needed to achieve their goals (see table 5). In the case of Al-Azhar university table 6 shows that 30.7% of the respondents considered that their PR department did not have the sections they needed to achieve their objectives due to changes in the managerial structure of the PR department and the continuing lack of clarity of senior management towards the effectiveness of Public Relations in university.

To ensure the effectiveness of Public Relations, the universities must recognize appropriate sections in the department chart in order to achieve their mission and goals, which should be commensurate with the size and budget of the university,   most of Palestinian education institutions have differing sections compared to each others. In depth analyses of organisational chart in Palestinian universities as we can see in (Appendix 9 -14) will reveal that not all universities have various specialised sections and only some of them have an appropriate number of employees[239] except for the IUG PR department which considerably has diverse sections and units as appendix 11 shows. Additionally, the position of Public Relations departments in Palestinian universities hierarchy is on the top of organisational charts as appendix shows.

Figure 13 shows the sections which are most often by Public Relations departments, in the first place with (61.5%) of the respondents considering that their PR department contains a media section.

Figure 13:
Public Relations Department Consist Diverse Sections
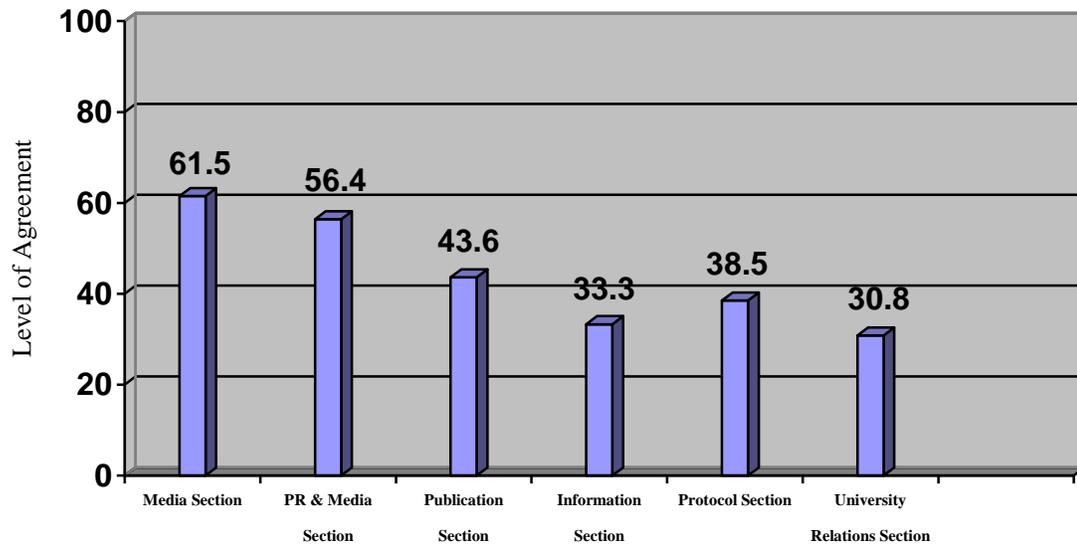
Occasionally, Palestinian universities used joint titles in PR department sections, as figure 13 shows that (56.4%) of the respondents think that their department includes PR and media sections. This is obvious in the PR department organisational chart of Al-

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[239]   For instance in An-Najah National University, the PR Department relies on graduate students as volunteer employees to work in the department. This is officially announced.

Azhar University (see appendix 10). In the third place came publications sections figure 13 shows that (43.6%) of the respondents consider that their department contain publication sections. In fact, one of main responsibilities of PR departments in Palestinian universities is creating and disseminating a number of publications that are used as a means to communicate with the University as well as the outside community. Such publications promote the various university faculties, research centres, events and news, (including the Brochure, Annual Report, Alumni Magazine, e-newsletter). PR departments also even more to manage the content of university's website. Figure 13 also shows that 38.5% of the respondents consider their department have "protocol section"[240], as Mr Ala Abu Dheer indicated that the PR department has a pivotal role within the university in that it is the first port of call for contacts and visitors; as such it takes the main role of implementing and announcing to the outside world the number of various activities developed by the University's faculties and centres[241]

3.2.6. Position of PR Department in the Organisational Structure

It is clear the most of respondents consider that the position of the PR department in the university structure is 'very suitable' and 'suitable' (n=26, 66.7%), whereas (n=10, 25.6%) of the respondents fell into the category 'somewhat suitable'. The survey also shows that (n=3, 7.7%) of the respondents believe the position of Public Relations department in their universities is unsuitable.

Table 6:
Position of PR Department in the Organisational Structure

Value Label	No.	%
Very suitable	12	30.8
Suitable	14	35.9
Somewhat suitable	10	25.6
Unsuitable	3	7.7
Total	**39**	**100.0**

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[240] There are protocol sections in almost every university whose main responsibility is to deal with visitors and delegations.

[241] Interview with Ala Abu Dheer: Acting Director of Public Relations Department, An-Najah National University.08/2009.

According to J. Grunig the important contingency power in the Public Relations department is the relationship between its placement in the hierarchy and the organisation's degree of centralisation. He reasoned that the Public Relations departments in centralised structures would lack power unless they were located at the top of the hierarchy. In decentralised organisations, the unit's power would be less determined by its location in the hierarchy because their discretionary power is distributed throughout the organisation.[242]

Moreover, all the Palestinian universities have PR departments as earlier clarified, and most of them have charts showing that PR department is located near the top of the university hierarchy. For instance the organisational charts of Al-Azhar, IUG, and Birzeit Universities describe the position of PR department in the university hierarchy.[243] In An-Najah National University, the PR department is located under the university presidency office, in which the department manager reported directly to the president's office without any interference (See Figure 14).

Figure 14:
Organisational Chart of PR Department in An-Najah National University

University Presidency

Public Relations Office (Director)

Secretary

Zajal Youth Exchange Program

Conferences and Workshops Unit

Event Management Unit

Publications Unit

Media Unit

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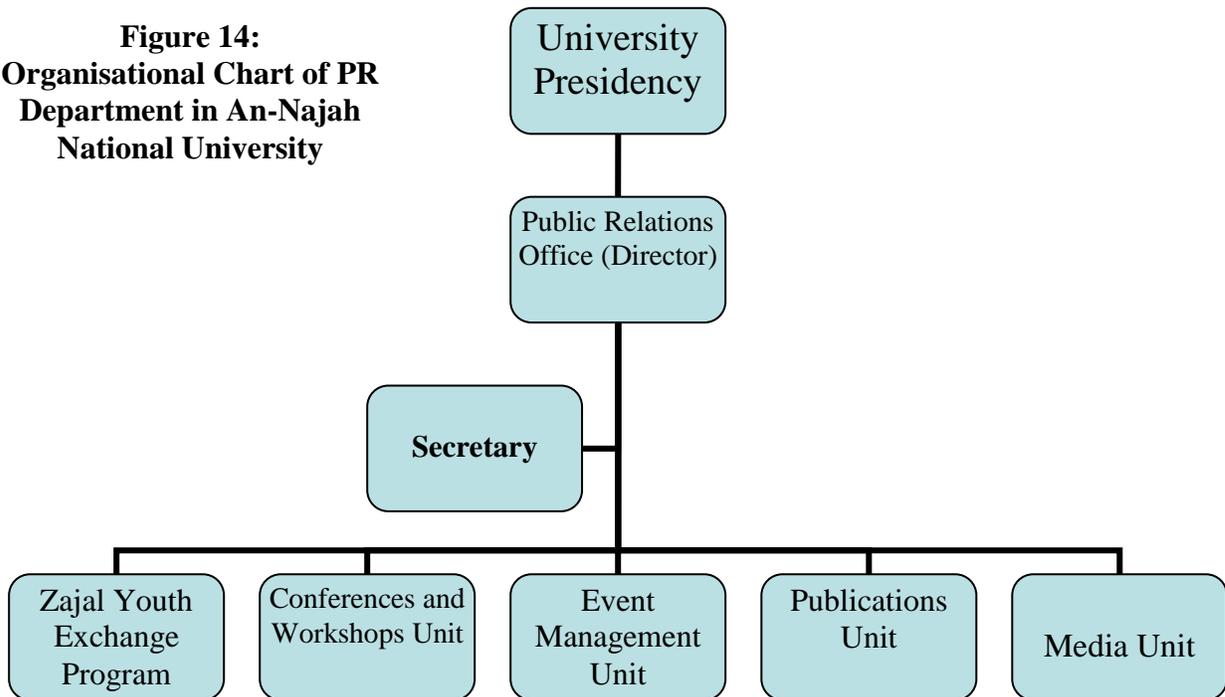
[242]   Grunig, Larissa, 'Power in the Public Relations Department', in James E. Grunig (ed.), *Excellence in Public Relations and Communication Management, op., cit.,* P. 485.

[243]   For further detail please see the Appendices (9-14) for the PR organisational charts in Palestinian universities.

Ala Abu Dheer points out that PR department in An-Najah University achieved its objectives through cumulative efforts from all departments and sections.

3.2.7. The importance of Public Relations Department in Universities

The survey shows that more than half (n=30, 76.9%) of the respondents consider the importance of Public Relations in university as 'very important'. Table 7 also shows that 62% of the respondents in Al-Azhar university believed in the importance of PR is 'important' (see table 7).

Table 7:
Importance of Public Relations Department in University

Value Label	IUG		Al-Azhar		An Najah		BU		Total	
Very Important	9	30	6	20	8	26.6	7	23.4	30	76.9
Important	1	12.5	5	62.5	2	25	0	0.0	8	20.6
Slightly Important	0	0.0	1	100.0	0	0.0	0	0.0	1	2.5
Total	10	25.6	12	30.7	10	25.7	7	17.9	39	100.0

The importance of Public Relations department in Palestinian universities is very obvious and the need for PR departments becomes even clearer when it is considered in three contexts:

• Growth of Institutions and Education Image

The Political situation during the peace process in 1993 until the breakout of Al-Aqsa intifada 2000; provided Palestinian institutions, especially in the educational sector, the impetus to strive for growth by opening new faculties and programs as well as establishing new buildings. In 1993 the Islamic University of Gaza established the first Faculty of Engineering in Gaza Strip. Al-Azhar University established a Pharmacy College in 1993. In addition in 1993 An-Najah National University established a Faculty of Law and for the first time in Palestinian universities a Masters degree in Biology was offered. Birzeit University established the Faculty of Graduates in 1996. Furthermore, as

explained earlier in chapter two, the numbers of students in higher education increased dramatically during this period, creating an atmosphere of competition between universities to attract students of different specialties. Therefore the role of PR departments played a significant role in facilitating growth.

- Crisis Situation and Fund raising

As I stated in chapter one, due to the fact that the educational institutions were established under occupation, they are continuously subjected to unfair procedures; from destruction and closure, to the arrest of the heads of institutions. Moreover, in terms of supervision, most Palestinian higher educational institutions are public, in other words these institutions financially rely on donors, whether they are bodies of organisation or individuals. Traditionally private universities raise significantly more private money than government institutions do. The importance of the role of Public Relations lies in highlighting the issue and collecting financial aid and reconstruction is clear.

According to Kelly, 175 Public Relations practitioners participated in a national survey that examined the relationship between the organisational functions of Public Relations and fund raising. Of the 175 usable questionnaires, the majority (54%) came from Public Relations practitioners who worked for educational organisations. Kelly (1992) also found evidence that fund-raising encroachment was less prevalent in public universities than it was in private universities. Furthermore, her study shows that in 43% of the organisations, the Public Relations department is separate from the fund-raising department, with the senior manager of each department reporting directly to the CEO. Only 13% of the respondents said that, in their organisations, the fund-raising function is managed by the Public Relations department or an umbrella department, such as Institutional Advancement, which is headed by a Public Relations manager.[244]

- International Linkage

Public Relations is fundamentally the art and science of establishing relationships between an organisation and its key audiences. Moreover, Public Relations plays a key

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[244] Kelly, Kathleen S. 'Fund-raising Encroachment and the Potential of Public Relations Departments in the Non-profit Sector', *Journal of Public Relations Research*, Jan 01, 1990; Vol. 2, No. 1. P.1-22, at, P. 11.

role in Non-profit organisations in Palestine, including schools, hospitals, social service agencies. Regardless of the media role of PR in Palestinian universities, Public Relations is considered to be an essential link, not only with the internal audience, but also with the external audience: as we have observed that there are many foreign delegations that do not abstain from visiting the universities even under sever conditions, whether these delegation were official or popular. As public image is important to all organisations and prominent personalities, the role of the Public Relations specialist becomes pertinent in crisis situations.

Most obviously, the twinning programs[245] in which most Palestinian universities take part require Public Relations department managers in each university to play a vital role in linking their institutions.

3.2.8. *Performance of Public Relations in Palestinian Universities*

In a related context, academic and non/academic staffs in Palestinian universities were asked about their opinion on the performance of the Public Relations department in their universities, whether it was excellent, very good, good, acceptable or not acceptable. As figure 15 shows (42.9%, No=73) of the respondents believed that PR performance in their universities was good, whereas (25.5%, No=43) of the respondents reported that the performance of Public Relations in their university was very good.

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[245] Most of Palestinian universities have twinning programme with educational institutions especially in Western countries. e.g., in An-Najah University, the Zajel Youth Exchange Program's main responsibility is to establish viable relationships broadly in order to twin the university. In IUG, the Vice President for External Affairs takes this responsibility. Moreover there is an active network in the UK called 'The Britain-Palestine Twinning Network', promoting twinning and friendship links with Palestinian universities. For more details See: http://www.twinningwithpalestine.net.

Figure 15:
Performance of PR department in Palestinian Universities
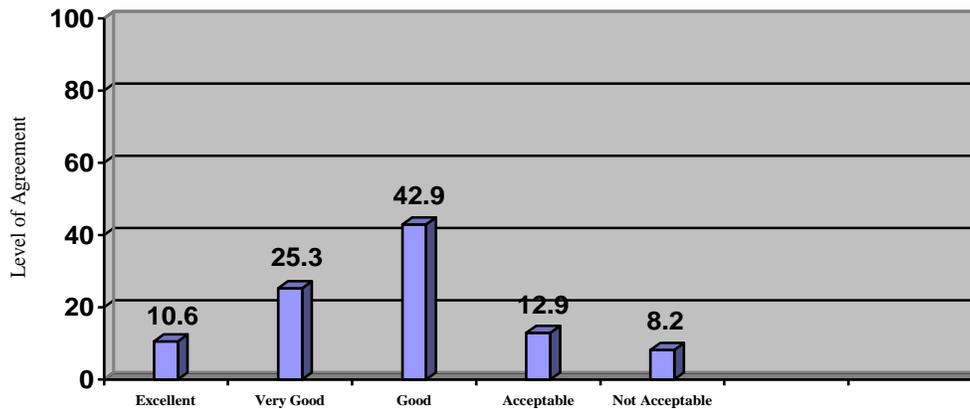
Figure 15 shows also that (10.6%, No=18) of the respondents thought the PR department's performance is excellent in their university, followed by (12.9%, No=22) of the respondents who consider that the PR department's performance is good in their university.

Obviously, successful Public Relations helps greatly in projecting the image the university and in the removal of misconceptions and the rebuttal of criticism about organisations. Public Relations, however, has its limitations and these should be clearly understood by both the organisations and the publicist. It is no substitute for good performance. PR can build a false image for a period of time, but disillusionment would soon follow. The image, to be lasting, has to have some relationship with performance and achievements. It cannot be based on stunts and gimmicks.[246] Table 8 shows that (8.2%, No=14) of the respondents consider Public Relations department performance to be unacceptable in their universities.

Generally speaking, when we look at interfacing activities with internal and external publics, Public Relations performance indicators can be seen in public meetings, public participatory activities, and educational programs and even in the presence of the university's name in international forums. Seitel points out: "nor can proper Public Relations take place without appropriate action. No amount of communications-

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[246]   Mehta, Dalpat S., *Handbook of Public Relations in India*, Allied Publishers Private Limited, 1980, P. 91.

regardless of its persuasive content- can save an organisation whose performance is substandard".[247]

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Table 8:
Performance of PR in Palestinian Universities

Value Label	IUG		Al-Azhar		An-Najah		BU		Total	
Excellent	12	66.7	3	16.7	0	0.0	3	16.7	18	100.0
V. Good	15	34.9	7	16.3	9	20.9	12	27.9	43	100.0
Good	23	31.5	8	11.0	24	32.9	18	24.7	73	100.0
Acceptable	4	18.2	10	45.5	6	27.3	2	9.1	22	100.0
Un-acceptable	2	14.3	4	28.6	7	50.0	1	7.1	14	100.0
Total	56	32.9	32	18.8	46	27.1	36	21.2	170	100.0

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4.   Conclusion

The main conclusion to be drawn from this first representative survey of Palestinian higher education institutions is that Public Relations departments have a place within all the respondents' universities, and the Palestinian universities after decades of occupation have developed an effective practice of PR and this is one of the main objectives of this study.

Obviously Public Relations, a very new field in Palestine, is changing rapidly as now it is practiced widely in various types of Palestinian governmental/public organisations. All Palestinian universities surveyed (100%) had a separate Public Relations department, regardless of its name and its administrative status of Public Relations departments place in the organisation chart, more than half of the respondents (66.7%) have specified "PR departments" to exercise PR activity. Furthermore, this study shows that the majority (74.3%) of respondents/universities used and practiced PR functions under the formal title, Public Relations Department.

Two thirds of the respondents (60.5%) considered that their department practiced in the category of "join PR activities with other departments' activities". The study

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[247]   Seitel, Fraser P., *The Practice of Public Relations*, 6th Edition, Prentice Hall, 1995, P.7.

shows also that one third of respondents (36.8%) were in the category "establish the PR department as a separate identity" and working under either the presidency office or the vice president for external affairs as shown in all universities organisational charts. 79% of the respondents report their PR department has been established for over 10 years. From Grunig *et al* sub-system as earlier discussed, Palestinian university's PR function fits into Adaptive subsystems which help the organisation to adjust when the environment in which it operates changes; research and development and strategic planning departments are good examples. Palestinian universities are part of social system which consists of individuals or groups of individuals (publics). Therefore, the main function of PR is to develop and maintain these relationships.

Two thirds of the respondents (66.7%) in Public Relations departments did not have all the sections they needed to achieve their objectives. Especially at Birzeit and Al-Azhar universities where 40.2% of the respondents in believed that PR department did not have all the sections they needed to achieve their objectives. In terms of sections in PR departments, the survey shows that the sections which are most included in Public Relations departments are media section, publication section, protocol section, information section, and the university relations section.

Even so, two thirds also considered the position of PR department in the university structure to be very suitable and suitable (66.7%). Moreover, the study shows that the position of the PR department is at the top of university hierarchy as all the organisational charts indicated in the appendix (9-14).

As Dozier and Grunig noted, there is no organisational structure for the Public Relations functions that will be ideal for all organisations and all environments. Palestinian universities practitioners express their views about the position of PR department in their universities well over half (58.9%) of the survey respondents believe the importance of Public Relations in the university is 'very important', on the other hand, in a related context, most of academic and non-academic staff in Palestinian universities (68.4%) considered that the performance of Public Relations department in their universities was between good and very good. This supports the first hypothesis which indicates that PR practitioners and managers in Palestinian universities will agree that the role of PR department is important in their institutions.

The ten in-depth interviews with people in Palestinian higher education institutions revealed that Public Relations departments performed functions generally not considered to be PR duties. In terms of the supervisory responsibility of Public Relations departments, all of the Palestinian universities were supervised by a general manager or general director who was supervised by the top management in the universities, specially the president, vice president for external relation affairs.

More work needs to be done, as the study of Public Relations practice in the Arab world can have practical implications as the Western world and the Arab nations move toward the establishment of scientific partnerships in the years ahead. This study clearly shows that Public Relations are now practiced widely in various types of Palestinian higher education institutions. This study shows that the position of the PR department is at the top of university hierarchy as all the organisational charts indicated. This is a good sign for Public Relations in Palestinian universities as it indicates recognition of the field by senior administration management.

With reference to the typologies referred to in the literature examined earlier, the evidence from this chapter shows Palestinian universities to employ an open systems approach, given their interaction with and responsiveness to environmental changes. In Open System theory according to Cutlip *et al* the department or function in question (in our case PR) functions as a component of the adaptive subsystem; this in turn has several requirements as defined by Dozier and Grunig, especially access to management decision making, an integrated unit and a dynamic horizontal structure. Palestinian universities' PR departments fulfill these requirements to different degrees, in some respects falling well short of the ideal, in particular in terms of access to management decision making and the implementation of the dynamic horizontal structure: they remain by and large vertical, even though this has been shown not to be the best structure for dealing with the unstable situation their environment – in particular the occupation - presents them with. A review of all Palestinian universities by Hage's variables as discussed in section 2 of this chapter, shows them to be mechanical structures which are centralised, formalised, stratified, and less complex and do not allow employees to participate in decision making.

Chapter Four

Public Relations Objectives and Practice:
Comparative Framework and the Case of Palestinian Universities

1.   Introduction

Studying objectives and goals setting in Public Relations practice offers an opportunity to learn about the process of diagnosis and treatment of PR effectives. This, in turn, opens the door to investigating the knowledge that supports these processes. Objectives are the single most important element in the Public Relations process. Moreover, organisational goals are always tied up with what the Public Relations objectives will be.

This study investigates objectives and goals used in educational institutions to understand the types of objectives used in Public Relations and the ways that the effectiveness of such a professional service is ascertained in practice. In addition, this study examines the practices of PR within the universities. The discussion of the empirical findings is framed by ideas from the experience of the professions, focusing specifically on the complex relationships between the professional body of knowledge, skills, and power strategies used by professional groups as well as ideas from the ongoing debate about objectives in Public Relations.

Generally speaking, the chief objective of Public Relations in a university is image- building as well as establishing stronger relationships with external/internal publics and this will be achieved through varied communication strategies. As was clearly indicated in chapter two, Public Relations is a new profession in Palestine, therefore the role of practitioners of Public Relations in Palestinian universities varies in terms of role as will be discussed in this chapter.

The chapter will therefore, again, proceed by first surveying the evidence from the literature for the subject in general, before delving into the case of Palestinian

universities. The chapter concludes by identifying the tools and functions of Public Relations activities and the degree of performance of each activity.

2. Framework: Definitions and Generic Finding in the Literature

2.1. Definition of Objectives

Some scholars draw a distinction between "goals" as more general outcomes and "Objectives" as specific, immediate results.

Grunig and Hunt in *Managing Public Relations*, defined goals and objectives as more of a systematic part of Public Relations practice. *Goals* as "generalized ends—ends that provide a framework for decision-making and behavior but that are too broad to help much in making day-to-day decisions" and *Objectives* as "ends in view-expected solutions to day-to-day problems that we can use to deal with that problem and to evaluate whether we have solved it".[248]

In addition Tom Watson and Paul Noble in *Evaluating Public Relations,* commend the use of the terms as outlined by Roland Smith as follows and this is the approach used here:[249]

"A **goal** is a statement rooted in the organisation's mission or vision. Using everyday language, a goal acknowledges the issue and sketches out how the organisation hopes to see it settled. A goal is stated in general terms and lacks measure; these will come later in the objectives."

"An **objective** is a statement emerging from the organisation's goals. It is a clear and measurable statement, written to point the way forward toward particular levels of awareness, acceptance or action. Objectives often are established by communication managers responding to broader organisational goals. Like goals, objectives deal with intended outcomes rather than procedures for reaching them. A single goal may be the basis for several objectives".

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[248] Grunig J., Hunt T., *op., cit.,* P. 116.

[249] Watson & Noble*, op., cit.,* P.161.

Other scholars have offered detailed definitions of objectives as well as goals. For example, Glen Broom and David Dozier in their book "Using Research in Public Relations" stated that *goals* indicate the more general and ultimate outcome the total program is designed to achieve. *Objectives* describe the specific results to be achieved by a specified date for each of the well-defined target publics. In other words, goals give the program direction. Objectives spell out the sequence of the operational-level program.[250] In terms of duration to achieve the objectives, plan setting may be for six months or one, two or three years. Some objectives will be short term, others will require continuous, or measurable, longer-term endeavour. However, in all plan-setting objectives should:[251]

- Give focus and direction to developing program activities.
- Provide guidance and motivation to those implementing the program.
- Spell out the criteria for monitoring progress and for assessing impact.

However, Public Relations objectives should support the institution's general objectives. In practical terms, PR departments arrive at potential objectives through discussion with the directors or managers in charge of the departments, and divisions.

By referring to the above-mentioned definitions, it can be said that Public Relations are the art of dealing with the public through keeping it informed of all the activities undertaken by the institution or the organisation whatever the volume or nature of these activities. Furthermore, Public Relations should promote the institution and its achievements and convince the public of the significance of the activities of the institution or organisation through establishing a mutual understanding between organisations and their publics. Thus, we can find that Public Relations reflect different planned concepts to find mutual understanding between the organisation and its publics. In this respect, Public Relations attempt to clarify the attitudes of the publics with which the organisation deals and the effect of these attitudes towards the organisation.

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[250] Broom, Glen, Dozier, David, *op., cit.,* P.40.

[251] Ibid, P. 40.

2.2.   Management by Objectives

 Scholars and researchers who mention the definition of Management by Objective (MBO), consider it to be being the most common planning tool used by communication managers. Nager and Allen in their book *Public Relations Management by Objectives* defined Management by Objectives as "a total management system that focuses on results rather than activities for performance evaluation".[252]   In 2000 Kelly stated in his article on non-profit Public Relations management: "management by objectives is a central concept in the Public Relations process, which dictates that activities are planned and implemented in support of functional objectives derived from organisational goals".[253] In terms of the role of MBO, managers should focus on six activities. As summarised by Ehling, these include:[254]

1. Conceptualising specific tasks and responsibilities such as budgeting, goal-setting, strategic planning, staffing, organising, administering, and evaluating.

2. Monitoring the organisation's environment to analyse and evaluate opportunities and threats as they arise out of interactions and relationships with other organisations and social grouping.

3. Planning Public Relations programs to deal with the opportunities and threats found in the environment.

4. Organising and coordinating required resources inside and outside the organisation to implement programs.

5. Activating and administering programs of communication.

6. Reviewing and evaluating program performance against stated objectives.

Ross Robert lists nine advantages that give importance to managing the Public Relations function through the use of specific objectives:[255]

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[252] Nager, Norman R., Allen, T. Harrell, *Public Relations Management by Objectives*, (New York: Longman Inc., 1984, P. 10.

[253] Sriramesh, K., Vercic, D*., op., cit.,* 2009, P. 895.

[254] Ehling, White P., 'Application of Decision Theory in the Construction of a theory of Public Relations Management', II, *Public Relations Research and Education*, **2**, 1, (1985), P.12., in Broom, G M and Dozier, D M (Eds) *Using Research in Public Relations*, Prentice Hall, Harlow, 1990.

1. It requires well thought-out definitions of problems.
2. With today's rapid change, management by objectives permits the effective meeting of new situations.
3. It permits assigning priorities to the most important matters.
4. It ensures better coordination and enables everyone to know specifically what is to be accomplished.
5. It helps ensure top management involvement.
6. People are better motivated.
7. It permits better budgeting.
8. It makes easier measurement of results possible.
9. It makes it easier to evaluate people based on performance.

In addition, Cutlip, Center and Broom, pointed out that Management by Objectives operates at two levels of outcomes; goals and objectives. In terms of achieving specific measurable results, Public Relations must operate within and as part of an organisation's MBO plan, must be held accountable in the same way as other functions, and it must be shown how Public Relations contributes to the achievement of the organisation's mission and goals.[256]

2.3. *Steps in Setting Public Relations Objectives*

Most scholars identify several steps in setting PR objectives; Robert Ross suggests the following steps for developing the organisation's primary Public Relations objectives:[257]

1. Determine the current level of performance.
2. Determine and get agreement on the level of performance that is expected.
3. Analyze problems causing current performance to be lower than the performance expected.

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[255] Ross, Robert D, *The Management of Public Relations: Analysis and Planning External Relations*, New York, John Wiley and Sons, Inc., 1977, P.74.

[256] Cutlip, Scott M., Center, Allen H., Broom, Glen M., 7th Edition, *op., cit.,* P. 353.

[257] Ross, Robert, *op., cit.,* P.81.

4. Underlying importance problems and consider the relative attitudes. Eliminate less important problems and attitudes from consideration.

5. Set tentative objectives.

6. Examine the tentative objectives for undesirable side effects. Revise them as may be necessary.

7. Develop rough plans for carrying out tentative objectives and price them out.

8. Revise objectives if carrying them out is too costly.

9. Get upper management approval for the objectives.

Roland D Smith, in *Strategic Planning for Public Relations*, pointed out that in writing objectives, the language should be simple and brief, avoiding jargon, using everyday language and strong action verbs. He suggested seven steps in writing Public Relations objectives as listed below:[258]

Step 1: Public. Indicate the public to whom the objective is addressed.

Step 2: Category. Indicate the category of the objective: awareness, acceptance or action.

Step 3: Direction. Indicate the direction of movement you are seeking-that is, to *create* or *generate* something new that did not exist before; to *increase* or *maximize* a condition; to *maintain* effects or *reinforce* current conditions; or to *decrease* or *minimize* something.

Step 4: Specific Effect. Indicate the specific effect that you will address. If you are writing an awareness objective, the specific effect should deal with receiving the message, understanding it or perhaps remembering it.

Step 5: Focus. Indicate the focus of the specific effect you hope to achieve. Provide some detail about what you are seeking. However, don't move away from objectives by providing information about either strategy or tactics. That will come later in the planning process.

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[258] Smith, Roland D., *Strategic Planning for Public Relations*, Lawrence Erlbaum Associates, London, 2002, PP.77-78.

Step 6: Performance Measure. Indicate the desired level of achievement in measurement terms. Raw numbers or percentages usually do this well. The number itself should reflect baseline research and/or desired outcomes.

Step 7: Time Period. Indicate the desired time frame, either within a single period or in multiple stages.

Robert Heath notes that objectives must be reviewed and approved by senior managers, to ensure the objectives support the organisation's goals.[259]

2.4.   Considerations to be taken into account in setting objectives:

Baines, Egan and Jefkins note that a key feature of all objectives is that they should be SMART and they should be:[260]

- *"Specific*. Objectives should relate to specific outcomes not to vague and woolly statements of intent.
- *Measurable*. If you do not quantify your objectives you cannot know whether you have been successful. Measurable objectives are at the heart of the control process.
- *Actionable*. Objectives must be actionable and, ultimately, achievable. For a company to set itself the objective of becoming market leader may either be wholly unachievable or require such resources as might bankrupt the organization.
- *Relevant*. The objectives should be relevant to the thrust of the business as a whole. For example, taking again the objective of market leadership, this would be irrelevant to an organization whose mission is to service a limited number of customers with high quality products.
- *Timely*. Objectives should be set to agreed time-scales".

Nager and Allen sum up the two main schools of thought as follows: the first argues that objectives should be written in a particular format - the infinitive: the objective begins with "to" followed by a verb and then the rest of the phrase. The second school takes a

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[259] Heath, Robert L& Vasquez, Gabriel , *op., cit.,* P. 288.

[260] Baines, Paul, Egan, John, Jefkins, Frank, *Public Relations in Contemporary Issues and Techniques*, Elsevier Butterworth-Heinemann Publications, 2004, P. 100.

much more open approach and suggests that an objective may be phrased in any style as long as it meets criteria for effectiveness.[261]

2.5.   *The Objectives of Public Relations in Educational Institutions*

When we look to the university as an organisation as James Perkins describes it, we will realise that the successful functioning of any educational institution depends on the vital efforts of Public Relations in the building of ongoing relationships with individuals and groups for an institution's survival and success. Additionally the role of Public Relations in higher education has become increasingly complex and critical, encompassing the new dimensions of crisis management and communication.[262]

James Perkins in *University as an Organisation* pointed out that the main functions and missions of the educational institution are (a) the mission of teaching (b) the mission of research, (c) the mission of service to society (d) the mission of creating an ideal democratic community within the institution.[263]

Keen and Greenall consider Public Relations in an educational context, and conclude that PR has seven goals in higher education. These are:[264]

1. Expanding the number of applicants to the institution;
2. Helping the institution to become better known;
3. Helping the institution to gain an enhanced reputation;
4. Influencing decision-makers to smile upon one's institution;
5. Improving internal relations;
6. Maintaining good relations with the company ;and
7. Maintaining productive relations with alumni.

According to Cutlip, Center, Broom, and Plessis, the major objectives of Public Relations in educational institutions include the following:[265]

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[261] Nager, Norman R., Allen, T. Harrell, *op., cit.,* PP. 61-62.

[262] Forest J., Kinser K., *Higher Education in the United States: an encyclopaedia*, Volume 1, ABC-CLIO, Inc., 2002, P. 492.

[263] Perkins, James A*., op., cit.,* PP. 3-12.

[264] Foskett, Nicholas, *Managing External Relations in Schools: A Practical Guide*, Routledge, 1992, P. 4-5.

1. Increasing awareness of education and countering misinformation and rumour.

2. Building the public support necessary to obtain adequate funds.

3. Gaining public acceptance and cooperation in making educational changes.

4. Building amicable working relationships with news executives and reporters.

2.6. *Public Relations Communications Models*

As a basis for understanding the manner of practices in organisations and in universities in particular, it is obvious that one examines the various models that have been employed by practitioners over a period of time. Four model of Public Relations behaviour have been developed by Grunig and Hunt in their textbook, *Managing Public Relations*, Grunig and Hunt discussed the four models of Public Relations behaviour that describe the "different ways Public Relations has been practiced throughout history and at present". The term models has been used by Grunig to describe a "set of values and a pattern of behaviour that characterise the approach taken by a Public Relations department or individual practitioner to all programs, or in some cases, to specific programs or campaigns".[266] The precise nature of these definitions as given by Grunig and Hunt are:[267]

1. "Press agentry/publicity: activities designed to achieve favourable media attention.

2. Public information: the one-way distribution of objective information about an organisation to a public. This model has frequently been linked with the concept of Public Relations as propaganda.

3. Two-way asymmetric: a system that allows an organisation to put out its information and to receive feedback from its publics about that information. However, the organisation does not necessarily respond to that feedback in the way the public has requested. Under this model, an organisation would not change a decision as a result of feedback, but

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[265] Cutlip, S. M., Center, A. H., Broom, G.M., & Plessis, DF DU, *Essential of Effective Public Relations*, Pearson Education South Africa, 2002, P. 318.

[266] Grunig James E. , Larissa A. Grunig, 'Models of Public Relations and Communications', in Grunig, James E., *Excellence in Public Relations and Communication Management*, Lawrence Erlbaum Associates, Publishers, Hove and London, 1992, PP. 286.

[267] Grunig and Hunt, *op., cit*., P.23.

might instead concentrate on putting across its preferred option to publics in a more favourable and effective way.

4. Two-way symmetric: a model that advocates a free and equal information flow between an organisation and its publics, leading to mutual understanding and responsiveness. This may result in either the organisation or its publics being persuaded to change their position. But the model is regarded as equally effective if neither group changes, "as long as both communicate well enough to understand the position of the other".

Moreover, according to J. Grunig, practitioners who practice the press agentry and two-way asymmetrical models intend to persuade or manipulate publics. Those following the public information model have the effect of manipulating publics, even though that may not be their intent. Then he argued that the press agentry, two-way asymmetrical, and public information models are variations on what he believed to be the dominant (i.e., manipulative) worldview of Public Relations and that the two-way symmetrical model represents a break from that worldview. [268] However, research shows that Public Relations departments contribute most to organisational effectiveness when they practice on the professional continuum and emphasise the symmetrical model more than the asymmetrical. The two-way symmetrical Public Relations model is based on research and uses communication to enhance public participation and to manage conflict with strategic publics.[269] Last but not least, James Grunig and Larissa Grunig, summarised four characteristics of excellence that are related to models of Public Relations:[270]

- The Public Relations department and the dominant coalition share the worldview that the communication department should base its goals and its communication activities on the two-way symmetrical model of Public Relations.

- Communication programmes developed for specific publics are based on two-way symmetrical strategies for building and maintaining relationships.

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[268] Grunig James E. , Larissa A. Grunig, K. Sriramesh, Yi-Hui Huang, Anastasia Lyra, 'Models of Public Relations in International Setting', *Journal of Public Relations Research*, Lawrence Erlbaum Associates, 1995, PP. 163-186. at P.170..

[269] Ibid, P. 164.

[270] Grunig James E. , Larissa A. Grunig, 'Excellence Theory in Public Relations: Past, Present, and Future', in Ansgar Zerfass, Betteke van Ruler, Krishnamurthy Sriramesh (Eds.), *Public Relations Research: European and International Perspectives and Innovations*, VS Verlag fur Sozialwissenschaften, 1st Ed, 2008, PP.337-338.

- The senior Public Relations executive or others in the Public Relations unit must have the professional knowledge needed to practice the two-way symmetrical model.
- The organisation should have a symmetrical system of internal communication, based on the principle of employee empowerment and participation in decision-making.

The four models of Public Relations, and especially the two-way symmetrical model, have been the most controversial. To conclude this point J. Grunig and E. Grunig concluded with the following summary proposition:[271]

That for Public Relations to be excellent, Public Relations must be viewed as symmetrical, idealistic and critical, and managerial. The two-way symmetrical model of communication is a real as well as a normative model. It is a model that organisations can use but often do not use because an authoritarian dominant coalition sees the approach as a threat to its power. Two-way symmetrical Public Relations, however, epitomises professional Public Relations and rejects the growing body of knowledge in the field. This ethical approach also contributes to organisational effectiveness more than other models of Public Relations. Practitioners of the two-way symmetrical model are not completely altruistic; they also want to defend the interests of their employers-they have mixed motives. A substantial body of knowledge exists that provides practitioners with advice both on how to collaborate interpersonally with publics and on how to use media symmetrically to communicate with them."

Historically speaking, the practice of Public Relations within universities has been one-way, asymmetrical. In the past, practitioners have engaged in Public Relations practice that placed a great deal of emphasis on media relations. In recent years, however, scholars have advocated a strategic approach to university Public Relations that moves

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[271] Grunig, Larissa A., Grunig, James E., Dozier, David M., *op., cit.,* P.307.

beyond media relations and embraces strategic management, two way symmetrical communications, and various other principles of excellence.

2.7.   *Public Relations Functions in General Industries*

The roles of Public Relations can be identified from the functions and activities performed by Public Relations practitioners. Several scholar and practitioners studied various primary Public Relations functions or activities, are to be discussed. In chapter three I discussed the management subsystem and how system theory whether open system or closed system can contribute to the important linkages between organisational departments and functions as well as between the organisation as a whole and key external groups. As Gruing and Hunt indicate in Figure 16 that organisations and publics have mutual consequences upon each other. [272]
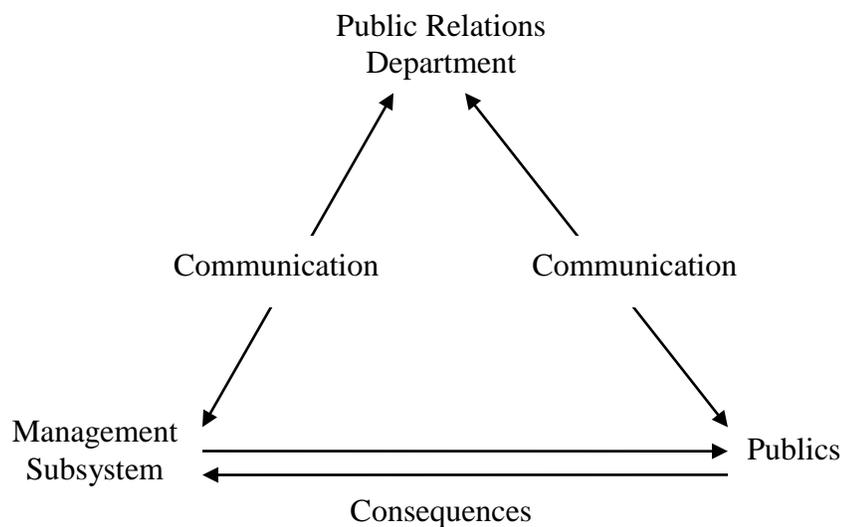
Figure 16: Public Relations Function in an Organisation

In a comparison study of Public Relations views between Europe and America, Karl Nessmann pointed out that European and American theorists and practitioners have similar aims and a similar manner, in the function of Public Relations, which are as follows:[273]

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[272]   Grunig and Hunt*, op., cit.,* 1984, P. 10.

[273] Nessmann, Karl, 'Public Relations in Europe: A Comparison with the United States', *Public Relations Review*, 21 (2), 1995, PP.151-160.at P.154.

1. Creating and reinforcing trust, comprehension and sympathy;

2. Arousing attention, interest and needs;

3. Creating (cultivating, preserving), communication and relationships;

4. Creating mutual understanding and agreement;

5. Articulating, representing and adjusting interests;

6. Influencing public opinion (forming opinion, creating consciousness, of problems in particular);

7. Resolving conflicts (conflict communication); and

8. Creating consensus.

Furthermore, Sriramesh and Vercic pointed out that Public Relations should be an integrated communication function. An excellent Public Relations function integrates all Public Relations programs into a single department or provides a mechanism for coordinating programs managed by different departments. Moreover, Public Relations should be a management function separate from other functions. The function should not be placed in another department whose primary responsibility is a management function other than communication. In other word when the Public Relations function is sublimated to other functions, it cannot be managed strategically because it cannot move communication resources from one strategic public to another-as an integrated function can.[274]

Cutlip, Centre, and Broom suggested that one way to describe Public Relations work is to list the specialised parts of the function: media relations, investor relations, community relations, employee relations, government relations, and so forth. These labels did not describe the day-to-day work. However, the following ten categories summarised the many and diverse work assignments in terms of functions or activities in Public Relations:[275]

1. "Writing and Editing: Composing print and broadcast news releases, feature stories, employee and external newsletters, correspondence, shareholder and annual reports,

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[274] Sriramesh, K., Vercic, D*., op., cit.,* 2009, PP. 679-680.

[275] Cutlip, Center, Broom, *op., cit.,* 1994, PP. 33-34.

speeches, brochures, film and slideshow scripts, trade publication articles, institutional advertisements, and product and technical collateral materials.

2. Media Relations and Placement: Contacting news media, magazines, Sunday supplements, freelancer writers, and trade publications with the intent of getting them to publish or broadcast news features about or originated by the organisation. Responding to media requests for information, verification of stories, and access to authoritative sources.

3. Research: Gathering information about public opinion, trends, emerging issues, political climate, media coverage, concerns of consumer and environmental special-interest groups, and so forth to plan programs responsive to its publics and problem situations. Monitoring program implementation and assessing program impact to evaluate program effectiveness.

4. Management and Administration: Programming and planning in collaboration with other managers; determining needs, establishing priorities, defining publics, setting goals and objectives, and developing strategies. Administrating personnel, budget, and program schedules.

5. Counselling: Advising top management on the social, political, and regulatory environments; consulting with the management team on how to respond to crises; and working with key decision makers to devise strategies for managing organisational responses to critical and sensitive issues.

6. Special Events: Arranging and managing news conferences, open houses, anniversary celebrations, fund-rising events, visiting dignitaries, contests, award programs and other special observances.

7. Speaking: Appearing before groups, coaching others for speaking assignments, and managing a speaker's bureau to provide platforms for the organisation before important audiences.

8. Production: Creating communications using multimedia knowledge and skills, including art, typography, photography, layout, and computer desktop publishing; audio and video recording and editing; and preparing audiovisual presentations.

9. Training: Preparing executives and other designated spokespersons to deal with media and other public appearances. Helping introduce changes in organisational culture, policies, structure, and procedures.

10. Contact: Meeting, greeting, and hosting people important to the organisation. Serving as the liaison with media, community, and stakeholder groups, both internal and external".

All the functions and activities for Public Relations practitioners presented above (Cutlip, Centre, and Broom) are broad and involved in complicated managerial issues. However, many Public Relations practitioners from the Arab world have been limited in those functions and activities in the actual working environment. For example, an exploratory study of "an evaluation of the role of Public Relations in Saudi Universities"[276] shows the activities or function which the Public Relations department provides to be: media activity, conducting meetings with university staff, publicity in public newspapers, helping academic and non/academic staff to understand the university's objectives, participation in special activity weeks, holding ceremonies and establishing exhibitions. In terms of Public Relations roles, Broom and Smith were the first to introduce four roles describing the activity patterns of Public Relations practitioners, the four roles used in their study were:[277]

- "Expert Prescriber: In this role, the practitioner operates as the authority on both Public Relations problems and their solutions. Management leaves in the hands of the "expert" and to assume a relatively passive role. Expert practitioners define the problem, develop the program and take major responsibility for its implementation.

- Technical Services Provider: or Communication Technician. Practitioners operating in this role provide their organisation or client with the specialised skills needed to carry out Public Relations programs. As their job descriptions indicate, these practitioners are typically hired on the basis of their communication and journalistic skills--writing, editing and working with the media. Rather than being part of the management team, practitioners in this role are primarily concerned with preparing and producing communication materials for the Public Relations effort.

- Communication Facilitator: This role casts the practitioner as a sensitive "go-between" or information broker. The practitioner serves as a liaison, interpreter and mediator between the organisation and its publics. The emphasis is on maintaining a continuous flow of two-way communication. Another major concern is with removing barriers to the exchange of information to keep the channels of communication open.

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[276] Yosef, Awatif, *op., cit.,* P. 273.

[277] Broom, Glen M.,& Smith, George D., 'Testing the Practitioner's Impact on Clients', *Public Relations Review*, No. 5, 1979, PP. 47-59.

- Problem-Solving Facilitator: As members of the management team, practitioners operating in this role collaborate with others throughout the organisation to define and solve problems. The Public Relations practitioner helps guide other managers and the organisation through a rational problem-solving process that may involve all parts of the organisation in the Public Relations planning and programming process. Likewise, the practitioner maintains a high level of management involvement in implementing all phases of the program".

Later in 1982 Broom acknowledged that practitioner often engages in multiple roles, but he argued that a practitioner can be classified according to the role she/he plays most regularly.[278]Moreover, Dozier in 1992 reviewed Broom and Smith's work concerning four roles, and critiqued both the theoretical conceptualisation and the empirical test used to construct the roles operationally. He found it more practical to use a simpler, two-factor conceptualisation to distinguish simply between managers and technicians: "Managers make policy decisions and are held accountable for Public Relations program outcomes," whereas "technicians carry out the low-level mechanics of generating communication products that implement policy decisions made by others".[279]Furthermore, Dozier identified two other roles in Public Relations which are; *Media Relations Specialist*s who do not become involved with internal communication and, like technicians, they do not make policy decisions. *Communication Liaisons* act as senior ranking advisors to decision makers but they themselves do not make decisions.[280]

Dozier and Broom then tested the stability of the two-role conceptualisation by comparing results from a 1991 survey sample of practitioners from the Public Relations Society of America (PRSA) to data from a 1979 PRSA survey and other prior research. Using confirmatory factor analysis, they found the two-role factor solution to be

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[278] Broom, Glen M., 'A Comparison Sex Roles in Public Relations', *Public Relations Review*, No. 8, 1982, PP. 17-22. At. 21.

[279] Dozier, David M., 'The Organisational Roles of Communications and Public Relations Practitioners', in James E. Grunig (ed.), *Excellence in Public Relations and Communication Management, op, cit.,* P.333.

[280] Piekos, Jennie M., Einsiedel, Edna F., 'Roles and Program Evaluation Techniques Among Canadian Public Relations Practitioners', *Public Relations Research Annual*, Vol. 2, Lawrence Erlbaum Associates, 1990, P. 98.

consistent over time.[281] However, according to Tom Kelleher, as all of the roles researchers pointed out, manager and technician roles refer only to the primary functions of a Public Relations practitioner. That is, Public Relations people normally do not function only as managers or only as technicians, but primarily as managers or primarily as technicians. Operationally, Dozier and Broom based the manager–technician distinction on an orthogonal contrast in which factor scores on one role are independent of factor scores on the other.[282]

Regardless of all the above Public Relations roles, the researcher of this study realised that management understanding is the most important issue of what Public Relations can do to achieve an organisation's goals. Therefore, many managers equate Public Relations with publicity and media relations, or consider it a marginal function thereby affecting the role that the Public Relations practitioners play within the organisation.

2.8.   Public Relations Functions in the Education Sector:

Public Relations practices in educational institutions encompass a wide variety of approaches and services. Most scholars have pointed out that the main function of Public Relations in the education sector is to establish and maintain the relationships necessary to secure the organisational autonomy and resources needed to achieve the organisation's goals and mission. Therefore in a higher education setting, Public Relations professionals must develop a broad knowledge of many constituencies, external and internal, with whom a college or university must maintain healthy communications.[283]

Kowalski, noting there is no list of universally acceptable goals for educational Public Relations, suggests the most widely acceptable goals are (a) improving the quality of education, (b) encouraging open political communication, (c) enhancing the image of the school or district, (d) building support for change, (e) managing information, (f)

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[281] Dozier, D. M.,&Broom, G. M., 'Evolution of the Manager Role in Public Relations Practice'. *Journal of Public Relations Research,* 7, 1995, PP. 3–26.

[282] Kelleher, Tom, 'Public Relations Roles and Media Choice', *Journal of Public Relations Reseach*, 13(4), 2001, PP. 303-320, at. P.305.

[283] Forest J., Kinser K*., op., cit.,* P. 494.

marketing programs, (g) establishing goodwill and a sense of ownership, and (h) providing education data.[284]

Moreover, effective Public Relations in higher education require an increasingly sophisticated approach of strategically integrating the message generated throughout an otherwise loosely coordinated academic organisation. Not only must higher education institutions monitor the many Public Relations efforts that take place throughout their divisions, but they must also step back and coordinate those efforts within a broader, institution-wide context before these messages are delivered to an external audience.[285] Besides, Said Hassan conducted a research study on "Public Relations in the Egyptian Universities", which pointed out that Public Relations objectives in Egyptian universities focused on the external public rather than internal in terms of contact, whereas the information activities and specific tasks emerged as the principle function of Public Relations practitioners in Egyptian universities.[286]

Cutlip, Center, Broom, & Plessis describe the role of Public Relations within the education context as below:[287]

1. To gain acceptance of an organisation's mission.
2. To develop channels of communication with those whom an organisation servers.
3. To create and maintain a favourable climate for fund raising.
4. To support the development and maintenance of a public policy that is favourable to an organisation's mission.
5. To inform and motivate key organisational constituents (such as employees, volunteers, and trustees) to dedicate themselves and work productively in support of an organisation's mission, goals, and objectives.

In terms of organisation effectiveness, Grunig L, Grunig J, & Ehling indicated that Public Relations contributes to organisational effectiveness when it helps to reconcile the organisation's goals with the expectations of its strategic constituencies. This

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[284] Kowalski, Theodore J., *op., cit.,* 2000.P.20.

[285] Forest J., Kinser K*., op., cit.,*P. 495.

[286] Hassan, Said, *Public Relations in the Egyptian Universities*, Unpublished Master Degree, Department of Public Relations and Advertising School of Information, Cairo University, 1986, P. 635.

[287] Cutlip, Center, Broom & Du Plessis, DF, *op., cit*., P. 305.

contribution has monetary value to the organisation. Public Relations contribute to effectiveness by building quality, long-term relationships with strategic constituencies.[288] Moreover, Kotler and Fox mentioned that the educational institution can realise several advantages by formalising its Public Relations operations and thus reach effectiveness as an institution in society such as :(1) better anticipation of potential issues; (2) better handling of these issues; (3) consistent public-oriented policies and strategies; and (4) more professional written and oral communications.[289]

3.   The Case of Palestinian Universities

3.1.   General observations

A study of Public Relations in the Palestinian National Authority by A. Hammad suggested that the main Public Relations activities that Palestinian Public Relations practitioners did in their jobs is Personnel administration; he pointed out that PR activities are carried out by the international relations department, and partially by the finance administration. Bearing in mind the short period since the establishment of the Palestinian authority, and the fact that there are no job descriptions in most of the governmental organisations we can see the main reasons for this phenomenon. He identified functions/task that are carried out by other departments or sections and considered to be an integral part of PR: (a) organising visits programs, (b) organising parties, (c) organising exhibition, (d) keeping /storing newspapers and magazines, (e) general meetings with the external public, (f) producing video /CD/ cassette/multimedia to raise the profile of the organisation, (g) evaluating and analysing the public opinion, (h) distributing leaflets and brochures, (i) organising seminars and conferences, (j) and participating in social activities.[290]

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[288] Grunig L, Grunig J, & Ehling W, 'What is an Effective Organisation?', in James E. Grunig (Ed.), *op., cit*., P.65.

[289] Kotler, & Fox, *op., cit.,* P. 283.

[290] Hammad, A., *op., cit.,* 2005, PP. 57-58.

