

PUBLIC RELATIONS ACTIVITIES AT  
TWO SAUDI ARABIAN UNIVERSITIES

Thesis for the Degree of Ph. D.  
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HAMOUD ABDULAZIZ AL-BADR  
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This is to certify that the  
thesis entitled

PUBLIC RELATIONS ACTIVITIES  
AT TWO SAUDI ARABIAN UNIVERSITIES

presented by

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has been accepted towards fulfillment  
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ABSTRACT

PUBLIC RELATIONS ACTIVITIES  
AT TWO SAUDI ARABIAN  
UNIVERSITIES

By

Hamoud Abdulaziz Al-Badr

The purpose of this study was to determine the importance of public relations activities to colleges and universities, especially in developing countries. It was hypothesized that the attitude of the university public; students, instructors, and the citizens around it, would be more favorable toward a university having programmed public relations activities than another university not having public relations department.

Two major Saudi Arabian universities were chosen for the study. They are, the University of Riyadh which did not have an organized public relations department and the University of King Abdulaziz which did have an organized public relations department at the time of the study.

A questionnaire was developed by the investigator with the assistance of the Office of Research Consultation and was administered in the two universities. This

questionnaire was intended to determine the subjects' opinions in regard to:

- (1) Their awareness of the universities' objectives, operations, and accomplishments (awareness).
- (2) The degree of their participation in the universities' extra activities and their willingness to contribute to the university's needs (participation).
- (3) Their satisfaction with the universities' efforts in the area of information and public relations (satisfaction).

A random sample of twenty students, twenty instructors, and twenty laymen has been chosen from each university to make up for 120 from both. The same instructors in each university were required to answer the same instrument twice: the first to measure their actual attitude toward their universities at the time of this study, and the second to answer after reading a folder of accumulated newspaper clippings on their own universities in the period preceding the establishment of the public relations department at the University of King Abdulaziz. This was intended to see whether the difference (if any) between the two universities was a product of factors other than the public relations activities. The total sample after including the instructors reading the clippings amounted to 172 subjects in the two universities.

Four null hypotheses were formulated to be tested by analysis of variance, one for each of the three sub-scales in the measure. These hypotheses were:

Hypothesis I:

There will be no overall difference between the two universities.

Hypothesis II:

There will be no difference between the groups of people in the two universities.

Hypothesis III:

There will be no interaction between the two universities and sub-scales.

Hypothesis IV:

There will be no interaction between the two universities with groups of people and sub-scales.

The .05 level of statistical significance was established as the minimum for accepting mean differences as significant.

Results

The statistical analysis has led to the rejection of two hypotheses, II and IV, and the failure to reject the other two, I and III. Thus, it was found that there were no overall differences between the two universities as a result of the public relations activities. However, there were major differences between the groups of the

people in the sample in regard to their opinion toward their universities. The data showed significant interaction between the two universities and groups of people in two of the three sub-scales: awareness and satisfaction. The data also revealed an interaction between the two universities and the groups of people in the sub-scale, participation. As supplementary data, a ten-item questionnaire was sent to five reporters in each city in where the two universities are located. This was intended to determine their opinion in regard to the universities' cooperation with the press and their willingness to cooperate with the universities.

Although the data did not contribute to the rejection of all the null hypotheses, it can be concluded that the university public (faculty members, students, and others) and the general public in the surrounding area of the institution which had a public relations program indicated a more favorable attitude toward the university than those in the other university without such a program.



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Hamoud Abdulaziz Al-Badr

A THESIS

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Just as the pleased eye fails to observe the  
shortcomings (of the favored)  
So does the displeased eye tend to reveal his  
failings

--An Old Arab Poet

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## CHAPTER I

### INTRODUCTION

#### The Problem

The charge is often made that a communication gap exists between a university and the public it serves. This leads to misunderstandings about the institution's objectives and the way it functions. Some institutions have formal and rather highly organized public relations programs (PR). Other institutions have been satisfied with a very informal PR program. The problem to which this study addresses itself is to ascertain whether it is more beneficial for an institution of higher education to have an active department of public relations to create mutual understanding between the university and its public, and to communicate to them the institution's objectives and operation clearly and effectively.