As Al-Enad notes, the boundary role played by Public Relations in the third world places Public Relations in a different place. While Public Relations is located between an institution and its publics or environment, as described in the literature, in developing nations it is located between the material and the nonmaterial aspects of the culture. It functions in the same manner; it tries to adapt each side to the needs and expectations of the other. In both cases, its role may not meet the standards as stated by Public Relations theoreticians. But playing it does help in maintaining the balance of the system.[291]

3.1.1   Objectives of Palestinian Higher Education Institutions' PR

In the case of Higher education institutions in the Palestinian territories whether public or government, it certainly occupies an important place in Palestinian cultural, social, and political arenas. From the first school in Birzeit village and An-Najah College to today's 11 higher educational institutions, it is obvious when we look to their role especially in state building. Several factors determine the objectives of Public Relations in each university such as size of university, the age of university and geographic area, and so on. In fact there is fierce competition between the universities to attract students to their programs. But generally, the evidence of my interviews with Palestinian Universities, and the responses to the questionnaires reported in section 3.2 below, allow me to summarise the main objectives of PR in Palestinian higher education institutions as follows:[292]

- Enhancing the university's image and reputation on a local, national and international level.
- Building good-relationships with internal and external publics.
- Increase awareness of education and clarify any misinformation.
- Increasing the number of applicants to the institution.
- Building positive relationships with NGOs and government organisations within the Palestinian society.

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[291]   Al Enad, Abdulrahman, *op., cit.,* P. 26.

[292]   Based on interviews which I conducted within Palestinian Universities. See Cutlip, Center, Broom, *op., cit.,* 1994. See also Kowalski, Theodore J., *op., cit.,* 2000.

Palestinian universities write their objectives in different styles; some of them preferred to publicise these objectives on their web page, while others chose to keep them on paper inside their department documents.

In accordance with Palestinian Higher Education Law No. 11 (1998) for Higher Education in chapter two (Article 4), higher education aims to achieve the following:[293]

1. Opening the door to all qualified students to join higher education, pursue and develop academic efficiency inside and outside the country.

2. Encouraging the writing, translation and scientific research movement and support the on-going education process provided by the Palestinian higher education institutions.

3. Enabling the Palestinian community to deal with scientific, technological and informatics innovations for investment and development.

4. Contributing to meeting the needs of the Palestinian society for qualified staff in various academic, practical and cultural fields.

5. Enhancing the framework of scientific cooperation with academic and international services; support and development of higher education institutions and scientific research centres.

6. Furthering of the study of the Arabic Islamic civilization, developing students' constructive thinking skills.

7. Encouraging scientific creation and invention and ability to cope with research investigation and scientific progress.

8. Developing scientific and spiritual values, bringing up loyal individuals loyal to their country and nation and the enhancement of cooperation and team work among students.

9. Contributing to science supply, preserving academic liberties and the integrity of scientific research and establishment of the state on bases that guarantee the rule of law and the respect of rights and public freedom.

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[293] Translated from, Fatwa and Legislation Office, Palestinian National Authority. See http://www.dft.gov.ps/index.php?option=com_dataentry&pid=8&Itemid=27&des_id=179.

Furthermore, existing Palestinian institutions in the West Bank and the Gaza Strip, especially the institutions of higher learning such as Hallaj indicated that they should play a crucial role in preparing their community for political transformation and in helping it to undergo the metamorphosis from a colonial to an independent community with as little disorder and dislocation as possible. This should be the national mission of Palestinian higher education during the coming few years.[294] In the same vein, Edward Said noted the mission of Palestinian higher education institutions like Birzeit should be seen as "part of the longer view of our history, which the seriousness and acuteness of the present crisis tend to obscure. Without these institutions our political life and survival would be virtually non-existent". [295]

In 1998 UNESCO conference about 'Higher Education in the Twenty-First Century' in Paris, Dr Munther Salah[296] emphasised that Palestinian Higher Education institutions were established as an act of will to face all challenges imposed by the occupation and to lay the corner stone for Palestinian civil society. He concluded that the aim was to develop human resources and raise the awareness of the people to exercise freedom and democracy on their land and through their cultural and intellectual heritage. Moreover, institutions of Higher Education played a unique and exceptional role during the second stage of the Intifada. They were able to operate and educate the youth under the most adverse conditions using non-conventional means such as distance learning and open learning.[297]

Muhammad Hallaj believes there are five main tasks for Palestinian educational institutions:[298]

1. "To "nationalize" the system. This means substantially increasing the opportunities for higher education available at Palestinian institutions.

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[294]   Hallaj, *op., cit.,* PP. 86-92.

[295]   Said, Edward, 'A Longer View', *Al-Ahram Weekly On-Line*, Issue No. 406, 3-9 December, 1998.

[296]   Dr Salah was Minister of Higher Education in August 1998.

[297]   UNESCO, 'Higher Education in the Twenty-First Century, Vision and Action', *Palestinian Authority, Volume V- Plenary*, Paris, 5-9 October, 1998.

[298]   Hallaj, *op., cit.,* PP. 86-92.

2. Attainment of a degree of excellence which would make Palestine a regional educational centre. Excellence in any endeavour, of course, should be sought for its own sake. For Palestine it has special significance.

3. To fulfil its national mission, which is the development of educationally-related structures and functions which would also be embryonic public agencies.

4. To discharge its obligations to the future Palestinian self-governing community, is to develop an effective cultural base for its educational and training programmes designed to foster certain attitudinal tendencies and thought processes in their students.

5. The fifth main task of Palestinian higher education should be institution-building. In this regard, the institutions of higher learning in the West Bank and Gaza should strive for the development of effective structures and procedure, which would enable them to become well-founded and entrenched institutions in their community, and to nurture and safeguard a strong tradition of intellectual freedom and institutional autonomy".

Obviously, all Palestinian educational institutions have written statements of objectives and goals or Mission Statement. The purpose of the mission statement is to state in brief why an institution exists. For instance the main mission of Birzeit University is "to promote excellence in higher education by providing quality academic teaching, research, training, and relevant community programs within the context of sustainable development, social awareness and adherence to democratic values in a free Palestinian civil society"[299].

The strategic goals plans of IUG are:[300]

- Encouraging scientific research.
- Promoting academic cooperation in different fields with the local and foreign institutions.
- Developing the use of IT in teaching and designing distance learning courses.
- Enhancing the quality of education in terms of upgrading instructors, updating curricula and improving teaching-learning facilities.
- Reinforcing fieldwork and the practical skills of learning and searching through graduation projects, training and practice.

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[299] See http://www.birzeit.edu/.

[300] Introducing Islamic University of Gaza, *Public Relations Office Publication*, 2008, P. 2.

As Cutlip, Center and Broom observe, mission statements refer to obligations, values, and social responsibility and serve two important purposes in Public Relations: firstly, they commit the whole organisation to accountability that means visibility or communication of some sort. Secondly, the attitudes expressed provide a framework in which Public Relations can devise its goals and objectives. This is equally true in the case of Palestinian Universities.

3.2. *Analysis of the Survey and Interview Results*

3.2.1. *Research Questions Related to Public Relations Practitioners*

RQ1 What are the Public Relations Objectives the PR department aims to achieve?

RQ2 What is the concept of Public Relations?

RQ3 To what degree do your Public Relations departments practise certain activities?

RQ4 In terms of Public Relations alone, how would you rate the effectiveness of your university?

RQ5 Degree of importance effect factors which determine the role of PR.

RQ6 What are the main sentences about PR in your university?

3.2.1.1. *Public Relations Objectives*

Most of the respondents (92.3% N=36) said that their Public Relations departments main objectives is to enhance the university's image and reputation on a local, national and international level. Table 9 shows also that (59.0% N=23) of the respondents said that their Public Relations departments objective is to recognise the internal public's needs and report them to the top management. Furthermore most of the people who were interviewed in Palestinian higher education institutions confirmed that they do have written quantifiable goals and objectives.

With regard to who sets the goals and objectives, Grunig and Hunt pointed out that top Public Relations managers, usually with the title of vice president or director have responsibility for choosing goals for the entire PR department.[301]

Table 9:
Public Relations Objectives in Palestinian Universities

Value Label	Yes		No		Total	
	No.	%	No.	%	No.	%
Enhancing the university's image and reputation on a local, national and international level.	36	92.3	3	7.7	**39**	**100.0**
Supporting relationship with the media.	22	56.4	17	43.6	**39**	**100.0**
Recognising the internal public needs and reporting them to the top management.	23	59.0	16	41.0	**39**	**100.0**
Supporting human relationship among employees at the university.	20	51.3	19	48.7	**39**	**100.0**
Explaining the university policy for internal public.	18	46.2	21	53.8	**39**	**100.0**
Answering staff & employees inquiries.	14	35.9	25	64.1	**39**	**100.0**
Showing concern for employees in order to raise morale.	16	41.0	23	59.0	**39**	**100.0**
Creating a high degree of collaboration between the university and its different divisions.	20	51.3	19	48.7	**39**	**100.0**

Dr Bardaweel points out that the main objectives of PR department in Al-Azhar University are: (a) to identify the academic and research role and mission of the university, to build a positive image of the university community to society; (b) To introduce the activities of university to the external public bearing in mind the maintenance of excellent relationships with mass media which will help to spread the

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301   Gruing and Hunt, *op., cit.,* 1984, P. 117.

mission of the university; (c) To strengthen the relationship with university graduates in various scientific fields.[302]

56.4% (N=22) of the respondents said that supporting the relationship with the media is the third objective of the PR department. 64.1% (N=25) did not recognise answering staff and employees inquiries as an objective of PR department. In An-Najah University, the objective of Public Relations Department has a very important role within the University as it acts as a mediator between it and the public. The role of the department can be summarized by the following points:[303]

·   Building a strong and favorable reputation for the University.
·   Enhancing students' affiliation with and pride towards their University.
·   Spreading support and trust for the University among the public.
·   Organising media coverage and publicity for specific University topics.
·   Effective handling of a number of situations that influence the public.
·   Conveying to the University the public's concerns, expectations and opinions in order for the University implement them in their core decision making.
·   Creating an increasing awareness of the University's ongoing events, activities and facilities.

3.2.1.2.   Conception of Public Relations

79.5% (No=31) of the survey respondents say the main idea of Public Relations is providing a good image for the university through highlighting activities. 66.7% (No=26) of the respondents said the concept of PR is to attract the attention of external and internal communities to new developments by outlining them through media and daily publications.

Table 10 shows also 53.8% (No=21) of the respondents said achieving loyalty and a sense of belonging among the employees, academic staff and university management is

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[302]   Interview with Dr. Mohamed Bardaweel, Director of PR Department in Al-Azhar University, 08/2009.

[303]   Interview with Ala Abu Dheer, Acting Director of Public Relations Department, An-Najah National University.08/2009.

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a concept of Public Relations in Palestinian universities. Moreover, Table 10 shows also that 66.7% (No=26) of the respondents did not consider caring about employees and academic staff through putting their names in daily news on wall boards as a concept of Public Relations. In much the same way more than half (61.5%, No=24) of the respondents did not recognise fund raising as an aspect of Public Relations.

Table 10:
Conception of Public Relations

Value Label	Yes		No		Total	
	No.	**%**	**No.**	**%**	**No.**	**%**
Providing a good image for the university through outlining activities.	31	79.5	8	20.5	**39**	**100.0**
Attracting the attention of external & internal communities to new developments by outlining them through media & daily publications.	26	66.7	13	33.3	**39**	**100.0**
Caring about employees & academic staff through putting their names in daily news on wall boards.	13	33.3	26	66.7	**39**	**100.0**
Achieving loyalty & sense of belonging among the employees, academic staff & university management.	21	53.8	18	46.2	**39**	**100.0**
Fund- raising	15	38.5	24	61.5	**39**	**100.0**

Kotler, & Fox report that, in a national sample, community college, presidents were bound to have as much influence on institutional image as do more formal Public Relations activities, through their relationships with other community leaders and internal publics, and through activities directly connected with their colleges.[304] Philip West views Public Relations concepts in educational institutions as a combination of human relations and communication. The first of these concepts is concerned not only with the projection of a successful self-image, but with cultivation of favourable interactions with others. The second focuses on information sharing, feedback, and the meeting of community needs.[305] This also applies to the case of Palestinian universities: the board of trustees or presidents have as much influence on the institutional image as do more formal Public Relations activities, through their relationships with other community leaders and internal publics, and through activities directly connected with their colleges.

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[304]   Kotler, & Fox, *op., cit.,* P. 283.

[305]   West, Philip T., *op., cit.,* P. 39.

For instance, the head of the board of trustees at Islamic University of Gaza, Jamal Alkhodary, clearly has more influence on the institutional image than do formal PR activities.

3.2.1.3.   Type of activities practised by University PR Department

Table 11 shows significantly that 61.5% of the respondents believe that PR department activities which have always been practised are to publicise the university and manage the content of the university's web site. Following up, 46.2% of the respondents think that activities like holding parties and exhibitions conferences as well as providing media with the research and reports which have been produced by the university have always been practiced within the university.

Table 11:
Public Relations Departments Practise Different Activities

Value Label	Always	Usually	Sometimes	Rarely	Never
Provide the university staff with real information about services & activities.	35.9	38.5	12.8	12.8	0.0
Provide media with the research & reports which have done by university	43.6	20.5	17.9	12.8	5.1
Publicise the University.	61.5	15.4	5.1	7.7	10.3
Public opinion measurement.	10.3	41.0	23.1	12.8	12.8
Response to what is published in the journals and magazine.	38.5	12.8	20.5	25.6	2.6
Conducting meetings with university staff.	7.7	2.6	53.8	17.9	17.9
Managing the content of the university's website.	61.5	15.4	10.3	10.3	2.6
Holding parties & exhibitions conferences.	46.2	35.9	12.8	5.1	0.0
Service affairs (passport, reservation,	12.8	12.8	10.3	15.4	48.7
Participation (traffic, cleaning up, planting).	15.4	51.3	30.8	2.6	0.0
Conducting political activities.	10.3	23.1	25.6	30.8	10.3

53.8% of the respondents consider that the PR department sometimes practiced activities such as conducting meetings with university staff. Table 11 also shows that

61.5% of the respondents believed that PR departments in Palestinian universities were involved in managing the content of the university's website.   On the other hand table 11 shows that 48.7% of the respondents said service affairs (passport, reservation, etc) have never been practiced within the universities. I link this to the instability of the Palestinian territories, which makes most guests and delegations finish their visit in one day and return to Israel. It is worth mentioning that (30.8%) of the respondents thought that PR departments rarely conduct political activities.

Survey respondents were asked to rate the degree of PR department practices of various activities as explained in table 11, in comparison Figure 17 shows that An-Najah university came first (4.2 out of 5) practicing the above activities, whereas IUG and BU were equal with (3.8). Al-Azhar University has the lowest degree with (2.5).

Figure 17:
The degree of PR Departments Practice the above activities
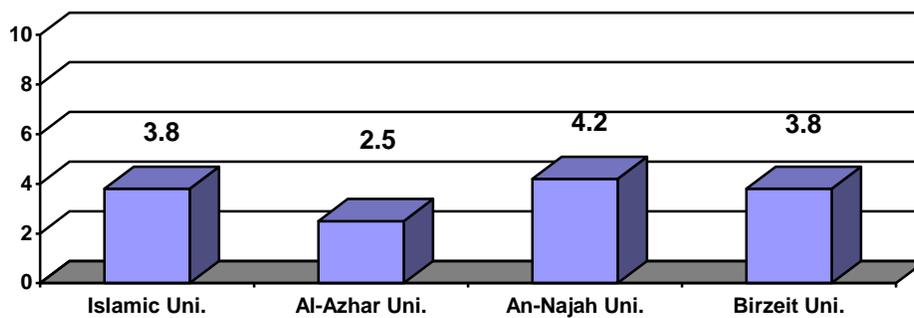
With Regard of the practice of Public Relations at the Palestinian universities, this practice is similar between universities and educational institutions in terms of the nature and purpose to be achieved from this exercise. For instant, Numan Elsharif pointed out that in the PR department in the Ministry of Education and Higher Education the most practiced activities are: [306]

- Managing the content of the university's website through a review of all activities, news and documentation of effectiveness in pictures.
- The issuing of bulletins which include all activities and events for the various departments in the ministry.

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[306]   Interview with Numan Elsharif, Director General, Ministry of Education and Higher Education, 08/2009.

- Documenting Israeli aggressions against the education sector, by issuing brochures and pamphlets, as well as documentation of twinning programs between Palestinian schools and colleges and their counterparts in Palestine.

- Issuing official statements on behalf of the ministry and providing the local newspapers, radio station and websites with all media activities.

- Training of number of trainees from university graduates and colleges in the department of Public Relations.

Kotler and Fox point out that every school, college, or other educational institution is involved with Public Relations in some way, since each must deal with a variety of publics. "The local community, politicians, the news media, and others-all may take an active or reactive interest in the institution's activities".[307] They also identified school PR practitioners as the educational communicators and stated that the typical tasks for the educational communicators are:[308]

- To maintain or enhance the image of the institution.
- To build alumni loyalty and support.
- To attract prospective donors.
- To provide information about the institution's offerings.
- To attract prospective students and encourage application and enrolment.
- To correct inaccurate or incomplete information about the institution.

In addition, they argue that the educational communicators should determine and meet the information needs of faculty, staff, current students, and others in the internal environment. This applies equally to the case of Palestinian universities, although in practice, much depends on the availability of resources and the involvement of the top management. For instance, managing the content of the university's website, while theoretically important, is in practice a low priority in Al-Azhar University.

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[307] Kotler & Fox, *op., cit.,* P. 282.

[308] *Ibid*, P. 278.

3.2.1.4.   *Effectiveness of Public Relations in University*

The respondents were asked about the effectiveness of Public Relations in their universities; whether it was excellent, very good, good, fair or poor. Almost half of the respondents (48.7%, No=19) believed that the effectiveness of Public Relations in their universities is *very good*. Table 12 also shows 17.9% (No=7) of the respondents assumed that the effectiveness of Public Relations in their universities is *fair*.

Table 12:
Effectiveness of Public Relations in University

Value Label	No.	%
Excellent	6	15.4
Very Good	19	48.7
Good	6	15.4
Fair	7	17.9
Poor	1	2.6
Total	**39**	**100.0**

As we have seen in the third chapter, Public Relations departments in Palestinian universities occupy a prominent place in the organisational structure enabling a more active role in the university. The debate here is how universities benefit from effective Public Relations and how and to what extent Public Relations contributes to a university. To answer this point one must look to several things in Palestinian universities which can be measurable such as:

- Inflow of students and the increase in their numbers in various disciplines.
- Strength of internal and external relations with the university, whether domestic or international.
- The extent of external public knowledge about activities and programs of the university.
- Launching of new specialised sections within the Public Relations department.

Generally speaking, all of the points mentioned above have a positive impact in the field of Public Relations work within Palestinian universities. From Birzeit University and An-

Najah National University in the West Bank to Islamic University and Al-Azhar University in Gaza Strip, all have excellent relationships whether locally or internationally.[309] For instances, BU has developed academic relations with a number of distinguished international universities, encouraging joint research activities, guest lecturers, and faculty and student exchanges. In addition, the University is linked to a number of European universities through the multilateral Palestinian-European Academic Cooperation in Education (PEACE) program. BU also enrolls around 50-70 international students every year through its Palestine and Arab Studies (PAS) Program.[310] In An-Najah University, the Zajel Youth Exchange program brings young people from all over the world to learn more about Palestinian history and people. It has been running since 2001. It is worth mentioning that the university Public Relations department is home to this program.[311] On the other hand the Islamic University and Al-Azhar University do have twinning programs as they stated but not at the same level as the West Bank universities, due to the blockade and movement restriction of Gaza Strip.

3.2.1.5.   *Relative Importance of factors which determine the Role of PR*

Table 13 shows significantly that 79.5% (No=31) of the respondents believe that the awareness of top management about the responsibilities of PR is a very important factor which determines the role of Public Relations. From the definition of PR in chapter one, most scholars such as Grunig, Hunt, Cutlip, Center, and Broom, emphasise that PR is a management function and therefore, without an understanding of the concept of PR from top management, the role of PR would be paralyzed in an institution. Additionally, Cutlip, Center, and Broom state that the first and continuing task of top management toward PR is to earn and maintain broad support for the Public Relations function within the organisation.[312]

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[309]   There are a numbers of twining programs between Palestinian universities and western universities such as the number of students increased in few past years (see chapter 2).

[310]   Birziet University, *Building a Better Palestinian Future*, General Brochure, 2007, P 1.

[311]   An-Najah National University, *Focus on An-Najah*, PR Department Publications, 2008, P.29.

[312]   Cutlip, Center, Broom, *op., cit.,* 1994, P.60.

Table 13:
Factors which determine the Role of PR

Value Label	Very Important	Important	Slightly Important	Not Important	Not Important at all
The size of the university and its faculties.	48.7	48.7	0.0	2.6	0.0
Awareness of top management about responsibilities of PR.	79.5	17.9	2.6	0.0	0.0
Size of External public which the university deals with.	41.0	56.4	2.6	0.0	0.0
The society and social role that the university provides.	53.8	43.6	2.6	0.0	0.0
The age of PR department in the university.	20.5	61.5	7.7	2.6	7.7
Political stability.	69.2	25.6	5.2	0.0	0.0
The wide area of PR activities in the university.	74.4	25.6	0.0	0.0	0.0

The broader understanding about Public Relations functions and responsibility from top management, the more effective Public Relations functions in the institution. Ehling and Dozier pointed out that some top executive cast the communication and Public Relations function into an inappropriate operational role, such as publicity of the copy-writing-and-placement variety. Sometimes, top management requires Public Relations personnel to pursue goals lying outside the Public Relations domain, such as increasing sales via product publicity.[313]

In the case of Palestine, Table 13 shows that 74.4% of the respondents consider that the wide area of Public Relations activities in the university is very important. Political stability came in third place with (69.2%) of the respondents regarding it as a very important factor which determine the role of Public Relations in the universities. As I discussed in chapter 2, the history of Palestinian higher education institutions and how they were established under the occupation authority, meant that none of the Palestinian higher education institutions escaped aggressive policy and strict sanctions, siege and incursions, human losses and even direct air strikes as happened with Islamic University in the 2008 war on the Gaza Strip by the Israeli occupation which had the worst effect on

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[313]   David, Dozier M., & Ehling White P., 'Public Relations Management and Operations Research', in James E. Grunig (Ed.), *op., cit.,* 1992, P.262.

the educational process and on the Palestinian society. All this makes the political environment highly problematic, weakinging and in some cases paralysing the role of Public Relations.

The survey shows also that 61.5% of the respondents consider the age of the PR department an important factor which determines the role of Public Relations. When the Islamic university was established in 1978 it was one person who was responsible for the human resource department.[314] This point can be combined with the size of organisation which I discussed in chapter three. Whenever the size of institution expands, the more number of employees increases. Regarding the size of the external public which the university deals with; table 13 shows that 56.4% of the respondents believe that this factor which determines the role of Public Relations is important.

3.2.1.6.   *Testing practitioners' views about the role and organisational environment of PR in their university*

The respondents been asked to give their opinion about some sentences related to the Public Relations in their universities. To start with the most significant, (Table 14) shows that (71.8%) of the respondents strongly agree that the PR department contributes to presenting a positive image of the University to the public. In the same manner, more than half (66.7%) of respondents strongly agree that the Public Relations department is no less important than other departments in the university. Moreover, the table shows that (64.1%) of respondents strongly agree that Public Relations department plays a significant role in their universities.

Table 14:
Statements about PR in their University

Value Label	S. Agree	Agree	Neutral	Disagree	S. Disagree
The concept of PR in the university is not clear.	15.4	35.9	5.1	33.3	10.3
Public Relations department plays significant role in the university.	64.1	17.9	7.7	10.3	0.0
PR department should prepare the activities to achieve the objective and mission of the university.	41.0	46.2	10.3	2.6	0.0

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[314]   Interview with Hussam Iaish, Deputy Director of Public Relations Department, Islamic University of Gaza, 08/2009.

PR department activities achieve positive tangible results.	46.2	28.2	17.9	7.7	0.0
PR department prepares publication and leaflet about the university activities which are distributed to the public.	61.5	25.6	7.7	5.1	0.0
A PR department is no less important than other departments in the university	66.7	23.1	10.3	0.0	0.0
The stronger relationship with the internal and external public the more effective the PR role.	64.1	30.8	5.1	0.0	0.0
PR activities can contain political activities.	18.4	42.1	28.9	10.5	0.0
A PR department communicates with all university's staff through all the communication methods.	41.0	38.5	7.7	12.8	0.0
There are no specific communication methods to communicate with all external and external public.	2.6	33.3	15.4	20.5	28.2
PR department contributes to present a positive image of the University to the public.	71.8	20.5	7.7	0.0	0.0
A PR department provides the information that may help top management in decision making.	43.6	48.7	0.0	7.7	0.0
The top management should not monopolise the benefit of PR activities.	56.4	30.8	12.8	0.0	0.0
A PR department is a link between external public and top management.	56.4	41.0	2.6	0.0	0.0

Table 14 also shows that 64.1% and 30.8% respectively 'strongly agree' and 'agree' that the stronger the relationship with the internal and external public the more effective the Public Relations role in the university. Mr. Elsharif believes that Public Relations is essential and very important for any type of institution. He likens Public Relations to a mirror in which the internal public and the community can see the institution, and also to the umbilical cord that connects the organisation with the internal and external public.[315]

Table 14 shows that 61.5% of the respondents strongly agree that the Public Relations department prepares publications and leaflets about the university activities which are distributed to the public. 56.4% of the respondents strongly agree that top management should not monopolise the benefit of PR activities. They strongly agree that the Public Relations department is a link between the external public and top management. Finally, 15.4% & 35.9% respectively 'strongly agree' and 'agree' that the concept of PR is not clear in the university.

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[315]   Interview with Numan Elsharif, Director General, Ministry of Education and Higher Education, 08/2009.

3.2.2.   *Questions to Academic/non Academic non-PR Staff*

The second part of this analysis tries to establish the views and perceptions of non-PR staff (academic and non-academic) about Public Relations performance and activities. The survey questions dstributed to this category of staff were:

RQ1   Do you think that the Public Relations department provides you with periodical information?

RQ2   What are the activities which are provided to you by the PR department?

RQ3   What are the methods by which the Public Relations department provides you with information?

RQ4   What are the methods which the Public Relations department uses to find out your opinions?

RQ5   Have you ever felt cut off from events and activities in the university?

RQ6   Have you ever been surprised by news published about the University in the local media and felt you were the last to know?

RQ7   What do you think the performance of Public Relations in your university is?

RQ8   Are you satisfied with the performance of Public Relations department in your university?

RQ9   What do you think the function of PR in the university should be?

3.2.2.1.   *PR Department Provides Periodical Information to University's Staff*

Generally speaking, the Public Relations Department aims to preserve the image of the University and to keep the mission of the University on the right path. It is the communication link between the University and its surrounding community. It keeps contact with a number of different groups by various avenues including media, internet, mailing lists, publications, events management, seminars, workshops, curricula and non-curriculum activities. This part of the survey related to the Palestinian universities staffs that are part of this study. Table 15 shows that more than a half 68.2% (No=107) of the respondents answered under category "Yes" in receiving periodical information about the university provided by the Public Relations department.

Table 15:
PR Department Provides Periodical Information

Value Label	No.	%
Yes	117	68.2
No	53	31.8
Total	**170**	**100.0**

However, 31.8% (No=53) of the respondents answered "No" they had not been provided with periodical information about the university through the Public Relations department. Furthermore, Figure 18 shows that Birzeit University had the highest number of respondents (80.5%) answering "Yes" they have been provided periodical information through PR department, while (19.5%) of the respondents said "No" they have not been provided with periodical information. followed by Islamic University in the second place with (80.3%) of the respondents answering "Yes" compared to (19.7%) of the respondents who said "No" they have not received periodical information about the university through the Public Relations department.

Figure 18:
PR Department Provides Periodical Information
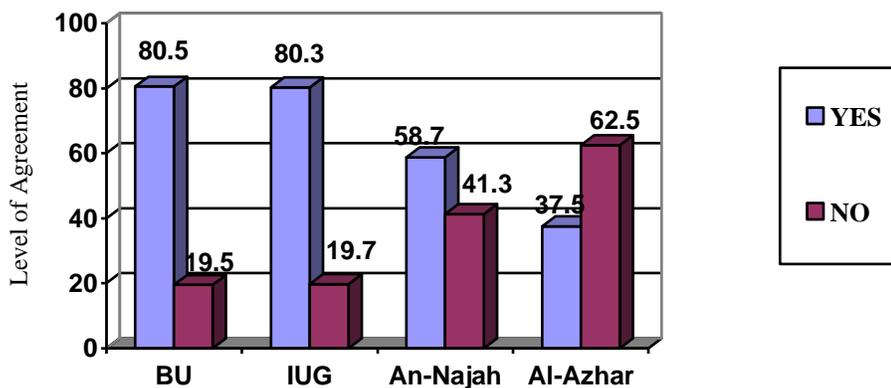
In terms of publications, there are different types of periodical information which all Palestinian Universities provides to public interest, for example the Public Relations Office in BU published a monthly newsletter as well as brochures, alumni magazines and

annual reports.[316] Figure 18 shows that in the case of Al-Azhar University only 37.5% said "Yes" and a highest percentage 62.5% said "No". This confusion or lack of clarity of vision from the university's staff is due to two reasons:

1. Newness of the emergence of Public Relations department at the university, as it was established with the emergence of the university in 1991.
2. Al-Azhar University is the smallest in size (both in numbers of staff and as building space) compared to other universities, which makes its activities and events modest and little and sometimes weak. Despite that one of the basic functions of Public Relations department in Al-Azhar University is to strive for the organising of leisure trips and summer camps for university's staff.[317]The PR department in Al-Azhar University have a limited activities, in fact some of activities has been done individually basis, for example visiting different institutions.

Figure 18 also shows the high percentage 41.3% of the respondents in An-Najah University confirmed 'No' they have not received periodical information from their PR department, the reason behind this as the researcher noticed that PR department emphasize more importantly on external public rather than internal and many examples been discussed in this study, while 58.7%of the respondents said "Yes" they have been provided with periodical information.

3.2.2.2. *Types of Activities provided by PR for Palestinian Universities Staff*

The first PR activity which provided to universities' staff is media activity as figure 19 shows that 79.4% (No=135) of the respondents answered "Yes", followed by holding ceremonies and establishing exhibitions in the second place with 78.2% (No=133) of the respondents saying "Yes" this activity was provided.

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[316]   For more information see BU Publication on their web page: http://www.birzeit.edu/.

[317]   Interview with Dr. Mohamed Bardaweel, Director of PR Department in Al-Azhar University, 08/2009.

Activities, which are provided to you by the PR department in the University
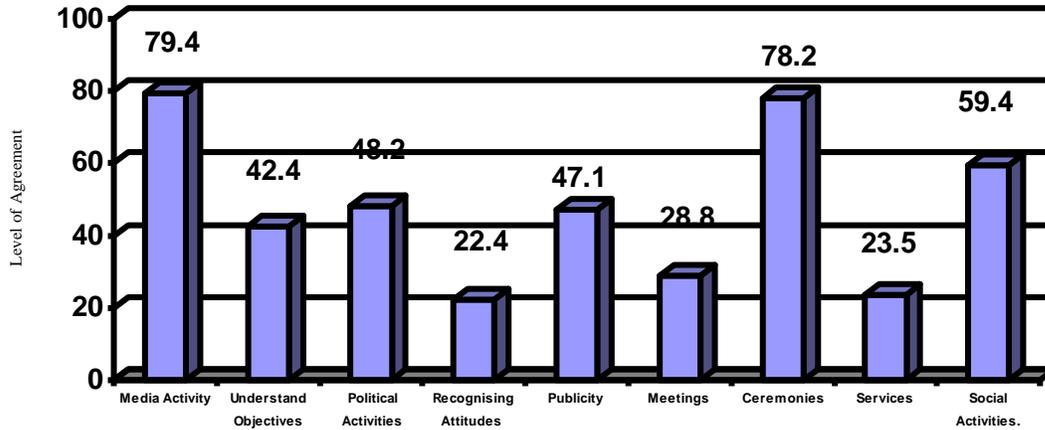
Moreover, figure 20 shows that how many activities were offered by the PR department in each university to the university' staff. In the first place came the Islamic University with 36% in practising holding ceremonies and establishing exhibitions, followed by 33% in practising social activities such as visiting and greeting university' staff. 32.6% of the respondents in the Islamic university's staff considered that the PR department practised media activity toward them. In Birzeit University, 30% of the university staff believed that the PR department practised political activities such as conducting a seminar or organising conferences. This was followed by 22.5% of the respondents in BU staff who thought that the PR department provides them with social activities such as participating in a special activity week.

Figure 20:
Activities Provided by most Public Relations Departments
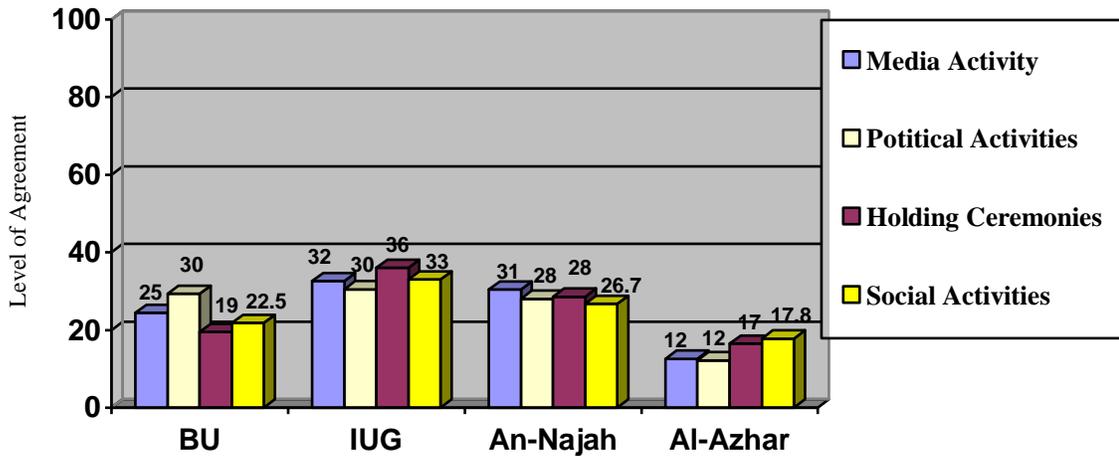
Figure 20 shows that 31% of the respondents in An-Najah National University' staff considered that the PR department provides media activity for them. bearing in mind the diversity of units in PR department such as Events Management Unit, Media Unit, and Conferences and Workshops Unit. This was followed by 28% of the respondents in An-Najah University staff who thought that the PR department held ceremonies and established exhibitions and provided them with political activities such as conducting a seminar and organising conferences. Moreover, in An-Najah University a number of publications were used as a means to communicate with the University's staff as well as the outside community, for example Resalet An-Najah, and Newsletter, [Academic Catalog](#), An-Najah Brochure and Focus on An-Najah. The aim of these publications is to promote the various university faculties, research centres, events and news. [318] Figure 20 also shows that 17.8% of the respondents in An-Najah University staff who thought that the PR department provides them with social activities such as visiting and greeting in different occasion.

3.2.2.3.   Methods used by PR department to Provide Information to Staff

As figure 21 shows, 72% of the respondents report that the main method being used by PR department to provide information is the general distribution of instruction memos,

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[318]   PR Department issued the 1st issue of Resalet An-Najah in 1982.

whereas 52.3% of the respondents report that the PR department used the university newspaper to provide information to university's staff. It is worth mentioning that not all Palestinian universities have university newspapers, the "Voice of University"[319] newspaper in the Islamic University is one of the leading newspapers among the university publications. One of its objectives is to cover the news and activities in a broad, realistic picture as well as to bring in the most important news about employees of the university and other educational events in Palestine. Meanwhile, in Birzeit University the "In our Pen" magazine initiative by Media Studies Department in faculty of Arts, was started as training magazine to the Media Studies students.

Figure21:
Methods of Providing Information to University's Staff
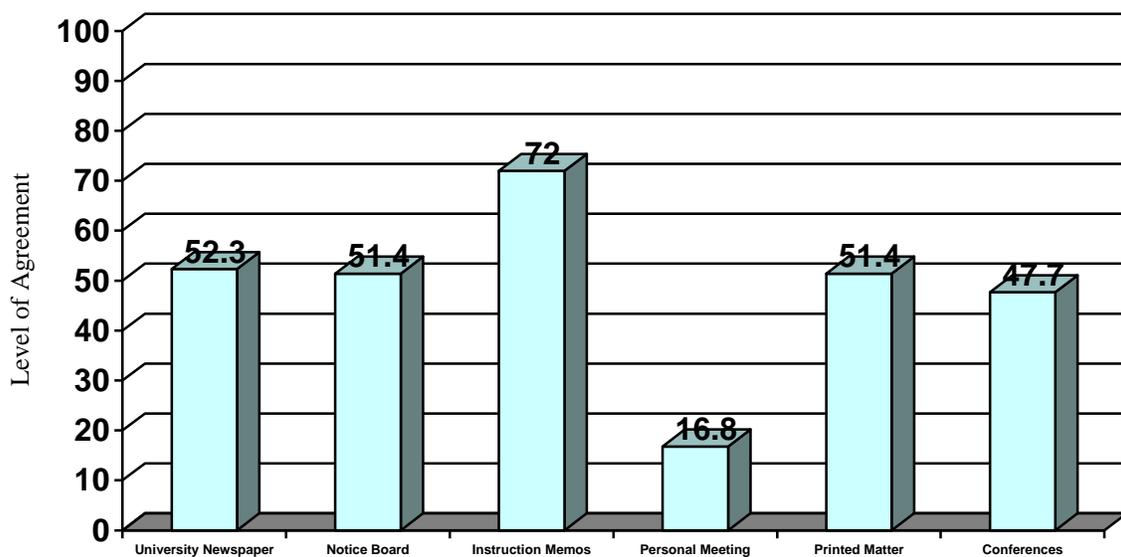
Figure 21 also shows that 51.4% of the respondents consider that the PR department provides them periodical information through Notice boards as well as in printed matter. Whereas 47.7% of the respondents think that the PR department uses conferences and seminars to provide them with periodical information.

Finally, with regard to the personal meeting method, most of the respondents 83.2% say "No": the PR department did not use this method in order to provide

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[319] *Voice of University* launch in 1996, as Practice and training newspaper for students in the Department of Journalism and Media. The distributions of newspaper to ministries, institutions and Members of the Legislative Council occur in collaborate with the PR Department.

periodical information to university staff, compared with 16.8% who consider that PR department did use personal meetings to this end.

3.2.2.4. *PR Department Recognises University Staff Opinions towards different issues within the University*

The respondents were asked whether the PR department recognised university staff towards issues within the university. Accordingly table 16 shows that 48.8% (No=83) of the respondents considered that the PR department seldom recognises their opinions about different issues. This is obviously due to the fact that most of universities staff express themselves to The Council of the Union of Teachers and the staff of the Palestinian universities which represents them in Ministry of Education and Higher Education.[320]

Table 16:
PR Department Recognise University's Staff Opinions

Value Label	No.	%
Always	19	11.2
Sometimes	68	40.0
Seldom	83	48.8
Total	**170**	**100.0**

40% (No=68) of the respondents believe that the PR department sometimes recognise their opinions about different issues within the university, whereas 11.2 (No.=19) respond that the PR department always recognises their opinions about different issues. In their study in "excellent Public Relations and effective organisations", Larissa A. Grunig, James E. Grunig, David M. Dozier indicated that excellent Public Relations departments were more likely to use nearly all methods of communicating.[321] Clearly, this is not as yet the case in Palestinian universities.

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[320]   Union workers in Palestinian Universities are powerful and active, but not all higher education institutions members in the union workers. E.g. workers union in the state universities and colleges include only (Palestine Polytechnic University - Khadouri - Tulkarem, Al Aqsa University - Gaza, Palestine Technical College "Ramallah for girls, Arroub, Khan Younis and Deir al-Balah", the Faculty of the nation – Jerusalem)

[321]   Larissa A. Grunig, James E. Grunig, David M. Dozier, *op., cit.,* P.457.

Ziad Mohafaza in his evaluation of the process of Public Relations in Jordanian public universities (Research, Planning, Communication and Evaluation) from the perspective of faculty members, notes that Public Relations departments in public universities have an effective and successful role in the use of communications phase with university staff. The study also points out that respondent staff who have 11-15 years service in their university considered that Public Relations departments were more effective in their use of communication phase than other stages.[322] In the Palestinian universities' case, the high percentage of the respondents who believed that the PR department sometimes recognised their opinions about different issues within the university is notable especially at Al-Azhar University and Al-Najah University. PR departments should always recognise their staff opinions about issues within their university and use appropriate communication methods to interact with them.

3.2.2.5.   *Methods which the PR department uses to Recognise Staff Opinions*

The success of the Public Relations department is based on empowering relationships between the university and both internal and external public sectors, as well as local civil society associations. Therefore Palestinian educational institutions need to use all means of communication to address their personnel about any events and activities in order to keep them involved. In terms of PR methods, Public Relations departments in Palestinian universities vary at in identifying ways and means to use mass media in order to communicate with university' staff. Hence some of universities depend on the internal network, which include email. Therefore, Figure 22 shows that 48.8% (No=83) of the respondents consider the PR department's main method to recognise staff opinions is personal contact either via email or face to face conversation.

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[322]   Mohafaza, Ziad A., *Public Relations in the Jordanian Public Universities; an assessment study of the stages from the perspective of faculty members*, unpublished MA thesis, Yarmouk University, Irbid, Jordan 1997.

Figure 22:
PR Department Methods to Recognise University's Staff Opinions
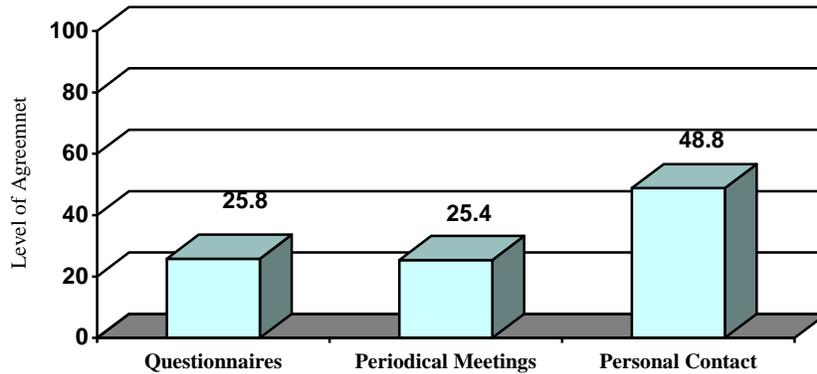
25.8% & 25.4% respectively believe that the PR department's methods to recognise university staff are questionnaires and periodical meeting. The communication stage in the Public Relations process is very vital in terms of delivering an accurate and appropriate message. There are various methods and techniques that the PR department can use, bearing in mind that all communication tools have different expectations in different situational and receiver contexts. PR practitioners in Palestinian universities may use one of many communication tools such as instant messaging, blogging, e-mail, and cell phone as preferred and frequent communication tools in Palestinian university PR departments.

3.2.2.6. Satisfaction of university's staff with the performance of PR department

The respondents of this survey were asked whether they were satisfied with the performance of PR department at their university. As table 17 shows, 61.8% (No=105) of the respondents said 'Yes' they were satisfied with the performance of the PR department in their university. 38.2% (No=65) of the respondents answered 'No', they are not satisfied with the performance of PR departments in their university.

Table 17:
Are you satisfied with the performance of PR department in your university?

Value Label	No.	%
Yes	105	61.8
No	65	38.2
Total	**170**	**100.0**

These refer to lack of communication between the Public Relations department and university staff as well as inappropriate activities toward university staff and finally, limited participation of university staff in the activities. In the context of the degree satisfaction, most of the respondents reflect their satisfaction generally about:

- The image of the university in Palestinian society and the efforts of the PR department in order to enhance that image.

- The widening and strengthening of relationships with other institutions whether domestic or worldwide.

- The strength of relationships with the university staff which can be achieved through various activities targeting them.

Figure 23 shows that 71.4% of the respondent staff in the Islamic University are satisfied with the performance of PR in their university which is the highest satisfaction degree among Palestinian universities. The motives behind this result were: (a) the position of the PR department itself which is centralised in the main administration building of the university enabling more community relations to occur, (b) the good performance of the PR department after the Israeli war on Gaza which targeted the university's buildings.

Figure 23:
Satisfaction degree with the performance of PR department in Palestinian
Universities
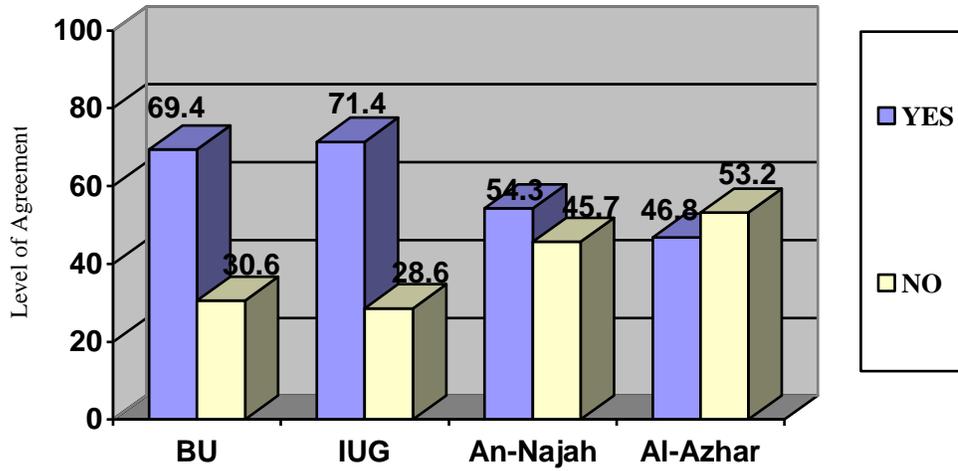
69.4% of the respondent staff in BU are satisfied with the performance of Public Relations department, followed by An-Najah University with 54.3%. In An-Najah National University efforts have been made by the Public Relations department to successfully hold the first Public Relations conference in Palestine. On the other hand the largest percentage of dissatisfaction came from Al-Azhar University with 53.1% of the respondent staff dissatisfied with PR performance in their university. The second highest percentage of dissatisfaction came from An-Najah University with 45.7% while just 54.3% of the respondents staffs were satisfied with the performance of Public Relations department. The researcher believes this result reflects the fact that most PR activities were carried out by volunteers with a lack of experience and knowledge in the field of PR. Figure 23 also shows high percentage of dissatisfaction of the performance of PR department particularly in BU with 30.6% of the respondents staffs dissatisfied with the performance of Public Relations department in their university, while in IUG with 28.6% of the respondents were dissatisfied with the performance of Public Relations department in their university.

3.2.2.7.   "The function of Public Relations should be: ..."

This study was designed to explore the current state of Public Relations practice in Palestinian universities. The academic/non academic staffs in the Palestinian universities were asked to give their opinion about the main function of the Public Relations department in their university. The function of Public Relations as viewed by the most senior top management in the four universities is a mixture of various roles and activities. As figure 24 shows, 92.4% of the respondents consider media relations and activities to be in the first stage. In the main time, social activities came in the second stage with 82.9% believing that it is a Public Relations function. 75.3% of the respondents staffs consider holding ceremonies and establishing exhibitions as a Public Relations function in their university. In fact, without any exception, most Palestinian universities gradually exercise a mixture of PR functions and roles. As Dr Bardaweel, the managing director of the PR department in Al-Azhar University, emphasised the diverse functions and role of PR department, "You need media relation to communicate with external/internal publics and you need ceremonies and exhibition role for graduate alumni".[323]

Figure 24:
Function of Public Relations in University Should Be

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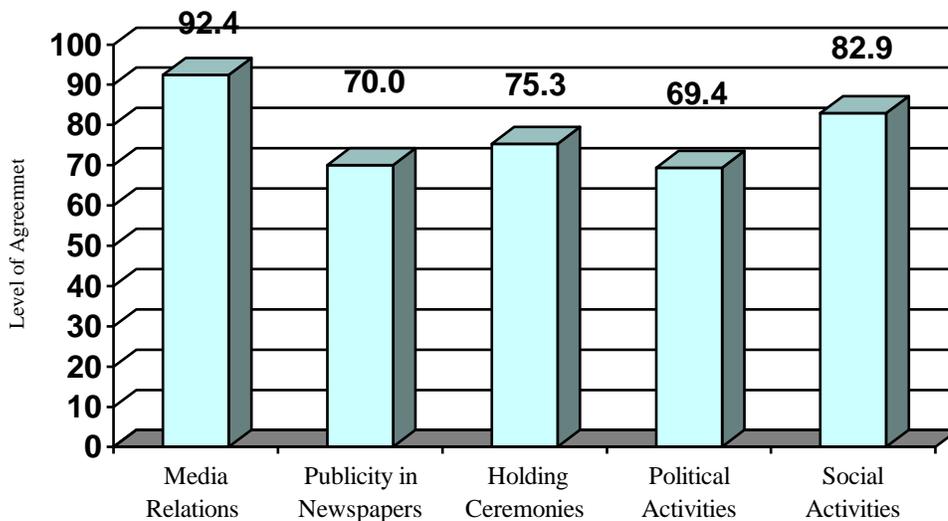
[323]   Interview, 08/2009

In 1985 a study by Cottone *et al* was conducted which focused on major or "global" functions of the communication executives as well as their perceptions of the importance of study in academic areas. 19 global tasks were statistically clustered through factor analysis, six significant groupings became evident. Those six "factors" (large-scale events, communication with publics, management, media/community relations, logistics, and client relations) represent the global functions of senior communication executives in the central United States.[324] Additionally, they indicated that "the media/community relations" finding is more difficult to explain. It would appear that media relations, community relations, and fundraising and development (those items making up the "media/community relations" factor) would be just as important to corporation executives as to agency executives.[325] Figure 25 shows that 100% of the respondents in An-Najah University the consider that media relations and activities should be the main function of the Public Relations department in the university. Whereas respectively 94.4%, 90.6%, and 85.7% of the respondents in BU, Al-Azhar and IUG universities believe that media relations and activities should be the main function of the Public Relations department in the university.

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[324]   Cottone, Laura, Wakefield D.G., Cottone R. Rocco and North, Willard, 'Public Relations Roles and Functions by Organisation'. *Public Relations Review*, Volume 11, Issue 4, winter, 1985, P. 29-37.

[325]   Cottone *et al*, *op., cit*.,, P. 37.

Figure 25:
Public Relations Function in Palestinian Universities
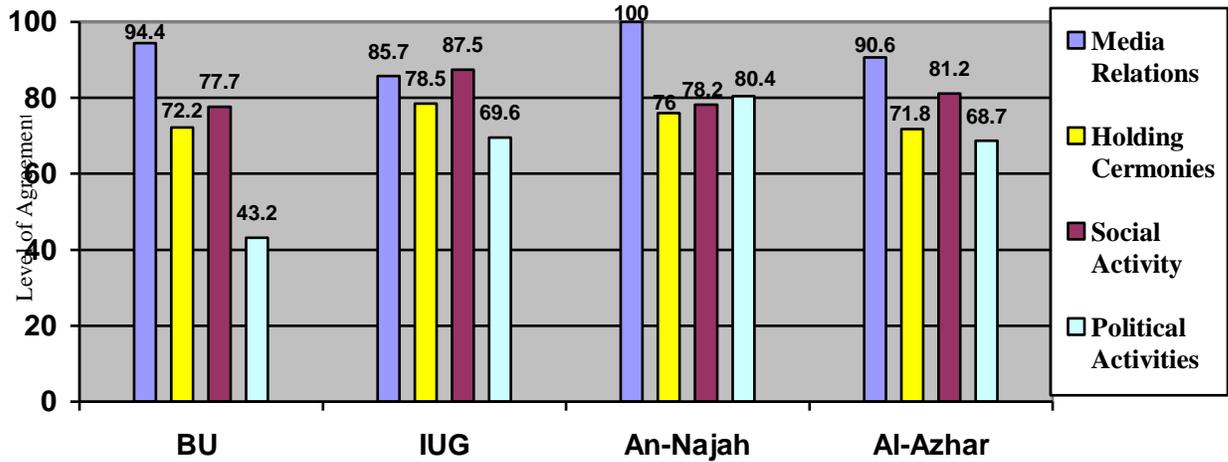
Figure 25 shows that 87.5% of the respondent staff in the IUG think social activities should be the key role of the Public Relations department, followed by 81.2% of the respondent staff in Al-Azhar University who considered that social activities should be the key function of the Public Relations department in their university, There are a few social activities organised by the PR department for university staff, such as greeting or consolation, meeting and visiting, sometime hosting a social meeting, for instance having food together (Iftar) one day in the month of Ramadan, bearing in mind that the Union of Workers is powerful in Palestinian higher education institutions and plays a vital role in cooperation with the PR department in order to organise specified activities for university staff.

Regarding political activities, An-Najah University staff came in the first place with 80.4% of the respondents considers that organising political activities should be one of the main roles and functions of the PR department.[326] Whereas the Islamic University staffs came in the second phase with 69.6% of the respondents thinking that organising political activities should be one of the main functions and roles of the PR department, most of these activities are workshops, hosting festivals, conferences. They were followed by Al Azhar University (68.7%) and, lowest of all with 42.2%, Birzeit University.