#### The Need for PR in Higher Education

It is reasonable to assume that an institution of higher education must have good relations with its public to continue to receive support. To obtain that, the institution should take the initiative to explain itself



to the community at large. In the twentieth century, the need for PR is more pressing than ever before. It has emerged as a modern function of administration.

Public relations has been defined by Canfield as "the continuing process by which management endeavors to obtain the good will and understanding of its customers, its employees, and the public at large; inwardly, through self analysis and correction, outwardly through all means of expression."<sup>1</sup>

Messener advised those who are involved in school management by saying "Don't let the public wonder. Tell them the truth as you see it and make sure it is the truth as you see it."<sup>2</sup> An editorial in College Management contends that

. . . higher education is fast losing public support. Effective PR is essential to reversing this trend. It can't be done unless top management is made aware of the need and also understands what is involved in professional PR.<sup>3</sup>

The need for public relations programs in colleges and universities is persistent. Since no institution exists in a vacuum, interaction between the institution

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<sup>1</sup>Bertrand Canfield, Public Relations Principles and Problem (Homewood, Ill.: Richard Irion, Inc., 1954 p. 9.

<sup>2</sup>Frances Messner, "Informing the Public," Michigan Educational Journal, XLIV (May 1, 1967), 29.

<sup>3</sup>"Information Please," College Management, V (May, 1970), 11.

and its environment is imminent. Interaction takes the form of perceiving an action or message and then responding to it.

The job of public relations is to endeavor to create better understanding by interpreting the institution to its environment and explaining institutional actions to the public. Another responsibility of public relations is to produce a favorable response from the public. This can be enhanced by telling the "real" story of institutional objectives and accomplishments.

According to Peavey,

. . . education today needs improved methods of interpreting the educational institution to its many publics and to interpret these same publics to the institution. For these reasons public relations in higher education is an important segment of academic administration.<sup>4</sup>

Tipton contends that colleges and universities, "especially tax supported public institutions, have an obligation to keep the public informed of activities, problems and objectives."<sup>5</sup>

Thus, a favorable or unfavorable attitude towards a college or university is, at least in part, the product

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<sup>4</sup>Marion Peavey, "A Study of Public Relations as Practiced by Six Colleges and Universities in South Carolina" (unpublished M.A. thesis, University of South Carolina, 1967).

<sup>5</sup>Leonard Tipton, "Public Information Programs of Five Oklahoma Colleges" (unpublished M.A. thesis, University of Oklahoma, 1966).

of understanding or misunderstanding of communication. Good, clear communication should contribute to the satisfaction and support of the public. Lack of communication may produce turmoil and even lead to hostility.

#### The Value of the Study

In the United States and in most of the Western countries, institutions of higher education have acknowledged the persistent need for public relations programs by establishing departments or other appropriate activities with the goal of informing the public of institutional goals and accomplishments.

The growth and expansion of the American College Public Relations Association and the fast-increasing membership in the organization is a good indication of the value American colleges and universities place on obtaining good relations with the public. The ACPRA was inaugurated with only twenty-five member institutions in 1917. By 1965 membership exceeded the 1,000 mark.<sup>6</sup>

In the developing countries not enough attention has been made toward establishing means by which a college or a university can obtain the public understanding and good will. In Saudi Arabia, the situation is no

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<sup>6</sup>Peter Ellis, "A Study of the Directors of Public Relation at Selected Michigan Private Colleges" (unpublished Ed.D. dissertation, Michigan State University, 1968).

exception. Two major universities and several colleges are operating in the country and only one has a department for public relations.

By comparing the efforts of the two major universities in the country of Saudi Arabia, efforts to communicate with the public will determine:

- (1) The value of programmed public relations activities in colleges and universities in developing countries such as Saudi Arabia;
- (2) The potential benefit of such activities from efforts to explain the university to the public and the public to the university for the aim of maintaining good relations and mutual understanding.

#### The Purpose of the Study

The purpose of this study is to investigate the effectiveness of programmed public relations activities at two Saudi Arabian universities: King Abdulaziz University which has a PR department and the University of Riyadh which does not.

The specific objectives of the study are as follows:

- (1) To determine the effectiveness of public relations programs in regard to favorable or unfavorable attitudes of laymen toward a university;

- (2) To determine the effectiveness of PR programs in terms of favorable or unfavorable attitudes of students toward a university;
- (3) To determine the effectiveness of public relations programs in terms of favorable or unfavorable attitudes of faculty toward a university;
- (4) To determine the perceived role of PR as an administrative function in colleges and universities;
- (5) To deduce from one and two above general observations about the need for public relations in colleges and universities especially in developing countries.

#### The Hypothesis

The general hypothesis to be tested is: the attitudes of faculty, students, and laymen toward a university having an active department of public relations are more favorable than another university not having a PR department. Subsequently this hypothesis will be re-stated in terms of four sub-hypotheses for more specific treatment and analysis.

#### The Supportive Research

Although there were a number of articles in the literature, there were relatively few books which deal with public relations in higher education. Some of the articles are concerned primarily with surveying the

market to determine the nature and extent of public relations practices. Some describe the different types of PR programs in higher education. Others are dealing with PR problems, per se.

Warren has cited the President of Seattle Community College in saying: "Seattle Community College could not long remain a truly comprehensive institution without the increasing efforts of an experienced and energetic public relations department."<sup>7</sup>

Smith has cited Spalding who states that a . . . problem in addition to internal structure, decision making, maintenance of integrity and agreement on purposes, is the interpretation of the institution to the public or publics. . . . But it is clear that institutions must be understood and appreciated by their neighbors and those who support them.<sup>8</sup>

Schoenfeld has been cited by Gibson as believing that PR in the proper sense of the term is primarily a matter of institutional conduct and only secondarily a matter of publicity.<sup>9</sup> Thus, he asserts that improved PR is needed as never before to continue to merit and receive adequate support.

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<sup>7</sup>James Warren, "Comprehensiveness May Depend on Public Relations," Junior College Journal, XXXVIII (April, 1968).

<sup>8</sup>Kerry Smith, Current Issues in Higher Education (Washington, D.C.: NEA, 1963).

<sup>9</sup>Raymond Gibsen, The Challenge of Leadership in Higher Education (Dubuque, Iowa: Brown & Co., 1964).



Brandon states that there "is growing awareness among educational leaders that understanding is essential in democracy where much depends upon uninformed citizenry and that such understanding is achieved partially through a well-conceived program of public relations and publicity."<sup>10</sup>

Ellis has quoted the Association of Governing Boards of State Universities and Allied Institutions "as favoring increased emphasis on public relations and public information programs for higher education to the end that the public may be fully and properly informed on the objectives, programs and accomplishments of higher education institution."<sup>11</sup>

Ellis also quoted Chase, the President of Communications Counselors, Incorporated as stating that

It is possible that in no other area of fund expenditure is so much being spent and so uncertainly and with so little precise and objective validation of results. Yet the target-social and economic approval through successful idea communication is important enough to justify even larger investments.<sup>12</sup>

Crawford has listed three ingredients for a sound public relations program: (1) Knowledge of the institution

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<sup>10</sup>Arthur Brandon "Public Relation for Higher Education," College Public Relation Quarterly, VII, No. 2 (1956), 21.

<sup>11</sup>Ellis, op. cit., p. 5.

<sup>12</sup>Ibid., p. 5.

and its public. Such knowledge has to be timely, complete, and accurate. (2) Senseful judgement based on the knowledge of the use of the available alternative. (3) Skilled communications which interpret the actions to the public and sub-public according to the context of each public's particular interests and concerns.<sup>13</sup>

Michigan State University's Department of Information Services has stated its major objectives as to:

- (1) Present an accurate image of Michigan State University and its outstanding educational programs to the public;
- (2) Prepare and distribute informational materials that create a better understanding of the problems of higher education;
- (3) Project the education resources of Michigan State University to the people of Michigan to aid them in daily living problems.<sup>14</sup>

Maienknecht has cited Fine who had conducted a study by means of sending questionnaires to all college and university presidents and publicity directors in the United States. He found that PR was ranked as extremely

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<sup>13</sup>Rowane Crowford, "A Missed Bit?" Journal of College Placement, XXVI (February, March, 1965), 40.