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[326] E.g. see Zajel Youth Exchange Program activity in An-Najah University at: http://youth.zajel.org/

4. Conclusion

This chapter has outlined the Role and Practice of Public Relations in Palestinian Universities, providing a basic description of the functions and objectives of the Public Relations department, a definition of the objectives, and 'management by objectives'. It also surveyed the views on these issues among PR practitioners and non-PR academic/non academic staff in Palestinian Universities.

All Palestinian universities have certain defined and written goals and objectives. The role of Public Relations is to help achieve these objectives through various roles and functions. It might seem like a one-way, persuasive mode, but most of the time this takes the form of two-way communication; freedom of choice and range of choice are available in order to accomplish these objectives and goals.

Comparing the case of Palestine with the general literature, this study shows that Management by Objectives has been used in Palestinian universities particularly in specified time and programs such as in the summer term in An-Najah University, Islamic University of Gaza and Birzeit University which had specified objectives to reach but does not show how MBO operates in PR during the normal academic year. Even so, whether PR departments in Palestinian universities follow the steps in setting PR objectives in their departments or not, Public Relations departments in Palestinian universities have general objectives to achieve, although these tend to be general rather than specific.

Public Relations departments in Palestinian universities have several goals, including enhancing the university's image and reputation; expanding the number of applicants; helping the institution in facing crisis management and situation; improving internal relations; maintaining productive relations with alumni, and building the public support necessary to obtain adequate funds.

Palestinian universities reflect Kowalski's list of most widely accepted goals: improving the quality of education, encouraging open political communication, enhancing the image of the school or district, building support for change, managing information, marketing programs, establishing goodwill and a sense of ownership, and

providing education data. Of these, the two where they fall short most, are marketing programs, in which they lack experience, and providing education data: the limited education data for Palestinian universities and inadequate methods in providing these data is critical and needs attention.

They all have certain defined and written goals and objectives, which are stated in their literature and on their websites. But the degree to which these are in fact achieved varies considerably. For instance, encouraging open political communication is a widely accepted goal within Palestinian universities, even if the evidence shows it is not consistently or evenly followed up; the goal of providing education data is both poorly recognised and hardly honoured in practice.

Palestinian universities can be seen as matching most of the PR functions described in the ten categories oulined by Cutlip, Centre, and Broom. But they are lacking in the research and counseling functions. Most of the managers of PR departments at Palestinian universities identified the main function of PR in their institutions as establishing and maintaining the relationships internally/externally in order to achieve the university's goals and mission. The study shows that PR practitioners in Palestinia Universities feel the main objective of Public Relations departments to be to enhance the university's image and reputation on a local, national and international level: over 90% of the respondents consider it the major objective; some 80% of the respondents say the main concept of Public Relations is to provide a good image for the university through outlining its activities.

The role of PR in achieving these objectives might seem like a one-way persuasive mode, but much of the time in fact takes the form of two-way communication – albeit often less than adequately.

PR departments in Palestinian universities use different methods to recognise university staff opinion's to enhance public participation – this being the core of the two-way symmetric model, which advocates a free and equal information flow between an organisation and its publics, leading to mutual understanding and responsiveness. A number of these universities do use such various means to communicate with their publics. Birzeit University and Islamic University of Gaza rank highest here, no doubt because of their resources and the appropriate number of staff in their PR departments.

The lowest-ranked in terms of the two-way symmetric model, are Al-Azhar University, where just over half of the respondent staff were dissatisfied with PR performance in their university, closely followed by by An-Najah University with some 45%.

PR departments' recognition of university staff views about issues within the university is limited: nearly half the non-PR staff respondents believe the PR department seldom recognises their opinions towards different issues. This is clear from the fact that most of the universities' staff express themselves to The Council of the Union of Teachers and the staff of the Palestinian universities which represents them in Ministry of Education and Higher Education. The study also shows that just under half of the respondents consider the PR department main methods to recognise staff opinions is personal contact either via email or face to face conversation.

Among non-PR staff, more than half of the respondents answered "Yes" to the question whether they received periodical information about the university from the Public Relations department, and the first PR activity which staff say information was provided on was media activity, closely followed by holding ceremonies and establishing exhibitions (both picked by nearly 80% of respondents). Regarding the methods used by the Public Relations department to provide information to university staff, 72% pointed to the general distribution of instruction memos.

Over 90% of the non-PR staff respondents consider media relations and activities to be the primary activity of PR; over 80% flt that social activities is a Public Relations function. Finally the study shows that over 60% of the respondents are satisfied with the performance of PR department in their university.

Just under half of the practitioner respondents believed that the effectiveness of Public Relations in their universities was *very good*. Yet when it comes to Broom and Smith's four roles listed for PR managers and practitioners, it is clear that Palestinian universities' PR practitioners exercise a 'technician' role more than a 'manager' role.

The empirical findings of this study raise several questions about the actual roles of PR in educational institutions and whether these roles have been planned or spontaneous – a subject which will be discussed it in the next chapter.

Chapter Five

Planning Public Relations Activities

Comparative Framework and the Case of Palestinian Universities

1.   Introduction

The second step in the Public Relations process, after research, is program planning, according to a consensus of scholars like Cutlip, Center, & Broom, Dozier, Wilcox, Cameron, Ault, and Agee.[327] Public Relations planning starts with the stated objectives of the universities served, as I discussed in chapter four. Before any Public Relations activity can be implemented, it is essential that considerable thought be given to what should be done and in what sequence to accomplish an organisation's objectives. One of the most common problems in the management of the Public Relations function is the failure to have real plans of action based on specific objectives.[328]

The British Institute of Public Relations (IPR) define PR as: "the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organisation and its publics". This emphasises the need for planning and sustained effort, meaning that PR activity is organised as a campaign or program and is a continuous activity, and is not disorganized.[329]

Regardless of the type of organisation, planning is needed to set the course of the organisation and then decide the means by which that course will be accomplished. In that regard, Public Relations planning should be a valued part of the strategic planning process. Senior practitioners should be engaged in Public Relations planning to support the strategic planning of their organisation.[330] Moreover, planning for Public Relations programming requires both the senior management and the practitioners to have an

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[327]   The four step of PR process are : 1. Defining the problem. 2. Planning and programming. 3. Taking action and communicating. 4. Evaluating the program. See Wilcox, Cameron, Ault, and Agee, *op., cit.,* P145. See also Cutlip, Center, & Broom, *op., cit.*, 8th Edition, 2000, P. 340.

[328]   Ross, Robert D*., op., cit.,* P. 182.

[329]   Jefkins, Frank, *Public Relations*, 5th Edition, Pearson Professional Limited, 1998, P. 6

[330]   Heath, Robert L., *op., cit.,* P. 820.

understanding and an appreciation of the concept in order to achieve the organisation's goals and objectives.

In terms of the Public Relations planning process, a number of different aspects of planning approaches have been identified. Marston provided one of the best known planning formulae for Public Relations which is encapsulated in the mnemonic RACE – **R**esearch, **A**ction, **C**ommunication and **E**valuation.[331]On other hand, scholars like Cutlip, Center, & Broom, Dozier, Wilcox, Cameron, Ault, and Agee stated that an effective PR planning process should be practiced in four iterative steps, as illustrated in figure: (1) Defining the problem. (2) Planning and programming. (3) Taking action and communicating. (4) Evaluating the program. (See figure 26).

Figure 26: Cutlip and colleagues' planning model (*source:* Cutlip, Scott M., Center, Allen H., Broom, Glen M., *Effective Public Relations, 8th Edition*, 2000. P. 341.

In the UK the Public Relations Research and Evaluation toolkit was researched and written by Michael Fairchild and sponsored by the institute of Public Relations (IPR) and

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[331]   Tench, Ralph & Yeomans, Liz, *op., cit.,* P. 187.

the Public Relations Consultants Association (PRCA). The main thrust of the IPR Toolkit rests on five basic steps. In summary these are:[332]

1. Audit: gather information, analysing the current situation in order to set a good brief. Using research as a diagnostic tool to define the problem and issues.

2. Setting objectives: align the publicity objectives with the goals and objectives of the client organisation.

3. Strategy and plan: decide what type of level of research to use.

4. Ongoing measurement: how are we doing? Analysis at this stage might lead to some of the tactics being adjusted.

5. Results and evaluation: quantify the outcome, whether the objectives were achieved.

Frank Jefkins introduced the simple six-point planning model which is widely accepted by professional PR practitioners, as follows:[333]

- Appreciation of the situation
- Definition of objectives
- Definition of publics
- Selection of media and techniques
- Planning of a budget
- Assessment of result

Candace White and Niranjan Raman recognise that there is direct link between research, planning, evaluation and achieving effective Public Relations outcomes is well-documented. They explained that in a typical Public Relations planning process, formative research is conducted to define the problem clearly and to define publics or target markets. Objectives specify a desired outcome, identify target audiences, and state an expected level of attainment. This step is followed by the formulation of a message strategy and message testing before any communication is implemented. Gronstedt advocates an "outside-in" approach to planning that considers the behavioural and

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[332]   Theaker, *op., cit.,* 2004, PP. 311-312. See also Watson and Noble, *op., cit.,* P. 55.

[333]   Jefkins, Frank, *op., cit.,* 1998, P. 40.

communication objectives of the audience and the "personal media network" for the target audience. Evaluative research is conducted after the communication campaign is executed. A budgeting exercise that considers competition, objectives, and resources is conducted, and a media plan and creative strategy are mapped out. In practice, however, even when traditional communication channels are used, thorough planning and evaluation processes are not always carried out.[334] Moreover, Research on Public Relations planning shows the impact that management by objectives has had on the communication function.[335] These studies typically stress the importance of Public Relations goals and objectives that relate to organisational goals.

The tools of Public Relations are being used across the globe, in the USA, Europe and some parts of the Middle East, by governments, big and small businesses, non-profit organisations, trade associations, and non- governmental organisations. The goal of this study is to examine the different aspects of Public Relations planning in the Palestinian universities. There are some examples of the major topics that have been explored concerning Public Relations planning.[336]

In this chapter I will examine how a PR program in Palestinian universities, whether a long-term one for a year's work or a short-term one for a brief event, can be planned so that tangible results can be obtained. Additionally, I will elaborate on Public Relations managers planning their activities during times of crisis. As was earlier mentioned in chapter two, Palestinian universities are backbone institutions for future state, therefore the role of these institutions toward society and the future state is great and will not be accomplished unless PR role be Success in these institutions.

Eventually, a successful institution should have a Public Relations plan for every action or decision that an organisation undertakes. As such, Public Relations departments in places like Palestinian universities should be able to provide the necessary resources and expertise in an integrated and full service operation. In fact, as earlier discussed, the

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[334] White, Candace and Raman, Niranjan, 'The World Wide Web as a Public Relations Medium: The Use of Research, Planning, and Evaluation in Web Site Development', *Public Relations Review*, Vol. 25, No (4), 2000, PP.405–419, at 407.

[335] See Cutlip, Center, & Broom, *op., cit*., 1985; Dozier & Ehling, *op., cit*., 1992; Nager & Allen, *op., cit.,* 1984.

[336] See Dozier, *op., cit.,* 1980; Candace White and Niranjan Raman, *op., cit.,* 2000.

Palestinian universities have the capacity and capabilities to do that in the Palestinian arena.

The chapter will also discuss the use of consultancy as part of the PR planning and implementation process.

2.   Framework: Definitions and Generic Finding in the Literature

2.1.   Definition of Planning

Anne Gregory states in her book *Planning and Managing Public Relations Campaigns* that everyone can plan and manage, particularly if they are creative. She assumes that work and social life demand planning to a greater or lesser extent. Sometimes this planning is formal; sometimes it is just a pattern we follow when we repeat a familiar task.[337]

John Camillus notes various definitions of 'planning' have been proposed, including: "planning is thinking ahead"; "planning is deciding what you can and should achieve"; and "planning is deciding what to do".[338] He points out an early comprehensive, managerially relevant definition of planning by Brian Scott 1963, who wrote" "planning is an analytical process which involves an assessment of the future, the determination of desired objectives in the context of the future, the development of alternative courses of action to achieve such objectives and the selection of a course (or courses) of action from among those alternatives".[339]

At the other end of the scale, the broadest definition of planning comes from the Oxford English Dictionary:

> '**Plan** *n. & v*. formulated or organised method by which
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> a thing is to be done… way of proceeding…'

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[337]   Gregory, Anne, *Planning and Managing Public Relations Campaigns*, Kogan Page Limited, 2000, P. 1-2.

[338]   Camillus, John C., *Strategic Planning and Management control: systems for survival and success,* by D. C. Heath and Company, 1986, P. 9.

[339]   Ibid., P. 10.

Furthermore, the definition of planning includes both behavioural and cognitive elements. For example, Wilcox, Cameron, Ault, and Agee defined the best planning "as the systematic process of gathering information, analyzing it, and creatively applying it for the specific purpose of attaining an objective"[340]. Freitag described the plan as the equivalent of a builder's blueprint. Without it, the resulting structure is likely to appear haphazard, inconsistent and disconnected. The same is true for the practice of PR. No building contractor would proceed without a blueprint and neither should we. He suggested that in order to approach the plan we must answer four fundamental questions: (a) *Where are we now? (b) Where do we need to go? (c) How will we get there? (d) How will we know when we've arrived?*[341] Additionally, he indicated that with those guiding questions in mind, the next step is to collect and organise facts and ideas; this can be done simply by segmenting the process into digestible morsels that respond to the four questions. Doing so provides a convenient structure for a published plan as well. The first segment is situation. Here one describes the organisation or the issue and its environment. Second: goals and objectives, which must be clearly stated. The Third segment gets to the heart of the plan and comprises several sub-segments. The target public comes first. This is where the people you need to reach are clearly defined using standard demographic and psychographic factors. And then use key messages which is where main themes are articulated precisely and clearly.[342]

2.2.   Types of Planning

Research on Public Relations planning may be divided into several main categories. Of course, some studies have had multiple objectives and fall into more than one category. However, for the purpose of explication, multipurpose studies can be grouped here according to what seems to be their main purpose.

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[340]   Wilcox, Cameron, Ault, and Agee, *op., cit.,* P. 145.

[341]   Freitag, Alan R., 'PR Planning Primer: Bite-Sized Morsels Make it Simple', *Public Relations Quarterly*, Vol. 43, Issue 1, Spring 1998, P. 14-17.

[342]   *Ibid*, P.15.

Several scholars in the field of Public Relations have stated that Public Relations managers may consider the use of strategic planning and tactical planning.[343]The best Public Relations practitioners are equally comfortable doing both types of planning.

Despite its current overuse, the term "strategic" still has important meaning for planning, especially when it's used in the traditional sense to distinguish strategic planning from tactical planning. Strategic planning typically refers to the overall concept, approach, or general plan for the program designed to achieve a goal. Tactics refer to the operational level: the actual events, media, and methods used to implement the strategy.[344]

Public Relations planning should be strategic. As Glen Broom and David Dozier argue in their book *"Using Public Relations Research"*, "Strategic planning is deciding where you want to be in the future (the goal) and how to get there (the strategies). It sets the organisation's direction proactively, avoiding 'drift' and routine repetition of activities"[345]. Therefore, a practitioner must think about a situation, analyze what can be done about it, creatively conceptualize the appropriate strategies and tactics, and determine how the results will be measured.

2.3. The Purposes of Planning

Cutlip, Center, and Broom pointed out that the main purpose of planning can be for the purpose of making something happen or preventing it, for the purpose of exploiting a situation or remedying one. The practice of Public Relations is engaged more often in trying to create a viewpoint or a happening than in preventing one, and in taking advantage of an opportunity more often than remedying an undesired situation.[346]

Furthermore, the Public Relations planning process is ordered and enables the PR planners to structure their approach around certain aspects. As Ralph Tench, Liz

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[343] Gregory, Anne, *op., cit*., 2000; Roland Smith, *op., cit*., 2005; Newsom, *op., cit*., 1996, Cutlip, Center and Broom, *op., cit*., 2000; and Wilcox, Cameron, Ault, and Agee, *op., cit*., 2003.

[344] Cutlip, Center, and Broom, *op., cit.,* 7th Ed, 1994, P.354.

[345] Broom and Dozier, *Using Research in Public Relations, op., cit.,* P. 23.

[346] Cutlip, Center and Broom, *op., cit.,* 6th Edition, 1985, P. 233.

Yeomans, and Anne Gregory indicated, there are a number of very practical reasons for planning Public Relations activity:[347]

- Planning focuses effort – by eliminating unnecessary and low-priority work.
- Planning improves effectiveness – by ensuring the planner works to achieve agreed objectives from the outset.
- Planning encourages the long-term view – by requiring the planner to look to the organisation's future needs, preparing it for change and helping it manage future risks.
- Planning assists pro-activity – setting the agenda means planners can be proactive and 'on the front foot'.
- Planning reconciles conflicts – putting together a comprehensive public relations plan means that potential difficulties and conflicts have to be thought through in the planning stage.
- Planning minimises mishaps – thinking through potential scenarios means that most eventualities can be covered and contingency plans put in place.
- Planning demonstrates value for money – planners can show they have achieved programme objectives within budget and past achievements also help the planner argue for future resourcing.

On the other hand, Frank Jefkins pointed out four important reasons for Public Relations planning:[348]

1. To set targets for PR operations-against which results can be assessed.
2. To estimate the working hours and other costs involved.
3. To select priorities which will control; (a) the number and (b) the timing of different operations in the programme.
4. To decide the feasibility of carrying out the declared objectives according to the availability of (a) sufficient staff of the right calibre; (b) physical equipment such as office machines, cameras or vehicles; (c) an adequate budget.

[347] Tench, Ralph & Yeomans, Liz, *op., cit.,*2006, PP. 184-185. See also Gregory, Anne, *op., cit.*, 2000, PP. 35-36.

[348] Jefkins, Frank, *op., cit.,* P. 40.

Kieran Knights[349] argued what can planning do for you? He highlights that presents clearly thought-through arguments for a campaign proposal, backed by evidence. It is therefore harder for someone – your client, the board, whoever holds the purse strings – to argue with your proposal.

Moreover, planning provides more exciting and radical strategies because no situation and no brief are taken at just face value – they are examined from all angles, they are investigated, and they are thought about. Planning also encourages people to view PR as a more cerebral discipline, more than just sending out a press release, more than just 'fluff' or 'spin'. This, in turn, can create opportunities for PR to take a more fundamental role in the decision making and running of organisations.[350]

However, Cutlip, Center and Broom pointed out there are four reasons why practitioners are sometimes reluctant to plan:[351]

1. "We don't have time." Most of the time practitioners who are overloaded with work offer this excuse but with a plan typically make better use of their time.

2. "Why plan when things are changing so fast?" in fact, the more turbulent the environment, the greater the need to chart the changing course to the desired result, to have a plan.

3. "We get paid for result not for planning." In fact, practitioners are paid for results that happen according to a plan.

4. "We're doing O.K. without a plan." Be mindful that short-term success can change to failure if conditions change.

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[349] He is a consultant in strategic planning for Public Relations. Until 2001 he was Planning Director at Shandwick International, a position he has held since 1996. In a career stretching back more than 20 years he gained experience in various roles in PR, including Editorial Director of Bryant Jackson & Associates. He began his professional life as a journalist, having studied at the London College of Printing.

[350] Kieran Knights, *Strategic Planning in Public Relations*, Online Version, Thorogood Publishing Ltd., 1998, P.6.

[351] Cutlip, Center and Broom, *op., cit.,* 7th Edition, 1994, PP. 354-355.

2.4. Approaches to Planning Process

2.4.1. Management by Objectives Model

In chapter four I explained management by objectives as an essential tool for achieving an institution's goals and objectives. In order to enhance the effectiveness of the Public Relations department in the university, PR planners should approach one of two planning models which have been widely accepted, one of which is the popular approach of a process called "management by objective" (MBO). In other words, the idea is to formulate a strategy that will accomplish an organisation's specific objective. MBO provides focus and direction for this type of thinking. According to Robert E. Simmons, author of *Communication Campaign Management*, the use of MBO in planning ensures the "... production of relevant messages and establishes criteria against which campaign results can be measured".[352]

Duncan describes Management by Objectives as '…an attempt to involve managers and subordinates in defining areas of individual responsibility in terms of results expected. The organisations's goals are identified and used to reformulate unit and individual goals and as a measurable standard against which actual performance will be evaluated'.[353] Norman R. Nager and T. Harrell Allen, in *Public Relations Management by Objectives*, discuss nine basic MBO steps that can help a practitioner conceptualize everything from a simple news release to a multifaceted communications program. The steps, adapted from their book, are as follows:[354]

1. Client/Employer Objectives. What is the purpose of the communication and how does it promote or achieve the objectives of the organization? Specific objectives such as "to make consumers aware of the product's high quality" are more meaningful than "to make people aware of the product".

2. Audience/Publics. Who exactly should be reached with the message, and how can that audience help achieve the organization's objectives? What are the characteristics of the audience, and how can demographic information be used to

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[352] Wilcox *et al*, 2003, P. 145.

[353] Duncan, Jack W., 'Essential of Management', 2nd Ed., 1978, in James Hunt book, *op., cit.,* P.121.

[354] Nager and Allen, *op., cit.,* PP. 101-147. See also Wilcox *et al.* 2003, P. 146.

structure the message? The primary audience for a campaign to encourage carpooling consists of people who regularly drive to work, not the general public.

3. Audience Objectives. What is it that the audience wants to know, and how can the message be tailored to audience self-interest? Consumers are more interested in how a new computer will increase their productivity than in how it works.

4. Media Channels. What is the appropriate channel for reaching the audience, and how can multiple channels (news media, brochures, special events, and direct mail) reinforce the message among key publics? An ad may be best for making consumers aware of a new product, but a news release may be better for conveying consumer information about the product.

5. Media Channel Objectives. What is the media gatekeeper looking for in a news angle, and why would a particular publication be interested in the information? A community newspaper is primarily interested in a story with a local angle.

6. Sources and Questions. What primary and secondary sources of information are required to provide a factual base for the message? What experts should be interviewed? What database researches should be conducted? A quote from a project engineer about a new technology is better than a quote from the marketing vice president.

7. Communication Strategies. What environmental factors will affect the dissemination and acceptance of the message? Are the target publics hostile or favorably disposed to the message? What other events or pieces of information negate or reinforce the message? A campaign to conserve water is more salient if there has been a recent drought.

8. Essence of the Message. What is the planned communication impact on the audience? Is the message designed merely to inform or is it designed to change attitudes and behavior? Telling people about the value of physical fitness is different from telling them how to achieve it.

9. Nonverbal Support. How can photographs, graphs, films, and artwork clarify and visually enhance the written message? Bar graphs or pie charts are easier to understand than columns of numbers.

2.4.2. A Strategic Planning Model

Strategic planning is a management tool, and like any management tool, it is used for one purpose only-to help an organisation do a better job. Strategic planning can help an organisation focus on its vision and priorities in response to a changing environment and ensure that members of the organisation are working toward the same goals. Allison and Kaye defined strategic planning as follows:[355]

"Strategic planning is a systematic process through which an organisation agrees on-and builds commitment among key stakeholders to-priorities that are essential to its mission and are responsive to the environment. Strategic planning guides the acquisition and allocation of resources to achieve these priorities".

Lloyd Byars defined strategic planning as the process of clarifying the nature of the organisation, making decisions about its future direction, and implementing such decisions.[356] Whereas Robbins defined strategy: "as the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and allocation of resources necessary for carrying out these goals". He described the concept of strategic planning as: [357]

- Strategic. Intentionally responds to the current environment, including competition.

- Systematic and data base. Gathers new information to make decisions

- Sets priorities. Makes decisions about direction and goals

- Builds commitment. Engages appropriate stakeholders

- Guides resource acquisition and allocation. Takes into account the business of nonprofits.

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[355] Allison, M., Kaye, Jude, *Strategic planning for nonprofit organisation: a practical guide and workbook*, Second Edition, John Wiley & Sons, Inc., 2005, P.1.

[356] Cited in Kowalski, *op., cit.*, P.190

[357] Robbins, Stephen P., *op., cit.,* P.121.

A similar approach is taken by Ketchum communication[358], which has developed a "Strategic Planning Model for Public Relations." The Ketchum approach involves four major elements:[359]

(a) Facts

- Category Facts. Summarize recent industry trends.

- Product/Service Issues. What are significant characteristics of product, service, or issue?

- Competitive Facts. Who are the competitors and what are their competitive strengths, similarities, and differences?

- Customer Facts. Who uses the product and why?

(b) Goals

- Objectives. What are the organisation's objectives and in what time frame?

- Role of Public Relations. How does Public Relations fit into the marketing mix?

(c) Audience

- Target audiences. Define audience and their "hot buttons."

- Current mindset. How do audiences feel about the product, service, or issue?

- Desired mindset. How do we want them to feel?

(d) Key Message

- What one key message must be conveyed to change or reinforce mindsets?

In examining the different types of planning systems adopted by organisations, Frederick Gluck, Steven Kaufman, and A. Steven Walleck suggested that relatively few organisations other than large, multinational, diversified manufacturing companies have

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[358]   Ketchum was founded in 1923, in Pittsburgh, by two brothers. Indicative of the firm's success, Ketchum won *PRWeek's* PR Agency of the Year award in 1990, 1995, 1998, and 2002. Also in 2002, *The Holmes Report* named Ketchum the number 3 large Public Relations agency to work for and the number 1 agency that Public Relations practitioners would choose to work for if they left their current firm.

[359]   Wilcox, Cameron, Ault, and Agee, *op., cit.,* PP. 146-147.

developed fully-fledged strategic management systems despite their obvious advantages. They suggested that, in reality, most organisations do not go much beyond long-range planning systems.[360]

Kowalski argued in his book "*Public Relations in Educational Organisations*" that strategic planning differ from traditional long-range planning; Strategic planning attempts to predict the external environment that the organisation will have to deal with in order to accomplish its goals. Strategic planning recognises that significant change will come from outside the organisation. [361] Hence, Public Relations planners in Palestinian universities should use this process of clarifying the present, deciding what should happen next, and implementing the plan. As is obviously known in the Palestinian case, this model might be hard to implement, due to the changeable situation on the ground, and numbers of crises which Palestinian universities have faced since their establishment. Therefore most Public Relations practitioners in Palestinian universities are thinking of and practising different types of planning such as operational planning; as Allison, M., Kaye, Jude pointed out that in operational planning decisions primarily affect the day to day implementation of strategic decisions.[362] Whereas strategic decisions usually have longer-term implications, operational decisions usually have immediate (less than one year) implications.

The main issue of the Public Relations planners in Palestinian universities is how the processes can be utilized in the development of an effective Public Relations program on a yearly or six month basis.

These two approaches of planning, the MBO and the Ketchum planning model, help us to clarify the steps we should follow in designing a PR plan. Meanwhile regardless of planning model or approach, Public Relations planners in Palestinian universities should make sure that effective planning must:

- Focus on the current important issues.
- Involve the top management in strategic decisions discussion.

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[360]   Heath R., *Encyclopedia of Public Relations*, *op. cit.,* P.820.

[361]   Kowalski, *op., cit.*, P.190.

[362]   Allison, M., Kaye, Jude, *op., cit.,* P.7.

- Make efforts toward the implementation of the mission statement of the university.

- Be willing to question the status quo and sacred cows.

- Produce a document.

- Make sure the strategic plan is translated into annual operation plans.

- Start with a copy of the university's mission and goals.

Kalman B. Druck, a well-known PR counsellor in USA, offered his advice on advancement planning to members of the Council for Advancement and Support of Education. He pointed out that "any higher institution wants four things; students, faculty, money, and political support. When you understand that advancement activity should help produce these four things, planning is easy."[363] He explained that an ideal plan in an educational institution would include these two elements: (a) A specific statement of objectives. (b) Your method for achieving those objectives. Furthermore, he emphasized that plans in educational institutions should consist of four steps :(1) Define your publics. (2) Develop your case. (3) Lay out your program. (4) Evaluate and measure results.

Finally he recommended that PR directors should make greater use of on-campus specialists: "the average institution's faculty can supply most or all of the knowledge and skills you need for planning. Meet once in a while with professors and researchers in marketing, journalism, Public Relations, economics, management, and so on."

2.5. *Public Relations Planning in Crisis:*

Any organisations or government and even a nation would expect a crisis such as the Japanese Tsunami (2011), the Asian Tsunami Disaster (2004), the Haiti earthquake (2010), the BP oil spill in Gulf of Mexico (2010), or even critical employees' strike threats to any organisation clearly pose special problems in terms of Public Relations

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[363] Radock, Michael, 'Public Relations for Educational Institutions', in Lesly, Philip, *Handbook of Public Relations and Communications*, Fifth Edition, 1998, P. 606.

communication for organisations and governments. Crisis can occur at any time, in any form.

According to the *Harvard Business Review*, "a crisis is a situation that has reached a critical phase for which dramatic and extraordinary intervention is necessary to avoid or repair major damage".[364] Furthermore, crises are often turning points in organisational life. They represent opportunities to establish a reputation for competence, to shape the organisation and to tackle important issues.[365] Most Public Relations experts emphasize the importance of the first 24 hours after the onset of a crisis. We must bear in mind that higher education institutions are beset by the following four continuing problems:[366]

1. Financial support is insufficient and precarious as other public institutions expand their roles in society.
2. Competition for qualified students is both costly and hotly contested.
3. Constraints and regulations that make university administration difficult and costly are imposed by government.
4. Academic freedom and tenure are challenged by both internal and external stakeholders.

The lack of planning for crises is also a cause for great concern. Crises, as well as inappropriate responses to them, pose societal threats on a variety of levels. There are tangible losses associated with them, such as damage to property and financial setbacks. There are also intangible losses, as evidenced by the psychological damage to their victims and a loss of public confidence in organisations. Even more, who can put a value and assess the cost when the outcome of a crisis is the loss of human lives?[367] Additionally, planning for the unexpected matters must based on scientific principles, as indicated by a number of scholars who maintain that a systematic approach for managing

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[364] Cited in Seitel, Fraser P., *op., cit.,* 10[th] Edition, 2007, P. 405.

[365] Regester, Michael., Larkin, Judy, *Risk Issues and Crisis Management in Public Relations*, 4[th] Edition, Kogan Page, 2008, P. 205.

[366] Cutlip, S. M., Center, A. H., Broom, G.M., & Plessis, DF DU, *op., cit.,* P. 321.

[367] Guth, David W., 'Organisational Crisis Experience and Public Relations Roles', *Public Relations Review*, Vol. 21, No. 2, 1995, P. 135.

crises in universities must be put in a place in order to provide direction, consistency, and information. This approach should assure that it:[368]

1. Helps direct the organisation regardless of the situation.
2. Guides the training program for the faculty and staff.
3. Defines the university's role.
4. Guides university personnel toward appropriate resolutions.

Ultimately, to avoid panic button crisis management, Michael Radock pointed out some basic steps that the PR practitioner in an educational institution can take:[369] (A) Premeditate. Develop plans, understand plans, and revise and update plans. Be prepared for unexpected crises on your campus. (B) Coordinate. In the event of an emergency or other crisis, does your staff know and understand its assignments? Do you have a special task force for comprehensive news coverage in a crisis situation? (C) Communicate, beware of that "communications gap" that shows up so often during the campus crisis. Demonstrators, student militants, and other activists quickly publicize their demands. A common complaint among the working press is that educational administrators fail to communicate during times of troubles or delay their responses. (D) Mediate. The Public Relations officer must serve as the mediator between the administrator, trustee, or other officials who are reluctant   or unwilling to talk, and the reporter who insists on getting a statement. (E) Evaluate. Planning to avoid panic suggests that people should learn from their own or others' mistakes. What should the university have done under the circumstances?

Finally, the general system guidelines to reduce the impact of crisis on university or college suggested by scholars for implementing a crisis management system include the following:[370]

- Define the kind and limits of the crisis.
- Communicate to the faculty and staff about the crisis as quickly as possible.

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[368]   Kowalski, *op., cit.,* P. 228.

[369]   Michael Radock, *op., cit.,* PP. 619-620.

[370]   These scholar such as Fink (1986); Kelly, Stimeling, and Kachur (1989); Markwood (1988); Palmo, Langious, and Bender (1988), Serafin (1990) are cited in Kowalski, *op., cit.*, PP. 228-229.

- Communicate to the persons needed to correct the crisis.

- Create a communications centre for the purpose of information coordination.

- Ask faculty and staff to refer all questions to the communication centre.

- Contact the central administration and apprise them of the situation.

- Communicate with the media, letting them know the facts surrounding the crisis.

- Release information when facts are known and make sure the school's position is made clear.

- Prepare news releases and read the statements.

- Have designated staff handle information releases.

- Release crisis-team members from daily duties.

- Provide time and place for faculty and staff working in the communications centre to relax and get food.

- At the culmination of the crisis, thank all workers for their help.

2.6. Consultancy Services

2.6.1. Definition of a PR consultancy

The British Public Relations Consultants Association (PRCA) definedtheir work as "the provision of specified technical and creative services by an individual or a group of individuals, qualified to do so by reason of experience and training, and having a legal, corporate identity registered for the purpose of businesses".[371] . Jefkins further added that the advertising agencies are agents of the media whereas PR consultants receive income from their clients.[372]

Williams and Woodward (1994) broadly defined the concept of consultancy as, "a process in which a consultant provides a service to a client (i.e. an organisation or an individual acting on behalf of an organisation or a unit within that organisation) for the purpose of meeting the client's needs". In this definition, service implies paid expertise. Schultz and Ervolder (1998) provided a description of Public Relations agencies as

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[371] Jefkins, Frank, *op., cit.,* P.27.

[372] *Ibid,* P. 27.

contrasted to management consultancies, advertising and corporate design agencies by describing PR as, "agencies which offer services predominantly in corporate image-building to various external constituencies".[373] Whereas Sam Black called the PR consultant as an 'independent' who has no connection with an advertising agency or other publicity media. And it is the wrong to speak of PR consultants as agents or agencies, certainly not as press agents.[374]

Furthermore, many scholars in the field of Public Relations (e.g. Cutlip, Center & Broom, Baines, Egan, Jefkins) identified the factors that favour the use of consultants. They list a number of reasons an organisation might use. These include the following:[375]

- Management has not previously conducted a formal Public Relations program and lacks experience in organising one.
- Headquarters may be located far from communications and financial centres.
- An organisation with its own Public Relations department may need highly specialised services that it cannot afford or does not need on a full-time, continuous base.
- A wide range of up- to date contacts are maintained by the consultancy agency.
- Crucial policy matters require the independent judgement of an outsider.
- Because the organisation has not reached a level of expenditure on Public Relations that justifies the cost of developing and maintaining its own Public Relations department.
- To provide specialist PR services, e.g. crisis management, corporate identity schemes.

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[373] Cited in Lages, Carmen and Simkin Lyndon 'The Dynamics of Public Relations: Key constructs and the drive for Professionalism at the Practitioner, Consultancy and Industry Levels', *European Journal of Marketing*, Vol. 37 Issue: Number 1-2, 2003, PP.298-328, at 304.

[374] Black, Sam, *op., cit.,* 3rd Edition, 1970, P. 52.

[375] Cutlip, Center & Broom, *op., cit.,* 8th Edition, 2000, P. 87. See also: Baines, Egan, Jefkins, *op., cit.,* PP. 66-67.

On the other hand, there are certain practical disadvantages to consider against these points. An outside firm may have little practical knowledge of the organisation's policy or day-to-day activities and will require detailed briefing at the outset and at every new development. There may be a lack of continuity in operations, for the personnel in consultancy agencies is likely to change more frequently than those in staff appointments. Consultant usually works through one person in the client organisation; this can sometimes lead to a sense of remoteness and a lack of any effective communication between the client and the consultancy. Finally consultants may know little about the client's trade, industry or special interest, and within the limited time may not be able to learn vey much.[376]

A consultancy may not, initially at any rate, be familiar with the culture of the client organisation. Sometimes this culture plays a very important part in the work ethic of the organisation and ignorance of it can adversely affect the consultancy's relationships with the client.

3.   The Case of Palestine

3.1.   General Observations

3.1.1.   Planning of Public Relations in Palestinian Authority

Since the establishment of the Palestinian National Authority (PNA) in 1994, the planning process in the Ministry of Planning and Administrative Development (MOPAD) was initiated through preparation of short-term programs such as the Emergency Rehabilitation Program (ERP) in collaboration with the World Bank, as well as a two-year Palestinian Investment Program (1996-97). This was followed by medium-term planning programs such as the three-year Palestinian Development Plan (1998- 2000), followed by a five-year Development Plan (2001-2005), which presented a comprehensive plan for economic development in Palestine. Additionally, the Five–year plan was followed by a Strategic Development Plan (2001-2005) incorporating the

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[376]   Jefkins, Frank, *op., cit.,* P.37. See also Henslowe, Philip, *Public Relations: A Practical Guide to the Basics*, the Institute of Public Relations (IPR), Kogan Page, 1999, P. 8.

establishment of a Palestinian State. At the present time the Ministry of Planning and Administrative Development is working on many current plans such as "Palestine: Ending the Occupation, Establishing the State", followed by the Early Recovery and Reconstruction Plan for Gaza. Last but not least, a Proposal on the Development of General National Plan 2011-2013.[377]

To understand the planning of Public Relations in Palestinian universities, a macro scale should examine the planning of Public Relations in the Palestinian Authority. To start with, we must consider an independent task report on strengthening Palestinian public institutions which indicated that the Palestinian Authority has attained higher levels of planning, in a short span of time, than many developing countries.[378]

In December 2007 "The Palestinian Reform & Development Plan" (PRDP) was prepared by the PNA through a bottom-up policy-making, planning and budgeting process rooted in the Palestinian National Policy Agenda framework. It was (almost) finalized and was presented to donors in Paris. Moreover, the PRDP set out a strategy for implementing the PNA's vision of the future Palestinian state. It highlighted the steps the PNA has already taken to restore good governance and the rule of law to the West Bank and which the PNA aspires to replicate in Gaza. Furthermore, the PRDP document sets out how the PNA will reform the security sector and re-establish the rule of law, improve access to justice, move toward a more fiscally sustainable position, improve management of public finances, strengthen the capacity of the public sector, and improve local governance.[379]

Additionally, Nashat Aqtash investigates attitudes about Palestinian Public Relations policies during the Palestinian struggle in the Israeli media war and the future challenges that will face the Palestinian National Authority (PNA) in Public Relations planning. His study shows that Palestinian groups have mixed attitudes toward the PNA's Public Relations plans and policies. The media experts tend to see the PNA's efforts as reactive, not pro-active. The experts think that the Palestinian National Authority's main

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[377] For more information about these plans see: http://www.mop-gov.ps/.

[378] Sayigh, Yazid, *et al, op., cit.,* 1999, P. 16.

[379] Ministry of Education and Higher Education, *Education Development Strategic Plan 2008-2012: Toward Quality Education for Development*, July 2008, P. 43. Can be viewed at the MoHE web site www.mohe.gov.ps.

concern has been to follow up on daily political events, and thus its approach to Public Relations has been more of a reaction to Israeli practices rather than a strategic pro-active plan.[380] Moreover, he recommends that the PNA take a careful look at its planning process in view of the attitudes expressed in this survey by media officials, media and Public Relations experts, and media academics.

Planning Public Relations in the Palestinian territories which are part of the Arab world, suffers from lack of a planning and research. Kirat notes with dismay that Public Relations in the Arab world suffers from a lack of professionally trained specialists and must struggle to develop in the absence of a culture of democracy. He laments that planning and research are largely missing and that the Public Relations discipline is still viewed as a means to foster organisational image through publicity and propaganda. On the other hand he notes that higher-education programs in Public Relations are spreading throughout the Arab world, and democratisation is gaining purchase which, he says, will call for increased transparency and two-way communication. He reports that organisations are responding to these developments, and Public Relations is gaining in recognition and value in politics and business.[381]

Furthermore, in Hammad's study Public Relations planning was explored among 78 practitioners in the Palestinian governmental organisations. One quarter of the respondents (25.64%) in his study indicated that their Public Relations departments conduct planning in their respective organisations, which means that a large majority of them do not form a plan. This situation presents a very serious problem, to the extent that it greatly complicates an organisation's work and its ability to manage overall programs and communication activities.[382] He also pointed out that Palestinian PR practitioners are utilizing planning processes in at least three more comprehensive and demanding ways than had been the case. First, public communication campaigns are now targeted to reach specific audience sectors based on lifestyle and demographic indicators, for instance "Palestinian Election," "Housing for All," "Family Planning," and "the first Population

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[380]   Aqtash, Nashat, *op., cit.,* P.5.

[381]   Kirat, Mohamed, 'Public Relations practice in the Arab World: A Critical assessment', *Public Relations Review*, Vol. 31, 2005, P. 324.

[382]   Hammad, *op., cit.,* P. 189.

Housing and Establishment Census"[383] that was successfully planned, implemented and underwent various dissemination processes by Palestinian hands and still achieves annual objectives.

In terms of types of planning, Hammad's stated that the director of the PR department in the Palestinian Ministry of Education defined strategic planning as an on-going process designed to assist a broad cross-section of organisation and community representatives to reach common agreement on the mission, goals and values of education. The process guides the effective utilization of educational institutions and community resources and creates integration between the action plan, other individual planning initiatives and long-range goals within a comprehensive school plan that the community can afford to implement. The strategic plan provides direction to school leaders essential to help students become adults who are contributing members of society, highly skilled workers and life-long learners in our territory; country and the Arab world.[384]

On the other hand, planning in Palestinian universities can be considered to be tactical planning or operational planning (day to day) which is an outgrowth of strategic planning that often focuses on a specific time period, e.g., a five year plan, an annual plan, or a seasonal plan, even a monthly plan, rather than strategic planning, except to facilitate and enhance the image of university in Palestinian society. Public Relations managers in the PR department play a vital role in the planning process in full cooperation with senior management. Overall, a university considers its strategic plan as a global view of the world as well as a guide for the entire university, and considers its tactical plan as its local street map. Generally, in Palestinian case in terms of planning approach, strategic approach is hard to implement due to changeable situation on the ground. Moreover, using the basic tools and method of PR process by practitioners has

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[383] The first Population Housing and Establishment Census-1997 conducted by the Palestinian Central Bureau of Statistics. In view of the importance of the project findings, the late President Arafat, issued presidential directives (in the session of the Palestinian cabinet held on January 16[th] 1998) requiring all ministries and governmental agencies to make optimal utilization of the findings, including revising their plans and program based on the results of this project. The second Population Housing and Establishment Census had been done in 2007. For more details see: http://www.pcbs.gov.ps.

[384] Hammad, *op., cit*., P. 166. See also Five-Year Education Development Plane, Palestinian Ministry of Education, September 2001, at www.mohe.gov.ps.

been limited due to their skills and knowledge. Palestinian universities PR practitioners equally used short term and long term of planning (less than 6 month and more than 6 month). The main reasons for not using planning in Palestinian universities PR department is considered to be political instability is the major reason as I will discussing later in this chapter.

3.1.2. *Palestinian Universities in Crisis*

Obviously, Palestinian universities are always facing different types of crisis; one of the harsh crises is the continuation of Israeli policy and regulations toward the Palestinian universities in targeting them by invasion, destruction of educational institutions and arresting academic staff and students. It is well known in the science of crisis management that the crisis occurs suddenly, crisis may be on the verge of falling, may be a latent need for an event triggered by, therefore, good management in any organisation is to be prepared for any crisis. Whatever it is necessary to focus at the time and after the crisis on policies and procedures to be taken in order to mitigate the impact on the organisation

As any organisations exposed to crises and difficult times at any time, it has been witnessed that higher education institutions in the Palestinian territories are constantly exposed to many of the crises and difficult times. In particular, I can divide the source of these crises to:

A.   *Sudden crisis*: which come without warning such as:

- Act of god.
- Employee injury.
- Death of a key executive in University.

B.   *Internal crises*:

Where the source of the crisis lies within the university such as: lack of financial resources of the university leading to university staff strikes after demands for an increase in salaries and wages. University students themselves, in some cases are causing the crisis in the university, for example, at the Islamic University in Gaza one of the female student in the journalism department involved the whole university in a crisis with the

inhabitants of the town of Jabalia[385] as a result of her investigative report about the marriage customs in Jabalia town which was published by the 'Voice of University'.[386] The crisis led to the closure of the university for several days and the stepping down of the head of the Journalism department from his position.

C.   External crisis:

The source of the crisis from outside the university, such as the practices of the Israeli occupation authorities against educational institutions by invasions, demolition, and even targeting these institutions by air strikes as happened with the Islamic University and Al-Azhar University in the war on Gaza Strip in 2008/2009. Last but not least, detentions and arrests of universities students and staff and in some cases deportation and refusal of re-entry permits of a key executive from university. All of these practices definitely creates crises for educational institutions.[387]

In 2008 Bahram Bekhradnia[388] was asked by the World Bank to conduct a review of governance arrangements in the Palestinian higher education system. He pointed out a number of problems that the Palestinian higher education system faces from the Israeli authority, such as checkpoints which can make life extremely difficult. Students who live outside the city can spend three hours getting to college every day; sometimes they may not arrive at all. Furthermore he indicated that the Israeli invasion of the Palestinian territories appears to have targeted them particularly: for example, the engineering department in the Islamic University of Gaza was destroyed.[389] Moreover, as the occupying power, Israel controls who enters and leaves. He mentioned that one of the most pressing problems facing universities is that they cannot be certain that any of the overseas appointments they make will be allowed to enter the country by the Israelis.

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[385]   Jabalya is a <u>Palestinian</u> town located 4 kilometers north of <u>Gaza City</u>. According to the <u>Palestinian Central Bureau of Statistics</u>, Jabalia had a population of 93,455 in mid-year 2006.

[386]   'Voice of University' emerged in 1996 in order to provide practising writing and technical support for students at the Department of Journalism where they are be able to exercise their models.

[387]   Birzeit University, 'Violations by the Israeli Occupation Army Against the Birzeit University Community', Summary Report, 2002 and 2004. See also 'Tough times for university students in Gaza'. A Report, *The Electronic Intifada,* 27 March 2009.

[388]   Director of the Higher Education Policy Institute (HEPI) in the UK.

[389]   Bekhradnia, Bahram, 'Battered but Unbowed', *Times Higher Education*, 31 December, 2009, PP. 38-39.

This is a particular issue for staff of Palestinian origin coming from abroad. Despite the manifold dangers posed by the Israeli occupation and the problems that still create, Palestinian society as a whole and its university system in particular are coping remarkably well. [390]

Obviously, the results of the crisis create confusion in decision making due to a lack of planning prior to the crisis, and the reason behind this is simply that they have not got a crisis management team to manage the crisis at university as it happens. It is often the president who is in control of everything, and he may not care about people's jurisdiction, and this is consistent with the consensus of the respondents that the university president and Board of Trustees, manage the crisis when it happens. Specifically, a crisis manager must be strategic in his or her crisis response and careful thought must be put into the selection of the words and actions taken to address the crisis.[391] While other senior top management have responsibility to address the crisis, and to conduct crisis communications with the masses of the institution whether internal and external publics, including the media, public opinion and the parties to take out the organisation from her ordeal and to create conditions for the re-institution's reputation and image to what it was before the crisis.

Despite the fact that most of respondents confirmed that the Public Relations department in all universities may have contributed to the management of crises that faced universities, nevertheless they are talking about a full role of Public Relations department in crisis management, as it is not just a contribution to the aspects of the crisis. Moreover, most managers of Public Relations department at the Palestinian universities, have faced or suffered from a crisis.

One of many examples from their experience during the crisis can be detailed; during the aggressive war on the Gaza Strip 2008-2009, which resulted in the destruction of engineering and scientific laboratories buildings as well as damage to other buildings in the university[392]. Dr. Salha gives details on how the Public Relations department at the

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[390] Bekhradnia, Bahram, *op., cit.,* P. 39.

[391]   Ledingham, J., Bruning Stephen D., *op., cit.,* P. 85.

[392] The Islamic University of Gaza, 'A Notable Academic Institution Under Attack', *Public Affairs*, Special Issue, February 2009.

Islamic University of Gaza played its role in the wake of the bombing of the university during the war, he indicates that the Public Relations department acted professionally, and initially implementing the emergency plan in which a number of objectives and actions had already been achieved as followed:[393]

- Identified number of building which had been targeted. Acquired the actual statistical data about the level of damage.
- Documented the incident completely before removing anything from the rubble.
- Holding press conferences.
- Welcomed guests, journalists and delegations to show them the effect of devastation.
- Followed-up daily with the presidency of the university and the trustees and stakeholders.
- Published a number of special editions about the attack in Arabic and English languages in order to highlight the effect of the attack on Palestinian society.
- Produced film materials about the incident.
- Coordination with the various media to disseminate what has happened in the university.
- Formulated messages in different languages which were sent to a large number of universities and local institutions at both regional and international levels.
- Followed-up reactions of various actors and organisations which participated with the University in the incident, whether letters of denunciation or condemnation or offers of assistance.
- Integrative role of the sections of the department which reinforced the success of the work which had been done.
- Used the University's website on the Internet and YouTube to convey the message of the university after the assault.

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[393] Interview with Dr. Raed Salha, Director of Public Relations Department in the Islamic University of Gaza, 08/09.

3.2.   Analysis of the Survey and Interview Results

RQ1   Does the Public Relations department have a plan to achieve its goals?

RQ2   What is the duration of this plan?

RQ3   Who sets the Public Relations plan?

RQ4   Who manages the content of the university's website?

RQ5   Does the Public Relations Department need experts consultants for planning Public Relations programs and activities?

RQ6   If there is no plan for PR activities, what is the reason?

3.2.1   Planning Public Relations Activities

Figure 27 shows that an 87.2% majority of Palestinian university respondents answered affirmative 'Yes' they do have planning in their Public Relations department to attain the university's goals. This is unlike the finding in Hammad's study, when he explored Public Relations planning among 78 practitioners in the Palestinian governmental organisations. He found that one quarter of the respondents (25.64%) of their Public Relations departments conduct planning in their respective organisations, which means that a large majority of them do not form a plan. Clearly, then, universities are a different type of organisation than the government organisations Hammad surveyed.[394]

Figure 27:
PR Department has a Plan to achieve its Goals

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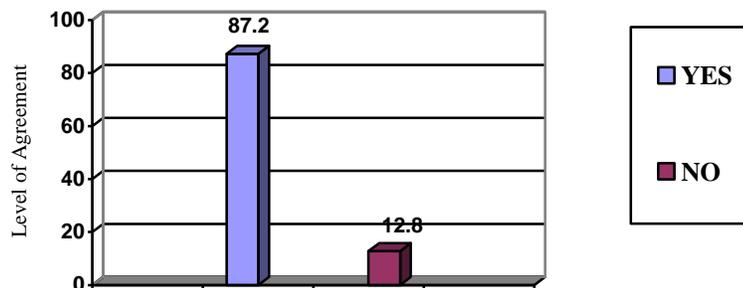
[394] Hammad, *op., cit.,* P. 189.

Public Relations planning should stem from organisational objectives, and they should be oriented toward improvement and clearly defined goals. To support strategic Public Relations planning processes, Public Relations professionals need to research on the following useful format "strength, weaknesses, opportunities, and threats (SWOT) analysis".[395] In other words, the planning steps start with environmental scan.

Generally speaking, the method that most of the Palestinian universities are following in planning PR activities is that they know in advance the number and types of activities which will occur during the academic year (except of course in a crisis situation), then they have a schedule of planning or time table of these activities. Usually this approach is called tactic planning (operational planning) which most universities implemented. Figure 27 also shows that (12.8%) of the respondents answered 'no' they don't have a plan in order to achieve their goals. It might be because they are not involved in any kinds of planning such as out of decision making. Mr. Ishaq Radwan As-Sameri[396]considers that planning Public Relations in higher education is more strategic than tactical. Similarly, Hussam Iaish, Deputy Director of Public Relations Department in IUG agreed the planning Public Relations in higher educations should be on a strategic plan because it is based on a clear vision of the department.[397]

3.2.2   Duration of the Plan

In terms of the duration of Public Relations plans, Table 18 shows that half of the respondents set up their plan on a seasonal basis in order to achieve its goals and objectives. Generally speaking that all the Palestinian universities have set up an academic time table which is usually two terms in a full year other than summer term. Therefore PR departments place their duration plan on a seasonal scale (less than six months) to achieve their targeting public and goals. E.g. In response to the intifada of 1987-1993, the Israelis authority shut down most formal education institutions either

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[395]   Gronstedt, Anders, "The Role of Research in Public Relations Strategy and Planning," in C. L. Caywood (ed.), *The Handbook of Strategic Public Relations & Integrated Communications* (New York: McGraw-Hill, 1997), P. 36.

[396]   Public Relations Manager in the Ministry of Education (Nablus office).

[397]   Interview, 08/2009.

totally or for long periods during the following three years. Even kindergartens were affected. However universities managed to sustain various levels of off-campus instruction, but without access to libraries and laboratories.