<sup>14</sup>Department of Information Services, Michigan State University.

important to them. He also ranked the following objectives according to their importance stated by the respondents: (1) to create good will for the college; (2) to interpret the college's place in the community; (3) to add to the reputation of the college; (4) to bring out the advantage of their own college; (5) to bring more students; and (6) to raise money for endowments and buildings.<sup>15</sup>

Heath was cited by Maienknecht (1955) as arranging the five most important objectives of PR in higher education as: (1) building good will for the institution; (2) adding to the school's reputation so that its scope of influence may be broadened; (3) gaining public support in order to receive adequate funds; (4) drawing outstanding students; and (5) acquainting the public with new educational trends.<sup>16</sup>

To assert the importance of PR, Steinberg commenting on what happened in Berkley and Yale states that:

. . . what was significant about both of these events was the lack of any coordinated effort either to inform or to influence public opinion. Although, both universities have sizable public information

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<sup>15</sup>Gil Maienknecht, "Objectives in Public Relations," College Public Relations Quarterly, VI (April, 1955), 37.

<sup>16</sup>Ibid., p. 37.

departments, an acute public relations problem found no voice which spoke with authority for administration, faculty or students.<sup>17</sup>

In a study conducted on 272 colleges and universities in the United States, Rowland found that

. . . half of the reporting schools who participated in this study cite interpretation of the institution to its public as the basis of its educational public relations philosophy. . . . The highest rated objective for public relations based on the number of institutions who subscribe to it, is building and holding goodwill for the institution.<sup>18</sup>

#### Methodology

Based on the hypothesis stated above, a survey will be conducted of the public opinion of the University of Riyadh which has not yet established public relations programmed activities and the King Abdulaziz University which has established already such a program.

This study will be based on several resources:

1. The pertinent literature will be reviewed to obtain a background of the value and importance of public relations in colleges and universities and the importance of interpreting the institution to its public. What are the advantages

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<sup>17</sup>Charles Steinberg, "Public Relations on the Campus," Journal of Higher Education, XL (March, 1969), 129.

<sup>18</sup>A. Rowland, "A Study of Three Selected Factors in the Public Relations Programs of Colleges and Universities in the United States" (unpublished Ed.D. dissertation, Michigan State University, 1955).

and problems of this phase of management? Literature will also be used to obtain an overview background of the Saudi educational system with some emphasis on higher education.

2. Pre-study based on what was written about the two universities in the local newspaper in a period of six months, October 1, 1967, to March 30, 1968 right before the King Abdulaziz University established its public relations department. A folder is being built for each university and will be given to a sample of twenty teachers of each university, the same persons who answered the post-test.
3. A questionnaire which was developed and sent to each university to be answered by a sample of twenty teachers, twenty students, and twenty laymen.
4. Recommendations for the use of public relations activities to inform the publics and sub-publics of a university about its objectives and accomplishments. These recommendations are made according to the outcome of the data as well as the pertinent literature.

Definition of Terms

For the purpose of this study, the following definitions are to explain the terms used:

PR.--is accepted abbreviation of the term Public Relations which is interpreted as the "sum total of all the impression made by the institution itself and the various persons connected with it."<sup>19</sup>

Student.--is the person who is attending the university, at the time of the study, for the purpose of systematic learning based on the conventional way of teaching and accepted by that university in a program leading to a degree.

Faculty member.--teacher, instructor, interchangeable to indicate the person who conducts teaching in that university as his profession regardless of the load of teaching.

Layman.--any person in the city in which the university is located who knows how to read and write; on the condition that he is not affiliated with the university by any means of job, teaching, studying, and the like.

Faculties.--is a term used in Saudi Arabia as in some other countries to indicate colleges.