Table 18:
Duration of the Plan

Value Label	No.	%
Seasonal less than 6 Months	17	50.0
Yearly from 6 Months to one year	17	50.0
Total	**34**	**100.0**

Table 18 shows also that the other half of the respondents consider they organised their Public Relations plan on a yearly basis (from six months to one year).

Each university has it own academic time table around which the PR department plans its activities, for example 'opening day' or 'induction day' will be held at the beginning of October, alumni graduation will be held in July, normally PR department will organise various activities on these dates.

It can be said that the general approach of planning in Palestinian universities is the tactical plan, as Hammad noted the tactic plan converts the broad brush strokes and goals of the strategic plan into a series of objectives which are practical, do-able tasks involving specific campaigns, audiences, programs, or activities. Each of these tactical objective or project can be completed independently of the others, but they are ultimately intended to move the organisation toward its long-range goals.[398]

Ultimately, another planning approach by Allison, M., Kaye, Jude indicated an other different types of planning which is long-range planning:[399]

- Views future as predictable-assumes current trends will continue
- Focuses on setting long-range objectives

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[398] Hammad, *op., cit.,* P.166.

[399] Allison, M., Kaye, Jude, *op., cit.,* P.8.

- Assumes a most likely future and emphasizes working backward to map out a year-by-year sequence of events

- Asks the question: "What should we be doing each year for the next three to five years?

3.2.3. Who sets Public Relations plan

In an earlier point of this chapter I discussed one important point of the purpose of Public Relations planning and how to approach it. In this question the respondents were asked to identify who sets the Public Relations plan. Figure 28 shows that (91.3%) of the respondents identified 'the Director of Public Relations Department' as the person who sets the Public Relations plan. Additionally, based on the 10 in-depth interviews which I conducted, it was obvious that managers or directors of PR departments have the full authorization from the top management and a capability to set the plan for PR department. In Palestinian universities the procedure will be that the PR department manager sets the initial activities plan for the whole year including an estimation of financial expenditure for these activities, then presents it to top management for approval.

Figure 28:
Who sets Public Relations plan?
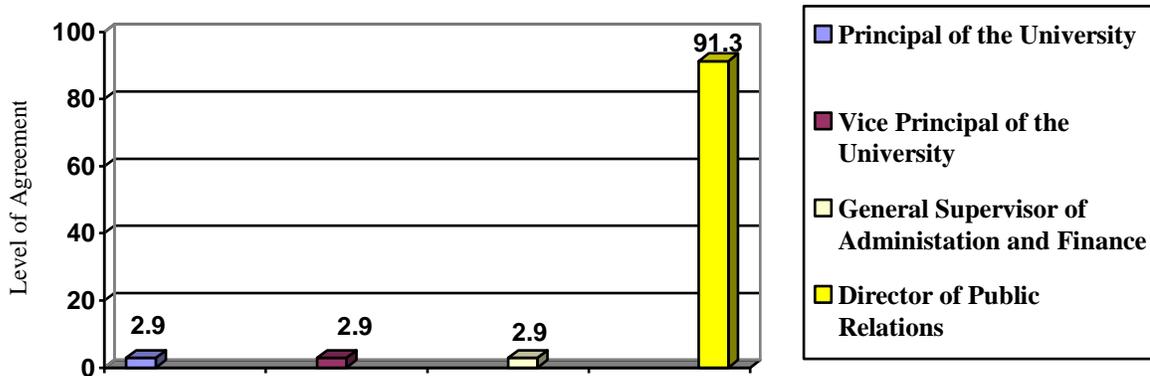
It is obvious that the PR department plan must achieve its goals and objectives as well as server the general policy of the university towards its public. Emma Daugherty in her article "Strategic Planning in Public Relations: A Matrix That Ensures Tactical

Soundness", indicates that to be effective planners, managers must be able to write clear and concise goals, objectives, strategies and tactics. Furthermore, they must understand the role of the organisation's mission, analyze the situation and assess program effectiveness through evaluation techniques. Whether practitioners work in a non-profit organisation or for a Fortune 500 company, they must be armed with the knowledge and skills to be capable strategic planners.[400]

3.2.4. *Managing the content of university's website*

All Palestinian universities have their own website in order to publicise their messages and activities.[401] The respondents were asked about who was managing the content of the university website. As figure 29 shows 64.9% of the respondents considered that the PR department is managing the content of their university's website. This has been identified in the case of Birzeit University and IUG.   Only 2.7% of the respondents believed that an external specialist was managing the content of their university's website.

Figure 29:
Managing the Content of University's Website
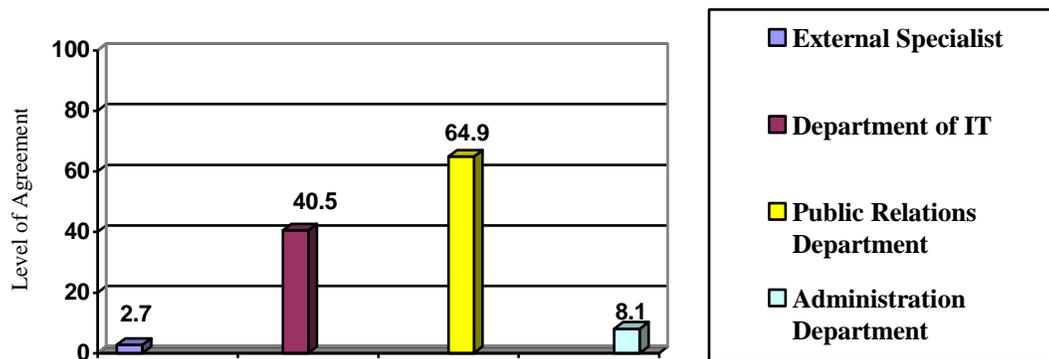
Figure 29 also shows that 40.5% of the respondents believed that the department of information technology in their university is managing the content of the university's

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[400]   Daugherty, Emma, 'Strategic Planning in Public Relations: A Matrix That Ensures Tactical Soundness', *Public Relations Quarterly*, , Vol. 48 Issue 1, Spring 2003, P. 21.

[401]   For the list of Palestinian universities' websites see bibliography.

website, as Dr Bardaweel the Director of PR Department in Al-Azhar University recognised that both of department of IT and Administration department are managing the content of the university website. Generally, the content of the Palestinian universities websites mainly involve the following:

- Express the university' mission statement as well as facts and figures about the university.
- Publicise the up-coming events and activities.
- As a tool of communication with internal and external public.

3.2.5. *Need for expert consultants for planning Public Relations*

Table 19 shows that 69.2% (N=27) of the respondents consider that they 'sometimes' needs expert consultant for planning their programs and activities. This result might need a review due to the limited extent of this service in Palestine as will be discussed in this chapter (Part Two) when we discuss consultancy services in Palestine.

Table 19:
PR department need expert consultants for Planning programs and activities

Value Label	No.	%
Always	4	10.3
Sometimes	27	69.2
Never	8	20.5
Total	**39**	**100.0**

Another point worth mentioning is that in many circumstances, the managers of Public Relations departments seek consultation from senior officers regarding various issues on friendly basis. 20.5% (N=8) of the respondents answered that they 'never' need expert consultant for planning their programs and activities. 10.3% (N=4) of the respondents said they 'Always' need expert consultants for planning their programs and activities. In fact some of the activities need expert specialists such as for graduation ceremony, where some advices from senior management would be useful.

3.2.6. Planning Obstacles

In Palestinian universities there are numerous obstacles and problems to be dealt with before Public Relations is fully accepted as an effective and integral organisational function. As I mentioned earlier in the discussion of 'planning in crisis', the main obstacles facing Palestinian universities are the continuation of Israeli policy and regulations toward the Palestinian universities of targeting by invasion, destruction of educational institutions and arresting academic staff and students. Figure 30 shows that 40.1% of the respondents consider political instability is the main obstacle preventing planning Public Relations.

Figure 30:
PR Planning Obstacles in Palestinian Universities
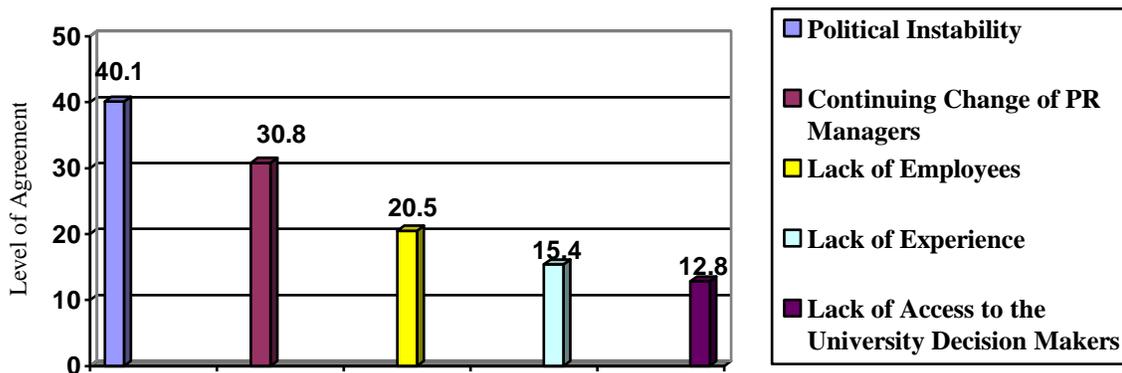
Figure 30 also shows that 30.8% of the respondents consider continuing change of PR managers is an obstacle to setting a plan for PR activities. 20.5% of the respondents believe that a lack of employees is the main reason for not defining a Public Relations plan, followed by 15.4% who blame lack of experience. 12.8% of the respondents consider that a lack of access to the university decision makers prevented initiatives for Public Relations plans.

3.2.7. PR Consultancy Services in Palestine

University PR does not sit in a vacuum. This is true, as already discussed, in terms of the wider efforts at institution and state-building; and in terms of the politcal context within which this, and the development of the educational sector, take place. It is also

true in terms of the wider field of PR and how it is practiced. The practice of PR is often associated with, and draws on, consultancy services. This is true in sophisticated markets and systems, but in a different way it is clearly just as relevant in the early stages of development of the practice – as in Palestine. And indeed, the case of Palestinian society, commerce and universities, shows precisely such association, even if fledgling. Our task of sketching the first overall picture of our subject matter, therefore requires a sketch also of how PR consultancy has evolved in Palestine, and how this relates to the case of universities.

The practice of Public Relations in Palestine has widened in recent years, to many areas of public life. Many Non-Governmental Organisations (NGOs)[402], manufacturing and trade companies, chambers of commerce[403], professional associations, governmental bodies, educational institutions and local authorities[404] have all set up Public Relations departments within their own organisation. Others have preferred to use the service of Public Relations consultants. Some use a combination of the two. In the Palestinian self-rule area, Hammad pointed out that consultancy services are provided either by international advertising agencies[405], some of whom have opened branch offices in the main cities (like Ramallah), and in major population centres (like Gaza), while others have formed local subsidiary companies to offer this service, or by local consultancy companies, or by independent consultants from the university staff, who have no financial links with advertising or other publicity media.[406]

Today, there are a number of agencies and companies specialist in Public Relations consultancy in the Palestinian territories such as Sky advertising and Public Relations consultancy which was established in the early 1990's, Zoom advertising

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[402] These organisations are actively developing constituencies to promote their various initiatives in the health, human rights and education fields. As example: Islamic Relief organisation, and Al Mezan Center for Human Rights and many more.

[403] Chamber of Commerce of Gaza ,www.pal-chambers.com/chambers/gaza3.html

[404] Municipality of Gaza www.mogaza.org

[405] According to the Palestinian Central Bureau of Statistics, there were 379 Advertising agencies in the Palestinian Territory in 2007, of these 221 were in the West Bank and 158 in Gaza Strip, see chapter Eight P. 274. See also: http://www.pcbs.gov.ps

[406] Hammad, *op., cit.,* P. 49.

joined the market in 2004. Moreover, Mazaya[407] PR and investment is a full service marketing & Public Relations firm. Mazaya PR is not only the first specialized Palestinian PR company, but also a member of the International Public Relations Association (IPRA).

Zaharna pointed out that the first independent firm dedicated exclusively to the practice of Public Relations was found in the west bank in 2000 by a young Palestinian who had received his B.A. in Public Relations at a U.S. university. Moreover, she notices that the major PR industry company players in Palestine are Ellam Tam, Sky, En-Nasher and Zoom.[408] Additionally, Zaharna observed another phenomenon in consultation was the "partnering" by the signing of a cooperation agreement between Public Relations practitioners with large, prestigious Public Relations firms from the West. Ellam Tam captured the attention of Bates Pan Gulf. Similarly, Asda'a Public Relations partnered with Sky in Ramallah, and promo7 partnered with En-Nasher. The formal affiliations resulted in a small but perceptible rise in the level of professionalism among the major West Bank Public Relations firms.[409]

It is obvious that the PR profession in Palestinian territories is new and the general public has little or no understanding of the profession, either in theory or in practice and tends to confuse it with advertising and journalism. Therefore, a number of organisations and institutions focus on PR as a prospect field of profession in Palestine. In 2010, the first conference of Public Relations and communication in Palestine was held in An-Najah National University.[410] The conference was devoted to the discussion of the role of the sector of communication and Public Relations and advertising as an important economic sector in promoting the image of Palestine and giving foreign broadcasting a different message in support of economic and social sectors, including the Palestinian question. The role of Public Relations at the governmental level was also

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[407] Part of The Arab Palestinian Investment Company (APIC) launched in 1995 from Jerusalem.

[408] Zaharna R., *op., cit.,* P. 228.

[409] Ibid, P.228.

[410] Organised by earlier mentioned companies and agencies such as "Masters of propaganda and advertising" and "Ugarit Advertising & Marketing and Communication" and "Expertise Public Relations and Training," in cooperation with the Governorate of Nablus, several companies and relevant institutions. The conference Held under the auspices of Palestinian Prime Minister Dr. Salam Fayyad.

discussed, addition to the location of Public Relations in the curriculum in the university in order to create associations of Public Relations communication.[411]

When it comes to Palestinian Universities, Public Relations consultancy is rarely used and only in very limited situations (see also Table 19). This can be ascribed to a number of causes. First, despite the small number of personnel, most education institutions have their own PR department. Secondly, the universities and other educational institutions in the West Bank and Gaza play an important role in the training courses and state building process.[412] Experts from the EU and the UN agencies are also providing some advisory, training and technical support for the Palestinian public institutions. However, there are a number of further reasons why the use of consultancy services in Palestinian Universities:

- Limited number of consultancy offices in Palestinian territories and the widest distance between these offices. E.g. Most of consultancy agencies are based in Ramallah (West Bank) which make it difficult for Gaza's organisation to use it due to separation.
- Cost too much, with limited resources in the organisation.
- Unskilled members of consultation in order to deal with a situation or crisis.
- No need for consultancy service. Organisation has own Public Relations department.
- Doubt and lack of conviction of an institution in the effectiveness of consultations with the expert on ground.

4. Conclusions

In this chapter, I have tried to highlight the planning process of Public Relations and how political conditions influence the nature and extent of Public Relations planning in the Palestinian universities. Notwithstanding the harsh environment for Palestinian higher education, Palestinian universities succeeded in building a contemporary image through their planned activities: the evidence from the key constituencies in our survey shows an

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[411] Bisharat, Maysa, 'the first conference in Palestine of Public Relations and communication held in Nablus', *Alquds Newspaper*, 30th November 2010. http://www.alquds.com/node/307760

[412] United Nations Development program (UNDP) as example and the European Union.

overwhelming majority confirming that their Public Relations departments conduct planning in their respective universities. This situation is a positive indicator for the possibility of an effective Public Relations function.

In Palestinian universities the main purpose of planning PR can be of making something happen or preventing it. Planning for Public Relations programming in Palestinian universities requires both the senior management and the practitioners to have an understanding and an appreciation of the concept in order to achieve the organisation's goals and objectives.

The understanding of the basic tools and method of PR process by practitioners has been limited due to their skills and knowledge. the method that most of the Palestinian universities are following in planning PR activities is that they know in advance the number and types of activities which will occur during the academic year (except of course in a crisis situation), then they have a schedule of planning or time table of these activities. Usually this approach is called tactic planning (operational planning) which most universities implemented. The researcher believes that Palestinian universities should use a strategic planning model approach for the planning process in Palestinian universities' departments, as this can help them focus on their vision and priorities in response to a changing environment and ensure that staffs of the university are working toward the same goals.

The data indicated that university PR practitioners used short term planning (less than 6 months) and long term planning (more than six months to one year) about equally. 50% of the respondents set up their plan on a seasonal or yearly basis in order to achieve its goals and objectives.

More than 90% of the respondents identified the 'Director of Public Relations Department' as the person who sets the Public Relations plan. Additionally, based on the 10 in-depth interviews which I conducted, it was obvious that managers or directors of PR department have the full authorisation from the top management and the capability to set the plan for PR departments. In terms of consultancy service the data shows that 69.2% of the respondents consider that they 'sometimes' need expert consultants for planning their programs and activities.

The study revealed that Public Relations consultancy in Palestinian universities is rarely used in very limited situations due to fact that most of education institutions have their own PR department as well as external consultancy costing too much given limited resources. Some PR department managers seek a consultation in specific circumstances from senior top management.

To the extent that the use of PR Planning in Palestinian universities still remains patchy, the cause most frequently listed is political instability (40 %), followed by the repeated change of PR managers. In turn this was followed by lack of employees (20.5%), lack of experience (15 %), and by lack of access to the university decision makers (12.8%).

In fact most managers in Palestinian universities do devote enough time for designing a strategic plan for their department, regardless of the success of these plans.

The chapter also explored the remarkable roles of PR department managers during the crisis situations facing their universities as most managers of Public Relations department at the Palestinian universities have faced or suffered from a crisis. In addition, senior top management keeps on track of their department and its progress toward achieving university's goals and objectives. On the other hand senior PR top management gives consultation and advice on strategic issues if needed.

Chapter Six

Budgeting in Public Relations Departments

Comparative Framework and the Case of Palestinian Universities

1.   Introduction

The next important step in the Public Relations plan is budgeting Public Relations, either for a program or a whole department. In fact, most scholars emphasise on this stage in order to achieve effectiveness of PR plan. Particularly in Palestinian universities this step is recognized to be the number one challenge: due to the fact that most of the higher education institutions rely on foreign aid and donors, the main challenge will be how the university's ambitious goals can be achievable with specific and limited resources.

Like other departments in the university, the PR department must be based on a suitable budget, after identifying objectives and goals as I discussed earlier in chapter 4, moving forward to the planning process in part one of this chapter. One of the main steps to effective program planning is budgeting; consequently Public Relations practitioners must detail the particular tactics that will help achieve those objectives. As Seitel mentioned, no organisation can spend indiscriminately. Without a realistic budget, no organisation can succeed; therefore Public Relations activities must be disciplined by budgetary realities.[413]

Budgeting Public Relations encourages the practitioners to look closely at the development of resources needed to achieve objectives, and to see a topic that has been "on the table" since the beginning of this planning process. Public Relations practitioners may firstly consider the importance of the issue and its potential impact on the bottom line of the organisation. Secondly they analyse the organisation itself with some consideration going to the level of resources available to address various aspects of PR activities and marketing communications and further to, those resources which all universities have, including personnel, equipment, time and budgeted money.

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[413]   Seitel, Fraser P., *op., cit.,* P.91.

The responsibility of PR management encompassing all the foregoing is the development of a realistic budget for Public Relations activity. The budget should not be a "guesstimate". Rather it should be a documented list of anticipated expenses for all the personnel and activities and the direct supervision of Public Relations management for the period of time covered.[414]

2.   Framework: Definitions and Generic Finding in the Literature

2.1.   *Definition of Budget*

A budget can be defined as the "price tag of a Public Relations program or as the financial plan for the program".[415] Grunig & Hunt note that Public Relations managers prepare two kinds of budgets, the administrative and the program budget. Since cost is an important factor, it should be considered both for the proposed plan and for possible alternatives. The administrative budget is the budget for the entire Public Relations department. It shows how much money has been allocated for different programs or other budget categories for a fixed period of time, which is usually a year.[416]

Grunig and Hunt note also that the head of a Public Relations department must develop an administrative budget and have it approved by the department of finance or by the top administrators of the university and the manager must show how the department programs, as reflected in the budget, support the university's objectives and goals. The administrative budget, therefore, should be built from the program budget constructed by middle-level Public Relations managers. Each middle-level manager generally will have responsibility for groups of potential publics, such as media, government relations, community, or employee publics.[417]

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[414]   Ross, Robert D., *op., cit.,* P. 66.

[415]   Cited in Grunig & Hunt, *op., cit.,* P. 164.

[416]   *Ibid*, P. 164.

[417]   *Ibid.*

According to Cutlip, Center and Broom, in established departments, budgets generally relate to one of four control factors. One is the total income or fund available to the enterprise, the second is the competitive necessity, the third is the overall task or goal set for the organisation, and the fourth is the profit or surplus over expenses.[418]

2.2. Approaches to Budgeting

There is as much art in Public Relations budgeting as there is science. The literature available on the subject is sparse. At professional seminars, the most frequently mentioned guideline seems to be: "Always ask for more than you need." Of course, the deliberate, habitual padding of budget requests is not peculiar to Public Relations. It has become part of the system but cannot be recommended as responsible management.[419] Various organisations and institutions apply different types and methods of budgeting for their Public Relations department or programs, as below:

Planning-Programming Budgeting System (PPBS)

Scholars as Grunig, Hunt, and Henry have urged that program budgeting should be described with the acronym of PPBS: the planning- programming-budgeting-system, arguing that the PPBS begins from the ground up. Managers develop programs to meet objectives and prepare budgets for each program. Those program budgets then are aggregated into the departmental budget request. Moreover, Henry defined these three parts as follows:[420]

- Planning: Defining and choosing operational goals and methods to achieve those goals over a specified time period.
- Programming: Scheduling and implementation of projects to fulfill the goals as effectively as possible.
- Budgeting: attaching price estimates to each goal, plan, program, and project.

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[418]   Cutlip, Center and Broom, *op., cit.,* 8th Edition, 2000, P. 394.

[419]   *Ibid*, P. 394.

[420]   Nicholas Henry, 'Public Administration and Public Affairs', Prentice Hall, 1975, P. 164. In Grunig and Hunt, *op., cit.,* P.164.

Zero-base Budgeting (ZBB)

This is another type of budgeting systems which means literally "starting from zero". Department or program managers must plan all of their programs and budgets as though they had no previous budget or programs.

Other budgeting systems, in contrast, work from the *top down*. In other systems, managers seek a budget allocation and then distribute it to existing programs. Most Public Relations department in Palestinian universities receive allocated budget to their departments and distribute it to their programs. Furthermore, Ronald Smith argued that establishing an appropriate budget can be a difficult task. Often you will find that a client simply has no notion what the appropriate budget should be. Every organisation wants to prevent unnecessary spending, but most also are willing to spend the necessary amount to get the job done. He considers some of many different ways to approach budgeting Public Relations as follows: [421]

1. *"Competitive Parity:* The competitive parity approach bases an organisation's budget for various activities on the level of similar activity by major competitors.

2. *Same-as-Before Budgeting:* The same-as-before approach to budgeting looks at how much the organisation spent on a similar recent project and allows the same budget for this project. But such an approach presumes that two projects are sufficiently similar that one can serve as a benchmark for the other; it also presumes that the first project was successful and deserves to be imitated.

3. *Percentage-of-Sales Budgeting:* The percentage-of-sales approach to budgeting is drawn from the field of marketing, where some companies base their advertising budget on the previous year's profits.

4. *Unit-of-Sales Budgeting:* The unit-of-sales approach, similar to percentage-of-sales budgeting, is based not on dollars but rather on prior outcomes, in the university recruiting situation, the budget might be pegged to the number of students who register as students.

5. *All-you-can-afford:* approach to budgeting works better in good times than in bad. It provides for Public Relations funding when the organisation's financial condition is sound, but limits funding during lean times. While this is not a good approach, in reality

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[421] Smith, Ronald D., *op., cit.,* 2[nd], 2005, P. 225.

it is the way too many organisations approach Public Relations, as an optional luxury that can be dispensed with when money is tight. Actually, the hard times are when even more Public Relations activity may be needed.

6. *Cost-Benefit Analysis:* The cost-benefit analysis approach to budgeting identifies the cost of implementing a tactic, and then compares this cost to the estimated value of the expected results. Ideally, the cost will be significantly less than the probable benefit.

7. *What-If–Not-Funded Analysis:* What-if-not-funded budgets deal with the consequences of inaction and their effect on the organisation's mission. This approach forces a planner to consider expected outcomes.

8. *Zero-Based Budgeting:* is a technique based on current needs rather than past expenditures. It is common for ongoing organisational budgets, such as those associated with annual community relations or investor relations programs; however, the zero-based approach can work with one-time campaigns as well.

9. *Stage-of-Lifecycle Budgeting:* looks closely at the phase of development of the issue, knowing that start-up programs generally require more financial resources than maintenance programs.

10. *Objective-Based Budgeting:* Objective-based budgeting is a more enlightened approach to budgeting because it focuses on objectives, which are aligned with needs and goals. The underlying premise of this approach is that the organisation will provide the resources necessary to achieve its objectives, which already have been approved by organisational decision makers".

Ultimately, Smith concludes that once the budget has been approved, it should be used as a tool to help manage the implementation of the project. The budget can offer guidance in scheduling activities, monitoring their progress and assessing their results. Additionally, the budget should be treated as part of a living document. The strategic plan is not set in stone once it is approved. Rather, it must have the flexibility to respond to a changing environment and differing organisational needs.[422]

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[422]   Smith, Ronald D., *op., cit.,* 2nd Edition, 2005, P. 229.

3. The Case of Palestine

3.1. General Observations

3.1.1. Budgeting in Palestinian Higher Education Institutions

One of the major challenges continuously facing higher education institutions is insufficient funding. The scene of higher education has always been characterized by competition between these institutions to attract more students in order to increase their income. New programs were introduced even if not related to Palestinian marketplace.

In the early 1990s, tuition fees as a share of total university income increased from less than 10 percent to 30 percent. In the middle of the decade, the European Union (EU) provided operational support for Palestinian universities to ease the fiscal pressures arising from tuition waivers during the Intifada (1987-1992) and declining PLO support due to the ending of Gulf States funding. EU support was provided on the basis of an agreement with the PLO that this support would gradually diminish over a five-year period. During this period institutions were expected to locate local sources of funds. This goal could not be reached due to the unstable political situation.[423]

In 1998, EU support was phased out and the PNA started to partly fund universities and community colleges. However, the PNA's limited contribution to higher education stayed more or less constant from 1996 to 1998, and dropped significantly in 1999 and the years after. As a result, tuition fees continued to increase, reaching by the end of the decade more than two-thirds of costs per student and more than one-third of the whole country GDP per capita. Tuition fees are the biggest source of revenue and now constitute more than half (55 %) of all spending by Palestinian universities.[424]

In September 2000 the outbreak of the second Intifada created new economic problems and further aggravated the situation of higher education institutions. As well as with cut-off of Arab financial support to the Palestinian Liberation Organisation (PLO), this negatively affected the financing of Palestinian colleges and universities.

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[423] MOEHE, *Palestinian Higher Education Financing Strategy,* with technical assistance from The World Bank, August 2002, P.5.

[424] MOEHE, *Palestinian Higher Education Financing Strategy*, *op., cit.,* P.5.

As the Ministry of Education and Higher Education in Palestine indicated, insufficient funding is an ongoing major concern and it is having a seriously negative impact on the quality and relevance of higher education. Between 60-70% of operating budgets of universities are covered by tuition fees. Since there is no regularity and consistency in payment of tuition fees, budgets of universities suffer yearly deficits.[425]

In related to the previous generic literature in terms of approaches to budgeting, the most suitable budgeting approach for Palestinian universities is *Same-as-Before Budgeting approach* which looks at how much the organisation spent on a similar recent project and allows the same budget for this project. Similarly, Hammad's pointed out that most Public Relations departments at the Palestinian Authority start from zero-base budgeting due to the limited budget of the government, which is mainly based on international financial support. Due to the reforms in the Palestinian Authority, departments of Public Relations must plan all of their programs and budgets as though they had no previous budget or programs.[426]

In terms of consultancy services, Public Relations consultancy services in Palestinian universities is rarely used in a very limited situation due to fact that most of education institutions have their own PR department as well as costing too much with limited resources. In fact some PR department managers seek a consultation in specific circumstances from senior top management.

Like other educational institutions in the world, Palestinian educational institutions need to receive certain resources in order to offer their services to others. Therefore, in terms of source of funding, MoEHE stated that over the time Palestinian universities have depended on changing proportions of three main sources of revenue: *External Contributions*, *Tuition Fees*, and other *Miscellaneous Sources*. During the seventies and through the late eighties, soliciting financing for the establishment of universities from external sources was not a significant obstacle. About three-fourths of the total financing of Palestinian universities came from the PLO. Most of the resources needed for construction purposes were donated by expatriate Palestinians and charitable

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[425] MOEHE, *Education Development Strategic Plan 2008-2012, op., cit.,* P. 41.

[426] Hammad, *op., cit.,* P.172.

organisations.[427] For instance, figure 31 shows that the revenues income of Birzeit University comes from various sources such as grants and community services and other income. For instance government subsidy has been increased from 7% in 2008/09 to 9% in 2009/10.

Figure 31:
Revenues of Birzeit University 2009/2010[428]
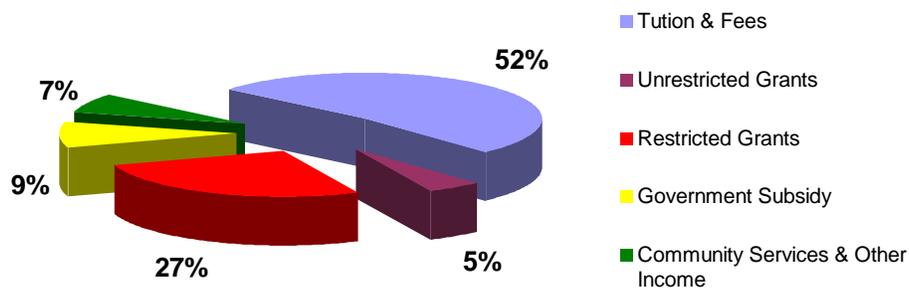
Even at the beginning of the Oslo agreement in 1994 the availability of external financing encouraged Palestinian universities to expand and let them charge relatively low tuition fees that amounted to no more than 10 percent of the total education cost per student. Bearing in mind the effect of first and second intifada and the imposition of tight closure by Israel this laid down very severe fiscal constraints on the PNA contribution toward higher education institutions' support. Consequently, MoEHE begin using some financing instruments in order to support either students or HE institutions. These are often referred to as "scholarships," "bursaries," "financial aid," "student loan".

John Fielden has noted that universities receive their funds from a variety of sources, which are most of them applied to Palestinian universities including the following:[429]

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[427]   MoEHE, *Palestinian Higher Education Financing Strategy, op., cit.*, P. 4.

[428]   Birzeit University, 'From the nobility of the past and creativity of present to build the future', Annual Report, 2009/10, P. 52. See also, Birzeit University, 'Building a Better Palestinian Future', *Annual Report*, 2008/09, P. 53.

- Allocations for teaching from government (or for teaching and research combined)

- Research allocations or grants for research projects from a range of government sources

- Tuition and other fees from domestic and international students

- Income generated from research contracts, teaching contracts, consultancy services, or royalties

- Surpluses from on-campus services such as conference facilities offered to staff, students, and the general public

- Income from endowments, gifts, and investments

MoEHE introduced the main mechanism of student loans to provide financial support to students, together with scholarships for the neediest families. In the first semester of 2007-2008, more than 24,000 benefited from aid from MoEHE. In January 2009 the Ministry of Education and Higher Education in West Bank and Gaza launched a new Student Loan Scheme; the goal was to improve the financial sustainability of higher education and provide equitable assistance to students in their pursuit of post-secondary education. Most MoEHE loan programs are complemented by a Bank of Palestine (BoP) scheme, whereas the World Bank has been providing technical assistance to the MoEHE.[430] Nowadays, Palestinian HE institutions suffer from a serious shortage of funds to support their educational programs. They must seek stopgap funding to meet even the most basic of expenses. Most Palestinian universities run chronic deficits that average more than 10 percent of their total budgets. Almost all Palestinian universities have been forced to use their Staff Provident Funds (pensions) to cover their financial deficits. The prospects for improved and stable financing for most Palestinian higher education

[429] Fielden, John, 'Global Trends in University Governance', Education Working Paper Series No. 9, *the World Bank Publication*, March 2008, P. 28.

[430] Jaramillo, Adriana and Hiromichi Katayama, *Lessons from West Bank and Gaza: an Innovative Student Loan Scheme*, World Bank January 2009, No.17, P. 1. see: http://www.usp.ac.fj/worldbank2009/frame/Documents/Publications_regional/LessonsWBandGaza.pdf.

institutions are clouded by a lack of reliable and sustained public funding and no strategy for addressing these financial problems.[431]

3.2.   Analysis of the Survey and Interview Results

RQ1   Do you budget for Public Relations activities?

RQ2   What are the basics taken into consideration when budgeting for Public Relations activities?

RQ3   Which of the following obstacles does the PR department face when determining the allocation of finance?

RQ4   To what degree does the finance allocation cover Public Relations activities?

3.2.1. Budget of Public Relations Department

Figure 32 shows that 87.2% of the respondents reported that they do have a budget for PR activities. In fact, even if it may not have been apparent to the small minority who respinded in the negative, all Public Relations departments in Palestinian universities have a dedicated spend budget, as Numan Elsharif, Director General in Ministry of Education and Higher Education confirms: 'there is always a budget for each department within the higher education institution including PR department, this budget in many cases can be tight and not enough to a accomplish the objectives due to insufficient budget.[432]

That 12.8% of the respondents considered that their department does not budget for Public Relations activities probably reflects the fact that some of universities have a zero budget base or 'same as previous year,' leading the respondents to their erroneous assumption.

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[431]   MoEHE, *Palestinian Higher Education Financing Strategy, op., cit.,* P. 5.

[432]   Interview, 08/2009.

Figure 32:
Do you Budget for Public Relations Activities
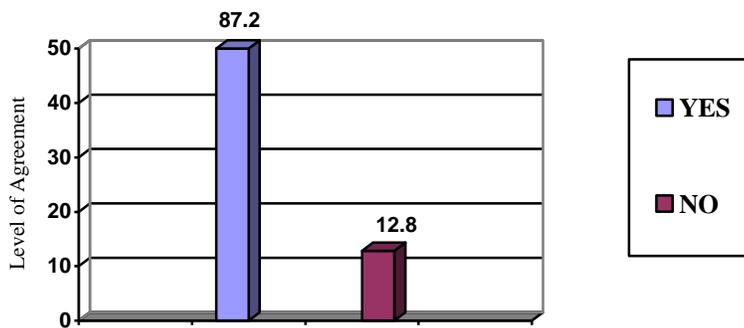
Figure 33 shows a variation in terms of awareness of budgeting activity between the universities. 100% of the respondents in Birzeit university and Islamic university reported budgeting for their PR department activities, but only 90% of the respondents did so in An-Najah University, and a mere 67% in Al-Azhar University.

In August 2002 The Palestinian Ministry of Higher Education and Scientific Research produced a document detailing financial and technical assistance provided by the World Bank. It is titled "Palestinian Higher Education Financing Strategy". The report mentions two objectives: to provide an analytic rationale for donors wishing to finance higher education in Palestine, and the thornier one, to "build stakeholders' consensus on the rationale and mechanism for financing reform". But at a panel discussion at Birzeit University by the newly established teaching resources unit Ibn Rushd, three veteran Palestinian educators, Ramzi Rihan, George Giacaman and Maher Hashweh, took another hard look at these challenges and placed a "compelling financial strategy" at the bottom of their list of possible solutions. After all, a few Arab countries with tight budgets (Jordan among them) have produced higher quality universities than countries able and willing to spend much more money on higher education.[433]

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[433]   Merriman Rima, 'Towards First-rate University Instruction', *The Jordanian Times*, 17 January 2008.

Figure 33:
Budgeting PR Department activities in Palestinian Universities
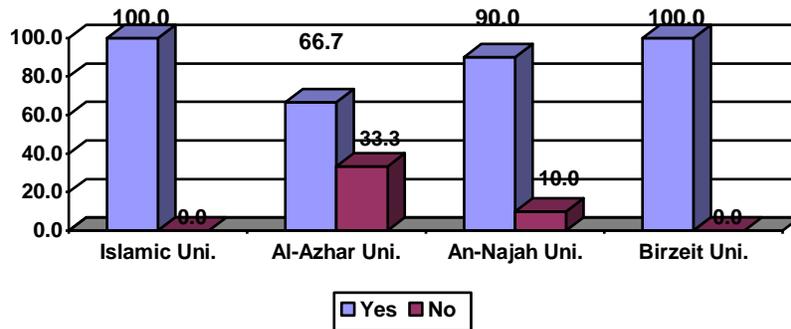
Generally speaking, a Public Relations department budget consists of different elements, such as labour force salaries, supporting staff and consultancy. Costs also include materials such as print, exhibition stands, alumni magazine, publications (whether to internal or external publics), photographs, documentary films, slides, audio and videotapes and the expenses such as organising graduation ceremonies, conferences, hosting guests, cultural and studies events which may involve certain charges for microphones, projectors, vehicles, chairs and liaison arrangements. Therefore, Public Relations managers prepare two kinds of budgets, the administrative and the program budget.[434]Since cost is an important factor, it should be considered both for the proposed plan and for possible alternatives. The administrative budget is the budget for the entire Public Relations department. It shows how much money has been allocated for different programs or other budget categories for a fixed period of time, which is usually a year. In Palestinian universities the head of the Public Relations department develops an actual expenditure and in some universities prepares an administrative budget and has it approved by the department of finance or by the top administrators of the university and the manager must show how the department programs, as reflected in the budget, support organisational goals.

In the Palestinian governmental organisations, Hammad points out, a majority of Public Relations managers in governmental organisations prepare preliminary

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[434]   Grunig and Hunt, *op., cit.,* P. 164.

expenditures for each program/ event constructed to communicate with the publics.[435] In the same way all Public Relations managers in Palestinian universities prepare preliminary expenditures for each program/event organised to communicate with its publics, then present them to the top administration for approval.

3.2.2. Consideration taken when budgeting for Public Relations Activities

In Palestinian universities there are various ways taken into consideration when the PR department allocate budget to their departments. To clarify, each higher education institution has its own way of budgeting their PR department, as Table 20 shows that 59% of the respondents considered the university balance sheet when they budget their PR department. Dr. Raed Salah indicated that budgeting the PR department in IUG is mainly based on the last balance sheet of the university, 'we have internal programs and activities which are planned for the up-coming year, and we have an emergency budget for a specific situation'.[436]

Table 20:
Basics taken into consideration when budgeting for PR activities

	Yes		No		Total	
Value Label		%		%		
Depend on University balance sheet.	23	59	16	41.0	**39**	**100.0**
The actual expenditure in the last balance sheet.	8	20.5	31	79.5	**39**	**100.0**
Internal programs and activities which are planned.	16	41.0	23	59.0	**39**	**100.0**
The probable increase in the activity next year	9	23.1	30	76.9	**39**	**100.0**

On other hand, Ronald Smith pointed out that at every turn in a planning process; Public Relations managers must be practical and consider budget constraints and limitations—and no organisation is free of these—so their recommendations will be realistic, practical and doable. Budgets for Public Relations and marketing communications should consider five elements: personnel, material, media costs,

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[435] Hammad, *op., cit*., P.172.

[436] Interview, 08/2009.

equipment and facilities, and administrative costs.[437] Jefkins notes that a budget consists of the following four elements: labour, office overheads, materials, expenses.[438] Moreover, he mentioned the following reasons for budgeting: "(a) to learn what it will cost to carry out a PR program, (b) alternatively, to learn what sort of program can be carried out for a given sum of money, (c) the budget provides a checklist of task which have to be performed, then these can be organised in the form of a time table, (d) the budget sets a discipline for both expenditure and over-expenditure, (e) results can be measured against the budget to consider whether enough, too little or too much was spent.[439]

Van Ruler and De Lange's study indicated that either there was no structural budget for communication activities (40%) or that those in the organsiation did not know what this budget was (9%) – the latter finding strikingly similar to the proportion of those unaware of budgeting activities in Palestinian universities. They also pointed out that only 3 of 10 of the organisations in their research comprised a communication department that was visible in the hierarchy as such and had its own structural budget.[440]

Table 20 also shows that 41% of the respondents believed that internal programs and activities which are planned are taken into consideration when budgeting their PR department activities. 23.1% considered that the increase in the activities next year was taken into consideration when they budgeted their PR department. Eventually, Institutions of higher education whether large public universities or small private colleges are not homogeneous organisations. Because of differing missions, goals, programs, histories, traditions, laws, and explicit procedures, they obtain and expend revenues, or financial resources, in myriad ways. Therefore, there is no universal model about the best way to allocate financial resources within higher education.[441]

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[437]   Smith, Ronald D., *op., cit.,* 2nd, 2005, P. 223.

[438]   Jefkins, Frank, *op., cit.,* PP. 116-117.

[439]   Jefkins, Frank, *op., cit.,* P. 116.

[440]   Ruler, Betteke V., 'Public Relations in the Polder: the case of the Netherlands', in Sriramesh, K., Vercic, D., book, *op., cit.,* 2009, P. 227.

[441]   Carnaghi, John R., "Resource Allocation in Higher Education." *Encyclopedia of Education*. 2002. *Encyclopedia.com.* (July 14, 2011). http://www.encyclopedia.com/doc/1G2-3403200525.html

3.2.3.   *Obstacles facing PR departments when determining the allocation of finance*

As earlier clarified in budgeting Palestinian higher education institutions, the main obstacles facing these institutions are Israeli aggression and lack of financial resources. It obvious that the most important stage in Public Relations process is budgeting; without a suitable budget for a university activities, everything is exposed to failure.

In terms of authority and funding, as the most likely of Palestinian universities are private and have many resources of funding and donors, unlike public universities with some degree of resources and funding. For instance the in Gaza Strip, Al-Aqsa University and Al-Azhar University are financially dependant on the PNA as they are public universities, therefore when we look to their PR department activities we will find a limited activities, even an inadequate number of staff in their department, all of this due to the lack of financial resources for these universities. Another side of the obstacles that face PR departments when they allocate the budget is top management's response to the budget sheet and the types of activities that they might not agree to finance.

Figure 34:
Obstacles facing PR Department when Determining the Allocation of Finance
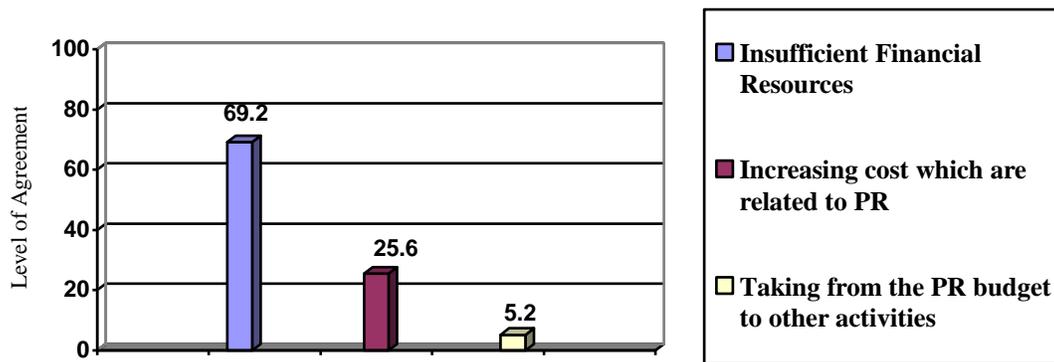
Figure 34 shows that 69.2% of the respondents consider insufficient financial resources is the main obstacle facing PR departments during the determination of financial allocation. According to most scholars of Public Relations field, there are two major practical

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obstacles facing Public Relations which are time and availability of resources.[442] Figure 34 also shows that 25.6% of the respondents regard increasing cost which are related to the PR as the main obstacle to the allocation of finance to their PR department activities. Whereas 5.2% of the respondents said the taking of funds from the PR budget to other activities would be an obstacle in order to set up finance allocation to the PR department activities.

3.2.4. Degree to which finance allocation covers Public Relations activities

The respondents were asked whether the finance allocation covers Public Relations activities in their university; figure 35 shows that only 22.2% of the respondents considered that 100% of the finance allocation covers their PR activities, this is due to the limited resources in Palestinian universities. For instance for the budget in the PR department at Birzeit University, it was considered that the financed allocation rarely covers PR activities, and some times the top administration offers the PR department emergency funds to cover their activities. Moreover, figure 35 also shows that 33.3% of the respondents considered that the finance allocation covers 75% of their PR activities.

Figure 35:
Finance allocation covers Public Relations activities
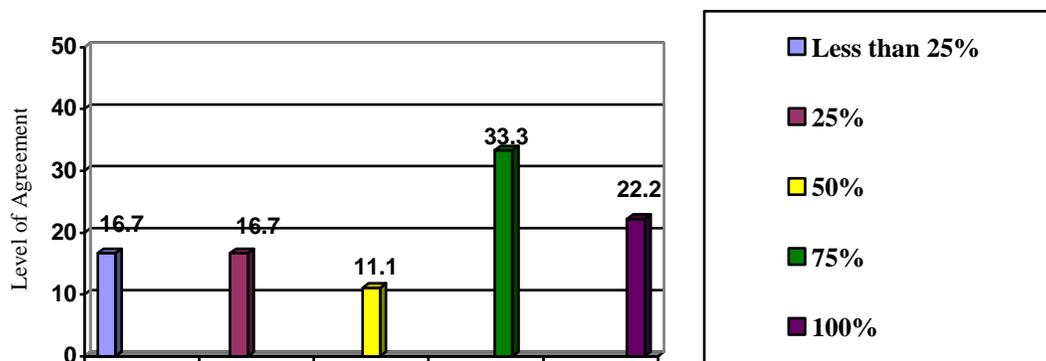
Relatively, Figure 35 also shows that (16.7%) of the respondents equally considered that the finance allocation covers between 25% to less than 25% of their Public Relations activities. Whereas only 11.1 % of the respondents believed that the finance allocation

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442   See Ruler, Betteke V., *op., cit.*, 2009; Watson, Tom, Paul Noble, *op., cit.*, 2007; Vercic, Dejan, *op., cit.*, 1997.

covers 50% of their PR activities. For example in Birzeit University the actual finance budget covers accrued expenditure as figure 36 shows:

Figure 36:
Accrued Expenditure of Birzeit University for 2009/10[443]
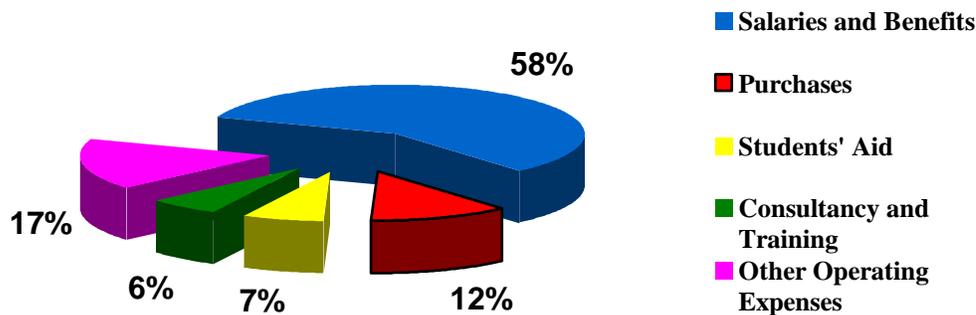
In Al-Azhar University the top administration allocated a certain amount of money for PR activities, but the budget is always tight which makes PR activities hard to manage. Other ways that most Palestinian universities implemented to covers their PR activities is through sponsorships such as World Children's Day, the entire activities has been covered by the Islamic relief organisation.

4. Conclusion

Establishing an appropriate budget can be a difficult task, every university wants to prevent unnecessary spending, but most also are willing to spend the necessary amount to get the job done. The budgeting system in Palestinian universities works from the top down. Most Public Relations department in Palestinian universities receive allocated budget to their departments and distribute it to their programs. Hammad pointed out that most Public Relations departments at the Palestinian Authority start from zero-base budgeting due to the limited budget of the government, which is mainly based on international financial support due to the reforms in the Palestinian Authority,

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[443] Birzeit University, 'From the nobility of the past and creativity of present to build the future', *op., cit*, P. 52. See also 'Building a Better Palestinian Future', *op., cit.,* P. 53.

departments of Public Relations must plan all of their programs and budgets as though they had no previous budget or programs. The most suitable budgeting approach for Palestinian universities is *Same-as-Before Budgeting* which looks at how much the organisation spent on a similar recent project and allows the same budget for this project.

The vast majority – nearly 9 in 10 – of practitioners and managers confirmed they do have a budget for PR activities – although in fact all universities do.

59% of the respondents considered the university balance sheet when they budget their PR department. 41% of the respondents believed that the number of internal programs and activities which are planned are taken into consideration when they budgeting their PR department activities.

With regard to the obstacles that face budgeting PR department activities nearly 70% of the respondents consider insufficient financial resources as the main obstacle facing PR department during the determination of financial allocation. However, just over a quarter regard increasing costs which are related to the PR as the main obstacle.

Only 22.2% of the respondents considered that the finance allocation covers 100% of their PR activities. Whereas exactly one-third considered that the finance allocation covers 75% of their PR activities.

We established that Public Relations departments in Palestinian universities finance their activities through three ways:

- Annually, the board of trustees allocates a sum amount of money for PR department activities and do not exceed that amount.
- Submitting an application form to the first of the top management in the University for the Approval for an immediate pay of the fund.
- Zero base budgeting but not exceeding a certain amount, (covers only in the emergency situation).

Most Public Relations budgets in Palestinian universities were based on unscientific criteria, for instant what was spent the previous year, estimates of spending in advertising and hospitality, or what top management determined was appropriate. The scientific methods of budgeting PR department activities were neglected as earlier explained in this part.

At the present time, our research has been limited by the fact that it has been conducted on Palestinian higher education institutions specifically in Palestinian universities, where the majority of PR staff work. The diffusion of innovation is a process, and processes are best understood over time.

Chapter Seven

Evaluation of the Public Relations Activities

Comparative Framework and the Case of Palestinian Universities

1.   Introduction

Evaluating the effectiveness of Public Relations continues to be a topic of critical importance to practitioners and scholars. In most of the landmark texts in Public Relations theory, evaluation has been positioned as the fourth step of the Public Relations process. It is the measurement of results against established objectives set during the planning process as discussed in chapter 6.

Researchers have long extolled the link between demonstrating Public Relations effectiveness and evaluation. As a result, much attention has been devoted to analyzing Public Relations measurement techniques.[444]

As Dozier puts it, evaluation in Public Relations research is used to determine if Public Relations programs have achieved their goals and objectives among target publics.[445] Program evaluation research answers the question: "What works?" Evaluation research utilization in Public Relations, however, indicates that evaluation may be a relatively sophisticated research application only infrequently used.[446]

The final step of the Public Relations process is considered to be the most important stage in the Public Relations process. Grunig thus described the status of evaluation research in Public Relations, lamenting:[447]

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[444]   See Broom , *op., cit*.,1982; Broom & Dozier, *op., cit.,* 1983,1990; Dozier, *op., cit.,* 1984,1985; J.E. Grunig, *op., cit.,* 1992; Watson, *op., cit.,* 1993.

[445]   Evaluation as used here refers mostly to summative evaluation or determining whether program goals and objectives have been met (Scriven, 1967), cited in Pavlik, John V., *Public Relations - What Research Tells Us*, Sage Publications, 1987, P. 65.

[446]   Dozier David M., 'The Innovation of Research in Public Relations Practice: Review of a Program of Studies', in Grunig L. and Grunig J., *Public Relations Research Annual*, Vol. 2, *op., cit.,* PP.4-5.

[447]   Grunig James E., 'Basic Research Provides Knowledge that Makes Evaluation Possible', *Public Relations Quarterly*, Number 28, 1983, P. 28.

Lately, I have begun to feel more and more like the fundamentalist minister railing against sin; the difference being that I have railed for evaluation in Public Relations practice; just as everyone is against sin, so most Public Relations people I talk to are for evaluation. People keep on sinning, however, and PR people continue not to do evaluation research.

James Grunig and Todd Hunt in their book *Managing Public Relations* commented: "The majority of practitioners ... still prefer to 'fly by the seat of their pants' and use intuition rather than intellectual procedures to solve Public Relations problems."[448] Wilcox *et al* are among many authors who confirm the close link between planning, objectives and evaluation: 'Before any Public Relations program can be properly evaluated, it is important to have a clearly established set of measurable objectives. These should be part of the program plan'.[449]

The growing interest in Public Relations evaluation is shown in various ways. PR Reporter newsletter says, "Evaluation is the profession's Number 1 need."[450] Conferences, seminars, articles and books attest to the spreading pressures for greater sophistication on the part of Public Relations practitioners who want to proceed beyond the world of off-the-cuff assessment, clipping counts and contest awards. But evaluation is much more valuable when conceived as a process that continues over time. It should be an integral part of Public Relations management. Evaluation increases in worth when it moves from a one-shot exercise to a continuing process built into the daily life of the organisation.

Evaluation is needed at all times, but today's financial crises and social tumult place new demands on an organisation's adjustment strategies. Rather than being defensive, the Public Relations professional must take the initiative if he or she wishes to be a policy maker rather than an administrative functionary. Essential to survival is the knowledge of how to select, introduce, and implement change. The purpose of our study then, is to explore issues surrounding the importance of evaluation, the types of

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[448] Grunig and Hunt, *op., cit*, P. 77.

[449] Wilcox *et al, op., cit.,* P. 193.

[450] *PR Reporter*, Vol. 27, No. 25, June 18, 1984, P.4. Cited in Broom and Dozier, *op., cit.,* P. 73.

evaluation, and the benefits of using evaluation in Public Relations and, in addition, to identify the obstacles which are facing PR practitioners in Palestinian universities. Obviously, the main point for using evaluation in Public Relations within educational institutions is to provide information for decision making while evaluation, like many other practices in Public Relations, is at different levels of development in different places, PR evaluation appears to be practised little more in selected universities than another.

2.   Framework: Definitions and Generic Finding in the Literature

2.1.   Definition of Evaluation

Evaluation in PR must be viewed as more than surveys or post audits. The focus of discussion on Public Relations evaluation implies the systematic use of scientific methods from various discipline like media studies, psychology and sociology as defined by Michael Patton as "The practice that involves the systematic evaluation of information about the activities, characteristics and outcomes of programs, personnel and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs, personnel, or products are doing and effecting."[451] Expanding on his definition of evaluation in 1982, Patton said: "The central focus is on evaluation studies and consulting processes that aim to improve program effectiveness".

In contrast, Wylie presents a more balanced view. He reverts to Patton's emphasis on formative evaluation, but without excluding summative thinking:[452]

> We are talking about an orderly evaluation of our progress in attaining the specific objectives of our public relations plan. We are learning what we did right, what we did wrong, how much progress we've made and, most importantly, how we can do it better next time.

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[451]   Patton, MQ, *Practical Evaluation*, Sage, Thousand Oaks, 1982, P. 15.

[452]   As cited in Wilcox *et al*, *op., cit*., 2000, P.193.

Professor James Blissland of Bowling Green State University defines evaluation in summative terms: 'the systematic assessment of a programme and its results. It is a means for practitioners to offer accountability to clients – and to themselves'.[453]He found in a study of Public Relations in 1986 that the amount of evaluation had increased, the quality of research had been slow to improve.[454] Many writers have stressed the importance of evaluation as a core issue in Public Relations research. For instance scholars like Cutlip and Center defined evaluation as an "ongoing process that enables executives to make the corrective adjustments required to guide an organization safely through the tides and winds of turbulent seas of opinion".[455]

Noble[456] supports Patton and argues that evaluation should be a proactive, forward-looking activity. "Naturally the collection of historical data is an essential prerequisite, but evaluation is not restricted to making conclusions on past activity. The emphasis on improving program effectiveness strongly indicates that the information collected on previous activity is used as feedback to adapt the nature of future activities." Evaluation must be accepted as a management tool to be used on *a consistent, continuing basis* upon which an operational base of information can be built.

Wylie and Slovacek in their study on US libraries, they analysed the formulation of PR programs, plans and evaluation techniques at institutions that represent the core of learning for Americans from all walks of life. In their original research they indicated that the most precise and meaningful evaluation is that of "'measuring results against objectives,".[457] On the other hand, Tom Watson confirms that there is indeed 'considerable confusion'. He asserts that definitions of evaluation fall into three groups: 'the *commercial*, which is a justification of budget spend; *simple-effectiveness*, which asks whether the programme has worked in terms of output; and *objectives effectiveness*,

[453]   Blissland, James, 'Accountability Gap: Evaluation Practices Show Improvement', *Public Relations Review*, Vol. XVI, No. 2, Summer 1990, PP.25-26. .

[454]   Pavlik John V., *Public Relations - What Research Tells Us*, Sage Publications, 1987, P. 68.

[455]   *Cutlip, Center, Broom,*op., cit., *1985.*

[456]   Paul Noble, is senior lecturer in the Department of Marketing, Advertising and Public Relations at Bournemouth University in the UK. See also Noble & Watson, *op., cit.,* 1999.

[457]   Frank W. Wylie, Simeon P. Slovacek, 'PR Evaluation: Myth, option or Necessity?', *Public Relations Review*, Volume 10, Issue 2, Summer 1984, P. 22-27.

which judges programmes in terms of meeting objectives and creation of desired effects'.[458]

2.2.   *Surveys on the Application of Evaluations in Public Relations*

In the early 1990's Public Relations practitioners began to talk about whether or not PR could be measured, there was much of talk about evaluation which for most UK researchers felt like the search for the Holy Grail.[459] In his book on PR research, *Public Relations – What Research Tell Us*, John Pavlik commented that "measuring the effectiveness of PR has proved almost as elusive as finding the Holy Grail".[460]

Despite the fact that it is a lack of professional skill that causes a 'fear' of evaluation. Cutlip, Centre and Broom refer to a study of Chicago practitioners where more than half of the respondents reported that *"most practitioners fear measurement"*, because it can reveal unsatisfactory results and can challenge their logic (and presumably job security).[461] Public Relations continue to evolve to meet new changes in modern globalisation. Senior Public Relations expert Alfred Geduldig at the 1993 annual conference of Public Relations Society of America stated:

> The old Public Relations was based on intuition and instinct; the new Public Relations is based on the achievement of business results …..Today's resolute Public Relations practitioners must not only know how to measure results, they must know what to measure, what not to measure, why and how we measure up as a business, too!.[462]

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[458]   Watson, T., 'Measuring the Success Rate: Evaluating the PR Process and PR Programmes', in PJ Kitchen Ed, *Principles and Practice of Public Relations*, Chapman and Hall, London, 1997, P.284.

[459]   See: Georgey, *op., cit.,* 2001, Waston, *op., cit.,* 1995; Watson and Noble, *op., cit.,* 1999; Theaker; *op., cit*., 2000.

[460]   Pavlik John V., *op., cit*., P. 65.

[461]   Cutlip, Centre, Broom, *op., cit.,* 7th Edition, 1994, P. 406.

[462]   Raupp, Juliana, 'Evaluatiing Strategic Communication: Theoretical and Methodological Requirements', in Zarfass *et al* Ed. *op., cit*., 2008, P.179.

The evaluation of Public Relations activity was linked it to prominent researchers of Public Relations practitioners.[463]According to Dozier and Repper "evaluation is to be understood in the conceptual framework of Public Relations research. Different from the environmental scanning research, which helps in the problem-definition stage, evaluation research is designed to determine how well Public Relations programs work".[464]

A number of studies and surveys introduced a new direction to the measurement the outcomes from Public Relations. Below is an overview of the most important studies and surveys which had been carried out, such as a study by Dr Lloyd Kirban in 1983 among members of the Chicago chapter of the Public Relations Society of America (PRSA) which reveals an interesting insight into the psychology of evaluation. He found that more than half the practitioners expressed a "fear of being measured".[465] Moreover, a study by Smythe Dorward and Lambert in the UK in 1991 showed 83% of respondents agreed with the statement *"There is a growing emphasis on planning and measuring the effectiveness of communications activity".*[466]

In 1988 a landmark study developed by Dr Walter Lindenmann, senior vice president for research at Ketchum Public Relations *(Ketchum Nationwide Survey on Public Relations Research, Measurement and Evaluation)* surveyed 945 practitioners in the US and concluded that "most Public Relations research was casual and informal, rather than scientific and precise" and that "most Public Relations research today is done by individuals trained in Public Relations rather than by individuals trained as researchers". However, the Ketchum study also found that 54 per cent of the 253 respondents to the survey strongly agreed that PR research for evaluation and measurement would grow during the 1990s, and nine out of 10 practitioners surveyed felt

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[463] See Lindenmann, W., *op., cit.,*1990; Gregory, A., *op., cit.,* 2001; Watson, T., *op., cit.,* 1997 and theorists such as Grunig and Hunt, *op., cit*.,1984; Dozier and Ehling , *op., cit*., 1992; Pavlik, J, *op., cit*., 1987; Blissland, J., *op., cit.,* 1990.

[464] Dozier & Repper, 'Research Firms and Public Relations Practices', in J Grunig Ed, *op., cit.*,1992, P. 186.

[465] Pavlik John V., *op., cit.,* P. 65.

[466]' Public Relations Evaluation: Professional Accountability', *International Public Relations Association* (IPRA) Gold Paper No. 11, 1994, P. 5.

that PR research needed to become more sophisticated than had been the case up to then.[467]

The full Lindenmann survey has also been used in Australia in 1993 by Gael Walker of the University of Technology, Sydney. She found that 90 per cent of practitioners expressed a belief that "research is now widely accepted as a necessary and integral part of the planning, program development, and evaluation process".[468]

In 1993 Lindenmann made an important contribution to the codification of evaluation practice by proposing a vertical progression of three levels of evaluation in his Effectiveness Yardstick – Output, Out-growth (later renamed as Out-take) and Outcome. Output measures 'the ways in which the programme or campaign is presented'; Out-growth judges 'whether or not the target audience actually received the messages and so evaluates retention, comprehension and awareness' and Outcome 'measures opinion, attitudes and behavioural changes'.[469]

Tom Watson, as part of a post-graduate study in the UK in 1992, found that 75 per cent of PR practitioners spent less than 5 per cent of their total budget on evaluation. He also found that while 76 per cent undertake some form of review, the two main methods used were monitoring (not evaluating) press clippings and "intuition and professional judgement".[470]

The 1994 IPRA study examined both attitudes towards evaluation and implementation, and found a major gap between what Public Relations practitioners thought and what they did. IPRA found 14 per cent of PR practitioners in Australia; 16 per cent in the US; and 18.6 per cent of its members internationally regularly undertook evaluation research.[471]

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[467] Lindenmann Walter K., 'Research, Evaluation and Measurement: A National Perspective', *Public Relations Review*, Volume 16, Number 2, 1990, PP. 3 -24.

[468] Walker, Gael 'Public Relations Practitioners use of Research, Measurement and Evaluation', *Australian Journal of Communication*, Vol. 24 (2), Queensland University of Technology, 1997, P.101.

[469] Watson, T., in Philip Kitchen, *op., cit.,* 1997, PP. 293-294. See also: Lindenmann, Walter K. 'An Effectiveness Yardstick to Measure Public Relations Success'. *Public Relations Quarterly*, Vol. 38, No. 1, Spring 1993, PP. 7-9.

[470] 'Public Relations Evaluation: Professional Accountability', (IPRA), *op., cit.,* 1994, P. 5.

[471] *Ibid,* P. 4.

Gael Walker examined the planning and evaluation methods described in submissions to the Public Relations Institute of Australia Golden Target Awards from 1988 to 1992 and found that, of 124 PR programs and projects entered in the 1990 awards, 51 per cent had no comment at all in the mandatory research section of the entry submission. She reported that "The majority of campaigns referred to research and evaluation in vague and sketchy terms".[472] Additionally she found that 177 entries in the Golden Target Awards in 1991 and 1992 showed a similar lack of formal evaluation, listing sales or inquiry rates, attendance at functions and media coverage (clippings) as methods of evaluation. However, the latter "… rarely included any analysis of the significance of the coverage, simply its extent," Walker commented.

2.3.   Types of Evaluation

Traditionally, evaluation research has been understood as "…..the systematic application of social research procedures for assessing the conceptualization, design, implementation and utility of social intervention programs".

Dozier's survey reveals three major styles of Public Relations evaluation, emerging among Public Relations practitioners studied: [473]

- *Seat-of-pants* evaluation emphasizes personalized and subjective checks of all parts of the Public Relations process. Practitioners using this approach are often more concerned with the PR process than with actual outcomes of the campaign.

- *Scientific Impact* evaluation, stresses quantitative or scientific measures of program impact, both before and after program implementation.

- *Scientific dissemination* evaluation, the focus is on the distribution of the message. Some practitioners specialize in numeric analysis of their clip files.

In terms of forms of evaluation research in Public Relations, Dozier pointed out that it may be divided into *formative* and *summative evaluation*. *Formative evaluation* helps

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[472]   Walker, Gael F., 'Communication Public Relations Research', *Journal of Public Relations Research,* 6 (3), 1994, P. 145.

[473]   Dozier, D., 'Program Evaluation and the Roles of Practitioners', *Public Relations Review*, Vol. 10, Issue 2, Summer 1984, P.19. See also Pavlik John V., *op., cit.,* P. 67.

practitioners plan programs and design communication strategies. *Summative evaluation* research measures the Public Relations program.[474] These types of evaluation are helpful in educational Public Relations while formative evaluation is done during the course of a program so the changes can be made as they are needed. Summative evaluation is conducted at the end of a program to determine whether goals have been met.[475]

Macnamara in his paper in research in Public Relations briefed the wide range of evaluation tools and techniques used by Public Relations practitioners. He indicated some of the main techniques as below:[476]

1. Secondary Data refers to information gained from sources other than primary (i.e. new original) research.

2. Case Studies are easily collected and can be used for comparison or to serve as a model to follow.

3. Readability Tests while not conclusive, readability tests typically estimate the number of years of education (secondary or tertiary) that a reader needs in order to easily understand the text.

4. Media Monitoring The most common form of evaluating Public Relations is media monitoring. However, press clippings and transcripts or tapes of electronic media broadcasts, provide only quantitative evaluation. They show how much coverage was achieved – crudely termed 'measurement by kilogram'. They do not show the quality of coverage achieved.

5. Media Content Analysis coverage and comment are a vastly under-utilised body of data in most organisations. The most widely-used method of evaluating PR beyond simple media monitoring is media content analysis.

6. Audience and Reader Surveys are one of the most commonly used research instruments, employed for market research, customer satisfaction studies and social trends research. Customised surveys can be used in Public Relations.

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[474] Dozier David M., 'The Innovation of Research in Public Relations Practice: Review of a Program of Studies', in Grunig L. and Grunig J., *Public Relations Research Annual*, Vol. 2 *op., cit.,* PP.14-17.

[475] Henderson, Julie K., 'Educational Public Relations', in Heath, R & Vasquez, Gabriel M (Eds), *Handbook of Public Relations, op., cit.,* P.539.

[476] Macnamara, J. R., 'Research in Public Relations: a review of the use of evaluation and formative research', *Asia Pacific Public Relations Journal*, Vol. 1, No. 2, University of Canberra, 1999, PP. 16-19.

7. Focus Groups can also be used in Public Relations focus groups, either formal or informal. Ideas can be pre-tested in small focus groups.

Wilcox *et al* emphasise that the evaluation of Public Relations programs/activities requires a mix of techniques: "In most cases, a skilled practitioner will use a combination of methods to evaluate the effectiveness of a program".[477] Typical is Cutlip *et al.*'s "Levels and steps for evaluating Public Relations programs" model which discusses three "different levels of a complete program evaluation: preparation, implementation, and impact".[478]

Despite the number of consultancy agencies working in the field of Public Relations in Palestinian territories there have long been indications of the lack of using evaluation methods used in Public Relations profession. The main reasons are the lack of funding as well as lack of understanding the evaluation methods – as is also confirmed by the findings of our Palestine case study.

2.4. The Value of Evaluation in Public Relations

Research and evaluation are essential in any program of Public Relations that attempts to establish sound public relationships over a period of time.[479] Proper measurement can enhance the importance of the Public Relations function in management eyes and contribute to helping achieve both short and long-term organisations objectives. The idea that evaluation is worthwhile and necessary is not new. In his address to the IRR congress in October 1998, MORI[480] Director Peter Hutton stated:

> Evaluation is a sensible part of any PR programme . . . There must come a point when you have to ask 'what effect has my PR spend had?' and 'How do I know?' In MORI we have developed a model based on the idea that business success comes from moving people up a hierarchy from awareness, through

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[477] Wilcox *et al*., *op., cit.,* P.194

[478] Cutlip *et al*, *op., cit.*, 1994, PP. 413-314.

[479] Bernays, Edward L., 'Reasearch and Evaluation', *Public Relations Quarterly*, 1983.

[480] MORI is part of the Ipsos Group, a leading Market Research Company in the UK and Ireland.

trust, transaction, satisfaction, commitment and advocacy. There are many different ways of evaluating the success of a PR event or campaign. The most useful, however, will be part of a well executed PR initiative with clearly defined measures of success which relate back to equally clearly defined corporate and communications objectives.[481]

Alison Clarke, of Shandwick Asia Pacific, agrees that evaluation is part of the planning process. It enables one to quantify the lessons learned and develop benchmarks for future measurement. There are a variety of measurement tools now available for all kinds of evaluation, from input (analysis of existing data, focus group, and pilot questionnaire), output (statistics on distribution, media monitoring, media content analysis, communication audit) and outcome (focus group discussion, surveys, pre and post tests). PR can influence beliefs, attitudes, opinions and behaviour.[482]

Professor David Dozier of San Diego State University says: "The power-control perspective suggests that Public Relations program research is a tool - a weapon perhaps - in the political struggle to demonstrate the impact of Public Relations programs and to contribute to decision making …. Success in this struggle means greater financial and personnel resources for the Public Relations unit and greater power over decisions of the dominant coalition".[483] One of the major benefits of using evaluation in educational institutions is to provide feedback about program effort, performance, and effects. This information is valuable in conducting daily operations, controlling current performance, and planning strategically for the future. Evaluation reduces reliance on crisis management. Dozier calls it a "cluster of technologies".[484]

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[481] Theaker, Alison, *op., cit*., 2001, P. 256.

[482] *Ibid*, P.256.

[483] Dozier David M., 'The Innovation of Research in Public Relations Practice: Review of a Program of Studies', in Grunig L. and Grunig J., *op., cit.,* P.12.

[484] Grunig, Larissa A., Grunig, James E., Dozier, David M., *Excellent Public Relations and Effective Organisations: A Study of communication management in three countries, op., cit.,* P. 209.

2.5.   *Models of Evaluation*

A number of models have been developed to explain how and when to apply research and evaluation in PR and corporate communication. Five leading models have been identified and reviewed by Tom Watson and Paul Noble:[485]

2.5. 1. *PII Model of Evaluation*

Cutlip, Center and Broom in their widely used book, *Effective Public Relations,* present a model for program evaluation with three levels or steps which they term "preparation, implementation and impact".[486] This turns the widely accepted paradigm of evaluation on its head and challenges common management systems such as the (PIE) model (See Appendix 15). The PIE approach to management suggested that activity began with planning, then moved to implementation, and concluded with evaluation.

Each step in the PII Model, says Cutlip *et al*., contributes to increased understanding and adds information for assessing effectiveness. *Program preparation evaluation* assesses the quality and adequacy of information and strategic planning. *Implementation evaluation* documents the adequacy of the tactics and effort. *Impact evaluation* provides feedback on the consequences of the program. No evaluation is complete without addressing criteria at each level.[487]

A pioneering element of the PII Model is the separation of *outputs* from impact or *outcomes* and identification that these different stages need to be researched with different methods. Also, identification of the steps of communication – and, therefore, what should be measured at each stage or level – is useful in guiding practitioners. However, Watson & Noble pointed out that the PII Model does not prescribe

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[485]   Watson, Tom, Paul Noble, *Evaluating Public Relations: A Best Practice guide to Public Relations Planning, Research & Evaluation, Second Edition* (London: Kogan Page Publishers), 2007, PP.81-102. See also: Watson, T., in Philip Kitchen, *op., cit.,* 1997, PP. 290-297.

[486]   Cutlip *et al*, *op., cit.*, 1994, P. 414.

[487]   *Ibid,*

methodologies, but accepts that 'Evaluation means different things to different practitioners.'[488]

2.5.2.   *Pyramid Model of PR Research*

Australian evaluation specialist Jim Macnamara has developed a model (similar to PII), initially called the 'Macro Model'[489] and now titled the 'Pyramid Model of PR Research'. The Pyramid Model of PR Research is intended to be read from the bottom up, the base representing 'ground zero' of the strategic planning process, culminating in achievement of a desired outcome (attitudinal or behavioural). Macnamara says:

> The pyramid metaphor is useful in conveying that, at the base when communication planning begins, practitioners have a large amount of information to assemble and a wide range of options in terms of media and activities. Selections and choices are made to direct certain messages at certain target audiences through certain media and, ultimately, achieve specific defined objectives (the peak of the program or project).[490]

In the Pyramid Model As shown in Figure 37, *inputs* are the components of communication programmes or projects and include the choice of medium, content of communication tools and format. *Outputs* are the physical materials and activities produced (such as media publicity, events, and promotional materials) and the processes to produce them (writing, design, etc), while *outcomes* are the impacts and effects of communication. A comprehensive menu of evaluation techniques for most Public Relations situations – from desk research (secondary sources) through media content analysis to observation and quantitative research – is offered.[491]

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[488]   Watson & Noble, *op., cit.,* 2007, P. 82.

[489]   The Macro Model of PR Evaluation was first outlined in a paper published by the International Public Relations Association IPRA Review in 1992, and the 1994 International Public Relations Association (IPRA) Gold Paper Number 11 built on the PII Model.

[490]   Macnamara, Jim, *op., cit.,* 2006, P. 17.

[491]   *Ibid*, P. 17.

'Pyramid Model' of PR Research
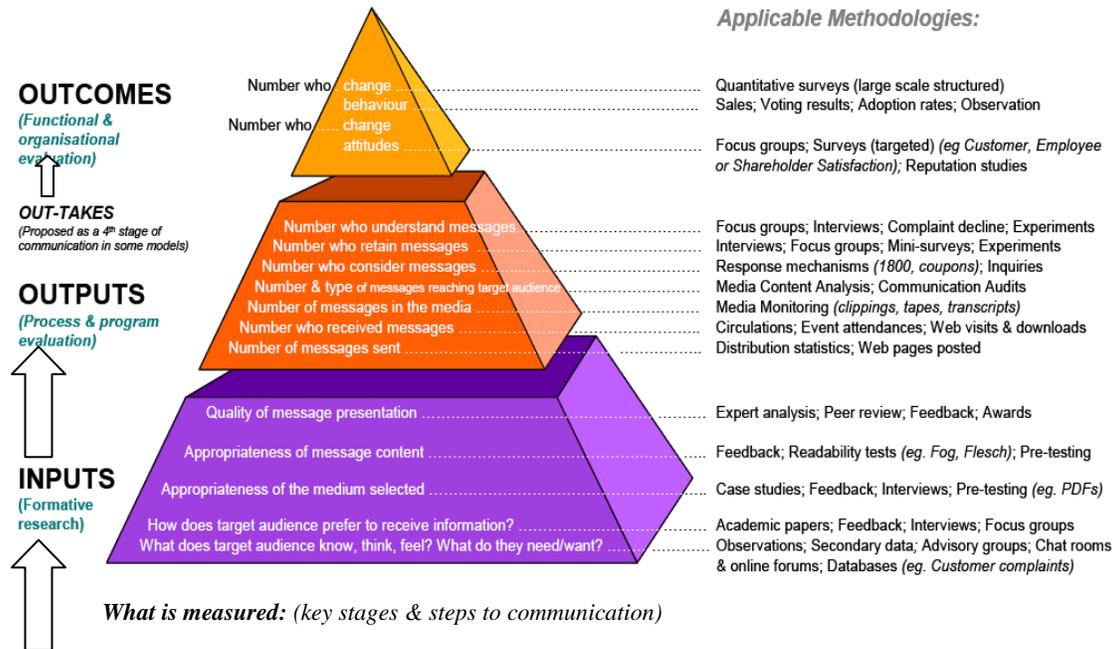
Figure 37: Pyramid Model of PR Research (Macnamara, 1992; Revised 1999 and 2002).[492]

Moreover, Macnamara pointed out that the key steps in the communication process are shown, having been derived from Cutlip, Center and Broom's PII model, but the Pyramid Model of PR Research goes one step further than most other models discussed in this chapter and endeavours to be instructive and practical by providing a list of suggested measurement methodologies for each stage. The list of methodologies is not exhaustive, but Figure 37 shows a quite extensive list of methods and tools available to practitioners to measure at the various stages. He indicated that the Pyramid Model deliberately combines formative and evaluative research in the belief that the two types of research must be integrated and work as a continuum of information gathering and feedback in the communication process, not as separate discrete functions.[493]

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[492] Macnamara, Jim, *op., cit.,* 2006, P.19.

[493] *Ibid*, P.18.

2.5.3. PR Effectiveness Yardstick

Walter Lindenmann, developed in 1993 an approach to research and evaluation based on three levels of sophistication and depth, rather than the chronological process of communication from planning through implementation to achievement of objectives. Lindenmann sees level one as evaluation of *outputs* such as measuring media placements or impressions (total audience reached). He terms level two 'Intermediate' and describes this level as measuring comprehension, retention, awareness and reception. The final Level is described as 'Advanced' and focuses on measuring opinion change, attitude change or, at the highest level, behavioural change (See Appendix 15).

Lindenmann emphasises 'that there is no one simplistic method for measuring PR effectiveness. Depending upon which level of effectiveness is required, an array of different tools and techniques is needed to properly assess PR impact'.[494]

2.5.4. Short Term and Continuing Models of Evaluation

Tom Watson developed Short Term and Continuing Models of Evaluation; he found that the models outlined above were 'too complex, do not have an integral relationship with the creation of effects and lack a dynamic element of feedback'.[495]

In order to remedy this, he proposed both short and continuing models of evaluation. The *Short Term* model for short time span, largely media-relations-based campaigns and activities which seek a rapid result. The Short Term model has a single track, linear process with an outcome. It does not set out to measure effects and because it does not have a continuing existence, there is no feedback mechanism (See Appendix 15). The *Continuing* model for long-term activities where the consistent promotion of messages is a central strategy and the outcome may occur after a long period (a year or more) of continuous activity. It has an 'iterative loop' which accommodates the effects that the programme itself is generating (see Appendix 15). Thus, a dynamic and ongoing process is developed which facilitates continual adjustments of objectives, tactics and

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[494]   Lindenmann, Walter K.*, op., cit.* 1993, P. 9.

[495]   Watson, T., in Philip Kitchen, *op., cit.,* 1997, PP. 293-294.

assessment of results. Communication planners also have the option of terminating or continuing with the programme if they feel that this is the correct judgement.[496] In addition, he linked these models with Grunig's four summations of Public Relations activity. 'The Short Term model is similar to the Press Agentry and Public Information one-way summations as it does not seek dialogue or feedback. The Continuing model fits with the Two-Way Asymmetric and Two-Way Symmetric models that cover a broader band of communication methods and rely on feedback for campaign monitoring and modification of messages'.[497]

2.5.5. *The Unified Model of Evaluation*

The Unified Model of Evaluation developed by Paul Noble and Tom Watson in (1999).[498] After all their previously published models, Paul Noble and Tom Watson went on to a more sophisticated model which they titled the Unified Model of Evaluation as shown in Appendix 15. This attempted to combine the best of other models and produce a definitive approach. The Unified Evaluation Model identifies four stages in communication by adding Lindenmann's and Fairchild's concept of *out-takes* or *outgrowths* to the three-stage concept advanced by other models. Noble and Watson prefer to call the four stages or levels *Input*, *Output*, *Impact,* and *Effect*.

Like many of the other models, research methodologies are not spelled out in the Unified Model of Evaluation. As Noble and Watson point out that "the research methodology required should be governed by the particular research problem in the particular circumstances that apply. Consequently, any listing would simply be a collection of likely approaches rather than something of universal applicability".[499] Jim Macnamara comments on their statement saying that all researchers would undoubtedly

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[496]   Watson, T., in Philip Kitchen, *op., cit.,* 1997, PP.295-296. See also Watson, Tom, Paul Noble, *Evaluating Public Relations,* 1st Edition*, op. cit.,* PP. 94-95.

[497]   Watson, Tom, Paul Noble, *op., cit.,* 2007, P. 96.

[498]   Noble, P., & Watson, T., 'Applying a unified Public Relations Evaluation Model in a European Context'. Paper presented to Transnational Communication in Europe: Practice and Research International Congress, Berlin, 1999.

[499]   *Ibid*, PP. 92-93.

agree with Noble and Watson's statement that there are no universally applicable research methodologies. However, by not attempting to list methodologies applicable to various stages of communication, practitioners are left with theoretical frameworks and a lack of practical information on what they can do to implement the theory.[500]

To conclude the evaluation models point, Anne Gregory indicated two important conclusions that most writers on summative evaluation draw are that, *firstly*, measuring Public Relations effects is complex, largely because of the multistep nature of the communication process, the variety of communication tools and the difficulty in isolating Public Relations as opposed to other communication effects, and, *secondly*, there is no one, single, simple or comprehensive method of measuring Public Relations effectiveness.[501]

Pieczka comments on the previous models "looking at the range of ideas in the five models previously presented, evaluation in Public Relations appears to be both a matter of establishing a body of knowledge that would form a basis from which to evaluate and a matter of acknowledging occupational interests in judgments about effectiveness. Public Relations' body of knowledge may be located in the theory of communication with its scientific basis in psychology and its measurable concepts; alternatively, it may define Public Relations' role within broader institutional and social processes where effectiveness may be a matter of intervention or impact at certain points in a complex process"[502].

Currently, in the new era of technologies, which have come from the use of computer programs as an aid to the social sciences, are even more relevant to establishing organisations within their social context. The application of these technologies by the Public Relations profession offer a way forward for practitioners during the transition from print to the Internet and, in the meantime, show how Public Relations can be measured and evaluated and much more. For instance, in content analyses of material

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[500] Macnamara, Jim, 'PR Metrics: Research for Planning and Evaluation of PR and Corporate Communication', Research Paper, Media Monitors Pty Ltd, 2006, P. 23.

[501] Gregory, Anne, 'Public Relations and Evaluation: Does the Reality Match the Rhetoric?', *Journal of Marketing Communication*, Vol. 7, 2001, P. 177.

[502] Pieczka, Magda 'Objectives and Evaluation in Public Relations Work: What Do They Tell Us About Expertise and Professionalism?', *Journal of Public Relations Research*, Lawrence Erlbaum Associates, 2000, P. 214.

produced and the usual media names and types, cities, amount of coverage, and nature of coverage there are a new media databases such as dialog, Nexis, and Lexis which make it possible to identify the sources quoted in stories. Conducting evaluation is possible in any organisation or institution regardless of its type and size for every PR program and project. With these different approaches (Models), there is no excuse for having no evaluation of Public Relations in any type of organisation.

3.   The Case of Palestine

3.1.   General Observations

3.1.1.   Evaluations in Palestinian Universities

Evaluations obviously became a necessity since the establishment of Palestinian National Authority institutions. But the first comprehensive and systematic   implementations of the evaluations process on the institutions of the Palestinian Authority, its structure and procedures, its ability to set priorities and to allocate resources were the Report of an Independent Task Force on Strengthening Palestinian Public Institutions which was sponsored by the Council on Foreign Relations.[503]

For Palestinian universities, the evaluation processes focus mainly on Quality of the Palestinian University Education. In 2002, the Ministry of Education and Higher Education established an Accreditation and Quality Assurance Commission (AQAC) and the Council for Scientific Research (CSR). The AQAC is chaired by someone appointed by the Minister, and has a board of 12 professionals whose mandate is to take final decisions about licensing and accreditation for ministerial ratification. The board comprises four representatives from local universities, three from related Palestinian organisations, two from the Ministry of Planning, one from UNRWA, one from the private sector, and one from the technical and vocational education sub-sector. The

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[503]   Sayigh and Shikaki, *op., cit.,* P.1.

Commission works under the umbrella of the Ministry of Education and Higher Education and is responsible directly to the Minister.[504]

The generic literature referred to earlier emphasises summative evaluation which is conducted at the end of a program to determine whether goals have been met. From Dozier's survey which reveals three major styles of Public Relations evaluation, Palestinian universities PR managers and practitioners have tended to use the *Seat-of-pants* approach to evaluation which emphasizes personalized and subjective checks of all parts of the Public Relations process, they are often more concerned with the PR process than with actual outcomes of the campaign.

There is, as the survey of the literature showed, no one, single, simple or comprehensive method of measuring Public Relations effectiveness. Currently, Public Relations departments in Palestinian universities used the widely accepted PIE paradigm of evaluation[505] which begins with planning, then implementation, then evaluation. PR departments in Palestinian universities in effect adopt what was called the PR Effectiveness Yardstick evaluation approach, based on three levels of sophistication and depth, rather than the chronological process of communication from planning through implementation to achievement of objectives[506]. Yet the extent and sophistication of evaluation of PR in Palestinian universities remains limited and patchy – constrained mainly by the cost of evaluation and limited knowledge of evaluation methods, and indirectly also by the broader environmental challenges university education faces in Palestine.

The distribution of higher education in Palestine is mired with challenges, foremost that of the occupation and associated issues of mobility, security, and the economic situation. Despite this harsh environment, universities and colleges have continued to operate, for the most part, delivering a range of undergraduate and graduate programs, across Palestine. The ability to deliver education within this difficult environment is no small accomplishment, and it is remarkable that the system has

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[504] European Training Foundation-ETF, Education and Business study in Occupied Palestinian Territory, P.6-7. Online version www.enpi-info.eu/library/sites/default/files/.../NOTE8D3EEZ.pdf

[505] See Appendix 15, PP. 390-391.

[506] Ibid.PP. 390-391.

survived and grown. The ability of Palestinian higher institutions to serve over 150,000 students, coupled with their ability to accommodate additional registrations on an annual basis, meets a need that no other institutions are capable of and serves as an essential component of Palestinian higher education.

For instance in February 2007, Al-Quds Open University prepared a Comprehensive Evaluation for the university in association with the Extended Education Division, University of Manitoba- Canada and Collaboration for Online Higher Education and Research (COHERE). The overall recommendations were:[507]

- Develop as the central agenda of the institution, the scholarship of teaching within distance, open and online environments.
- Improve physical facilities for teachers and learners.
- Explore collaboration with traditional universities in Palestine.
- Increase English capacity across the Institution.

Another example of the implementation of evaluation in Palestinian universities: in July 2011 An-Najah National University published the self-evaluation report. A 28-page Self-Evaluation Report (SER) of the University was sent to the evaluation team. The SER analysed the University's institutional context, vision, mission and goals, its organisational structure and quality management and quality assurance arrangements, as well as its strategic management and capacity for change.[508]

The self-evaluation process was directed by a Self-Evaluation Commission appointed by the President, and chaired by the President's Assistant for Planning, Development, and Quality, Dr Allam Mousa. Members were selected from amongst the University's Vice Presidents, Deans and Directors, and President's Assistants, reflecting the University's view that the involvement of and input from all units of ANU was important to the process of preparing the institutional self-evaluation. The self-evaluation methodology involved analysis against objectives as stated in the University's *Strategic*

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[507] Education Management Europe & University of Manitoba (Extended Education Division), 'A Comprehensive Evaluation of Al-Quds Open University', February, 2007, P.1. online version http://www.qou.edu/english/manitobaReport/qouFullReport.pdf

[508] EUA- Inistitutional Evaluation Programme, 'An-Najah National University Evaluation Report', July 2011, P.4. see: http://www.eua.be/Libraries/IEP/IEP_ANU_Final_report.sflb.ashx

Plan. The self-evaluation process also included regular meetings of the Self-Evaluation Commission, information collected from various academic and administrative units of the University, and meetings with groups of students and staff. The SER was also published on the University's intranet, with an invitation to comment and provide feedback.[509]

3.2. Analysis of the Survey and Interview Results

RQ1 Do you Evaluate Public Relations activities at the university?

RQ2 How has the evaluation been performed?

RQ3 What are the methods, which you follow in this evaluation?

RQ4 What are the reasons for not evaluating PR activities?

RQ5 What are the obstacles, which face the PR department in the university from your point of view?

3.2.1 Evaluating Public Relations Activities at the University

The respondents were asked to answer whether they evaluate their Public Relations activities; figure 38 shows that 89.7% of the respondents confirmed that they evaluate PR activities at their university. Despite the methods and type of evaluations, the entire Palestinian universities exercise various mixed methods to evaluate their activities such as focus groups, feedback, interviews, and in some programs questionnaires were distributed for evaluation purpose.

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[509] EUA- Inistitutional Evaluation Programme, 'An-Najah National University Evaluation Report', *op., cit.,* P.4.

Figure 38:
Evaluate PR Activities at the University
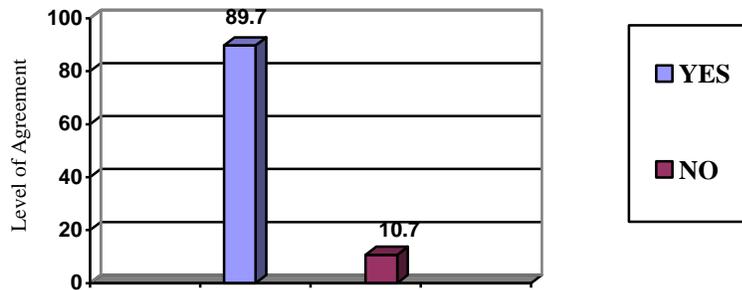
Figure 38 also shows that 10.7% of the respondents believed they did not evaluate PR activities at their university. This result shows clearly there is lack of understanding of evaluation process as well as lack of knowledge on the part of PR practitioners in Palestinian universities. This result indicates also that not all PR activities will go through an evaluation process. In part, this may reflect the wider finding by Lindenmann that, even though Public Relations practitioners believe that research and evaluation are necessary, most of them talk about it more than they actually do it.[510] As we saw, Hon found that planning and evaluation are often constrained by lack of resources and by the difficulty of the tasks, even when their value is acknowledged.[511] It is hardly surprising that this is mirrored all the more in Palestinian universities.

Figure 39:
Evaluate PR Activities at Palestinian University

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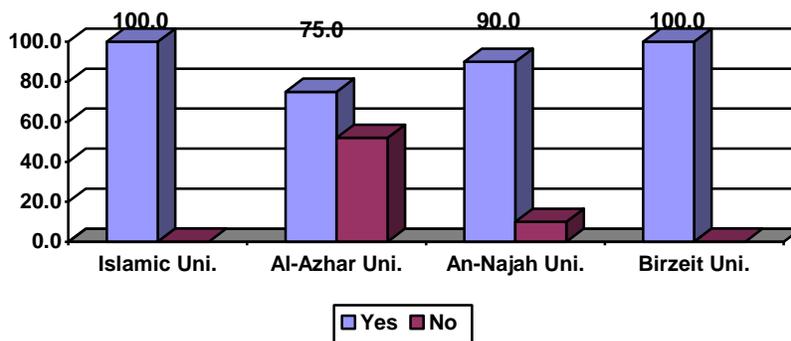
[510] Lindenmann, Walter K., "Research, Evaluation, and Measurement: A National Perspective," *Public Relations Review* 16, 1990, PP. 3–16.

[511] Hon, Linda C., "Demonstrating Effectiveness in Public Relations: Goals, Objectives, and Evaluation," *Journal of Public Relations Research* 10, 1998, PP. 103–135.

Turning to the variation between the different universities, 100% of the respondents in Birzeit University and the Islamic university reported that they evaluated their PR activities, followed by 90% in An-Najah, and 75% in Al-Azhar University.

3.2.2. The frequency of Evaluation which has been Performed

The respondents were asked to give their views on the regularity of evaluation performed in their PR department; 57.1% of the respondents said that their PR department 'usually' exercises many types of evaluation, whereas 25.8% of the respondents believed that their Public Relations department 'always' performed different types of evaluations.

Figure 40:
Frequently of the Evaluation
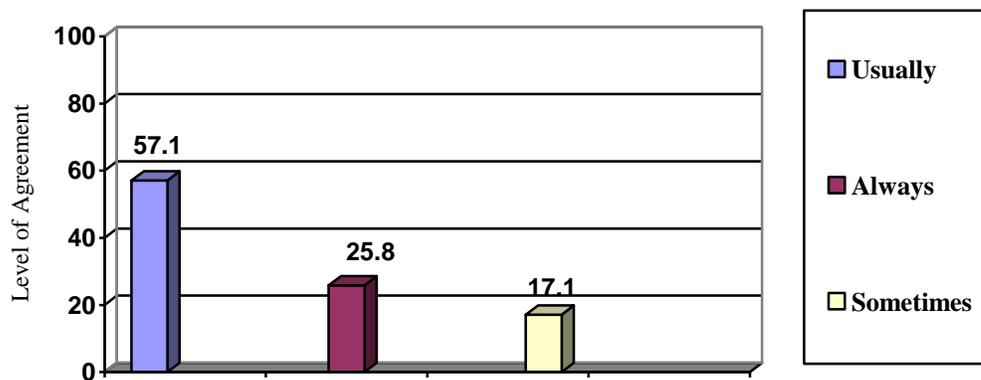
17.1% of the respondents reported that their PR department 'sometimes' exercises various types of evaluations.

Generally speaking, all Palestinian universities do evaluation on their programs and activities; I can divide the type of activities into two parts depending on the importance and the size of the activity:

- Small activities: such as workshop, visiting or hosting, each university has an evaluation form, which has to be filled in for administration purposes.

- Large activities: such as holding a conferences, alumni, induction days, etc; the evaluation form must be filled in as well as writing an official report about an specific activity which usually will be published in the annual report of the university.

3.2.6. *Methods of Evaluation in Palestinian Universities*

Respondents were asked to indicate the methods of evaluation they used in their respective universities. 57.1 % of the respondents reported that the main method of evolution PR activities is in annual report publication. 42.9% believed that comparison with previous year's performance was main method to evaluate PR activities in their university.

Figure 41:
Methods of Evaluation in Palestinian Universities
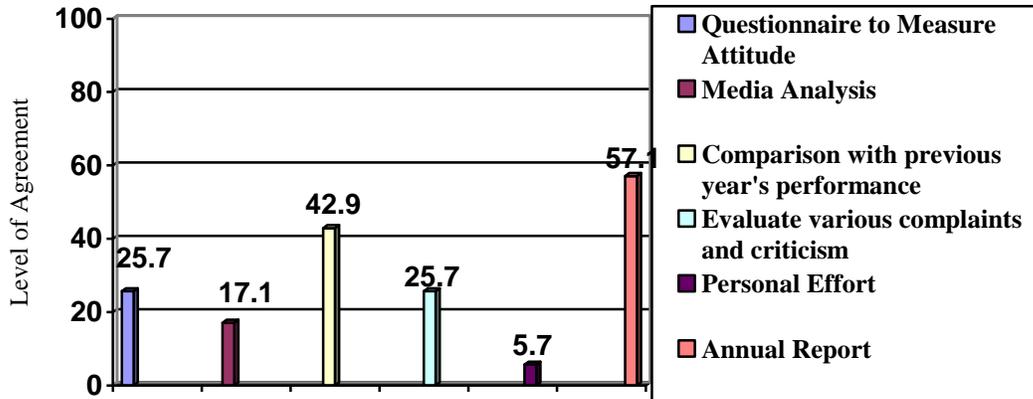
The study shows there are no dramatic differences between the questionnaire method and the method which evaluates various complaints and criticism as figure 41 also shows that 25.7% of the respondents considered that these two methods are the main way to evaluate PR activities in their university.

Figure 41 shows that 17.1% of the respondents reported that media analysis was used to evaluate their PR activities in their university. The lowest percentage of evaluation method came with 5.7% of the respondents who considered that personal

effort was used to evaluate their PR activities in their university. This suggests that there are no clear one-to-one relationships between the stated objectives to be achieved and the ways in which their achievement may be confirmed through evaluation.

This may be usefully compared to the findings of Watson's postgraduate study in the UK, which found that 75% of respondents spent under 5% of the total budget on evaluation. He found that while 76% of practitioners undertake some form of review, the two main methods used were monitoring (not evaluating) press cuttings and intuition and professional judgement.[512]

Despite limitations, though, most practitioners were doing some sort of evaluation. The measures used typically varied by type of program and target audience. Several practitioners referred to their evaluation as informal, mentioning feedback from audiences or others in the university about Public Relations' services. For example, Ala Abu Dheer[513] stated that in Zajal Youth programs at An-Najah National University 'we conducted feedback from the participants about the program, sometimes media monitoring was used'. In another example in Al-Azhar University, Dr. Bardaweel indicated that in most PR activities the methods of evaluation such as "oral communication, from other departments, staff calling in, and letters from external audience" are used in order to achieve university goals and objectives.[514]

Other aspects of evaluation methods described by the practitioners were some of those one would expect to find in Public Relations, such as monitoring public opinion/ tracking media placement, attendance at events, distribution statistics, evaluating various complaints and "hits" on the university's World Wide Web homepage as well as downloads. Additionally, Raed Salah, the director of PR department at IUG, pointed out that there is 'cup of tea program' with students which is designed to discuss and solve any arising problem within university society.

How does this map onto the models from he general literature? The Public Relations departments at the Islamic University of Gaza and Birzeit University use the

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[512]   (IPRA) Gold Paper No. 11, *op., cit.,* P. 6.

[513]   Coordinator International Youth Exchange Program (Zajel) at An-Najah National University.

[514]   Director of PR Department in Al-Azhar University, interview 08/09.

widely accepted PIE model which suggests that activity begins with planning, then moves to implementation, and concludes with evaluation.

PR departments at Palestinian universities are an example of Watson's short-term model in evaluating the outcome of PR activities, especially at Al-Azhar University, and also in the summer term at An-Najah University, Birzeit University and the Islamic University of Gaza. PR departments in Palestinian universities have in effect used the PR Effectiveness Yardstick evaluation approach as based on three levels of sophistication and depth, rather than the chronological process of communication from planning through implementation to achievement of objectives. The continuing model of evaluation is hard to implement in Palestinian universities case due to its requirement of a continuous process of evaluation which calls for resources and staff time – both in short supply in these unuiversities. The 'unified evaluation model' described in section 2 of this chapter, can be seen implemented – with limitations – in the case of Palestinian universities; for instance, the Islamic University of Gaza and Birzeit University have the modest resources and the suitable number of staff to implement these models throughout whole year.

Yet Public Relations managers and practitioners in Palestinian universities should have a closer look to the Pyramid Model of PR Research which goes one step further than most other models discussed in this chapter and endeavours to be instructive and practical by providing a list of suggested measurement methodologies for each stage.

3.2.7. *Reasons for not evaluating PR Programs and Activities*

The respondents were asked to list the obstacles they faced most often; the respondents listed the following typical barriers–most of which are characterized as mirrored universally. A look at valuations Public Relations obstacles items revealed a high score on one item (30.8%) of the general average "university had an annual performance review" as shown in (Figure 42). Similarly, figure 42 also shows that 30.5% of the respondents considered that limited knowledge of evaluation methods is obstacles item for not evaluating PR activities, it is probably the single most important factor in

determining how and how much research is done in Public Relations programs— even though lack of money and time are most often given as the major constraints.

Figure 42:

Barriers/ obstacles and reasons/ excuses for not Conducting Evaluation
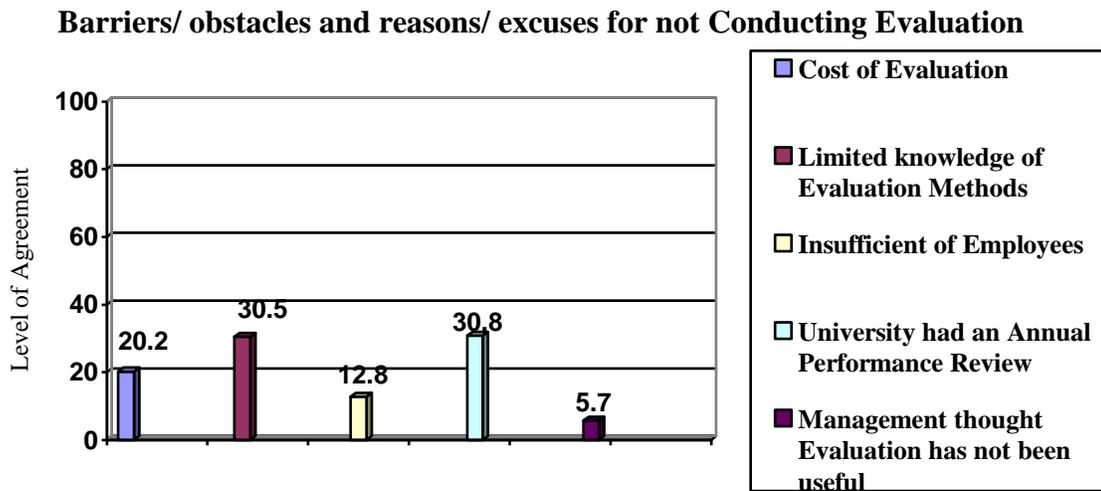
Figure 42 also shows among the obstacles mentioned were "cost of evaluation" 20.2% of the respondents believed it was an obstacle toward evaluating PR activities. Whereas only 5.7% of the respondents considered that "management thought evaluation has not been useful" is an obstacle towards evaluating PR programs.

Tom Watson and Peter Simmons in their study of Public Relations evaluation - survey Australian practitioners indicated that the most strongly agree that barriers to evaluation are: (a) budget is difficult to obtain for PR evaluation, (b) practitioners…. lack training (or knowledge of) evaluation techniques, (c) practitioners often forego evaluation because of lack of time; (d) PR evaluation is too costly. Their data show that UK and Australia attitudes are broadly similar, although their local attitudes suggest that cost is much less of a barrier to evaluation than a lack of time and knowledge. [515] Figure 42 also shows that 12.8% of the respondents in the present study considered that "insufficient employees" is a barrier toward evaluating PR activities in their university, for example in Al-Azhar University and Birzeit University the number of employees in PR department are relatively few.

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[515]   Watson, T., Simmons, P., 'PR Evaluation-Survey of Australian Practitioners', *Conference paper* Sydney, July 2004, P. 11.

Tom Watson examined the status of Public Relations evaluation in the United Kingdom by surveying a random sample of members of the Institute of Public Relations. His results were similar to U.S. survey findings: Public Relations evaluation is hindered in the United Kingdom by lack of research knowledge, clients' and employers' unwillingness to devote resources to evaluation, and practitioners' reluctance to tie objective performance measures to their programs.[516]

In 2003 a survey of 3,000 readers of *PR News* in the US reported that 'cost' remained the main reason measurement is not conducted. But it found "uncertainty how to measure" and "lack of standards" were also key barriers to PR practitioners carrying out research to measure PR results and effectiveness. "Lack of interest" among clients and employers fell to fourth place in the reasons/excuses given.[517] The situation in Palestinian universities shares the cost factor, which is the top reason given for for not conducting evaluation of PR activities and programs. It differs, though, in that the second factor given is limited knowledge of evaluation methods (see also Table 43).

In terms of evaluation of academic quality itself in Palestinian universities, there is a 'quality assurance centre' in each of the Palestinian higher education institutions in order to meet local and international quality standards. Some of the objectives of these units are:

- Providing quality standards and measures for all programs.
- Preparing periodical and annual reports.
- Paying attention to claims and suggestions of beneficiaries and monitoring them.
- Following up internal and external assessment processes for academic programs and institutional evaluation.

Theoretically, there are several types of evaluation barriers which have been evoked in Palestinian universities as many respondents commented on how difficult Public Relations evaluation is. They mentioned inadequate resources such as time, staff, and money as well as the intangible nature of some Public Relations goals.

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[516]   Watson (1995) later cross-checked his U.K. survey with a sample of 30 practitioners from 25 countries.

[517]   Macnamara, Jim, 'PR Metrics', *op., cit.,* P.7.

A director of Public Relations department for Al-Aqsa Government University in Gaza evoked the well-worn phrase that "evaluation is the 'Achilles heel' of Public Relations". As he elaborated: "It's real easy to measure things that don't matter and very difficult to measure things that do matter. The end result of our efforts here should be changes, enhancements in attitudes of carefully defined publics. ... It doesn't matter how many stories get placed; attitudes count. We need statistically valid attitude research".[518]

Watson and Noble in their book '*Evaluating PR*' explored some previous studies on barriers to evaluation; they summarized most of these studies as below:[519]

- 'Dozier points to several reasons: previous working experience of practitioners, lack of knowledge of research techniques, the manager/technician dichotomy, the practitioners' participation in decision making.

- Lindenmann believed that practitioners were 'not thoroughly aware' of research techniques. He also found that respondents to his survey complained of a lack of money, with 54 per cent spending 3 per cent or less (often much less) on evaluation.

- Baerns found similar barriers in Germany, with time, lack of personnel, inadequate budgets and doubts about the process all being important.

- Macnamara's research found that practitioners lacked knowledge of methodology, but did not explore other explanations'.

Ultimately, two main reasons, the lacks of funding and personnel in the Palestinian universities make these universities regularly rely on feedback and personal communications as evaluation methods. Also we found that the barriers to evaluation in the Palestinian universities surveyed were similar to Arab and international studies regardless of the fact that all of Palestinian universities still live through the pain of Israeli occupation.

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[518] Hammad, *op., cit.,* P. 208.

[519] Watson and Noble, *op., cit.,* 2007, PP. 45-46.

3.2.8. the obstacles which face the university PR department

Respondents were asked to express their point of view about the main obstacles which face the PR department in their university. The first obstacle is lack of funding: 43.6% of the respondents considered this the main problem. In chapter five (part 2) I highlighted the fact that the major challenge of Palestinian higher education institutions is insufficient funding, and the source of funding Palestinian universities is limited as well as between 60-70% of operating budgets of universities are covered by tuition fees.

Figure 43:
Obstacles that face the PR department in Palestinian Universities
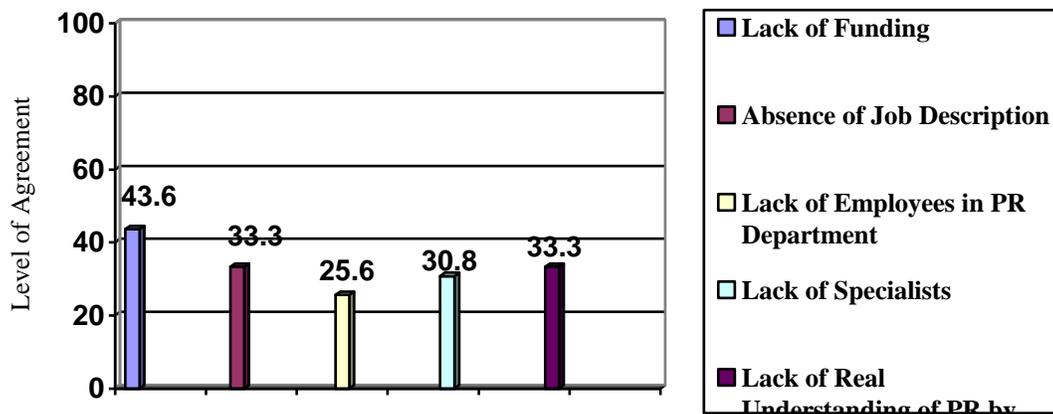
Figure 43 also shows that equal numbers (one third each) pointed to 'absence of job description' and 'lack of real understanding of PR by employees' as obstacles – the latter arguably because PR is a new field in Palestine. Clearly it is the responsibility of Public Relations department to introduce themselves as scientific practice. Bearing in mind that the primary functions of the PR department in Palestinian universities are:

- Building up the image of the university.
- Managing internal as well as external crisis.
- Improving the image and goodwill of the university through various communication methods.
- Internal/external public servicing and the media relations.

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- It has also to take care of the university as a product.
- It has to establish an image in the community the university it is representing is fulfilling all of its social obligations.
- PR department has to look after effectiveness of corporate publicity to give its organisation a district identity and image.
- It has to keep on informing the public about the progress and the future growth prospects of the organisation.

Slightly lower down the rankings, with 30.8 % of respondents singling it out, comes 'lack of specialists'. Finally, 25.6% of the respondents believed that a 'lack of employees in the PR department' is an obstacle.

Respondents were also asked to give their suggestions and proposals in order to improve the PR department in their university, and most of them indicated the following:

1. Increase the number of employees in the Public Relations department.
2. Determine a budget for the PR department.
3. Increase the number of professional employees in the PR department.
4. Provide a suitable place for the PR department, especially in organisational chart
5. Set up a clear plan for the PR department.

4.   Conclusion

Our study focused on the summative evaluation which is conducted at the end of a program to determine whether goals have been met. From Dozier's survey which reveals three major styles of Public Relations evaluation, Palestinian universities managers and practitioners use the so-called *Seat-of-pants* evaluation which emphasizes personalized and subjective checks of all parts of the Public Relations process; they are often more concerned with the PR process than with actual outcomes of the campaign.

Despite the number of consultancy agencies working in the field of Public Relations in Palestinian territories there have long been indications of the lack of using evaluation methods used in Public Relations profession. The main reasons are lack of funding as well as lack of understanding the evaluation methods.

This study demonstrates the main point made in much of the literature about Public Relations evaluation. Measuring the outcomes of Public Relations programs helps top management in Palestinian universities meet their performance goals and objectives.

90% of the respondents confirmed that they were using evaluation of PR programs and activities at their universities. As for the frequency of using evaluation, this study shows that well over half of the respondents (57 %) reported that their PR department 'usually' exercised many types of evaluation, whereas 26% of the respondents believed that their Public Relations department 'always' performed different types of evaluations. 17% reported that their PR dpartments only 'sometimes' exercise various types of evaluations.

With regards to the methods of evaluation, 57 % of the respondents reported that the main method of evaluation PR activities is in annual report publication. 43% of the respondents believed that comparison with the previous year's performance was the main method to evaluate PR activities in their university. 26% of the respondents considered that the questionnaire method and the evaluation of various complaints and criticism was the method to evaluatie PR activities. A wide further range of evaluation tools and techniques is being used by Public Relations practitioners in Palestinian universities, including Media Monitoring and Media Content Analysis coverage.

Measuring Public Relations effects is complex, largely because of the multistep nature of the communication process, the variety of communication tools and the difficulty in isolating Public Relations as opposed to other communication effects, most the scholars such as Lindenmann and Watson emphasises 'that there is no one, single, simple or comprehensive method of measuring Public Relations effectiveness. Currently, Public Relations departments in Palestinian universities use the widely accepted paradigm of evaluation model (PIE)[520] which suggests that activity began with planning, then moved to implementation, and concluded with evaluation. PR departments in Palestinian universities look to the PR Effectiveness Yardstick evaluation approach as based on three levels of sophistication and depth, rather than the chronological process of communication from planning through implementation to achievement of objectives[521].

In looking at the obstacles that face Public Relations department and prevent them from conducting an evaluation process, 31% of the respondents considered that "university had an annual performance review" as the reason for not conducting evaluation. a fractionally lower percentage believed that "limited knowledge of evaluation methods" is an obstacle and a factor for not evaluating PR programs and activities. Among the other obstacles mentioned were "cost of evaluation" (20%) and "insufficient employees" (13%) and "management thought evaluation has not been useful" (6%).

A closer examination of the current study also reveals that the main two reasons/ excuses for not conducting evaluation of the activities and programs in Palestinian universities depended mainly on the "cost of evaluation and limited knowledge of evaluation methods".

In terms of the wider main obstacles which face the PR departments in Palestinian universities, 44% of the respondents chose lack of funding; 33% 'absence of job description'; 33 'lack of real understanding of PR by employees'; 31% 'lack of specialists'; and 26% 'lack of employees in PR department'.

Public Relations managers and practitioners in Palestinian universities should have a closer look to the Pyramid Model of PR Research which goes one step further than

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[520] See Appendix 15, P. 390.

[521] Ibid, P. 390.

most other models discussed in this chapter and endeavours to be instructive and practical by providing a list of suggested measurement methodologies for each stage.

Conducting evaluation is possible in any organisation or institution regardless of its type and size for every PR program and project. With these different approaches (Models), there is no excuse for having no evaluation of Public Relations in any type of organisation.

Finally, despite the exercise of evaluations techniques in Palestinian universities, no one has described the evaluation models. In other words obviously there is limited knowledge of evaluation methods among the practitioners. The majority of PR practitioners in Palestinian universities still implement programs and activities with totally inadequate research to objectively inform strategies and evaluate results.

Chapter Eight

Public Relations Labour Force

Comparative Framework and the Case of Palestinian Universities

1.   Introduction

The numbers of Public Relations employees in Palestinian universities have rapidly increased in the past decade. This growth has been based on the expansion of the size and numbers of students of Palestinian universities as I discussed earlier in chapter two. The study of labour force participation on a Public Relations basis would do much to illuminate many aspects of PR as a field of communication studies central to the interest of the researchers of journalism and mass media, and also throw light on many puzzling aspects of organisations' structure and dynamics.

As Public Relations is an emerging profession in Palestine, this study provides an overview of the structure of the Palestinian universities labor force. The characteristics of the labor force engaged in the field of Public Relations in the Palestinian educational institutions (gender, age, educational qualifications, salary, experience, skills and training of PR practitioners, etc.) are highlighted.

In the Palestinian territories, there are two major employment sectors, firstly the health sector and secondly the educational employment sector which is considered huge compared to other sectors in Palestine. Acceding to the International Labour Office there is limited access and harsh regulations toward the Palestinian labour force, such as the blockade of the Gaza Strip since Hamas took over the authority, as well as the separation barrier in the West Bank, which strongly undermine any economic activities. In addition the Israeli settlements in the West Bank are the primary cause of the depletion of natural resources and confiscation of Palestinian and Arab land.[522]

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[522]   International Labour Office, *the situation of workers of the occupied Arab territories*, Report to the Director-General, Geneva, 2010, PP.5-6.

There is no doubt that the occupation of a person is a fundamental factor in explaining his position and ranking in the economic and social order. A number of scholars have discussed this problem, and some have used occupational data as a measure or index of rank in the economic and/or social order.

2.   Framework: Definitions and Generic Observations in the Literature

The Palestinian Central Bureau of Statistics defines the labour force as the "economically active population consisting of all persons 15 years and over who are either employed or unemployed as defined above at the time of survey".[523] For the purposes of our study, we are interested in the labour force both in a descriptive sense – the composition, size and dynamcis of the group of people empoyed in the sector - and in terms of the various factors, including cultural and social psychological, which are related to labour force participation; the different kinds of interaction within the labour force including both formal and informal relations among various categories of employees, most prominent of which, perhaps, is that between "labour" and "management"; and relations between these employees and oters in society. In sum, the work force can be conceived both as a dependent and independent variable in relation to other aspects, cultural and personal, of society.[524]

Philip Hauser points out there are a number of aspects of the labour force which merit the special attention of the sociologist: firstly, because of the significant way in which labour force data, broadly conceived, can illuminate other cultural, institutional, and personal phenomena; and secondly, because of the contribution which the sociologist can make to a better understanding of labour force structure, processes and problems.

Very little has been done in the way of empirical research to explore these issues in the case of Palestine, and least of all for the case of Palestinian Universities. We try, here, to beging shedding at least some initial light on the matter.

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[523]   Palestinian Central Bureau of Statistics, *Palestine in Figures 2010,* Ramallah – Palestine, May 2011, P. 17. According to the ILO Standards.

[524]   Hauser, Philip M., *op., cit.,* P. 530.

First of all, though, it may be worth drawing out just a few generic observations from the literature that we can then explore in the case of palestinian univrsities.

One interesting observation, by David M. Dozier, Larissa A. Grunig, James E. Grunig , has been that that trends in the PR labour force have made some progress in attracting individuals from culturally diverse backgrounds.[525]

A second set of observations relates to the role of women in Public relations. Robert Heath noticed that most of the research on women in Public Relations has described women's status, roles, and perceptions of Public Relations. In particular, the following issues have been addressed: leadership, roles, job satisfaction, salaries, promotion, hiring, sexual harassment, women of colour in the profession, historical contributions of women, and Public Relations education. For example, dozens of studies have shown that there are many differences between men and women concerning technical and managerial roles.[526]

David Dozier, Larissa Grunig, James Grunig, pointed out that in the 1960s, women made up roughly only 25% of the Public Relations labour force in the United States. In 1982, women reached numeric parity with men in the Public Relations labour force, only to drop slightly below 50% in 1984-1985. In 1994, women constituted nearly 60% of the Public Relations labour force in the United State.[527]

Even in the Arab world there are some scholars who stress the status of women in Public Relations such as Layla AlSaqer 'Experience of Female Public Relations Practitioners in Bahrain', published in *Public Relations Review*, and Mai Abdul Wahed Al-Khaja, 'Women and Public Relations Education and Practice in the United Arab Emirates', published also in *Public Relations Review,* 1995.

Several authors have significantly contributed to the field's understanding of women in Public Relations, including Pam Creedon, Larissa A. Grunig, Linda Hon, Marilyn Kern-Foxworth, and E. L. Toth. A compilation of research on women in Public Relations can be found in the 2001 book by Larissa A. Grunig, E. L. Toth, and Linda C. Hon, *Women in Public Relations: How Gender Influences Practice,* and in Linda Aldoory's 2003 article in *Communication Yearbook.* In the late 1990s, studies began

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[526] Heath R., *Encyclopedia on Public Relations, op., cit.,* P. 900.

[526] Heath R., *Encyclopedia on Public Relations, op., cit.,* P. 900.

[527] David M. Dozier, Larissa A. Grunig, James E. Grunig, *Manager's Guide to Excellence in Public Relations and Communication Management*, *op., cit.,* 1995, P. 153.

searching for explanations for the discrepancies between men and women with regard to roles, salaries, promotions, and other professional characteristics. One pivotal study in this area was L. C. Hon's, published in 1995 in the *Journal of Public Relations Research,* on the factors explaining discrimination against women in Public Relations. Through qualitative research, Hon found that women in Public Relations experienced several obstacles to job satisfaction and promotion. These included the marginalization of the Public Relations function, a male-dominated work environment that led to women's exclusion from men's networks, women's lack of self-esteem, too few female role models, outmoded attitudes of senior men, and conflicting messages for women.[528] We will explore some of these issues in the case of Palestinian universities below. Before turning to our case study, however, one further generic area worth reviewing is that of the qualities of PR staff.

2.1.   *Qualities of PR Staff*

The characteristics of Public Relations staff and their qualities have been considered by many researchers.[529] Much has been written about the qualities and personal characteristics needed by PR practitioners for recruiting Public Relations staff. Briefly, most of the studies   have shown that a good general educational background is viewed as primary; it is thought to provide the knowledge and skills needed to fulfill the tasks and responsibilities of any Public Relations activity. The qualities that are needed by employees in Public Relations might be summarized as follows:

- Having the ability to write rapidly and well.
- Having both commonsense and a sense of humor.
- Having the ability to organize.
- Having good judgment, objectivity and a keen critical faculty.
- Having an inquisitive mind and the ability to appreciate the other people's points of view.

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[528]   Hon, Linda Childers, 'Toward a Feminist Theory of Public Relations'. *Journal of Public Relations Research*, Vol. 7 Issue 1, 1995, PP. 27-88.

[529]   Wilcox *et al*, *op., cit.,* 2003, P. 83; Ehling, 1992; Jefkins, *op., cit.,* 1998, P. 16; Cutlip, *et al. op., cit*., 1985, PP. 72-73, and Black, 1970; Newsom and Scott, *This is PR: The Realities of Public Relations*, Wadsworth Publishing, 1976, PP.8-9.

- Being willing to work long and inconvenient hours when necessary for the organisation.

- Being flexible and able to deal with unexpected problems.

Most of these characteristics relate to the individual's effectiveness as a problem sensor and as a problem solver a critical role for the PR person. E.g. Edward Bernays lists eleven personal characteristics needed by the *PR* practitione*r*: such as character and integrity as well as a sense of judgment as so on.[530] In addition, it is essential to master foreign languages, and to be able to correct and sub-edit other people's writing.

Furthermore, Wilcox *et al* pointed out four essential abilities for those who plan careers in Public Relations no matter what area of work they enter. These are (a) writing skill, (b) research ability, (c) planning expertise, and (d) problem-solving ability.[531]

One CEO defines the ideal Public Relations officers as "honest, trustworthy, and discreet, with solid analytical skills, and a total comprehension and understanding of the core of the institution and the key publics. He or she will have the ability to listen, the ability to counsel, and the ability to help the CEO manage competing priorities. The most important qualities, however, are chemistry, trust, and respect. Without them, it's impossible to establish a productive long-term relationship".[532]

As I previously mentioned in chapter two, the whole concept of Public Relations is new, and the concept of roles in Public Relations is unclear. Most Public Relations practitioners exercise a technician's role rather than a manager's role. Broom and Smith study introduced the concept of roles in Public Relations, in fact Dozier concluded that the four roles described by Public Relations practitioners could be reduced to the manager and technician roles because all represented a broader managerial role; [533] the manager who plans programs strategically and the technician who writes, edits, or produces publications. Without a manager to coordinate Public Relations activities the Public Relations unit cannot be a part of strategic management. In smaller organisations,

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[530] See Edward L. Bernays, *PR Reporter*, 25 (50) December 20, 1982, PP.1-2

[531] Wilcox *et al, op., cit.,* P. 85.

[532] Cited in Cutlip *et al*, *op., cit.*, 2000, P.66.

[533] Broom, Glen M., & Smith, George D, *op., cit.,* 47-59.the four role are: the expert prescriber, the communication facilitator, and the problem-solving process facilitator roles.

the same person may play both roles. Communication technicians are essential to carry out day-to-day communication activities; excellent Public Relations units must have at least one senior communication manager who designs and directs Public Relations programs or other members of the management staff who have no knowledge of communication or building relationships. However, in Palestinian universities most Public Relations practitioner's roles are that of a technician, based on the description role of their job.

According to Vercic *et al,* excellent Public Relations departments have practitioners who have learned a theoretical body of knowledge in Public Relations. Some practitioners have gained this knowledge from experience, self-study, or professional development courses. More and more practitioners are getting this knowledge from educational university programs in Public Relations, and most will get it that way in the future. Excellent programs are also staffed by professionals: people who not only are educated in the body of knowledge but also are active in professional associations and read professional literature.[534]

3.   The Case of Palestine

3.1.   General observations

3.1.1. Overview on Labour Force in Palestine

Public Relations can be seen as an "infant industry" in the Palestinian territories. There are no official statistical data on the number of the PR practitioners force in Palestine. This section gives an overview of the labour force in Palestinian territories, leading on to identify the PR labour force in Palestine in the following section. Generally, the number of participants in the labour force is estimated to be about 780,000 (555,900 in the West Bank and 224,300 in Gaza Strip) See table 21.

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[534]   Vercic D., Grunig L., Grunig J., 'Global and Specific Principles of Public Relations: Evidence from Slovenia', in Hugh M. Culbertson, Ni Chen book, *International Public Relations: a comparative analysis*, Lawrence Erlbaum Associates, 1996, P. 39.

Table 21:
Distribution of Labour Force in Palestinian Territories

Region	Employment		Unemployment		Total	
	Number	(%)	Number	(%)	Number	(%)
Palestinian Territories	**780,200**	**72.3**	**299,000**	**27.7**	**1,079,200**	**100**
West Bank	555,900	76.2	173,200	23.8	729,100	100
Gaza Strip	224,300	64.1	125,800	35.9	350,100	100

Source: PCBS[535]

Whereas the number of unemployment in Palestinian territories reached 299,000 distributed as 173,200 in the West Bank and 125,800 in Gaza Strip.

In comparison with neighbouring countries, the participation rate in the Palestinian Territory is seen to be lower than Israel. Additionally, Table 22 shows that the labor force participation rate decreased in 2010 to 41.1% compared with 41.6% in 2009.

Table 22:
Palestinian Territory Labour Force Indicators[536]

Indicator/ Region	2007	2008	2009	2010	2011
Labor Force Participation Rate	**41.7**	**40.3**	**41.6**	**41.1**	**43.0**
Unemployment Rate	**21.7**	**25.7**	**24.5**	**23.7**	**20.9**
West Bank					
Labor Force Participation Rate	43.7	42.1	43.8	43.7	45.5
Unemployment Rate	17.9	20.1	17.8	17.2	17.3
Gaza Strip					
Labor Force Participation Rate	37.9	36.2	37.6	36.4	38.4
Unemployment Rate	29.7	41.0	38.6	37.8	28.7

Table 22 shows also that the unemployment rate in the Palestinian Territory decreased from 24.5% in 2009 to 20.9% in 2011. It decreased from 38.6% to 28.7% in the Gaza Strip and from 17.8 % to 17.3% in the West Bank.

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[535]   PCBS, 'Labor Force Survey (January-March, 2011), Press Release, 2011.

[536]   PCBS, 'Indicators of the Labor Force in the Palestinian Territory', on the occasion of May 1st International Worker's Day, Press Release, 2011. See also PCBS, *Palestine in Figures 2011,* Ramallah – Palestine, March 2012, P. 17.

The labour force in higher education institutions keeps on rising, as show in table 23: the number of teaching staff at traditional universities has risen from 3,147 in 2006/2007 to 5,939 in 2009/2010 in both sexes.

Table 23:
Higher Education Indicators, Teaching Staff at Traditional Universities in the Palestinian Territory 2006-2010**

Indicator	2006/2007	2007/2008	2009/2010
Males	2,614	3,725	4,878
Females	533	802	1,061
Both Sexes	**3,147**	**4,527**	**5,939**
Teaching Staff at Community Colleges			
Indicator	2006/2007	2007/2008	2009/2010
Males	505	435	663
Females	158	112	218
Both Sexes	**663**	**547**	**881**

Source: PCBS[537].
**Full time and part time.

Table 23 also shows that the teaching staff at Community Colleges decreased from 663 staff in 2006/2007 to 499 staff in 2009/2010. The reason might be the decreased number of students in community colleges due to the limited programs which have been offered in these colleges and a lack of financial support.

3.1.2. *Public Relations Labour Force in Palestine*

There are no comprehensive statistical data about the number of Public Relations employees who' work in Public Relations departments of various private, NGO and governmental organisations. There is no professional body of Public Relations in Palestine that cold have gathered such statistics, as might be the case elsewhere. Hammad indicated that in 2005 there were some 554 employees working in the PR departments of various private, NGO and governmental organisations. Out of them, 185 worked in the

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[537] Palestinian Central Bureau of Statistics, *Palestine in Figures 2011,* Ramallah – Palestine, March 2012, P. 31.

private sector and NGOs. About two thirds of them were employed in the public sector (government and semi-governmental organisations).[538]

On average, a typical Public Relations department in Palestinian universities employs five to ten persons,[539] excluding PR teaching staff in each university depending on whether it has its own PR program. Marketing communication is included in this figure: it is impossible to make a distinction between marketing communication, advertising, and Public Relations in the Palestinian territories. Whereas the average number of employees working in the PR department of various private, NGO and governmental organisations is three-four persons.

In Palestinian universities most PR practitioners have formal training. Some of them have a professional qualification in Public Relations as this study will reveal. Few of them have not worked before as a practitioner with the association of Public Relations Companies, although Public Relations courses are offered in universities, (diploma or short course). Many PR practitioners in Palestinian universities followed these courses as a part time student. The mainstream of the Public Relations employees in the Palestinian universities are satisfied with their salaries and the ways of promotion during their service. Therefore, PR practitioners of Palestinian universities have more professional skills (formal skills) than the governmental employees who are dissatisfied with their salaries and want to work with NGOs and the private sector that offer better salary scales.

Public Relations in the NGOs and private sector in Palestine are mostly seen as a combination of marketing communications and communication management. The home of PR professions is considered to be the advertising companies; I have been able to get some information about the number of advertising companies in the Palestinian territories. As Table 24 shows, there are 158 advertising companies in Gaza Strip and 221 in the West Bank.

Table 24:
The Number of Advertising Companies in the Palestinian Territory

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[538] Hammad, *op., cit.,* P.71.

[539] Several Palestinian universities recruit students from various disciplines on a voluntary basis, helping the staffs in the departments of Public Relations, E.g., An-Najah National University and Birziet University.

by Governorate, 2007

Number of Establishments	etaronrevoG
16	Jenin
2	Tubas
9	Tulkarm
40	Nablus
5	Qalqilya
1	Salfit
72	Ramallah and Al Bireh
2	Jericho and the Jordan Valley
12	Jerusalem *
15	Bethlehem
47	Hebron
13	North Gaza
94	Gaza
20	Deir al-Balah
17	Khan Younis
14	Rafah
379	**Total**

* Does not include the Jerusalem area within the barriers J1.[540]

It is worth mentioning that in a study that covers the world outlook for Public Relations agencies across more than 200 countries, the potential industry earnings 'P.I.E'[541] for Public Relations agencies in Palestine '2001-2011' has been decreased to 0.12% of the region, whereas increased to 2.03% of the country. This result is the lowest percentage among the region. (See table 25)

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[540] Palestinian Central Bureau of Statistics, *General Census of Population, Housing, and Establishment*, 2007, (Personal Communication).

[541] It is typically expressed as the total revenues potentially extracted by firms.

Table 25:
Public Relations Agencies (US $ mln): Palestine 2001 - 2011[542]

Year	Palestine	% of Region	% of Globe
2001	1.70	0.14%	0.01%
2002	1.82	0.15%	0.01%
2003	1.93	0.16%	0.01%
2004	2.06	0.17%	0.01%
2005	2.17	0.18%	0.01%
2006	2.17	0.17%	0.01%
2007	2.14	0.16%	0.01%
2008	2.11	0.15%	0.01%
2009	2.09	0.14%	0.01%
2010	2.06	0.13%	0.01%
2011	2.03	0.12%	0.01%

Source: Philip M. Parker, INSEAD, copyright 2005, www.icongrouponline.com

Table 26 shows that 63.6% of the West Bank agencies dominate the market potential of Public Relations agencies in Palestine, while 36.4% of the Gaza Strip agencies dominate the potential industry earnings of Public Relations agencies.

Table 26:
Palestine: Public Relations Agencies in 2006, US $ mln

City	World Rank	US $ mln	%Country	%Region	%World
West Bank	1,311	1.38	63.56	0.11	0.00
Gaza Strip	1,517	0.79	36.44	0.06	0.00
Total		**2.17**	**100.00**	**0.17**	**0.01**

Source: Philip M. Parker, INSEAD, copyright 2005, www.icongrouponline.com

Hammad's study in 2005 indicated some of the numerous reasons why it is difficult to count the number of Public Relations employees in Palestine:[543]

1. There is no widely accepted definition of which occupations should fall under the general heading of "Public Relations officer".

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[542] Parker, Philip M.*, the 2006-2011 World Outlook for Public Relations Agencies*, ICON Group International, Inc. , 2005, P. 178. See: www.icongrouponline.com.

[543] Hammad, *op., cit.,* P. 71.

2. Palestine does not have any well-defined occupation category for PR, advertising, press agencies. Absence of professional body for PR.

3. Membership of the Palestinian journalists syndicate, another possible source of data, would not provide complete information.

4. Media and communications workers hold multiple jobs. Some employees working as a PRO in the morning and then as full time accountants will therefore not be counted in statistics under any occupation.

3.1.3. *Palestinian Women in Labour Force*

The Palestinian territories are by and large a conservative society, and as part of the Arab world there is a prevalent belief that some jobs are solely suitable for women, such as childcare, sewing and housework, this vision comes from the traditional culture and customs. However, there is no doubt that the Palestinian woman plays an essential role in the professional field and her participation in health, educational, scientific, sports, political, cultural and information fields is significant. In addition, her political role has not been confined to the local field.

In 2011 the Palestinian Central Bureau of Statistics (PCBS) released a report on indicators of woman's equality in Palestine on the occasion of International Woman's Day on Monday. The statistics were presented by Ola Awad[544], who spoke of the importance of recognizing the contributions of women in Palestinian life, "as a mother, wife, sister, daughter, worker, and struggler." The main finding was that women count for approximately 15.5% of the labor force compared with 67% of men in 2009. This is still extremely low compared to regional and international averages for women, particularly, in the Middle East, where the percentage of women in the labor force is 26%. More importantly, women's unemployment remains high at about 26.4% compared to 23.1% for males. Awad also pointed out that the numbers of women in universities continue to

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[544] Acting President of Palestinian Centre Bureau of Statistics (PCBS), Ramallah, Palestine.

climb, with women making up 55.2% of Palestinian students and graduates. In government schools, Palestinian women made up 54.8% of teaching staff.[545]

Jobs for women were primarily in the educational sector (34.7%), followed by agricultural, foresting, hunting, and fishing at 20.5%; in addition to health at 9.4%. The number of female prisoners in Israeli jails in 2009 was 34, five of whom were serving life sentences. Twelve were still awaiting trail, and two were in administrative detention. As regards the Palestinian woman's position in decision-making, at the end of 2009 there were 5 female ministers out of 22 ministers in the appointed Palestinian National Authority, one female member in the executive committee for the Palestinian Liberation Organisation since 1964. The year saw the first woman appointed head of the Palestine Stock Exchange and the first female governor for Ramallah and Al-Bireh.[546]

These appointments reflect the success of Palestinian women in leading large institutions in effective and professional manner. In addition to the above, two legislative elections have taken place in Palestine since the establishment of the Palestinian Authority in 1994, the first one was in 1997 and the second legislative election was in 2006. Since then, there was an increase in the number of women in the Palestinian Legislative Council (PLC). In 1997, the percentage of female members of the PLC was 5.6%, 5 out of a total of 88. This rose to 12.9% after the elections in 2006, with 17 female members out of a total of 132.[547]

Furthermore, the participation of women in local and municipal councils was obvious; the percentage of women rose to 20 % of the total number of representatives elected in the local and municipal elections.[548] In other fields of work such as the judicial system in Palestinian authority, according to data from the Palestinian Bureau of Statistics, in 2006, out of the 1714 lawyers working in Palestine, there were only 290 female lawyers working in the West Bank and Gaza. This, however, is an improvement

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[545] PCBS, 'On the Occasion of the eighth of March, The International Woman Day', 2011, P.2-3. See the report at: http://www.pcbs.gov.ps/Portals/_pcbs/PressRelease/Woman_Day_2010e.pdf.

[546] PCBS, 'On the Occasion of the eighth of March, The International Woman Day', *op., cit.,* P. 3.

[547] EUROMED Gender Equality Programme, 'National Situation Analysis Report: Women's Human Rights and Gender Equality', Occupied Palestinian Territory, Financed by European Commission, 2008-2011, P. 20.

[548] Palestinian Central Bureau of Statistics, *Women and Men in Palestine*, Issues and Statistics, Vol. 3, 2008, P. 122.

on the figures from 2000 which indicate that there were only 75 female lawyers out of a total of 808. As such, the percentage of female lawyers in the year 2000 was 9.3 % in the West Bank and 9.4% in Gaza. In 2006, the number increased in both the West Bank and the Gaza Strip, reaching 17% in the West Bank and 16.3% in the Gaza Strip.[549]

Grunig, Grunig & Dozier found that departments are excellent as often when women are the senior communicator as when men are in that role. Likewise, increasing the number of women in the Public Relations department and in managerial roles had no effect on excellence. At the same time, however, they found that excellent Public Relations departments take active steps to include women in managerial roles and to promote them from inside rather than to bring in men from other managerial functions.[550]

Zaharna, Hammad and Masri noticed the rapid rate of entry of women into the field of PR in Palestinian territories, as they pointed out that many female Public Relations graduates and senior female professional apply for and are offered positions by the four largest Public Relations firms (Ellam Tam, Sky, En-Nasher and Zoom). Women have increasingly assumed highly visible, high profile roles in the management and execution of Public Relations campaigns and events. Three of the four firms have women holding high-level managerial position in the operation and one of Zoom Advertising's managing partners is female.[551] In educational higher institutions, there are reasonable numbers of female who work in the departments of Public Relations as this study will reveal in the discussion of labour forces section. Most importantly, I have noticed there are at least two women holding high positions within the university as the director of Public Relations department, the first in Birzeit University, 'Mannal Issa' who is director of the Public Relations Office, the second Dr. 'Hala Jarallah El Khozondar', as a Vice Dean for External Relations at Islamic University of Gaza.

There are several PR managers who feel that it is inappropriate to expect women practitioners to go out at night to receive or bid farewell to a guest of the institution.[552] As

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[549] EUROMED Gender Equality Programme, *op., cit.,* P. 21.

[550] Grunig, Larissa A., Grunig, James E., Dozier, David M., *Excellent Public Relations and Effective Organisations: A Study of communication management in three countries,* Lawrence Erlbaum Associates, Publishers, London, 2002, P. 193.

[551] Zaharna, Hammad and Masri., *op., cit.,* P. 234.

[552] Based on interviews with the PR departments managers.

Al Enad, Abdulrahman confirms that this is due to traditional Arab culture and customs.[553] Many people believe that some jobs are suitable for women and some others are suitable for men.

3.1.4. Public Relations Managers in Palestinian Universities

The most recent developments in higher education institutions in Palestine have exerted enormous pressures on universities and colleges, and even schools and have brought considerable change in both the character and structure of Palestinian education.

The vital role of the Public Relations managers in Palestinian universities and colleges has undergone dramatic change as the result of several major trends. Public Relations managers have moved from news officer to an active role in a decision making. The names of universities associated completely to their names due to the longer duration they have been served[554], such as Dr. Albert Aghazarian the former director of the PR department at Birzeit University, and Dr. Penny Johnson[555] who worked as a staff member of the PR department in Birzeit University. Additionally, in other educational institutions, PR managers are holding a position in their university chart as a vice-president for external relations which enables them to share in the scope of management responsibilities in order to achieve the effectiveness of the university in Palestinian society.

Despite the formality of regulations and procedures (board of trustees, university council), Public Relations mangers in Palestinian universities can be seen as a 'Leadership' in Palestinian society, they possess special characteristics which enable them to lead and to accomplish difficult tasks, as well as their extensive relations with various types of civil society organisations, which has been woven and developed over years of continuous work. It is worth mentioning that most directors of Public Relations

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[553] Al Enad, Abdulrahman, *op., cit.*, P. 26.

[554] The average term that they hold their position is 10 years or more, as the case of IUG, BU, Al-Azhar, exclude An-Najah University which is changing constantly.

[555] Now she is working at the Institute for Women's Studies, Birzeit University. Also she published many series of articles and reports about Palestinian universities under occupation as well as Palestinian women's studies. .E.g. 'Palestinian Universities under Occupation', *Journal of Palestrine Studies*, Vol. 16, No. 4, 1987.

at the Palestinian universities have worked or are still working as a member of an organisation in sensitive positions, whether domestic or international. For instance, the Public Relations manager in Birzeit University (Manal Issa) is a member of professional national and international bodies including: the International Organisation Development Association (IODA), and the Palestinian Business Women Forum (BWF). She is also a consultant in human resource management and development at UNDP. Anther example is the Acting Director of Public Relations department at An-Najah National University, Dr. Sam A. F. Alfoqahaa, who worked in 2007 as General Director for the Directorate General of Administrative Development, Ministry of Planning. Even in the academic field of PR it has been reported that some teachers of PR such as Nashat Aqtash, who teaches PR in Palestinian universities, have been appointed by Hamas as a media Advisor to help change its image from that of a militant organisation to that of a political player.[556] Grunig comments on the leadership in Public Relations: "excellent organisations have leaders who rely on networking 'management-by-walking-around' rather than authoritarian systems. Excellent leaders give people power but minimize 'power politics'. At the same time, excellent leaders provide a vision and direction for the organisations, creating order out of the chaos the empowerment of people can create".[557]

The Palestinian university PR department, like other educational institutions, needs a manager who has having a likable personality as well as the ability to speak in public meetings. Showing personal integrity in both professional and private life is also important. Being imaginative, especially on occasions when organising an annual alumni reunion, writing a script for a film or videotape, planning campaigns and seeking solutions to problems, is expected, keeping an open mind while handling information is necessary. After all The Public Relations manager is often expected to be a saviour. Nevertheless, there are some characteristics of Public Relations managers particularly in Palestinian universities:

- Having a high educational background, most of them hold PhD qualifications in various disciplines.

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[556] Zweiri, Mahjoob, 'The Hamas Victory: Shifting Sands or Major Earthquake?', *Third World Quarterly*, Vol. 27, No. 4, 2006, P. 677.

[557] Grunig, James E., *Excellence in Public Relations and Communication Management*, *op., cit.,* 1992, P. 233.

- Having previous experience in the field of Public Relations.

- Having the abilities to organize.

- Having knowledge of some foreign language (written and spoken).

- Having abilities to solve problems, especially in a crisis situation.

- Having an open mind while handling information is necessary

- Willing to work long and inconvenient hours when necessary for the university.

Albert Aghazarian, the former director of PR department in Birzeit University, mentioned that certain people look for comfort and pleasure whilst others enjoy intensity. "Personally, I am at my best when I am under pressure and I feel more vitalized. For example, I headed the Palestinian peace center at the Madrid Peace Conference and, despite working 20 hours a day, never felt tired, even though I slept for 14 hours when everything was over".[558] Additionally he indicated that Yasser Arafat, even at his age, did an incredible amount of traveling, and he truly believed that, putting aside our political positions, we are not doing much compared to him.

3.2. Analysis of Survey and Interview Results

3.2.1. PR forces in Palestinian Universities

The research question for this part of the project, stated in its most general form, was what is the profile of the man or woman who works in the field of PR? This general question was broken down into sub-questions for the purpose of the survey, as follows:

RQ1 What is the size of the labour force working in your department?

RQ2 What is your gender?

RQ3 What is your highest educational qualification?

RQ4 In total, how many years have you been working in the field of Public Relations?

RQ5 What is your total monthly income?

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[558] Palestinian Academic Society for the Study of international Affairs (PASSIA), *Public Relations: Experience from Palestine*, Media and Communication Skills Seminar, 1999.

RQ6 What are the backgrounds and personal characteristics of the persons working in this field of PR?

3.2.1.1.   *Public Relations Worforce in University's Department*

As earlier discussed in this part, there are no statistics data about the number of Public Relations employees working in Public Relations departments of various private, NGOs and governmental organisations, but, as this study revealed, the average of PR practitioners in Palestinian higher education is 114 practitioners including different types of educational institutions such as traditional universities, university colleges and community colleges (see chapter two).[559] Practitioners of Public Relations in Palestinian higher education vary in numbers and qualification. Table 27 shows that seventeen PR employees is the highest number of PR employees estimated to work at the department of PR at the Islamic University of Gaza, followed by twelve PR employees who are presumed to work in the department of PR at Al-Azhar University.

Table 27:
Public Relations Forces in University's Department

University Name	No. of PR Practitioners	No. of Employees**
Islamic University	17	1313
Al-Azhar University	12	647
An-Najah University	10	1208
Birzeit University	7	849
Total	**47**	**4017**

*Number of Public Relations practitioners from universities sites and personal interviews.
* *Number of Employees based on Ministry of Education and Higher Education Annual Statistic 2007/2008.

Table 27 also shows that An-Najah University came in third place with ten employees working in the department of Public Relations. Birzeit University had only seven employees working in that department.These results reflect the fact that most PR departments in Palestinian universities relied on voluntary bases in order to moderate their expenditure budget.

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[559]   This figure is based on the telephone survey of Palestinian higher education institutions about the estimated numbers of PR practitioners in their institution.

With regard to the relationship between the number of PR employees in a university department and achieving success in Public Relations activities, the respondents were asked to give their view of the degree of this issue. Therefore table 28 shows that 66.7% of the respondents consider it 'very important' in achieving success in PR activities. Whereas 23.1% of the respondents believed that the number of PR employees is important in achieving success in PR activities.

Table 28:
Importance of the number of PR employees to achieve success in PR

Value Label	No.	%
Very Important	26	66.7
Important	9	23.1
Slightly important	4	10.3
Total	**39**	**100.0**

Table 28 also shows that 10.3% of the respondents considered it 'slightly important' to attain success in PR activities. Generally speaking, the number of PR employees in Palestinian universities depends on various factors as I discussed in chapter three, such as the size of the university and its role in Palestinian society, the understanding of top management of the role of the PR department in the university, last but not least the availability of financial resources (salaries).

In the context of appropriateness of the number of employees in their PR departments, figure 44 shows that only 15.4% of the respondents considered the number of PR employees in their department is 'very appropriate'.

Figure 44:
Suitability of Employees Number in the PR Departments
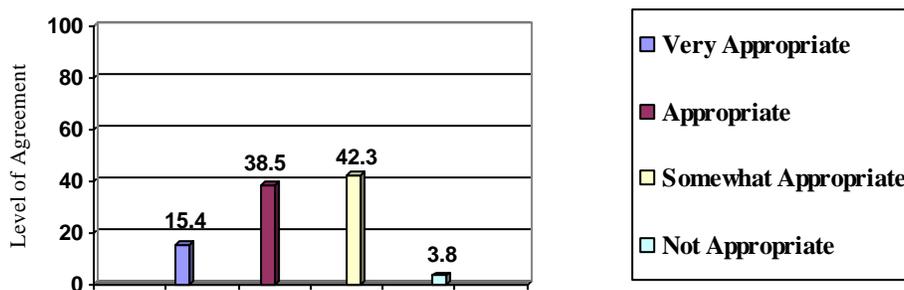
Figure 44 also shows that 38.5% of the respondents believed the number of PR employees in their department is 'appropriate', whereas 42.3% of the respondents considered the number of PR employees in their department is 'somewhat appropriate'. It is believed this point totally depends on the understanding of top management of the PR department in the university and the extent of support this demands. The appropriateness of the PR employees' number in the university also depends on the financial capacity of the university.

3.2.1.2.   Gender of PR forces in Palestinian universities

The respondents were asked to give their gender; figure 45 shows that 53.2% of the respondents are female in PR department at their university. As earlier explored in this part, Palestinian women play an essential role in the professional field and their participation in health, educational, scientific, sports, political, cultural and information fields is significant. In addition, their political role has not been confined to the local field.

Figure 45:
Gender of PR Forces in Palestinian Universities
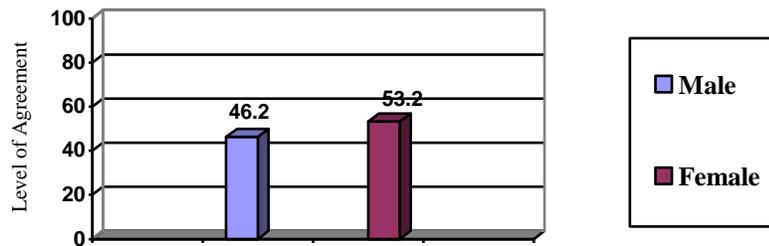
Figure 45 also shows that 46.2% of the respondents are male. Moreover, the higher education indicator as mentioned earlier, teaching staff at the traditional universities has been increased in both sexes from 3177 staff in 2006/07 to 5939 staff in 2009/10.[560] In the Palestinian territories, women are working in the territories controlled by the Palestinian authority. They work alongside men in universities, social affairs offices, the postal department, and police force. In some institutions they are separated from men. General reasons for that are religious values or work conditions and circumstances. In

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[560]   PCBS, Palestine in Figure*, op., cit.,* 2010, P.30.

business sectors, women are working in companies, banks, education, and hospitals, in addition to other scattered and limited jobs in different trading organisations. It is assumed that in Palestinian territories, young women, with knowledge of foreign languages, will get appointed as officers of external/internal relations for Palestinian universities or in any government body and NGOs.

Weaver-Lariscy, Cameron, and Sweep reported that women in higher education Public Relations perceived more than men that their role was that of "conscience of the organisation", while their male peers perceived their role as the dominant insider.[561] Additionally, they mentioned several individual background characteristics which remain as distinctions between male and female practitioners, all of whom classify themselves as managers. Within this subset, male practitioners still have more years of experience and more advanced degrees Male practitioners appear to view themselves as fully able to go head to head within the inner circle over policies that affect the institution; female practitioners are more likely to have advanced through their career path from previous and longer media experience.[562]

Hon reported the results of in-depth interviews of women in Public Relations who spoke of a "male-dominated work environment" that reduced women's opportunities for professional experience because they encountered exclusion from men's networks, to few mentors, discomfort with male-defined rules of advancement, and the outmoded attitudes of senior men.[563]

3.2.1.3.   The highest educational qualification of PR employees

Studies of successful PR practitioners show that a broad educational background is important, with college or university degrees becoming more vital. Other social sciences are now seen as important as writing skills. Figure 46 shows that 66.6% of the respondents hold a bachelor's degree. This result was in the line with table 31 as it shows

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[561]   Toth, Elizabeth L., Shirley A. Serini, Donald K. Wright, Arthur G. Emig, 'Trends in Public Relations Roles', *Public Relations Review*, Volume 24, Issue 2, Summer 1998, P. 145-163, at 147.

[562]   Weaver-Lariscy, Cameron Glen T., and Sweep D., 'Women in Higher Education Public Relations: An Inkling of Change?' *Journal of Public Relations Research*, Vol. 6, issue 2, 1994, P. 137.

[563]   Hon, Linda Childers, *op., cit.*, 1995, PP. 27-88.

that 1143 of the university staffs hold a bachelor's degree. This is due to the limited higher education degrees that most Palestinian universities offer, particularly in mass communication and Public Relations fields.

Generally in Palestinian universities' PR department, the minimum qualification requirement for a PR practitioner is that of bachelor and usually they are graduates from the schools of mass communication and media relations. Whereas 15.4% of the respondents hold a diploma degree. In fact there are some higher education institutions offering PR courses as a diploma degree, such as Al-Azhar University, and Al-Aqsa University.

Figure 46:
Educational Qualification of PR Employees in the Palestinian Universities
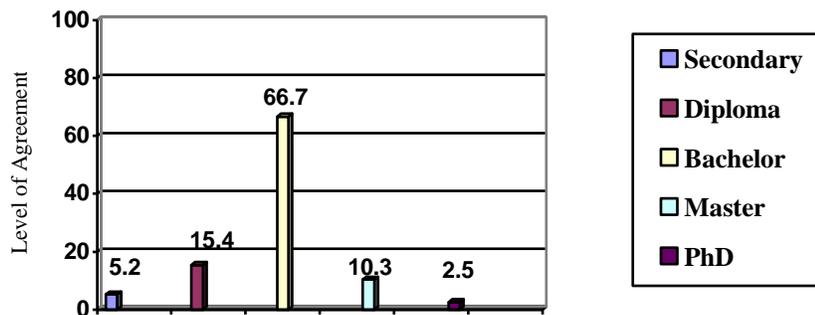
Figure 46 also shows that 10.3% of the respondents hold a Masters degree. This percentage is relatively low due to the unavailability of masters programs in mass media subjects in any of the Palestinian universities.[564] Figure 46 shows that 5.2% of the respondent held secondary degrees. Lastly, the lowest number of degrees held was PhD; as figure 46 shows, only 2.5% of the respondents were holding this degree. On the other hand, table 29 shows that 421 university staff at An Najah National University hold a Master degrees, whereas 253 university staff at Birzeit University are hold a Masters degree. With regards to PhD degree, the highest number were found at An-Najah University, with 358 of their staffs holding a PhD degree, followed by the Islamic University of Gaza with 267 of their staff holding a PhD degree.

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[564]   The first master program in Journalism will start in October 2011 at the Islamic University of Gaza.
        For more details see: http://arts.iugaza.edu.ps/DepartmentPressMaster.aspx.

Table 29:
Distribution of Staff by University, Scientific Degree 2009/2010[565]

University Name	PhD	Master	Bachelor	Diploma	Secondary (Tawjihi)	Under Tawjihi	Without Degree	Unknown	Total
Birzeit University	242	253	305	83	52	80	-	95	**1110**
An-Najah National University	358	421	348	138	38	203	3	-	**1509**
Islamic University	267	240	366	127	147	172	-	20	**1339**
Al-Azhar University	188	78	124	63	36	22	105	-	**616**
Total	**1055**	**992**	**1143**	**411**	**273**	**477**	**108**	**115**	**4574**

Table 29 also shows that 366 of the university staff at the Islamic University of Gaza hold a bachelor degree, whereas 348 of the university staff at An-Najah University are hold masters degrees. Noticeably, there are numbers of Palestinian universities staff who have qualifications below the secondary degree and are even in some cases without any degree. As table 29 shows, 203 of university staffs at An-Najah University held less than the secondary degree, followed by the Islamic University with 172 of their staffs under secondary degree level.

In Al-Azhar University there are 105 of their staff without a degree, whereas the degree level of 95 of university staff in Birzeit University is unknown. In fact most PR managers in Palestinian universities hold a doctoral degree but not in the field of mass media and communication, such as Dr. Raed Salha, the director of the PR department at the Islamic university of Gaza who came from a geography background, Dr. Sam A. F. Alfoqahaa, the director of the PR department at An-Najah National University, who came from marketing studies, and lastly Dr Mohamed Bardaweel, manager of PR department at Al-Azhar University, who came from Arabic literature studies.

3.2.1.4.   Monthly Income of PR Practitioners in Palestinian Universities

Generally speaking, starting salaries in Public Relations vary by type of organisation. The PR practitioners' salaries in higher education institutions are relatively higher than other

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[565] *Ministry of Education & Higher Education. Statistical Yearbook 2009/2010*, Ramallah, Palestine, P. 171. The number of employees has increased since the last annual statistics in 2007/2008.

institutions, particularly if these institutions were private or public as most Palestinian universities are. As is well known, there is a strong relation between the educational qualification and the income. Table 30 shows that 52.6% of the respondents stated that their monthly income is 401-800 $; it is believed that this result relates to staff who hold bachelor degrees.

Table 30:
Monthly Income of PR Practitioners

Value label	No.	%
Less than 400 $	7	18.4
401 – 800 $	20	52.6
801 – 1000 $	9	23.7
More than 1000 $	2	5.3
Total	**38**	**100.0**

Table 30 also shows that 23.7% of the respondents stated that their monthly income is 801-1000 $; it is considered that this result related to staff who hold master degree at the Palestinian universities. Whereas 18.4% of the respondents stated that their monthly income is less than 400 $ and usually this result is related to the staff who holding high school certificate (Tawjihi) degree. Finally, the smallest percentage of the staff, only 5.3% who stated that their monthly income is more than 1000 $; it is believed that this result related to the staff who holding a PhD degree.

3.2.1.5.   Numbers of years working in the field of Public Relations

The respondents were asked to give their length of experience from their life in the field of Public Relations. Figure 47 shows that 34.5% of the respondents consider themselves to have more than ten years' experience in the field of PR in Palestinian universities.

Figure 47:
Experience Years in the Field of Public Relations
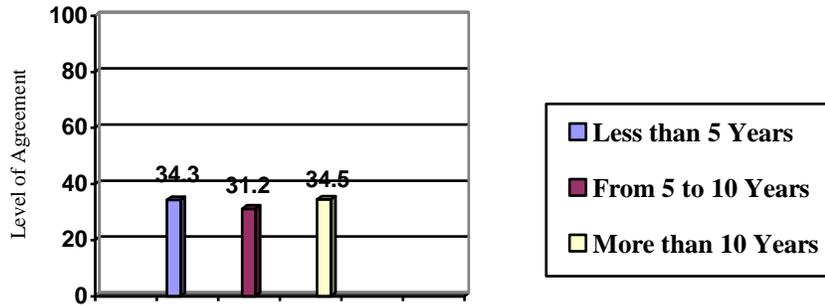
Similarly, figure 47 shows that 34.3% of the respondents stated that they have less than five years' experience in the field of Public Relations. As earlier discussed, PR is a new profession in Palestinian territories but it is believed that the practice of Public Relations does exist within the educational institutions since their establishment. Figure 47 also shows that 31.2% of the respondents considered they have experience between five and ten years in the field of Public Relations.

Table 31:
Years of Experience as a Public Relations Practitioner

Value Label	No.	%
5 Yrs. or less	18	58.1
From 6 to 10 Yrs	2	6.5
More than 10 Yrs	11	35.5
Total	**31**	**100.0**

58.1% of the respondents reported they have five years' or less experience as Public Relations practitioners. 35.5% of the reported more than ten years' experience as Public Relations practitioner. Followed by 6.5% of the respondents who believed they have from to six to ten years' experience as Public Relations practitioners. In the same context, Wilcox *et al* pointed out that many practitioners continue to play lower-level organisational roles even after years of professional experience.[566]

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[566]   Wilcox, *et al., op., cit.,* P. 88.

3.2.1.6.   Public Relations Practitioner Skills

There is a broad scholarly consensus on the various skills that PR practitioners needed to work in PR. Wilcox *et al* emphasized a few basic personal attributes of the PR practitioner regardless of their specific assignments; these include:[567] (a) Ability with words, written or spoken. (b) Analytical skills, to identify and define problems. (c) Creative ability, to develop fresh, effective solutions to problems. (d) An instinct of persuasion. (e) Ability to make compelling and polished presentations.

In table 32 the respondents were asked to give their opinion of the importance of PR practitioner's skills in Palestinian universities. Table 32 shows that 89.7% of the respondents considered practical experience as a 'very important' skill for a Public Relations practitioner, whereas 82.1% of the respondents believed that flexibility and the ability to deal with different types of people and different problems is a 'very important' skill of a PR practitioner.

Table 32:
Importance of Public Relations Practitioner Skills

Value Label	Very Important	Important	Slightly Important	Not Important
Academic Qualifications.	71.8	25.6	0.0	2.6
Practical Experience	89.7	7.7	2.6	0.0
Fluency in languages and computer skills.	66.7	30.8	2.6	0.0
Have good commonsense.	51.3	46.1	2.6	0.0
A good personality.	56.4	38.5	5.1	0.0
The ability for imagination.	79.5	17.9	2.6	0.0
Flexibility and the ability to deal with different types of people and different problems.	82.1	15.4	2.6	0.0

Table 32 also shows that 79.5% of the respondents considered the ability for imagination a 'very importance' skill for the PR practitioner, followed by 71.8% of the respondents who considered academic qualifications as a 'very important' skill for the PR practitioner. In addition, Cameron, Glen T., Lariscy, RuthAnn Weaver and Sweep D., in their survey of nearly 400 Public Relations practitioners in higher education, found that

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[567]   Wilcox, *et al., op., cit., ,* P. 84.

professional practice is a matter of individual effort, not structural or environmental factors. Educated practitioners, products of PR curricula and graduate programs, can have an impact on the field, especially when working for enlightened administrators who encourage the use of systematic research.[568]

Other important skills for PR practitioners in Palestinian universities are spoken and written languages as well as computer skills. As table 34 shows, 66.7% of the respondents believed fluency in languages and computer skills to be 'very important' to PR practitioner characteristics. In fact most of the senior PROs in Palestinian universities are only fluent in one language, usually the English language.

Dyson indicated that the skills of the Public Relations officer in educational institutions are directed towards several interdependent aims:[569]

- Increasing the level of suitably qualified and motivated applicants;
- Helping the university become better known;
- Helping the university gain an enhanced reputation;
- Influencing decision makers;
- Improving internal relations;
- Maintaining good relations with the community;
- Maintaining good relations with alumni.

In the Palestinian universities case, the above skills are vital characteristics of the public relations officer's success. Most of these characteristics relate to the individual's effectiveness as a problem sensor and as a problem solver, such as when the environment changes within the university; the PR person will play a critical role.

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[568] Cameron, Glen T., Lariscy, Ruth Ann Weaver and Sweep D., 'Predictors of Systematic Public Relations Research in Higher Education', *Journalism Quarterly*;, Vol. 69 Issue 2, Summer 1992, PP. 466-470.

[569] Dyson, Kenneth, *op., cit.,* P. 22.

RQ1   Have you ever felt cut off from events and activities in the university?

RQ2   Have you ever been surprised by news published about the University in the local media and felt you were the last to know?

RQ3   The concept of Public Relations from point of view of University's staff.

3.2.2.1.   Have you ever felt cut off from events and activities in the university?

The respondents were asked to express their views whether they have ever felt cut off from events and activities in their universities. Table 33 shows that 65.8% of the respondents considered that they 'sometimes' felt cut off from events and activities in their universities. This result indicates that some PR departments are characterized by the lack of communication techniques with their internal and external publics.

Table 33:
Have you ever felt Cut off from Events and Activities in the University?

Value Label	No.	%
Always	14	8.4
Sometimes	112	65.8
Seldom	44	25.8
Total	**170**	**100.0**

Table 33 also shows that 25.8% of the respondents said that they 'seldom' felt cut off from events and activities in their universities, whereas 8.4% confirmed that they 'always' felt cut off from events and activities in their universities. In this point as I discussed in chapter three the workers union in the Palestinian universities is powerful and active, in most Palestinian universities the elections will be held annually in order to elect new members and a chair for the workers' union body. In fact the cooperation between PR departments at Palestinian universities and the workers union must be continuously operational to spread any news or events to the university's staffs.

Figure 48 shows that 82.6% of the respondents staffs in An-Najah University believed they 'sometimes' felt cut off from events and activities in their universities. The

figure was 71.9% in Al-Azhar university. 3.6% of the respondent staff in IUG and 6.2% from Al-Azhar University considered they ' always' felt cut off from events and activities in their universities. The staff members of Palestinian universities described their feeling when they were cut off from an activity in some cases as being shocked, the main reason for this being lack of communication within the university. From the university PR department's point of view, sometimes there are sudden events and activities and there is not enough time to contact staff members, so in most of these cases they just invite a specific number of staff.

Figure 48:
University's Staff felt cut off from Events and Activities
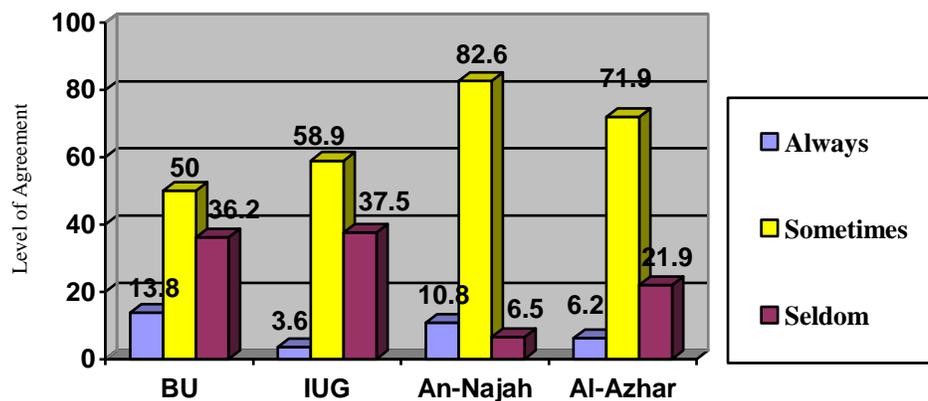
Figure 48 also shows that 33.9% of the respondent staff at An-Najah National University believed they 'sometimes' felt cut off from events and activities in their university, followed by 29.9 % of the respondents staffs at IUG, and 20.5% of the respondents staffs at Al-Azhar University.

37.5% of the respondents staffs in IUG believed they 'seldom' felt cut off from events and activities in their university; the figures for Birzeit university and Al Azhar Univrsity were 36.2% and 21.9% respectively.

3.2.2.2.   *Have you ever been surprised by news published about the University in the local media and felt you were the last to know?*

The respondents were asked to state their view about whether they have ever been surprised by news published about the university in local media and felt they were last to

know. As is obviously known, one of the main roles of the PR department in the university is to publicize events and activities through different types of mass communication and media. In Palestinian universities the first tool of communication used by the PR department is the university website itself to publicize their events and activities. In other cases the university top management launches a new educational satellite channel or a radio channel as a tool of communication that can be used by the PR department.[570]

Table 34:
Have you been surprised by News published about the University in the Local Media and Felt you were the Last to Know?

Value Label	No.	%
Always	9	5.2
Sometimes	89	52.3
Seldom	72	42.5
Total	**170**	**100.0**

Table 34 shows that 52.3% of the respondent staff in Palestinian universities believed they were 'sometimes' surprised by news that was published about the university in the local media and felt they were the last to know. 42.5% of the respondent staff in Palestinian universities stated they were 'seldom' surprised in that way, while only 5.2% responded they were 'always' surprised by such news. This result is relatively acceptable when most Palestinian universities are trying to enhance the communication techniques with the internal and external publics as I discussed earlier.

Breaking this down into individual universty responses shows significant variation, with 78.2% of the respondent staff at An-Najah University believed they were 'sometimes' surprised by news published about the university in the local media and they felt they were the last to know, followed by 59.3% of those at Al-Azhar University, 38.8% at Birzeit University, and 35.7% at the Islamic University.

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[570] E.g. Alkitab satellite channel launch in early 2011, aims to show the academic activities that carried out by the Islamic university of Gaza and other universities in Gaza Strip as well as many of the programs that belong to all segments of society. AL Quran radio channel is also another example which broadcasts from IUG. On the other hand, in the West Bank Birzeit University, live radio and voice of An-Najah radio were launched in order to accomplish the mission statement of their university and as a tool of communication with the internal and external publics.

Figure 49:
University's Staff surprised and felt they were the last to know
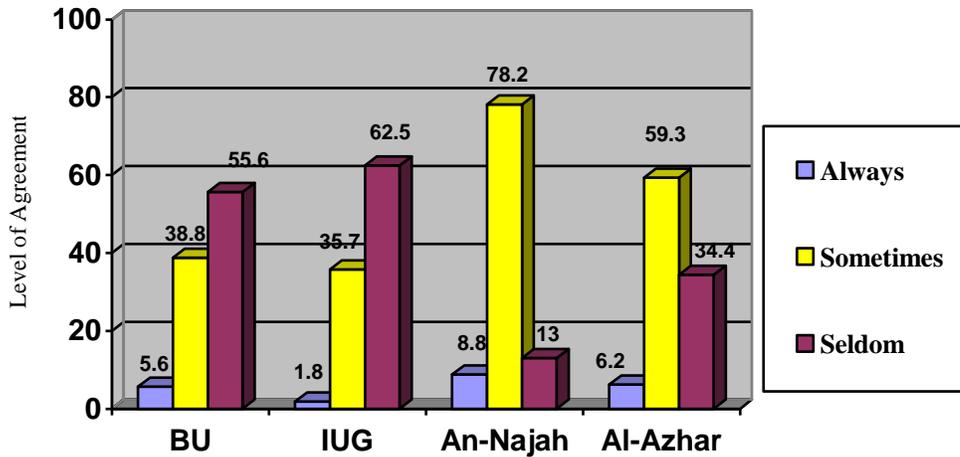
8.8% of the respondent staff at An-Najah University believed they were 'always' surprised by news published about their university in the local media and felt they were the last to know; followed by 6.2% at Al-Azhar University, 5.6% Birzeit University and 1.8% at the Islamic University of Gaza.

At least at the Islamic University and Birzeit University, though, a majority (62.5% and 55.6 % respectively) felt such surprise was infrequent. The situation is differet at Al-Azhar University (34.4%), and especially at An-Najah, where 13% of the respondents reported they were 'seldom' surprised by news published about their university in the local media. Clearly, then, a considerable amount needs to be done to ensure proper internal communication consistently.

3.2.2.3.   Conception of Public Relations from the point of view of University staff

The respondent staff were asked to give their point of view about the concept of Public Relations. As table 35 shows, 57.6% of the respondents agree that the PR department contributes to creating a positive image about the university to the public.

Table 35:
Views about the Concept of PR and PR Units

Value Label	S. Agree	Agree	Neutral	Disagree	S. Disagree
The concept of PR in the university is not yet clear.	7.6	17.1	15.9	37.6	21.8
A PR department communicates with all the university staff through different methods of communications.	10.6	40.6	15.3	28.2	5.3
A PR department contributes to creating high morale amongst the university staff.	20.6	30.6	21.8	18.8	8.2
PR activities achieve tangible positive results.	8.2	37.6	38.2	11.8	4.1
A PR department is concerned with communicating information about the university to the external public rather than internal staff.	9.4	40.6	19.6	24.7	5.9
PR department is very important to create good social relations among university staff.	11.2	39.4	20.6	22.4	6.5
PR activities can contain political activities.	8.8	41.2	24.7	18.8	6.5
A PR department contributes to creating a positive image about the university to the public.	15.9	57.6	15.3	10.0	1.2
The strong the relationship with the external the more effective the PR role.	21.2	45.9	20.6	7.6	4.7
A PR department organises conferences, seminars & ceremonies in the university.	21.8	49.4	15.3	7.6	5.9
A PR department is no less important than other departments in the university.	38.8	40.0	11.8	5.3	4.1
One of the important duties of a PR department is receiving & introducing new staff to the University.	25.3	37.6	15.3	8.2	13.5
The role of Public Relations is not confined to internal staff.	31.8	42.4	15.3	7.6	2.9

Just under half (49.4%) of the respondent' staff in Palestinian universities agree that the PR department organises conferences, seminars & ceremonies in the university. A slightly lower proportion (45.9%) agree that the stronger the relationship with the external the more effective the PR role. 42.4% agree with the statement that the role of Public Relations is not confined to internal staff.

Table 35 also shows that a significant proportion (41.2%) of the respondent staff in the Palestinian universities agree that Public Relations activity can include political activities.

Just under 40 % agree that the Public Relations department is very important to creating good social relations among university staff, and a marginally lower proportion strongly agree that PR department is no less important than other departments in the university. Indeed, nearly 38% agree that Public Relations activities achieve tangible positive results.

This is worth noting especially alongside the finding that the proprtion of those who either disagree or strongly disagree with the statement that the concept of PR in their university is not yet clear, is almost 60% - showing that the field apears to be beginning to mature – even if this may be uneven across universities.

4.   Conclusion

This part of the study discussed the Public Relations forces in Palestinian universities; an overview of the Labour Force in Palestine has been provided. PR in Palestine should be seen as an 'emerging industry'; therefore there are no comprehensive statistical data about the number of Public Relations employees who work in Public Relations departments of various private, governmental organisations in Palestine. Our own investigation can with reasonable confidence estimate the total number of PR practitioners in Palestinian higher education is 114, including all types of higher education institutions such as traditional universities, university colleges and community colleges.

More than 80% of the respondents believed the number of PR employees in their department is either 'appropriate' or 'somewhat appropriate'. Increasingly, Public Relations forces in Palestinian universities has become a female-dominated field. Women accounted for more than a half, 53.2%, of PR practitioners in this study.

With regards to the educational qualification of PR practitioners in Palestinian universities this study shows that 66.6% of the respondents hold a bachelor degree. This result was in the line with PCBS statics result that 1143 of the university staffs of study population hold bachelor degrees. In terms of the monthly income of PR practitioners in Palestinian universities this study shows 52.6% of the respondents stated that their

monthly income is (401-800 $). This result is likely to be related to bachelor degree holders.

34.5% of the respondents consider themselves to have more than ten years' experience in the field of PR in Palestinian universities, with 58.1% reporting five years or less This indicates a lack of experience among many practitioners. A large majority reported that they had worked with only one organisation their current employment. This indicates that few Public Relations practitioners have experienced much diversity in their careers as I explained about PR managers at the Palestinian universities.

This is especially telling given that 90% of the respondents considered practical experience as a 'very important' skill for Public Relations practitioners. The importance rating given to this was followed by flexibility and the ability to deal with different types of people and different problems (82%). The importance rating of these attributes come ahead of other important skills, with two-thirds pointing to spoken and written languages and computer skills.

Internal communication leaves much to be desired, as nearly two-thirds of non-PR staff (acadmic and other) at Palestinian universities expressed the view that 'sometimes' they felt cut off from events and activities in their universities. This result indicates that some of PR departments are characterized by the lack of communication techniques with internal and external publics. This would appear to be particularly the case in Birzeit University and An-Najah National University where well over 10 percent of the respondents staffs felt they were 'always' felt cut off from events and activities in their universities..

More than half (52.3%), of the respondents in Palestinian universities reported they 'sometimes' believed they were the last to know about news published about the university in the local media (this was particularly striking in An-Najah University where 78.8% felt that way. This is due to the fact that most of the activities and programs run by PR departments target only the external public rather than the internal.

With regards to the concept of PR in Palestinian universities the data shows that 57.6% of the respondent's staff in Palestinian universities agree that PR department contributes to creating a positive image about the university to the public. Whereas 38.8% of the respondents staff in the Palestinian universities strongly agree that PR department

is no less important than other departments in the university. 37.6% of the respondent staff in Palestinian universities disagrees with the statement that the concept of PR in their university is not yet clear.

Ultimately, levels of education, income, experience and performance skills remain the most important keys for effective PR operation. Beside the contribution role of Palestinian universities to the future state by building Palestinian human capacity, there is also a very basic employment function, for the considerable number of people employed in the sector.

Chapter Nine

Conclusions

Hypothesis Testing, Conclusion and Recommendations

1. Introduction

This study aimed at exploring the practice and effectiveness of Public Relations departments in the Palestinian higher education institutions. In the virtually complete absence of comprehensive research or published official or secondary data or analysis on the subject, it attempts to establish a baseline for further research by bringing together for the first time empirical data both about structures and practices and about the perceptions of managers, practitioners,and 'customers' (academic and non-academic non-PR staff at these universities).

To this end, we present factual information as well as a survey of such views, on the position of the PR department in the university structure, objectives, planning, budgeting, evaluation and work force, and on what PR and its roles actually are and should be.

In order to establish the views and perceptions on these matters on the part of PR managers and practitioners, as well as those of non-PR staff about the PR function and departments at their universities, a survey was carried out, alongside in-depth personal interviews, to highlight the perception of senior management, PR managers and academic /non-academic staff in Birzeit University, An-Najah National University, Islamic University of Gaza and Al-Azhar University as a sample of Palestinian universities concerning the practice of Public Relations.

The number of respondents consisted of 39 Public Relations managers and practitioners as well as 170 academic /non-academic staff.

In this concluding chapter, these findings are summed up and a number of thoughts offered for the future both of PR in such institutions, and research on the subject.

2.   Empirical Findings

As part of obtaining the broad picture of the practice of Public Relations in Palstinian Universities, six empirical hypotheses about the views and perceptions of various categories of university staff were put forward and tested.

2.1.   Hypotheses related to the Public Relations practitioner and managers

The first three hypotheses are related to the views and perceptions of Public Relations practitioners and managers. More specifically, these hypotheses are stated in the null form as follows:

H1 –   The case of Palestine is likely to reflect the finding in the general literature that Public Relations practitioners and managers in Universities will agree that the role of Public Relations departments is important in serving the interests and aims of their institutions.

To test this hypothesis, "unit organisation" was divided into twelve questions, emphasising the position of PR department in the organisational charts[571] as well as the importance of existing PR departments in Palestinian universities.

The chi-square test (Table 36) shows that there is likely to be a consensus amongst the Public Relations practitioners and managers in Palestinian universities regarding the importance of the role of Public Relations departments ($X^2 = 3.619$, 4df, sig. = 0.460).

In sum, the hypothesis regarding the importance of PR departments in Palestinian universities was confirmed. However, regarding Birzeit University, their staff left it blank

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[571]   See Chapter Three for PR department position in the organisational chart within Palestinian Universities. See also appendix 9-14.

during questionnaire's distribution. Yet in the personal interview which I conducted with the managers of PR departments, they accepted this result. Of course, a lack of precision in measures and small subsamples may help explain these negative results.

Table 36:
The importance of PR department in Palestinian Universities

University Name	Very Important		Important		Slightly important		Total	
	No.	%	No.	%	No.	%	No.	%
Islamic University	9	100.0	0	0.0	0	0.0	9	100.0
Al-Azhar University	6	75.0	1	12.5	1	12.5	8	100.0
An-Najah University	8	88.9	1	11.1	0	0.0	9	100.0
Total	**23**	**88.5**	**2**	**7.7**	**1**	**3.8**	**26**	**100.0**
(x^2 = 3.619 , df = 4 , Sig. = 0.460)								

Thus, as the American researchers Broom & Dozier indicated, the real leaders in an organisation engaged in managerial activities, whereas the lower-level people did mostly communication-technician work. In chapter five I highlighted the PR department's role, especially in crises situations, as one of the important reasons for their existence is to face any difficult times.[572]

The second hypothesis concerned the concept of Public Relations and its activities and objectives in the view of Public Relations practitioners and managers. This hypothesis is stated in the null form as follows:

H2 – There are likely to be significant differences in the views of Public Relations practitioners and managers at different universities regarding the concept of Public Relations, its activities and objectives; these differences can be explained by their differential experience and qualification.

To test this hypothesis the Public Relations role and activities category was divided into five main questions.[573] The concept of PR in Palestinian universities was highlighted, following the various types of activities practiced and the PR objectives in Palestinian

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[572]   See Chapter Five, P. 194.

[573]   For the concept of PR at Palestinian Universities; See table 12 of Chapter Four.

universities.[574]Table 37 shows that there are likely to be significant differences amongst Palestinian universities regarding the concept of Public Relations according to PR practitioners and managers points of view, (F. 7.519, Sig. 0.001).

Table 37
The conception of PR and its activities objectives in Palestinian Universities

University Name	No.	Mean	Std	F	Sig.
Islamic University	10	4.22	0.26		
Al-Azhar University	12	3.73	0.44		
An-Najah University	9	4.32	0.40	**7.519**	**0.001**
Birzeit University	7	4.36	0.00		
Total	**38**	**4.11**	**0.42**		

In Palestinian higher education institutions the concept of PR mostly related to providing a good image of the university through outlining its activities. Philip West viewed Public Relations concepts in educational institutions as a combination of human relations and communication. Table 37 also shows there are significant differences amongst the universities regarding the concept of PR, such as Birzeit University with (Std=0.00), whereas in Al-Azhar University (Std=0.44) see table 37.

H3-   There are likely to be significant differences amongst Public Relations practitioners and managers in the Universities regarding the factors that determine the role of Public Relations.

This hypothesis predicted that there are likely to be significant differences amongst Public Relations practitioner and managers in the Universities regarding the factors that determine the role of Public Relations. This hypothesis was tested under the PR role and activities category.[575] As table 38 shows, there are significant differences amongst Public Relations practitioner and managers in the Universities about the idea or conception of PR, depending on their experience and qualifications (F. 5.976, Sig. 0.002).

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[574]   See Table 10, 11, 13 of Chapter Four.

[575]   See Chapter Four, Table 13, P. 163.

Among the most important factors determining the role of Public Relations in their university, some 80% of the respondents chose the awareness of top management about the responsibilities of PR; three-quarters listed the range of Public Relations activities in the university; some 70% picked Political stability; and just over 60% pointed to the age of PR department. As I discussed in chapter 3, the age and size of the PR department is an important factor determining the role of Public Relations. Table 38 shows there are significant differences amongst the Public Relations practitioners and managers in the Universities regarding the factors that determine the role of Public Relations. The largest variatio is found in the Islamic University of Gaza (Std=0.29), in followed by An-Najah University (Std=0.29), Al-Azhar University (Std=0.20) and Birzeit University (Std=0.00).

Table 38
Significant differences amongst PR practitioner and managers in the Universities regarding the factors that determine the role of PR

University Name	No.	Mean	Std	F	Sig.
Islamic University	10	4.61	0.29		
Al-Azhar University	12	4.24	0.20		
An-Najah University	10	4.56	0.29	**5.976**	**0.002**
Birzeit University	7	4.57	0.00		
Total	**39**	**4.48**	**0.28**		

Chapter 7 surveyed some of the key obstacles that face PR departments and might influence the role of PR − including first and foremost lack of funding absence of job description.

2.2.   Hypotheses related to the Universities' non-PR Staff

A number of hypotheses were put forward related to the perception of Non-PR University staff of the performance of Public Relations in their universities as well as their opinions and attitude toward the activities of Public Relations departments. More specifically, these hypotheses are stated in the null form as follows:

H4- **There are not likely to be significant differences amongst the universities' staff with regard to performance of Public Relations department, particularly about the way that Public Relations departments provide them with its service.**

Based on the questionnaire distributed to University staff (non-PR), table 39 shows (F.0.742, Sig. 0.528) there are not likely to be significant differences amongst the universities' staff with regard to performance of PR department, particularly in the way that Public Relations departments provides them with its service.

Table 39:
No significant differences among PR department in the way to provide their services

University Name	No.	Mean	Std	F	Sig.
Islamic University	56	1.77	1.79		
Al-Azhar University	32	1.69	1.91		
An-Najah University	46	1.72	1.68	**0.742**	**0.528**
Birzeit University	36	2.22	1.73		
Total	**170**	**1.84**	**1.77**		

Indeed, as discussed in Chapter 4, most PR departments in Palestinian universities provide similar activities and programs and employ similar methods in providing their service and information.[576]

In fact all PR departments at Palestinian universities have similar ways of providing their staffs with information and service; the most popular way is university staff emails as well as notice boards. In another similarity across all institutions surveyed, consultancy services are rarely used by by Palestinian PR departments due, in part, to cost considerations (see Chapter 6).[577]

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[576] See Chapter Four, Figures 18, 19, and 21. See also chapter Three, Figure 15.

[577] See Chapter Six, PP. 224-225.

H5- **There are likely to be significant differences between the academic and non-academic staff and Public Relations practitioners and managers regarding their opinions and attitude toward the activities of Public Relations departments.**

This hypthesis is demonstrated in table 40 (F. 4.177, Sig. 0.007).

Table 40:
There are significant differences the academic /non-academic and PR practitioners regarding their opinions and attitude towards the activities of PR departments

University Name	No.	Mean	Std	F	Sig.
Islamic University	56	9.29	1.62		
Al-Azhar University	32	8.40	1.80		
An-Najah University	46	8.66	1.32	**4.177**	**0.007**
Birzeit University	36	9.44	1.23		
Total	**170**	**8.98**	**1.55**		

To test this hypothesis two questionnaires were distributed among staff and PR practitioners and managers. More than two thirds of the respondents considered that 'sometimes' they felt cut off from events and activities in their universities. Ultimately, 40.1% of the respondents agreed that the PR department in their university is concerned with communicating information about their university to the external public rather than internal staff. But only 17.1% of the respondents staff felt that the concept of PR in their university is not yet clear. [578]

On the other hand, in the PR practitioners' and managers' questionnaire, this hypothesis was tested with regard to PR role and activities and more than two thirds felt that, for instacnce, caring about employees and academic staff through putting their names in daily news on wall boards was a natural part of Public Relations. That nearly one fifth of these PR managers and practitioners confirmed that they never conduct meetings with university staff, is also a slightly concerning finding, even if the majority at least is broader-minded[579] But it seems clear where priorities lie, given 61.5% believe

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[578] See Chapter Eight, P. 288.

[579] See Chapter Four, Table 13, P. 156.

that PR department activities which have always been practised are to publicise the university and manage the content of the university's web site.[580]

H6-   There are likely to be significant differences amongst academic and non-academic staff in the Universities regarding the attitudes toward the practice and function of the concept of Public Relations.

This hypothesis was tested by identifying the mean of the educational levels which were compared to the current position category. As table 41 shows (F. 3.720, Sig. 0.027) there are significant differences amongst academic/non-academic staff in the practice of PR in their universities.[581]

Table 41:
Significant differences amongst academic and non-academic staff in the Universities regarding the attitudes toward the practice and function of the concept of PR

Value Label	No.	Mean	Std	F	Sig.
Administration position	50	9.46	1.51		
Services position	11	9.24	1.83	3.720	0.027
Academic position	82	8.76	1.39		
Total	**143**	**9.04**	**1.50**		

We identify the current position in three categories (administration, services, and academic position), there are strong relationships between the current position levels of the respondents and their attitude towards the practice and function of PR in their university. As table 41 shows, the more respondents have qualifications and hold an educational level (academic position) the more they have a positive attitude towards the practice of PR in their university. On the contrary the more respondents do not have qualifications and do not hold a position (services position) the more they have negative attitudes towards the practice and function of Public Relations in their university. These results support hypothesis 6.

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[580]   *Ibid*, P.156.

[581]   See Chapter Four, Figure 24 and 25.

3.   Broader Conclusions

This study has aimed to establish a baseline for research on PR in higher education institutions in Palestine. This was done both in its own right, and as a way of examining one type of institution that has been part of the wider state-building exercise in Palestine. In Chapter 2, this was set in the context of the broader evolution of institution-building for Palestinian society, both in general and as it affected education and higher education. It should be clear that, among their other roles, these universities have had a function as national institutions contributing to state formation since 1993, when the Palestinian Authority came into being. That is why this inquiry was set in the context of the development of education and higher education in Palestine as a whole, and of the politico-economic environment within which this had to develop. Indeed, the literature surveyed makes quite clear that the environment is a crucial determinant of the shape and functioning of PR in organisations, including in educational institutions – as well as, of course, a target for the activities of PR.

Environment and Context

Palestinian Universities and their surrounding communities were engaged in the long-awaited task of building the state of Palestine, and the universities were instrumental in providing opportunities to contribute to that effort. Three primary components have been identified by Christa Bruhan as contributions of Palestinian universities made toward state formation at the beginning of peace process in 1994: (a) planning for the future by set up strategic plan, (b) providing future leaders by specialized programs and training workshops, and (c) fostering institutional development by the expansion of services at Palestinian universities.[582] Other aspects of engagement of Palestinian universities toward state-building were by: (A) Expansion of programs, (b) Expansion of services and, (c) Working in and with the Palestinian Authority.[583]

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[582]   Bruhn, Christa, *the power of the university, op., cit.,* 2004, P. 109.

[583]   See Chapter Two.

In terms of authority rule on the ground, as the Palestinian case has two governments, Hamas controlled in Gaza Strip and the Palestinian Authority in the West Bank, there are some distinctions between the universities which are based in the West Bank and controlled by PA and the universities in Gaza strip which are controlled by Hamas. In the West Bank, there are more infrastructure and construction for the benefit of the universities, due to the availability of building material resources, while in the Gaza strip these are limited because of the blockade on the Gaza Strip. Furthermore, the international community looks on the PA as a legitimate government, while they look on Hamas as a terrorist organisation and this is reflected in the greater number of scientific and official delegations to the West Bank.

On other side, the students in the Gaza Strip universities have free movement within the GS, while in the West Bank the hundreds of checkpoints are to be considered one of the main obstacles towards the movement of students. Regardless of the geographic area, both governments have limited financial resources for their universities.

Obviously, the survival of any organisation depends mainly on being able to hold a good position among the public, hence its reputation is an important factor in its survival, which reflects its status in general and facilitates the performance of its role in society. PR therefore is not ephemeral.

In Palestinian higher education institutions, Public Relations aims at enhancing the image and reputation of the university in the eyes of the external public through information dissemination and the media. PR departments at Palestinian universities play a significant role by highlighting the activities for the local community, the public and private sectors and other organisations that are related to higher education institutions.

There are a number of conclusions that can be drawn and the observations should be of use to both Public Relations practitioners and researchers interested in improving the practice of PR within higher education institutions. In chapter three I argued that the Palestinian universities, after decades of occupation, have developed a reasonably effective practice of PR; in chapter five I explored how the Palestinian universities anticipated, planned and realized the importance of PR departments. I highlighted that Palestinian universities have imposed certain patterns of growth regarding the practice of

PR by introducing a higher education degree as well as variety of workshops, aimed both at government officials or at NGO's.

The practice of Public Relations in Palestine is somewhat different than the practice of Public Relations in the western societies due to limited resources and in some cases social restrictions, but is similar to the practice of Public Relations in some Arab countries universities. The main goal of PR departments at Palestinian universities is to enhance the image and reputation of the university which ultimately increases the numbers of enrolled students. On the other hand, as for the private sector, they are involved more with marketing communication which, at least in the United States, is not considered Public Relations. [584]

Public Relations was introduced officially in Palestine in the 1994 after political changes paved the way for the establishment of the Palestinian authority in the West Bank and Gaza. Yet PR has been practiced in Palestinian universities since their establishment regardless of the title of the department, but in practice the profession revolves mainly around producing publications and not around planning or consultancy.

Structure and organisation of PR in Palestinian Universities

For the organisational and administrative status of Public Relations, generally the Public Relations department is placed towards the top of the university chart. More than half of the respondents considered the position of PR department in the university structure to be very suitable, as the Appendix (9-14) shows that the position of the PR department is at the top of university hierarchy as all the organisational charts indicated. This is a good sign for Public Relations in Palestinian universities as it indicates recognition of the field by senior administration management.

All of the Palestinian higher education institutions surveyed had separate Public Relations departments, regardless of the name and the administrative status of the Public Relations departments place in the organisation chart. As for as the administrative status of Public Relations departments, more than half of the respondents located it in the

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[584] Grunig & Hunt, *op., cit.,* P. 357.

"departments" category, the majority of Palestinian universities used and practiced PR functions under the formal title, Public Relations Department.

Palestinian university's PR function fits into that of Adaptive Subsystems which help the organisation to adjust when the environment in which it operates changes; research and development and strategic planning departments are good examples. Palestinian universities are part of social system which consists of individuals or groups of individuals (publics). Therefore, the main function of PR is to develop and maintain these relationships. Furthermore, a review of all Palestinian universities shows that the organisation structure of Palestinian universities are, in Hage's terms, mechanical structures which are centralised, formalised, stratified, and less complex and do not allow employees to participate in decision making.[585]

Palestinian universities can be considered to employ an open systems approach due to their interaction with and responsiveness to environmental changes. In Open System theory, the department or function in question (in our case PR) functions as a component of the adaptive subsystem; this in turn has several requirements such as access to management decision making, integrated unit and dynamic horizontal structure. Palestinian universities' PR departments fulfill these requirements to different degrees, in some respects falling well short of the ideal. In particular, access to management decision making and the implementation of the dynamic horizontal structure.

Roles and Objectives

There seems to be no single dominant Public Relations role in the West Bank and Gaza Strip in public organisations, although communication technicians are somewhat more common than are practitioners of other roles.

All Palestinian universities have certain defined and written goals and objectives. The main objective of Public Relations departments in Palestinian universities is to enhance the university's image and reputation on a local, national and international level, as well over 90% of the respondents in this study confirmed.

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[585]   See Chapter 4, P. 150..

As Chapter 4 showed, the 'Management by Objectives' approach is used by PR departments in Palestinian universities particularly in specified time and programs such as in summer term in An-Najah University and Birzeit University, which have specified objectives to reach. Yet whether PR departments in Palestinian universities follow the steps in setting PR objectives in their departments or not, Public Relations departments in Palestinian universities have several goals including (a) Enhancing the university's image and reputation on a local, national and international level. (b) Expanding the number of applicants to the institution; (c) Helping the institution in facing crisis management and situation, (d) Helping the institution to gain an enhanced reputation; (e) Improving internal relations; (f) Maintaining productive relations with alumni, (g) Building the public support necessary to obtain adequate funds.

Some 80% of the respondents in this study believe that the awareness of top management about the responsibilities of PR is a very important factor which determines the role of Public Relations in their universities. But clearly, the major role of PR practitioners in Palestinian universities is that of technicians in communication rather than the role of 'manager' based on the job decriptions in their universities.

PR's role in achieving these objectives might seem like a one-way persuasive mode, but much of the time takes the form of two-way of communication, however limited. The limitations, though, on take-up of views of non-PR staff by PR management and practitioners, are indeed significant, as the responses of those staff made very clear.

Palestinian universities can be seen to apply most of the 10 PR functions listed by Cutlip, Centre, and Broom. But there remains a lack in the research and counseling function. Most of the managers of PR departments at Palestinian universities identified the main function of PR in their institutions is to establish and maintain the relationships internally/externally in order to achieve the university's goals and mission.

Planning PR

We found that notwithstanding the harsh conditions in the Palestinian higher education, Palestinian universities succeeded in building a contemporary image through their planned activities: nearly 90% of respondents indicated that their Public Relations

departments conduct planning in their respective universities, which means that a large majority of them do form a plan. This situation presents a very good sign in terms of practicing an effective Public Relations role. Palestinian universities should adopt a strategic planning model approach for the planning process in Palestinian universities' departments instead of operational or tactical planning model which most Palestinian universities have thus far followed. The data also indicated that university practitioners equally used short term planning (less than 6 months) and long term planning (more than six months to one year) and half of the respondents set up their plan on a seasonal or yearly basis in order to achieve its goals and objectives.

Data clearly shows the reasons for cases and instances where planning in Palestinian universities is not used. For 40 % of the respondents, political instability is the major reason for not planning Public Relations.

We were also able to note the remarkable roles of PR department managers during the crisis situations facing their universities especially in the face of Israeli aggression towards their educational institutions.

Public Relations consultancy in Palestinian universities is rarely used in a very limited situation due to the fact that most education institutions have their own PR department as well as it costing too much with limited resources. In fact some PR department managers seek a consultation in specific circumstances from senior top management. 69.2% of the respondents consider that they 'sometimes' need expert consultants for planning their programs and activities, and most of these consultancy services are based in the West Bank.[586]

Budgeting

Clearly, all institutions studied have a budget for PR – even if just over one in ten of the respodents were not aware of this. Some 70% of the respondents consider insufficient financial resources to be the main obstacle facing PR departments during the determination of financial allocation. The budgeting system in Palestinian universities works from the top down. Most Public Relations department in Palestinian universities

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[586]   See Chapter Five, P. 218.

receive allocated budget to their departments and distribute it to their programs. The most suitable budgeting approach for Palestinian universities is *Same-as-Before Budgeting approach* which looks at how much the organisation spent on a similar recent project and allows the same budget for this project. Public Relations departments in Palestinian universities finance their activities through three ways: annually, submitting an application form for immediate payment of funds, and Zero base budgeting but not exceeding a certain amount. Therefore most Public Relations department budgets in Palestinian universities were based on unscientific criteria, for instance what was spent the previous year, estimates of spending in advertising and hospitality, or what top management determined was appropriate.

Evaluation

Some 90% of the respondents confirmed that they use evaluation of PR programs and activities at their universities. A wide range of evaluation tools and techniques are used by Public Relations practitioners in Palestinian universities, such as Media Monitoring and Media Content Analysis coverage which is most widely-used method of evaluating PR beyond simple media monitoring. From among Dozier's three major styles of Public Relations evaluation, Palestinian universities managers and practitioners hve most often been using the '*Seat-of-pants'* approach evaluation which emphasizes personalized and subjective checks of all parts of the Public Relations process, they are often more concerned with the PR process than with actual outcomes of the campaign.

Measuring Public Relations effects is complex, largely because of the multistep nature of the communication process, the variety of communication tools and the difficulty in isolating Public Relations as opposed to other communication effects, most the scholars such as Lindenmann and Watson emphasise 'that there is no one, single, simple or comprehensive method of measuring Public Relations effectiveness.

Currently, Public Relations departments in Palestinian universities use the widely accepted paradigm of evaluation model (PIE)[587] which suggested that activity began with planning, then moved to implementation, and concluded with evaluation. PR departments

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[587]   See Appendix 15, P. 390.

in Palestinian universities look to the PR Effectiveness Yardstick evaluation approach as based on three levels of sophistication and depth, rather than the chronological process of communication from planning through implementation to achievement of objectives.

Some of Public Relations departments at Palestinian universities using Watson's short term model to evaluate the outcome of PR activities, especially at Al-Azhar University as well as in the summer term at An-Najah University, Birzeit University and the Islamic University of Gaza. The continuing model of evaluation is hard to implement in Palestinian universities case due to need continuous process of evaluation which require resources and staff time. The unified evaluation model can be oberved being implemented in Palestinian universities, for instance in the Islamic University of Gaza and Birzeit University have the modest resources and the suitable number of staff to implement these models throughout whole year.

While evaluation is certainly in evidence, it remains less than fully developed or comprehensive. The most frequently noted cause, among survey respondents, for not conducting an evaluation process, was that the "university had an annual performance review". Next in order of perceived importance as an obstacle was "limited knowledge of evaluation methods" is an obstacle to evaluating PR programs and activities. Among the other obstacles mentioned were "cost of evaluation" and "Insufficient employees". The first factor listed above can be viewed as not so much a cause as a symptom. Hence, it would appear that the two main reasons are really the cost of evaluation (which mirrors finding in other cases elesewhere); and limited knowledge of evaluation methods.

Public Relations managers and practitioners in Palestinian universities should have a closer look to the Pyramid Model of PR Research which goes one step further than most other models discussed in this chapter and endeavours to be instructive and practical by providing a list of suggested measurement methodologies for each stage.

Despite the de facto exercise of certain evaluation techniques in Palestinian universities, no one has described the evaluation models. In other words, obviously there is limited knowledge of evaluation methods among the practitioners. The majority of PR practitioners in Palestinian universities still implement programs and activities with totally inadequate research to objectively inform strategies and evaluate results.

PR workforce in Universities

There are no reliable statistical data about the number of Public Relations employees who work in the Public Relations departments of various private, governmental organisations in Palestine. This study tried to discover at least the number of PR practitioners in the educational institutions and I estimate the numbert of PR practitioners in Palestinian higher education to be 114 practitioners, if we include different types of educational institutions such as traditional universities, university colleges and community colleges. Close to 40% of the respondents believed the number of PR employees in their department to be 'appropriate' – leaving a significant majority taking the opposite view.

Women accounted for more than a half of PR practitioners in this study. Regardless of gender, the PR labour force in these universities certainly exhibits a lack of experience, Few Public Relations practitioners have experienced much diversity in their careers.

Yet some 90% of the respondents considered practical experience as a 'very important' skill for Public Relations practitioners. The next most important skills as viewed by respondents in tis study were, in order, flexibility and the ability to deal with different types of people and different problems, spoken and written languages and computer skills.

Perceptions of PR and PR departments among non-PR University Staff

It was striking that nearly two-thirds of non-PR staff in these universities (both academic and non-academic) 'sometimes' feel cut off from events and activities in their universities. This result indicates that some of PR departments are characterized by the inadequate communication techniques with internal and external publics. In fact in Birzeit University and An-Najah National University over 80% of the respondents staff expressed this feeling. Moreover, more than a half of the respondents reported that 'sometimes' they were surprised by news that was published about the university in the local media and felt they were the last to know.

Yet some 58% of respondents agreed that their PR department contributes to creating a positive image about the university to the public.

Summing up

In sum, Public Relations in Palestinian universities have been practiced in a semi-western way; the field is composed of a small but growing field of professionals. In recent years there have been attempts to expand departments through activities and programs which have led to an increase in the numbers of practitioners and this has succeeded in most Palestinian universities.

Despite the development of PR in Palestine, there still remains some confusion in Palestinian universities about just exactly what Public Relations is. Many Palestinians still associate Public Relations with propaganda. Others consider it merely a form of advertising. Professionals and educators alike are hungry for instruction and research.

Public Relations education, like the practice itself, began in the Islamic University of Gaza in the 1998, as discussed in chapter 2. Recently, the Palestinian Ministry of Education and Higher Education has established a multifaceted system including short-term training sessions sponsored by local educational institutions and specialized colleges offering 2-year degree programs, and formal 4-year B.A. degree programs at universities. The education level, crucial in Public Relations, showed encouraging results. Few of the current PR managers reported PR degrees. This will change, though, as local educational universities offering degree programs or majors in PR supply the field with more newly minted PR graduates.[588]

In spite of the many problems that contemporary Public Relations face in Palestinian universities, it continues to develop and is playing a significant role. The main obstacles which face PR practice and departments in these universities are felt, by the respondents in this study, to be lack of funding, and, interestingly, 'absence of job

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[588] There is only one BA degree program in PR is offered by IUG. For more information about 2 years PR program see; Ministry of Education and Higher Education, *Masirat Al-Tarbiya Wal-ta'leem Al-Aali*, special edition to the secondary students about studying in the higher education institutions, No. 75, July 2011.

description', and 'lack of real understanding of PR by employees' (both of which factors fully one third of the respondents pointed to).

4. Recommendations

Based on the findings of the study, a number of recommendations and proposals for change can be made. As I stated earlier this study is the foundation stone of PR in higher education in Palestine. The findings of this study have been worthwhile on the road of developing Public Relations within Palestinian universities, but it is not complete, and further research is suggested below.

The future of Public Relations in Palestinian universities looks promising; the continuation of theoretical and practical contributions certainly will help the field grow. This study showed that there is a distinct lack of knowledge and training among Public Relations managers and practitioners regarding the Public Relations process Therefore, Palestinian universities have the vital role to enhance the field of Public Relations by offering more specialized degrees in PR as well as training programs for PR practitioners to improve their personal skills. Most importantly, coordination between higher educational institutions and governmental organisations administrations must be established, especially with the Ministry of Education and Higher Education which will be approve different types of PR programs. Another way that Palestinian universities can help in spreading the professions of PR's by strengthening and increasing the cooperation with the leading PR institutions, either in the Arab world or in Western countries, such as by signing agreements on PR exchange programs.

Generally, to increase the prospective of PR as a professional area of study, Palestinian universities must look to the international community for on-going support. Establishment of such Public Relations society in Palestine will pave the way for the Palestinian PR practitioners to practice in the field with more scientific research to be implemented in this arena and boundless knowledge and skills for the practitioners will be gained. Additionally, national data and references about PR in Palestinian territories, such as statistics about the PR practitioners themselves, the scholars who are involved in educational sector particular in PR education, name and number of PR consultancy and their services and costs, and the availability of scientific resources whether electronic or

printed materials are vital . Therefore, the lack of such a professional body will minimize the better understanding of Public Relations as professional area of study.

Palestinian universities can play a significant role in developing Public Relations as a professional field in the Palestinian education system by dedicating an appropriate staff as well as adequate resources, also an exchange program agreement with international PR professional bodies (e.g. CIPR in the UK) would increase awareness and expansion of the field of PR.

Since Public Relations practitioners and managers indicated that funding is the main obstacle that faces their PR departments, senior management on the Palestinian universities should take into consideration the availability of all necessary materials and equipment, funding, and qualified training staff. In addition, sponsorship of Public Relations departments' activities and programs could be part of solution to cover some of PR department expenditure.

As previously mentioned, most PR research was undertaken in the media information and journalism studies departments in Palestinian universities, therefore it is recommended that researchers of PR studies investigate the situation of research in the journalism studies field sector in Palestinian higher education institutions, to highlight the strengths and weaknesses of the present situation; to organize and control the data collection, and try to identify the needs of this sector, such as networks and technology; and to bridge the data gap and improve information availability for sustainable development.

Such a study might adopt the same approach to research, using a large sample from the educational institutions in Palestine. Another useful approach that might be adopted is a comparative study between the Palestinian universities and foreign educational establishments, or with universities from other Arab countries. The carrying out of such a proposed study would provide additional support to the comprehensive approach adopted in the present study and the expansion of the area of research in Public Relations.

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Appendix 1
QUESTIONNAIRE FOR PUBLIC RELATIONS PRACTITIONER AND MANAGERS

Majdi Alkhouli
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School of humanities and social sciences
University of Exeter
Exeter, EX4 4ND
UK

OCTOBER, 2008

I would be very grateful if you would be willing to participate in this research study by filling out this questionnaire.

The aim of study is to explore public relations departments in Palestinian universities and the techniques of practicing public relations activities. The ultimate aim is to improve understanding, and explore best practice, of public relations in the university sector.

The completion of this questionnaire in its entire form will be very much appreciated. This completion process should take about (15) minutes. The questionnaire comes in 5 sections, with a total of 43 questions.

I am requesting you please to complete the questionnaire as I do need a sufficient number of responses in order to analyse its contents and answer the research questions.

- Confidentiality
Any information reported on this questionnaire will be treated in confidence, and used for statistical purposes only. I would like to assure you that any information given will not be used for any purpose except this research and only aggregated results will be published.

- Further enquiries
If you require assistance in the completion of this questionnaire or have any questions regarding this survey, please contact me on the following numbers:

- Majdi Alkhouli:
      UK Home No.: 00441392435282
      UK mobile No.:00447738711395
      E-mail: m295@exeter.ac.uk / amajdy2000@yahoo.com

I- General information

1) University name ……………………………….

2) Job title………………………………………

3) Please indicate your highest degree of qualifications.

1- Undergraduate certificate ☐	2- Diploma certificate ☐
3- Bachelor ☐	4- Master degree ☐
5- PhD ☐	
6- Other (please specify) ………………………………….	

4) Are you:

      Male ☐   Female ☐

5) Monthly income (In US $):

1. Less than 400 $ ☐	2. 401 – 800 ☐
3. 801 – 1000 ☐	4. More than 1000 $ ☐

6) How many years experience do you have in your current position?
1. Less than 5 years ☐
2. From 5-10 years ☐
3. From 11 years and more ☐

7) How many years of experience as a Public Relations practitioner do you have?

1. 0 to 5 years. ☐
2. 6 to 10 years. ☐
3. Over 10 years. ☐

8) How would you rate the importance of Public Relations practitioner skills?
(Please circle the appropriate number)

	Very Important	Important	Slightly important	Not important at all
1. Academic qualifications.	4	3	2	1
2. Practical experience.	4	3	2	1
3. Fluency in languages and computer skills.	4	3	2	1
4. Have a good common sense	4	3	2	1
5. A good personality.	4	3	2	1
6. The ability for imagination.	4	3	2	1
7. Flexibility and the ability to deal with different types of people and different problems.	4	3	2	1

II- Unit Organization

9) Does your university have a specified department to practice Public Relations activities?
Please tick (√) the appropriate box:

         Yes □   No □   go to Q14

10) How long has your institution's Public Relations function been established?
    1- Less than 1 year.   □
    2- Between 1 and 5 years.   □
    3- Between 5 and 10 years.   □
    4- Over 10 years.   □

11) How many members of staff does your institution's Public Relations function employ?

    1. 1 to 5 employees.   □
    2. 6 to 10 employees.   □
    3. Over 10 employees.   □

12) Do you believe the number of employees in the PR department is appropriate for the required activities?

    1. Very appropriate □   2. Appropriate   □   3. Somewhat appropriate □

    4. Not appropriate □   5. Not appropriate at all □

13) How would you rate the importance of Public Relations department in your university (within the next 5 to 10 years)?

        1. Very Important □   2. Important □
        3. Slightly important □   4. Not important at all □

14) Does your university have a website on the internet?

        Yes□   No □ go to Q16

15) Who is managing the content of university's website?

1- External specialist.   □
2- Department of IT in the university.   □
3- Public relations department.   □
4- Administration department in the university.   □
5- Others, please specify ……………………………….   □

16) What is the functional title of your Public Relations unit?
Please tick (√) the appropriate box:

1. Public Relations and media. □
2. Public Relations. □
3. Public Relations and protocol. □
4. Public Relations and communication. □
5. Public Relations and inquiries. □
6. Public affairs. □
7. Others-please specify…………………………………… □

17) Which of the following sections are part of your department?
Please tick (√) the appropriate box:

1. Public Relations and media section □
2. Publication section □
3. The university relations section □
4. Information section □
5. Protocol section □
6. Media section □
7. hall section □
8. Administration section □
9. Opinion and attitude measurement section □
10. university web site □
11. Other, please specify □
………………………………………………………………………

18) Does the Public Relations department have all the sections it needs to achieve its objectives?

Yes □   No □   go to Q19

19) If no, what are the sections which you need?
………………………………………………………
………………………………………………………
………………………………………………………
………………………………………………………

20) What is the current organisational position for the Public Relations activity in the university?
1. Join PR activities with other departments' activities. □
2. Establish the PR department as a separate identity. □
3. Establish a decentralised PR department in the different geographical areas.□
4. PR activities done by external consultants. □

21) How suitable do you think the position of Public Relations is in the organisational structure?
(Please circle the appropriate number)
1. Very suitable □   2. Suitable □   3. Somewhat suitable □

4. Not suitable   □   5. Not suitable at all □

III- Public Relations Role and Activities

22) What is the concept of Public Relations from your point of view?
Please tick (√) the appropriate box:

1. Providing a good image for the university through outlining activities.　□
2. Attracting the attention of external & internal communities to new
   developments by outlining them through media & daily publications.　□
3. Caring about employees & academic staff through putting their names in daily
   news on wall boards.　□
4. Achieving loyalty & sense of belonging among the employees, academic staff
   & university management.　□

23) To what degree do your Public Relations departments practise the following
activities? (Please circle the appropriate number for each)

	Always practise	Usually practise	Sometime practise	Rarely practise	Never practise
1. Provide the university staff with the real information about services & activities that university has done.	5	4	3	2	1
2. Provide media with the research & reports which have done by university & its faculties.	5	4	3	2	1
3. Publicise the university	5	4	3	2	1
4. Public opinion measurement	5	4	3	2	1
5. Response to what is published in the journals and magazine.	5	4	3	2	1
6. Conducting meetings with university staff.	5	4	3	2	1
7. Managing the content of the university's website.	5	4	3	2	1
8. Holding parties & exhibitions conferences.	5	4	3	2	1
9. Service affairs (passport, reservation, etc).	5	4	3	2	1
10. Participation (traffic, cleaning up, planting).	5	4	3	2	1
11. Conduct political activities (social activities).	5	4	3	2	1
12. Other, please specify					

……………………………

24) What are the Public Relations objectives the PR department aims to achieve?
Please tick (√) the appropriate box:

1. Enhancing the university's image and reputation on a local, national and international level. □
2. Supporting relationship with the media. □
3. Recognizing the internal public needs and reporting them to the top management. □
4. Supporting human relationship among employees at the university. □
5. Explaining the university policy for internal public. □
6. Answering staff & employees inquiries. □
7. Showing concern for employees in order to raise morale. □
8. Creating a high degree of collaboration between the university and its different divisions. □
9. Other, please specify………………………………. □

25) How important is the number of PR employees to achieve success in public relations activities? (Please circle the appropriate number)

1. Very important □   2. Important □   3. Somewhat important □

4. Not important □   5. Not important at all □

26) In terms of Public Relations alone, how would you rate the effectiveness of your university?
Please tick (√) the appropriate box:

Excellent □   Very Good □
Good □   Fair □   Poor □

27) Please indicate the degree of the importance of effect factors which determine the role of PR.
(Please circle the appropriate answer)

	Very Important	Important	Slightly important	Not important at all
1. The size of the university and its faculties.	4	3	2	1
2. Awareness of top management about responsibilities of PR.	4	3	2	1
3. Size External public which the university deals with.	4	3	2	1
4. The society and social role that the university provides.	4	3	2	1
5. The age of PR department in the university.	4	3	2	1
6. Political stability.	4	3	2	1
7. The wide area of PR activities in the university.	4	3	2	1

28) The following are sentence about PR in your university:
(Please circle the appropriate answer according to your personal opinion)

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The concept of PR in the university is not clear.	5	4	3	2	1
2.	Public relations department plays significant role in the university.	5	4	3	2	1
3.	PR department should preparation the activities to achieve the objective and mission of the university.	5	4	3	2	1
4.	PR department activities achieve positive tangible results.	5	4	3	2	1
5.	PR department prepare publication and leaflet about the university activities and distributed to the public.	5	4	3	2	1
6.	A PR department is no less important than other departments in the university.	5	4	3	2	1
7.	The strongest relationship with the internal and external public the more effectiveness of PR role.	5	4	3	2	1
8.	PR activities can contain political activities.	5	4	3	2	1
9.	A PR department communicates with all university's staff through all the communication methods.	5	4	3	2	1
10.	There are no specific communication methods to communicate with all external and external public.	5	4	3	2	1
11.	PR department contributes to present a positive image of the university to the public.	5	4	3	2	1
12.	A PR department provides the information that may help top management in decision making.	5	4	3	2	1
13.	The top management should not monopolise the benefit of PR activities.	5	4	3	2	1
14.	A PR department is a link between external public and top management.	5	4	3	2	1

IV- Planning of Public Relations Activities

29) Does the Public Relations department have a plan to achieve its goals?

       Yes□   No□ go to Q32

30) What is duration of this plan?

1. Seasonal less than 6 months.   □
2. Yearly from 6 months to less than year.   □
3. From 1 to 3 years.   □
4. More than 3 years.   □
5. other, please specify   □
    …………………………………………………………..

31) Who sets Public Relations plan?
Please tick (√) the appropriate box:

1. Principal of the university.   □
2. Vice principal of the university.   □
3. General supervisor of administration and finance.   □
4. Director of public relations.   □
5. External consultant.   □
6. other, please specify   □
    ………………………………………………………………

32) Does the Public Relations department need experts consultants for planning public relations programmes and activities?

1. Always   □
2. Sometimes   □
3. Never   □

33) If there is no plan for PR activities, what is the reason?

1. Political instability.   □
2. Lack of experience.   □
3. The newness of PR activities in the university.   □
4. Insufficient allocation of finance.   □
5. Lack of employee.   □
6. Lack of access to the university decision makers.   □
7. Continuing change for PR managers.   □
8. other, please specify   □

    …………………………………………………………….

V- Public Relations Budget

34) Do you budget for Public Relations activities?

        Yes☐   No☐

35) What are the basics taken into consideration when budgeting for Public Relations activities?
Please tick (√) the appropriate box:

1. Depend on University balance sheet.   ☐
2. The actual expenditure in the last balance sheet.   ☐
3. Internal programmes and activities which are planned.   ☐
4. The probable increase in the activity next year.   ☐
5. other, please specify   ☐
    …………………………………………………………………

36) Which of the following obstacles does the PR department face when determining the allocation of finance?
Please tick (√) the appropriate box:

1. Insufficient financial resources.   ☐
2. Taking from the PR budget to other activities.   ☐
3. Increasing cost which are related to Public Relations.   ☐
4. other, please specify   ☐

    …………………………………………………………………..

37) To what degree does the finance allocation cover Public Relations activities?
(Please circle the percentage most closely approximating the situation)

100%	75%	50%	25%	less than 25%
5	4	3	2	1

VI- Evaluation of the Public Relations Activities

38) Do you evaluate Public Relations activities at the university?
Please tick (√) the appropriate box:

      Yes□   No□ go to Q41

39) How the evaluation been performed?
Please tick (√) the appropriate box:

1. Always   □
2. Usually   □
3. Some times   □
4. Rarely   □
5. other, please specify   □

    …………………………………………………………………………

40) What are the methods, which you follow in this evaluation?
Please tick (√) the appropriate box:

1. Questionnaire to measure attitudes.   □
2. Media analysis.   □
3. Comparison with previous year's performance.   □
4. Evaluate various complaints and criticism.   □
5. Personal effort.   □
6. Annual report.   □
7. other, please specify   □
    …………………………………………………………….

41) What are the reasons for not evaluating PR activities?
(You can choose more than one answer)

1. Cost of evaluation.   □
2. Limited knowledge of evaluation methods.   □
3. Insufficient of employees.   □
4. University had an annual performance review.   □
5. Public relations activity is routine process & does not need evaluation.   □
6. Managements thought evaluation has not been useful.   □
7. other, please specify   □

    …………………………………………………………..

42) What are the obstacles, which face the PR department in the university from your point of view?
(You can choose more than one answer)

1. Lack of funding. □
2. Absence of job description. □
3. Lack of employees in public relations department. □
4. Lack of specialists. □
5. Lack of real understanding of public relations by employees. □
6. other, please specify □
   ……………………………………………………………….

43) What are the suggestions from your point of view to improve the Public Relations department? (Please specify)

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Thank you for your co-operation

بسم الله الرحمن الرحيم

UNIVERSITY OF
EXETER

قائمة استقصاء للمدراء والعاملين في العلاقات العامة بالجامعة

يقوم الباحث بإعداد رسالة الدكتوراة بعنوان ممارسة العلاقات العامة في قطاع التعليم العالي   : دراسة تطبيقية عن الجامعات الفلسطينية.

ولأغراض استكمال الدراسة الميدانية لهذا البحث   , يقوم الباحث بإعداد هذا الاستبيان الذي يعد أحد أدوات جمع المعلومات عن الجانب الميدا   ني للرسالة بهدف التعرف على عمل وممارسة العلاقات العامة في الجامعات الفلسطينية.

تعتبر مساهمتكم في تعبئة الإستبانة المرفقة إثراءً لهذا البحث بالمعلومات والبيانات التي سوف تساعد الباحث في الوصول إلى النتائج العلمية المفيدة.

الرجاء عند الإجابة مراعاة الآتي :

◆ وضع علامة (√) أمام الإجابة المناسبة.

◆ وضع دائرة حول الرقم المناسب .

◆ تعبئة الفراغ المطلوب.

آمل من سيادتكم التكرم بتعبئة الإستبانة , علما بأن جميع المعلومات الواردة ستعالج بسرية تامة   , وسوف تستخدم لأغراض البحث فقط .

مع خالص الشكر والتقدير

مجدي حمدي الخولي
جامعة إكستر
المملكة المتحدة

1. اسم الجامعة : ....

2. الوظيفة الحالية : ....

3. المؤهل:

☐التوجيهي   ☐الدبلوم   ☐البكالوريوس   ☐الماجستير   ☐الدكتوراه

☐أخرى, حدد ....

4. الجنس :   ☐ذكر   ☐أنثى

5. الدخل الشهري (بالدولار $):

☐أقل من 400 دولار   ☐401 – 800   ☐801 – 1000

☐أكثر من 1000 دولار

6. عدد سنوات الخبرة في وظيفتك الحالية ؟

☐أقل من 5 سنوات   ☐من 5 إلى 10 سنوات   ☐من 11 سنة فأكثر

7. عدد سنوات الخبرة كممارس للعلاقات العامة ؟

☐أقل من سنة إلى 5 سنوات   ☐من 6 إلى 10 سنوات   ☐أكثر من 10 سنوات

8. كيف تقيَم أهمية مهارات ممارس العلاقات العامة ؟ **(الرجاء وضع دائرة أمام الرقم المناسب)**

9.

	مهم جداً	مهم	قليل الأهمية	ليس مهماً
1. المؤهلات الأكاديمية	4	3	2	1
2. الخبرة العملية	4	3	2	1
3. مهارات الحاسوب وإتقان اللغات.	4	3	2	1
4. امتلاك الحس السليم	4	3	2	1
5. شخصية جذابة .	4	3	2	1
6. القدرة على الإبداع	4	3	2	1
7. المرونة والقدرة على التعامل مع الأشخاص والمشاكل المتعددة.	4	3	2	1

ثانياً : تنظيم إدارة العلاقات العامة

10.هل لديكم إدارة متخصصة في ممارسة أنشطة العلاقات العامة ؟

نعم ☐   لا ☐   **(إذا كانت الإجابة بـ"لا" انتقل للسؤال 14)**

11.كم عمر دائرة العلاقات العامة بالجامعة ؟

☐ أقل من سنة   ☐ من سنة إلى 5 سنوات

☐ من 5 سنوات إلى 10 سنوات   ☐ أكثر من 10 سنوات

12.كم عدد العاملين في دائرة العلاقات العامة لديكم ؟

☐ من 1 إلى 5 عاملين   ☐ من 6 إلى 10 عاملين   ☐ أكثر من 10 عاملين

13.ما هي درجة ملائمة عدد الموظفين في إدارة العلاقات العامة لممارسة أنشطة العلاقات العامة ؟

☐ ملائم جدا   ☐ ملائم   ☐ نوعا ما ملائم   ☐ غير ملائم

☐ غير ملائم على الإطلاق

14.من وجهة نظرك كيف تقيِّم أهمية دائرة العلاقات العامة بالجامعة لفترة ما بين 5 إلى 10 سنوات مقبلة؟

☐ مهمة جداً   ☐ مهمة   ☐ لها بعض الأهمية   ☐ غير مهمة على الإطلاق

15.هل للجامعة موقعاً الكترونيا على الانترنت ؟

☐ نعم   ☐ لا   **(إذا كانت الإجابة بـ"لا" انتقل للسؤال 16)**

16.من الذي يدير محتوى الموقع الإلكتروني للجامعة؟

1. جهة خارجية متخصصة.   ☐

2. قسم التكنولوجيا والمعلومات بالجامعة.   ☐

3. إدارة العلاقات العامة.   ☐

4. الشؤون الإدارية في الجامعة.   ☐

5. أخرى , أرجو ذكرها ....   ☐

17.تحت أي المسميات التالية يندرج اسم إدارتكم ؟

1. العلاقات العامة والإعلام ☐

2. العلاقات العامة ☐

3. العلاقات العامة والمراسم ☐

4. العلاقات العامة والإتصال ☐

5. العلاقات العامة والإستعلامات ☐

6. الشؤون العامة ☐

7. أخرى, أرجو ذكرها .... ☐

18.أي من الأقسام التالية تتكئون منها إدارة العلاقات العامة لديكم؟ (يمكنك اختيار أكثر من إجابة)

1. قسم العلاقات العامة والإعلام ☐

2. قسم المطبوعات ☐

3. قسم العلاقات العامة الجامعية ☐

4. قسم المعلومات ☐

5. قسم المراسم ☐

6. قسم الإعلام ☐

7. قسم القاعات ☐

8. قسم الشؤون العامة ☐

9. قسم أبحاث الرأي العام وقياس الإتجاهات ☐

10.أخرى , أرجو ذكرها .... ☐

19.هل إدارة العلاقات العامة لديها كافة الأقسام التي تساعدها في أداء أنشطتها ؟

نعم ☐   لا ☐   **(إذا كانت الإجابة بلا انتقل إلى السؤال 19)**

20.ما هي الأقسام التي تحتاجون إليها ؟

....

....

....

21.ما الوضع التنظيمي الحالي لأنشطة العلاقات العامة داخل الجامعة ؟

1. إلحاق أنشطة العلاقات العامة بأنشطة وإدارات أخرى. ☐

2. وجود دائرة العلاقات العامة كدائرة مستقلة. ☐

3. وجود إدارات لامركزية في الكليات المختلفة. ☐

4. تنفيذ أنشطة العلاقات العامة عن طريق جهة خارجية متخصصة. ☐

22.هل تعتقد أن موقع إدارة العلاقات العامة مناسب في الهيكل التنظيمي للجامعة؟

مناسب نوعا ما ☐   مناسب ☐   مناسب جداً ☐

غير مناسب على الإطلاق ☐   غير مناسب ☐

ثالثاً: أنشطة العلاقات العامة ودورها

23.ما هو مفهوم العلاقات العامة من وجهة نظرك ؟

1. إظهار الجامعة في صورة جيدة عن طريق إبراز أنشطتها. ☐

2. جذب انتباه المجتمع الداخلي والخارجي لكل جديد وذلك عن طريق وسائل ☐
   الإعلام المختلفة والنشرات اليومية.

3. الاهتمام بالموظفين وأعضاء هيئة التدريس بوضع أخبارهم اليومية في اللوحات ☐
   الحائطية.

4. تحقيق الانتماء والولاء بين الموظفين وأعضاء هيئة التدريس وإدارة الجامعة. ☐

5. جلب الدعم المالي للجامعة. ☐

24.إلى أي مدى من الأنشطة التالية تمارسها إدارة العلاقات العامة لديكم ؟

لا على الإطلاق	نادراً	أحياناً	غالباً	دائماً	
1	2	3	4	5	تزويد مجتمع الجامعة بالمعلومات الصحيحة عن المشروعات والخدمات التي تقدمها.
1	2	3	4	5	تزويد وسائل الإعلام بالبحوث والتقارير التي تصدر عن الجامعة وكلياتها .
1	2	3	4	5	النشاط الإعلامي عن الجامعة .
1	2	3	4	5	التعرف على اتجاهات الرأي العام للعاملين بالجامعة والجمهور الخارجي .
1	2	3	4	5	الرد على ما ينشر في الصحف المحلية .
1	2	3	4	5	إعداد لقاءات بين العاملين بالجامعة .
1	2	3	4	5	إدارة محتوى الموقع الإلكتروني للجامعة .
1	2	3	4	5	إقامة الحفلات والمعارض والمؤتمرات .
1	2	3	4	5	تقديم الخدمات من (جوازات وتأشيرات) .
1	2	3	4	5	المشاركة في النشاطات المحلية.
1	2	3	4	5	إعداد الأنشطة السياسية بالإضافة إلى الأنشطة الاجتماعية .
1	2	3	4	5	أخرى , أرجو ذكرها ....

25.ما هي أهداف العلاقات العامة التي تسعى إلى تحقيقها؟

1. تحسين صورة الجامعة وسمعتها على المستوى المحلي والوطني والدولي . ☐

2. دعم الصلة مع أجهزة الإعلام . ☐

3. التعرف على متطلبات الجمهور الداخلي ورفعها للإدارة العليا . ☐

4. تحسين الوعي بين العاملين بالجامعة وتعريفهم بدورهم بالجامعة . ☐

5. إحاطة العاملين بالجامعة سلفاً ببعض السياسات التي تقدمها الجامعة . ☐

6. إمداد العاملين في الجامعة بكافة المعلومات . ☐

7. رفع الروح المعنوية للعاملين بالجامعة . ☐

8. خلق درجة عالية من التعاون بين الجامعة وأقسامها المتعددة . ☐

9. أخرى , أرجو ذكرها ☐..

26.ما هي درجة أهمية عدد العاملين بدائرة العلاقات العامة بنجاح أنشطتها ؟

☐مهم جداً   ☐مهم   ☐مهم بعض الشئ   ☐غير مهم

☐ غير مهم على الإطلاق

27.من وجهة نظرك ما هو تقيمك لدور العلاقات العامة بالجامعة ؟

☐ممتاز   ☐ جيد جداً   ☐ جيد   ☐ مقبول   ☐ ضعيف

28.فيما يلي عدد من العوامل المتعلقة بتحديد دورإدارة العلاقات العامة , فما هي أهمية كل من هذة العوامل بالنسبة لجامعتكم؟   (الرجاء وضع دائرة حول الرقم المناسب)

غير مهم على الإطلاق	غير مهم	قليل الأهمية	مهم	مهم جداً	
1	2	3	4	5	1) حجم الجامعة وكلياتها .
1	2	3	4	5	2) نظرة الإدارة العليا لأهمية العلاقات العامة .
1	2	3	4	5	3) حجم المتعاملين مع الجامعة .
1	2	3	4	5	4) الدور الاجتماعي في المجتمع الذي تقدمه الجامعة .
1	2	3	4	5	5) الزمن العمري لدائرة العلاقات العامة في الجامعة .
1	2	3	4	5	6) الاستقرار السياسي .
1	2	3	4	5	7) اتساع مجال أنشطة العلاقات العامة في الجامعة .

29.فيما يلي عدد من العبارات المتعلقة بمفهوم العلاقات العامة , الرجاء وضع دائرة حول الرقم المناسب.

	موافق تماماَ	موافق	غير محدد	غير موافق	غير موافق على الإطلاق
مفهوم العلاقات العامة غير واضح بالجامعة.	5	4	3	2	1
دائرة العلاقات العامة لها دور رئيسي فاعل في الجامعة.	5	4	3	2	1
تقوم دائرة العلاقات العامة بالتخطيط للأنشطة وفقاَ للوائح الجامعية والأهداف الموضوعة.	5	4	3	2	1
تحقق أنشطة العلاقات العامة نتائج إيجابية ملموسة .	5	4	3	2	1
تتولى إدارة العلاقات العامة بإعداد النشرات عن أنشطة الجامعة وتوزيعها.	5	4	3	2	1
لا تقل أهمية دائرة العلاقات العامة عن باقي الإدارات الأخرى في الجامعة.	5	4	3	2	1
تزداد فعالية دور العلاقات العامة كلما زادت قوة العلاقات مع الجمهور الداخلي والخارجي.	5	4	3	2	1
يمكن ان تحتوي أنشطة العلاقات العامة على الأنشطة السياسية .	5	4	3	2	1
تقوم إدارة العلاقات العامة يالإتصال بجميع العاملين بالجامعة من خلال وسائل الاتصال المختلفة .	5	4	3	2	1
ليس هناك خطوط اتصال معينة للاتصال بالجمهور الداخلي أو الخارجي.	5	4	3	2	1
تساهم العلاقات العامة في خلق صورة إيجابية عن الجامعة.	5	4	3	2	1
تقدم إدارة العلاقات العامة المعلومات التي تساعد الإدارة العليا في إتخاذ القرارات .	5	4	3	2	1
لا تقتصر مهمة إدارة العلاقات العامة على خدمة الإدارة العليا فقط .	5	4	3	2	1
إدارة العلاقات العامة هي حلقة الوصل بين الجمهور الخارجي والإدارة العليا .	5	4	3	2	1

رابعاً: التخطيط لأنشطة العلاقات العامة

30.هل تخطط إدارة العلاقات العامة لأنشطتها ؟

□ نعم □ لا (إذا كانت الإجابة بلا انتقل للسؤال 32)

31.ما هي مدة الخطة الزمنية للعلاقات العامة؟

1. فصلِيَّة : أقل من 6 شهور . □
2. سنوية : من 6 شهور إلى سنة. □
3. من سنة إلى 3 سنوات. □
4. أكثر من 3 سنوات. □
5. أخرى , أرجو ذكرها .... □

32.من المسئول عن وضع خطة العلاقات العامة ؟

1. رئيس الجامعة . □
2. نائب رئيس الجامعة. □
3. مجلس أمناء الجامعة. □
4. مدير عام الشؤون الإدارية والمالية. □
5. مدير العلاقات العامة. □
6. مستشار خارجي. □
7. أخرى, أرجو ذكرها .... □

33.هل تستعين إدارة العلاقات العامة بالخبرات الاستشارية في التخطيط لبرامج وأنشطة العلاقات العامة؟

□ دائماَ □ أحياناَ □ نادراَ

34.ما هي أسباب عدم وضع خطة لأنشطة العلاقات العامة ؟

1. عدم الاستقرار السياسي . □
2. نقص الخبرة . □
3. حداثة نشاط العلاقات العامة في الجامعة. □
4. نقص عدد العاملين. □
5. صعوبة الوصول إلى صانعي القرار . □
6. التغيير المستمر لمديري العلاقات العامة. □
7. أخرى , أرجو ذكرها .... □

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خامساً : ميزانية العلاقات العامة

35.هل هناك ميزانية لدائرة العلاقات العامة ؟

☐ نعم ☐ لا

36.ما هي الأسس التي تؤخذ بالاعتبار في تقدير ميزانية إدارة العلاقات العامة ؟

1. وفقاً لميزانية الجامعة. ☐
2. وفقاً للمصروفات الفعلية في السنوات السابقة. ☐
3. وفقاً للأنشطة المخططة. ☐
4. وفقاً للزيادة المتوقعة في الأنشطة في السنوات القادمة . ☐
5. أخرى , أرجو ذكرها .... ☐

37.ما هي المعوقات التي تواجهه إدارة العلاقات العامة في تحديد المخصصات المالية ؟

1. انخفاض الميزانية العامة للجامعة. ☐
2. تحويل بعض مخصصات إدارة العلاقات العامة إلى نشاطات أخرى. ☐
3. زيادة تكلفة خدمات إدارة العلاقات العامة. ☐
4. أخرى , أرجو ذكرها......... .... ☐

38.إلى أي مدى تغطي المخصصات المالية أنشطة العلاقات العامة ؟

أقل من 25%	25%	50%	75%	100%
1	2	3	4	5

</div>

سادساً : تقييم أنشطة العلاقات العامة

39.هل تقوم إدارة العلاقات العامة بتقييم أنشطتها ؟

□نعم   □ لا   **(إذا كانت الإجابة بلا انتقل للسؤال 41)**

40.هل تتم عملية التقييم؟

□دائماَ   □غالباَ   □أحياناَ   □نادراَ

□أخرى , أرجو ذكرها ....

41.أي من الطرق التالية تستخدمها إدارتكم في تقييم أنشطة العلاقات العامة ؟

1. البحوث الميدانية. □
2. تحليل ما تنشره وسائل الإعلام. □
3. تحليل ومقارنة أنشطة العلاقات العامة بين الأعوام السابقة والحالية. □
4. تحليل الانتقادات والشكاوي. □
5. اجتهاد شخصي. □
6. تحليل التقرير السنوي للجامعة. □
7. أخرى , أرجو ذكرها .... □

42.ما هي الأسباب لعدم تقييم أنشطة العلاقات العامة ؟

1. تكلفة التقييم مادياَ. □
2. قلة الخبرة في أساليب التقييم. □
3. رقص عدد الموظفين في الدائرة. □
4. التقرير السنوي للأداء في الجامعة يكفي. □
5. عمل العلاقات العامة روتيني ولا يحتاج إلى تقييم. □
6. عدم جدوى التقييم من وجهة نظر الإدارة العليا. □
7. أخرى , أرجو ذكرها .... □

43.ما هي المعوقات التي تواجه إدارة العلاقات العامة من وجهة نظركم؟

1. نقص المخصصات المالية للدائرة. □
2. غياب التوصيف الوظيفي في الدائرة. □
3. نقص عدد العاملين في دائرة العلاقات العامة. □
4. نقص المتخصصين والاستشاريين في الدائرة. □
5. عدم الفهم الحقيقي للعلاقات العامة من قبل العاملين فيها . □
6. أخرى , أرجو ذكرها . ... □

44.ما هي اقتراحاتكم لتطوير إدارة العلاقات العامة من وجهة نظركم؟

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شكراً لحسن تعاونكم

مجدي حمدي الخولي
جامعة إكستر
المملكة المتحدة

Appendix 3
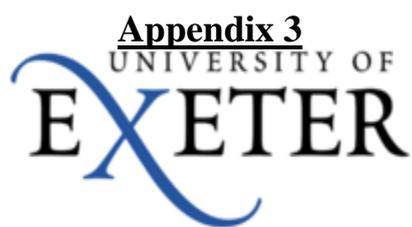
UNIVERSITY OF
EXETER

A) General Information

1- University name ……………………………………

2- Current position…………………………………….

3- Please indicate your highest degree of qualifications.

        1- Undergraduate certificate ☐   2- Diploma certificate   ☐

        3- Bachelor   ☐   4- Master degree   ☐

        5- PhD   ☐

        6- Other (please specify) ……………………………………

B) Public Relations activity

4- What are the activities, which are provided to you by the PR department in the University?

Please tick (√) the appropriate box:

    1. Media activity. ☐

    2. Helping academic/non-academic staff to understand the
University objectives. ☐

    3. Political activities (conduct a seminar or conference). ☐

    4. Recognising attitudes toward the university. ☐

    5. Publicity in public newspapers. ☐

    6. Conducting meetings with University staff. ☐

    7. Holding ceremonies and establishing exhibitions. ☐

    8. Services such as passport reservations. ☐

    9. Social activities (Participation in special activity week). ☐

    10. Other, please specify ………………………………………. ☐

5- Do you think that the Public Relations department provides you with periodical information about the University?

               Yes ☐   No ☐   Go to 8

6- What are the methods by which the PR department provides you with information?
Please tick (√) the appropriate box:

    1. University newspaper. ☐

    2. Notice board. ☐

    3. General distribution of instruction memos. ☐

4. Conducting meetings. □
5. Personal meeting. □
6. Publicity of printed matter. □
7. Conferences. □
8. Other, please specify ………………………………………. □

7- Do you think that the methods shown in question 6, which are used by the Public Relations department, cover all of the information related to the University?

1. Always □
2. Sometimes □
3. Rarely □

8- Does the PR department recognise your opinions towards the different issues within the University?

1. Always □
2. Sometimes □
3. Rarely □

9- What are the methods which the PR department uses to recognize your opinions? Please tick (√) the appropriate answer:

1. Questionnaires. □
2. Periodical meetings. □
3. Personal contact. □
4. Other, please specify. □
………………………………………

10- Have you ever felt cut off from events and activities in the university?

Always□   Sometimes□   Never□

11- Have you ever been surprised by news published about the University in the local media and felt you were the last to know?

Always□   Sometimes□   Never□

12- Do you think the performance of Public Relations in your university is?

1. Excellent   □   2. Very good   □   3. good   □

4. Acceptable □   5. Not acceptable   □

13- Are you satisfied with the performance of Public Relations department in your university?

1. Yes □   2. No   □

C) Unit Attitude

14- In the following table please circle the appropriate number according to your personal opinion:

	Statement	strongly Agree	Agree	Neither	Disagree	strongly Disagree
1.	The concept of the university is not yet clear	5	4	3	2	1
2.	A PR department communicates with all the university staff through different methods of communications.	5	4	3	2	1
3.	A PR department contributes to creating high morale amongst the university staff.	5	4	3	2	1
4.	PR activities achieve touchable positive results.	5	4	3	2	1
5.	A PR department is concerned with communicating information about the university to the external public rather than internal staff.	5	4	3	2	1
6.	A PR department is very important to create good social relations among university staff.	5	4	3	2	1
7.	PR activities can contain political activities.	5	4	3	2	1
8.	A PR department contributes to creating a positive image about the university to the public.	5	4	3	2	1
9.	The strong the relationship with the external the more effective the PR role.	5	4	3	2	1
10.	A PR department organises conferences, seminars & ceremonies in the university.	5	4	3	2	1
11.	A PR department is no less important than other departments in the university.	5	4	3	2	1
12	One of the important duties of a PR department is receiving & introducing new staff to the university.	5	4	3	2	1
13	The role of Public relations is not confined to internal staff.	5	4	3	2	1

15- What do you think the role of Public Relations in the university should be?
Please tick (√) the appropriate answer:

1. Media relations and activity. □
2. Publicity in public newspapers. □
3. Holding ceremonies and establishing exhibitions. □
4. Political activities (conduct a seminar or conference). □
5. Social activities (Participation in special activity week). □
6. Other, please specify ……………………………………. □

16- What recommendations do you have to improve the Public Relations department?

_____

_____

_____

_____

_____

Thank you for your co-operation

بسم الله الرحمن الرحيم

UNIVERSITY OF
EXETER

قائمة استقصاء أعضاء هيئة التدريس والموظفين بالجامعة

يقوم الباحث بإعداد رسالة الدكتوراة بعنوان ممارسة ال علاقات العامة في قطاع التعليم العالي :
دراسة تطبيقية عن الجامعات الفلسطينية.

ولأغراض استكمال الدراسة الميدانية لهذا البحث , يقوم الباحث بإعداد هذا الاستبيان الذي يعد
أحد أدوات جمع المعلومات عن الجانب الميداني للرسالة بهدف التعرف على عمل وممارسة العلاقات
العامة في الجامعات الفلسطينية.

تعتبر مساهمتكم في تعبئة الإستبانة المرفقة إثراءً لهذا البحث بالمعلومات والبيانات التي سوف
تساعد الباحث في الوصول إلى النتائج العلمية المفيدة.

الرجاء عند الإجابة مراعاة الآتي :
– وضع علامة (√) أمام الإجابة المناسبة.
– وضع دائرة حول الرقم المناسب .
– تعبئة الفراغ المطلوب.

آمل من سيادتكم التكرم بتعبئة الإستبانة , علما بأن جميع المعلومات الواردة ستعالج بسرية تامة , وسوف
تستخدم لأغراض البحث فقط .

مع جزيل الشكر والتقدير

مجدي حمدي الخولي
جامعة إكستر
المملكة المتحدة

أولا: معلومات عامة

1 –اسم الجامعة ....

2 –الوظيفة الحالية : ....

3 –المؤهل:

☐التوجيهي   ☐الدبلوم   ☐البكالوريوس   ☐الماجستير   ☐الدكتوراه

☐أخرى, حدد ....

ثانيا :أنشطة العلاقات العامة

4 –ما هي الأنشطة التي تقدمها لك إدارة العلاقات العامة ؟   **(يمكنك اختيار أكثر من إجابة)**

1. النشاط الإعلامي عن الجامعة.

2. المساعدة في فهم أهداف الجامعة وتنظيمها.

3. الأنشطة السياسية من محاضرات ومؤتمرات .

4. التعرف على اتجاهاتكم تجاه الجامعة.

5. النشر في الصحف المحلية.

6. إعداد لقاءات بين منسوبي الجامعة.

7. إقامة المؤتمرات و الحفلات والمعارض.

8. تقديم الخدمات (الجوازات والتأشيرات–الضيافة).

9. المشاركة في الأنشطة الاجتماعية.

10.أخرى , أرجو ذكرها ....

5 –هل تعتقد من وجهة نظرك أن إدارة العلاقات العامة تقوم بإمدادك بالمعلومات عن الجامعة

بصفة دورية ؟

نعم ☐   لا ☐   **(إذا كانت الإجابة بـ"لا" انتقل للسؤال 8)**

6 –ما هي الطرق التي من خلالها تقوم إدارة العلاقات العامة بتزويدكم بالمعلومات؟ **(يمكنك اختيار أكثر من إجابة)**

1. جريدة أخبار الجامعة.

2. مطبوعات حائطية.

3. تعاميم.

4. مقابلة شخصية.

5. مطبوعات داخلية.

6. اجتماعات ومؤتمرات.

7. أخرى ....

7 – هل تعتقد أن الطرق السابقة التي تستخدمها إدارة العلاقات العامة ملائمة لتوفير كافة

المعلومات المتعلقة عن الجامعة؟

□دائما   أحيانا □   □نادرا

8 – هل تتعرف دائرة العلاقات العامة على آرائكم نحو مختلف الموضوعات في الجامعة؟

□دائما   أحيانا □   □نادرا

9 – ما هي الطرق أو الوسائل التي تتعرف من خلالها إدارة العلاقات العامة على آرائكم؟

1. قائمة استقصاء

2. لقاءات دورية.

3. اتصال شخصي.

4. أخرى , أرجو ذكرها ....

10 – هل شعرت يوما بأنك في عزلة عما يدور في الجامعة؟

□دائما   أحيانا □   □نادرا

11 – هل فوجئت بأخبار عن الجامعة في الصحف المحلية وكنت آخر من يعلم عنها ؟

□دائما   أحيانا □   □نادرا

12 – هل تعتقد أن أداء العلاقات العامة في الجامعة بشكل عام هو؟

□ممتاز   جيد جدا □   جيد □   □مقبول

□غير مقبول

13 – هل أنت راض عن أداء العلاقات العامة بجامعتك ؟

نعم □   لا □

ثالثا: اتجاهات نحو مفهوم العلاقات العامةً

14 – أرجو وضع دائرةحول الرقم المناسب وفقاً لرأيكم الشخصي ؟

	موافق تماما	موافق	غير محدد	غير موافق	غير موافق على الاطلاق
1- مفهوم العلاقات العامة غي واضح حتى الآن بالجامعة.	5	4	3	2	1
2- دائرة العلاقات العامة تتصل بجميع منسوبي الجامعة من خلال وسائل الاتصال المختلفة .	5	4	3	2	1
3- تساهم العلاقات في خلق روح إجتماعيةعالية بين العاملين بالجامعة .	5	4	3	2	1
4- تحقق أنشطة العلاقات العامة نتائج إيجابية ملموسة	5	4	3	2	1
5- تهتم إدارة العلاقات العامة بتوصيل المعلومات المتعلقة بجامعتكم بدرجة أكبر للجمهور الخارجي عن العاملين بالجامعة .	5	4	3	2	1
6-تظهر أهمية العلاقات العامة في خلق روابط اجتماعية بين العاملين في الجامعة .	5	4	3	2	1
7- يمكن ان تحتوي أنشطة العلاقات العامة على الأنشطة السياسية .	5	4	3	2	1
8- تساهم العلاقات العامة في خلق صورة جيدة عن الجامعة للجمهور .	5	4	3	2	1
9- دور العلاقات العامة يزداد بقوة روابطة بالمجتمع الخارجي .	5	4	3	2	1
10- تنظم دائرة العلاقات العامة المؤتمرات والمعارض والحفلات .	5	4	3	2	1
11- لا تقل أهمية دائرة العلاقات العامة عن الدوائر الأخرى في الجامعة .	5	4	3	2	1
12- أحد مهام إدارة العلاقات العامة تعريف الموظفين الجدد بالجامعة .	5	4	3	2	1
13- دور العلاقات العامة لا يقتصر على المجتمع الداخلي .	5	4	3	2	1

15) من وجهة نظرك ,ما هو دور العلاقات العامة ينبغي ان يكون ؟
☐ 1- النشاط الإعلامي في الجامعة .
☐ 2- النشر في الصحف .
☐ 3- إقامة المعارض والحفلات .
☐ 4- المساهمة في الأنشطة السياسية (حلقات دراسية أو مؤتمرات).
☐ 5- المشاركة في الأنشطة الإجتماعية .

16) ما هي الإقتراحات التي تود ابدائها لتطوير دورإدارة العلاقات العامة في الجامعة ؟
....
....
....
....
....
....

شكراً لحسن تعاونكم

Appendix 5

INTERVIEW GUIDE

Interview number: …………………………………………

Interviewee's name: …………………………………………

Institution name: …………………………………………..

Date and time: ……………………………………….......

Opening statement:

- **The researcher:**

My name is Majdi Alkhouli.

I am a research student at the University of Exeter/UK.

My home address is Gaza City/Gaza Strip.

- **The purpose of my research:**

The purpose of this research is to explore the practice of Public Relations departments within the Palestinian universities since the establishment of Palestinian national authority.

Specifically, I would like to see if the Palestinian universities after decades of occupation developed and practice Public Relations as well as weather the Palestinian universities anticipated, planned and gradually realized in advance the importance of public relations department.

- **The sample of respondents:**

a) Administrators and senior staff at Palestinian Universities.

b) Officials and senior staff at the ministry of education and higher education.

- **Reason for using telephone interviews:**

-Inability to get into the country

-The deteriorating political situation

-Life risks

-Need to obtain data to finish research

- **Interview confidentially:**

Any information reported on this interview will be treated in confidence, and used for statistical purposes only. I would like to assure you that any information given will not be used for any purpose except this research and only aggregated results will be published.

Interview questions:

1. How does top management in your institution look to the PR department?

2. Explain the development of PR department in your institutions in the last ten years.

3. What is the current organisational structure of the Public Relations department in your institution?

4. How do you view the Public Relations Department within your institution?

5. Describe the relationship with the society: does the PR contribute a positive image of the institution? Please provide an example.

6. Which of the following statements would you agree with and why? (Please select all that apply)

    1- Public Relations in higher education is more tactical than strategic.
    2- Public Relations in higher education is more strategic than tactical.
    3- Public Relations in higher education is more defensive than offensive.
    4- Public Relations in higher education is more offensive than defensive.

7. How would you rate the importance of the Public Relations department in your institution in the last ten years?

8. Do you think that the PR department in your institution is achieving its objectives?

9. Do you believe that the higher education sector is moving towards a Public Relations orientation in similar fashion to how it has moved to a Marketing orientation?

10. From your point of view what are the obstacles that may face PR department?

11. What skills set do you think the Higher Education Public Relations practitioner needs in order to be considered a "Professional"?

12. What recommendations do you have to improve the PR department in your institution?

Appendix 6

السيد/ة .... المحترم/ة

يقوم الباحث بإعداد رسالة الدكتوراة بعنوان ممارسة العلاقات العامة في قطاع التعليم العالي : دراسة تطبيقية عن الجامعات الفلسطينية.

الغرض من هذا البحث هو التعرف على ممارسة العلاقات العامة داخل إدارات الجامعات الفلسطينية منذ قيام السلطة الوطنية الفلسطينية.
على وجه التحديد ، أود معرفة ما اذا كانت الجامعات الفلسطينية بعد عقود من الاحتلال خططت وممارست العلاقات العامة ،بالإضافة إذا ما كانت شاركئت وخططت وأدركت مسبقاً أهمية قسم العلاقات العامة بالجامعة .

ولأغراض استكمال الدراسة الميدانية لهذا البحث , يقوم الباحث بإعداد أسئلة المقابلة و الذي تعد أحد أدوات جمع المعلومات عن الجانب الميداني للرسالة بهدف التعرف على عمل وممارسة العلاقات العامة في الجامعات الفلسطينية.

تعتبر مساهمتكم في الإجابة على الأسئلة المرفقة إثراءً لهذا البحث بالمعلومات والبيانات التي سوف تساعد الباحث في الوصول إلى النتائج العلمية المفيدة.

الرجاء عند الإجابة مراعاة الآتي :
- وضع علامة (√) أمام الإجابة المناسبة.
- تعبئة الفراغ المطلوب.

آمل من سيادتكم التكرم بالإجابة على الأسئلة, علما بأن جميع المعلومات الواردة ستعالج بسرية تامة, وسوف تستخدم لأغراض البحث فقط .

مع جزيل الشكر والتقدير

مجدي حمدي الخولي
جامعة إكستر
المملكة المتحدة

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أسئلة المقابلة

1. نبذة عن تطور دائرة العلاقات العامة في المؤسسة الخاصة بك في السنوات العشر الماضية؟

2. كيف تنظر الإدارة العليا في المؤسسة الخاصة بك إلى دائرة العلاقات العامة؟

3. ما هو الهيكل التنظيمي الحالي لقسم العلاقات العامة في مؤسستكم؟

4. كيف تنظر الى عمل وممارسة العلاقات العامة داخل مؤسستكم؟(هل انت راض أم لا)

5. من وجهة نظرك ,ما هو الدور الذي يجب أن تقوم به العلاقات العامة في مؤسسات التعليم العالي؟(يرجى تقديم مثال على ذلك).

6. أي من الجمل التالية توافق معها ولماذا؟ (يرجى اختيار كل ما ينطبق)

1 – عمل العلاقات العامة في التعليم العالي تكتيكي أكثر منه إستراتيجي. ☐
2 – عمل العلاقات العامة في التعليم العالي إستراتيجي أكثر منه تكتيكي. ☐
3 – عمل العلاقات العامة في التعليم العالي دفاعي أكثر منه هجومي. ☐
4 -- عمل العلاقات العامة في التعليم العالي هجومي أكثر منه دفاعي . ☐

7. كيف تقيم أهمية إدارة العلاقات العامة في مؤسستكم في السنوات العشر الماضية؟

8. هل تعتقد أن دائرة العلاقات العامة في مؤسستكم تحقق أهدافها؟

9. هل تعتقد أن قطاع التعليم العالي يتجه نحو العلاقات العامة في التوجه الصحيح مثلما اتجه نحو التسويق ؟

10. من وجهة نظركم ما هي العقبات التي قد تواجه دائرة العلاقات العامة؟

11. ما رأيك في مجموعة المهارات التي يجب أن يتحلى بها ممارس العلاقات العامة في التعليم العالي من أجل أن يعتبر "مهني"؟

12. ما هي التوصيات التي لديكم لتحسين دائرة العلاقات العامة في مؤسستكم؟

Appendix 7

Cover letter to the Manager of the Public Relations Department

Majdi Alkhouli
Institute of Arab and Islamic studies
School of humanities and social sciences
University of Exeter
Exeter, EX4 4ND
United Kingdom

Dear sir or madam,

I am undertaking research at Exeter University (United Kingdom), for a doctoral degree in public relations practice in Palestinian Universities, under the full supervision of professor Gerd Nonneman (Tel: +4401392269256; email: g.nonneman@exeter.ac.uk). The purpose of this research is to explore the practice of public relations departments within the Palestinian universities since the establishment of Palestinian national authority.

Specifically, I would like to see if the Palestinian Universities after decades of occupation developed and practices public relations, and whether the Palestinian universities anticipated, planned and gradually realized in advance the importance of a public relations department.

I would like to include you as a respondent in my research as you are the top decision-maker in your institution; you have been involved in the field of public relations, therefore I hope you are willing to participate in this research study as well as all the employees in the public relations department by filling out the provided questionnaire. I'll be carrying out the fieldwork necessary for this research in March/April 2009, and I would be very grateful for your invaluable co-operation.

- Confidentiality

Any information reported on this questionnaire will be treated in confidence, and used for statistical purposes only. I would like to assure you that any information given will not be used for any purpose except this research and only aggregated results will be published.

- Further enquiries

If you required assistance in the completion of this questionnaire or have any questions regarding this survey, please contact me on the following numbers:

Majdi Alkhouli:
UK Home No.: 00441392435282
UK mobile No.:00447738711395
Emails: ma295@ex.ac.uk; amajdy2000@yahoo.com

Yours sincerely
Majdi Alkhouli

Appendix 8

بسم الله الرحمن الرحيم

السيد/ة مدير العلاقات العامة   المحترم/ة

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بإعداد رسالة الدكتوراة بعنوان ممارسة العلاقات العامة في قطاع التعليم العالي : دراسة تطبيقية عن الجامعات الفلسطينية".

ولأغراض استكمال الدراسة الميدانية لهذا البحث , يقوم الباحث بإعداد هذا الإستبيان الذي يعد أحد أدوات جمع المعلومات عن الجانب الميداني للرسالة بهدف التعرف على عمل وممارسة العلاقات العامة في الجامعات الفلسطينية.

ولغرض استكمال الدراسه الميدانية لهذا البحث فإنني أحتاج إلى توزيع نوعين من الإستبانه على فئتين في الجامعة :

1- مدير العلاقات العامة والعاملين بدائرة العلاقات العامة (بغض النظر الى عددهم).

2- أعضاء هيئة التدريس والموظفين بالجامعة . (عدد معين منهم , حسب العدد الكلي للموظفين بالجامعة).

كما وآمل من سيادتكم في مساعدتي في الحصول على بعض المعلومات مثل :

ـ أية مطبوعات أو منشورات توثق نشأة وعمل دائرة العلاقات العامة بالجامعة.
ـ الوضع التنظيمي للدائرة (إن أمكن صورة عن الهيكل التنظيمي).

المشكلة الحقيقة هي أنني لا أستطيع أن أدخل الضفة الغربية بحكم انني من سكان مدينة غزة , أعرف بعض الأصدقاءالمقيمين بالضفة الغربية والذين أبدوا استعدادهم لمساعدتي والقدوم إلى جامعتكم الموقرة للحصول على المعلومات المطلوبة .

آمل من سيادتكم التكرم بمساعدتي, علما بأن جميع المعلومات الواردة ستعالج بسرية تامة, وسوف تستخدم لأغراض البحث فقط.

شاكرا لكم حسن تعاونكم

Majdi Alkhouli
Institute of Arab and Islamic studies
School of humanities and social sciences
University of Exeter
Exeter ,EX44 ND
UK

Majdi Alkhouli :
    UK Home No.:   00441392435282
    UK mobile No.: 00447738711395
    E-mail :ma295@exeter.ac.uk / amajdy2000@yahoo.com

Organisational Chart of Al-Azhar University-Gaza

Board of trustees

University Council

President

Director of Public Relations and Media Affairs

Vice President for Administrative Affairs

Vice President for Academic Affairs

Public Relations Department

Assistant Vice President for Administrative Affairs

Department of Continuing Education

Computer Centre

Centre for Analysis of Food

Water studies Centre

Centre for Analysis of Water and Soil

Development Centre

Personnel Department

Finance Department

Department of Purchasing and Materials

Department of Construction and Maintenance

Medical Service

Department of Support Services

Legal Department

Deanship of Graduate Studies and Scientific Research

Deanship of Admission and Registration

Deanship of Student Affairs

Deanship of Libraries

Faculty of Medicine

Faculty of Pharmacy

Faculty of Applied Science

Faculty of Science

Faculty of Agriculture

Faculty of Arts

Faculty of Education

Faculty of Law

Faculty of Economics and Administrative Sciences

Birzeit University Organisational Chart

President Office

- **Vice President for Academic Affaires**
  - Unit of Quality and Excellence
  - Office of Academic Development
  - College of Pharmacy
  - College of Nursing
  - Faculty of Information Technology
  - Faculty of Law and Public Administration
  - Faculty of Arts
  - Faculty of Commerce and Economics
  - Faculty of Science
  - Faculty of Engineering
  - College of Graduate Studies
  - Library
  - Admission Office
  - Deanship of Student Affairs

- **Comptroller General**

- **Public Relations Office**

- **Vice President for Administration and Financial Affaires**
  - Finance Department
  - Human Resources Service
  - Computer Centre
  - Engineering Office
  - University Service

- **Management of Contracts & Research Grants**

- **Resource Development Unit**

- **Planning and Development Office**

- **Vice President for Community Affaires**
  - Virtual Museum
  - Institute of Public Health and Community
  - Abu-Lughod Institute of International Studies
  - Law Institute
  - Institute of Water and Environmental Studies
  - Institute for Women's Studies
  - Centre for Development Information
  - Centre for Continuing Education
  - Centre for the laboratory tests
  - Medical laboratory tests

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Appendix 11

Figure: Organisational Chart of

Public Relations Department in Al-Azhar

University


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                          ┌─────────────────┐
                          │    President     │
                          └────────┬────────┘
                                   │
                          ┌─────────────────┐
                          │ Director of Public│
                          │Relations and Media│
                          │     Affairs      │
                          └────────┬────────┘
                                   │
                          ┌─────────────────┐
                          │   Secretarial    │
                          └────────┬────────┘
                                   │
        ┌──────────────────────────┴──────────────────────────┐
┌─────────────────┐                              ┌─────────────────┐
│Head of Media     │                              │ Head of Public   │
│Affairs Unit      │                              │ Relations Unit   │
└───┬────────┬────┘                              └────┬─────────┬──┘
    │        │                                        │         │
┌───────────┐ ┌───────────────┐        ┌───────────────┐ ┌───────────────┐
│News Unit   │ │Web page Unit,  │        │Inquiries Unit, │ │Protocol Unit:  │
│and         │ │Graphic Design  │        │Correspondence, │ │internal and    │
│Authentication│ │and Production  │        │Mass            │ │external        │
│            │ │of Publications │        │Communication   │ │activities      │
│            │ │                │        │and E-mail      │ │                │
└───────────┘ └───────────────┘        └───────────────┘ └───────────────┘
```

Appendix 12

Organisational Chart of PR department in
Islamic University of Gaza

Vic president for External Relations and Information Technology

Department Manager

Secretary Manager

Head of Foreign Relations "Deputy Manager"

Delegate of Foreign Relations

Protocol Officer and Honours

Honourable Southern Branch

Head of Multimedia

Head of Activities

Head of Media

Technical Editor

Designer

Secretary

Administrative Translation and Internet

Information Officer

Secretary Section

Information officer

Activities Supervisor

Photography Technician

Switchboard Staff

Correspondents

Administrative Activities

Staff Services Hall From Campus Services

Appendix 13

**Organisational Chart of PR Office
in Birzeit University**

```
                    ┌──────────────────────────┐
                    │  University Presidency   │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │ Public Relations Director│
                    └──────────────────────────┘
                                 │
      ┌──────────────────────┐   │
      │      Secretary       │───┤
      └──────────────────────┘   │
                    ┌────────────┴────────────┐
         ┌──────────────────┐      ┌──────────────────┐
         │   Section Head   │      │  Unit Supervisor │
         └──────────────────┘      └──────────────────┘
                   │
      ┌────────────┴────────────┐
┌─────────────────────┐  ┌─────────────────────┐
│ Coordination Section│  │ Information Section  │
│ -Website Coordinator│  │ -Media Coordinator   │
│ -Visitor and        │  │ -Information         │
│  Delegations        │  │  Assistance          │
└─────────────────────┘  └─────────────────────┘
```

Appendix 14

Al-Quds Open University Organisational Chart

President Office

Public Relations Department

Vice president for International Relations

Secretary

Media and Publications

International Relations

Internal Relations

Information

Foreign Cultural Activities

University Activities

Publications

Coordination with vice president office

Relations with the Civil Society

Appendix 15

Models of Evaluation

1. *PII Model of Evaluation (Cutlip, Center & Broom, 1994)*

|	
IMPACT	Social and Cultural Change
	Number who repeat behaviour
	Number who behave as desired
	Number who change attitudes
	Number who change opinions
	Number who learn message content
IMPLEMENTATION	Number who attend to messages and activities
	Number who receive messages and activities
	Number of messages placed and activities implemented
	Number of messages sent to media and activities designed
PREPARATION	Quality of messages and activity *presentation*
	Appropriateness of message and activity *content*
	Adequacy of background *information* base for designing program

2. *PR Effectiveness Yardstick (Lindenmann, 1993).*

LEVEL 3

ADVANCED
Measuring:
Behaviour change
Attitude change
Opinion change

LEVEL 2

INTERMEDIATE
Measuring:
Retention
Comprehension
Awareness
Reception

LEVEL 1

OUTPUT
Measuring:
Target audience reach
Impressions
Media placement

3. *Watson's short term model*

Simple awareness objective → Media relations strategy and tactics → Media analysis / Target response analysis → YES/NO
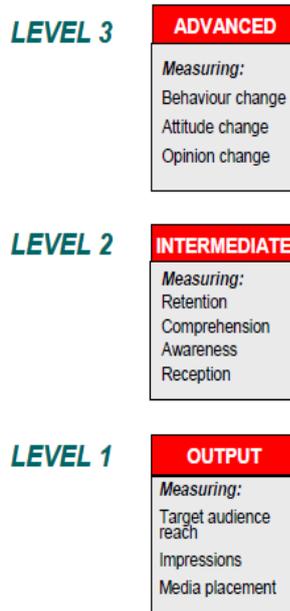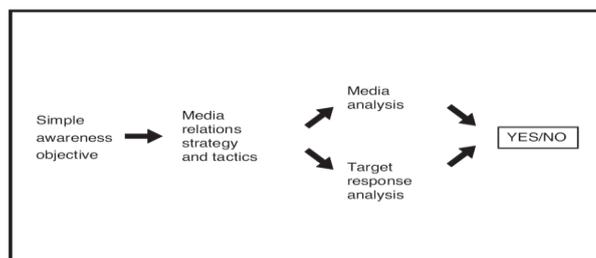
4.   *Continuing Model of Evaluation (Watson, 1997; Noble & Watson, 1999).*
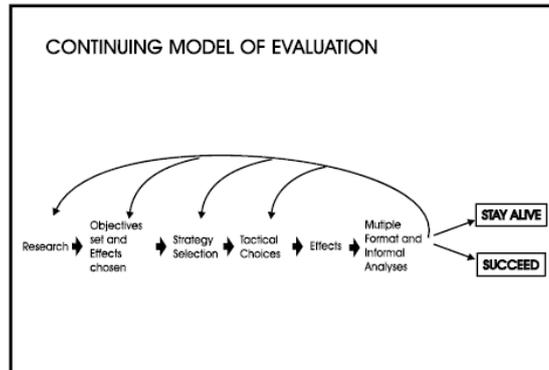
5.   *Unified Evaluation Model* (*Noble & Watson, 1999).*
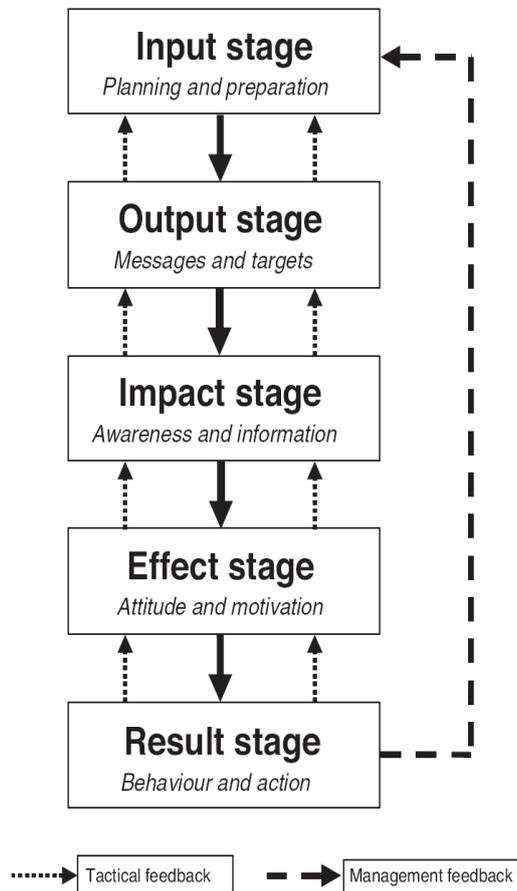
Appendix16

Interviewers Names

- Raed Salha, Director of Public Relations Department in the Islamic University of Gaza, 08/09

- Hussam Iaish, Deputy Director of Public Relations Department, Islamic University of Gaza, 08/2009.

- Numan Elsharif, Director General, Ministry of Education and Higher Education, 08/2009.

- Mohamed Bardaweel, Director of PR Department in Al-Azhar University, 08/2009.

- Hamdi Al-Dalwo, Director of Public Relations Department in the Ministry Education and Higher Education, Gaza Branch, 08/2009.

- Ala Abu Dheer, Former Acting Director of Public Relations Department, An-Najah National University.08/2009. Now he is Coordinator International Youth Exchange Program (Zajel).

- Ahmad Iaish Al-Najar, Public Relations Manager in Ministry of Education and Higher Education (Gaza office).

- Ishaq Radwan As-ameri, Public Relations Manager in the Ministry of Education (Nablus office).

- Amani Altmam, Deputy PR Manager in the Ministry of Education (Nablus office).

- Suhail Sultan, Director of Public Relations Department in Palestine Polytechnic University Hebron.