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<sup>19</sup>W. E. Reck, Public Relations: A Program for Colleges and Universities (New York: Harper & Bros., 1946), p. 8.

### Types of Source Material

The researcher employs various types of materials.

These are:

- (1) Books, articles, periodicals relating to the topic under study;
- (2) Data compiled from the questionnaires;
- (3) The teachers' evaluation of the newspaper clipping in the period selected for the pre-test.
- (4) The personal observation and experimental background of the author.

### Selection of Population

One hundred sixty persons were selected as the population for this study. These persons were selected on an equal basis from two Saudi Arabian Universities: the University of Riyadh and King Abdulaziz University at Jeddah. From each university a random sample of twenty faculty-members will be made. Each instructor in the sampling will answer the questionnaires twice; first, to measure his actual feeling about his university's public relations efforts; secondly, to measure the public's feeling on the basis of reading the newspapers' clippings.

From each university a sample of twenty students will be selected randomly to measure their feeling about the university and its PR efforts.

From the social setting of each city in which university lies a sample of twenty laymen will be selected randomly to measure their feeling about that university and its PR efforts.

#### Development of Questionnaires

The outcome of the questionnaire answered by faculty, students, and laymen as well as the outcome of the pre-test will represent the main source of information of this study.

The instrument being utilized in the study is a questionnaire created through:

- (1) Surveying the literature dealing with the role of public relations in higher education;
- (2) Utilizing the extensive help of the Office of Research Consultation at the College of Education, M.S.U.;
- (3) Circulating the completed questionnaire to the members of the Office of Research Consultation for evaluation. A feedback of five out of eight was received and the questionnaire was re-written as the result of the feedback.
- (4) The questionnaire was translated from English into Arabic by the author with the help of Dr. Mohammad El-Mulhim, an instructor at the Faculty of Commerce, the University of Riyadh.



- (5) A test was made by giving the questionnaire to eight persons: one layman, four high-school students, two college students, and one college instructor to determine its reliability and understandability;
- (6) Finally, the Arabic version was given to Professor Fawzi Najjar, who is considered by the author as having an excellent background in both Arabic and English and who serves as member of the author's guidance committee.

#### The Measurement Scale

The measurement scale is designed to test the feeling of the Subjects (S's) toward understanding the functions and operations of the universities studied.

Three sub-scales are:

- (1) The S's awareness of the university as a whole and its operations and functions as well as the awareness of its PR programs;
- (2) The degree of participation of the S's in the university's cultural and social activities and the willingness of the S's to contribute to the university's needs;
- (3) To test the public's satisfaction with the university's efforts to inform and influence the public opinion.

After receiving the data, it will be analyzed and the consensus between the groups will be tested by way of the analysis of variance. The level of significance of .05 will be considered as satisfactory.

The analysis may provide information leading to answer the following null hypotheses which have been generated from the previously stated general hypothesis:

Hypothesis I:

There will be no difference between the two universities as a result of PR activities.

Hypothesis II:

There will be no interaction of the universities with the type of person.

Hypothesis III:

There will be no interaction of universities with sub-scales.

Hypothesis IV:

There will be no interaction of universities, type of person and sub-scales.

Reporting of the Data

The findings of the study are reported in six chapters as follows: Chapter I, Introduction, which includes statement of the problems, the need for PR in higher education, the value of the study, the purpose of the study, the hypothesis, the definition of terms used, methodology, type of source material, selection

of population, and development of questionnaire; Chapter II, Review of literature to provide some information about the Saudi Arabian education with some emphasis on higher education; Chapter III, Review of the pertinent literature to determine the value of PR in higher education, some of the advantages and problems facing colleges and universities public relations; Chapter IV, Design of the study which serves as the map of the operation. In this chapter the author describes the sample operational measures, testable hypotheses design, and analysis; Chapter V, Findings from the data and discussing the results; Chapter VI, Conclusion and recommendation. In this chapter the author presents his conclusion as a result of the outcome of data presented in the previous chapter. Recommendations for further study are included in this chapter.



## CHAPTER II

### THE SAUDI ARABIAN CULTURE AND EDUCATION

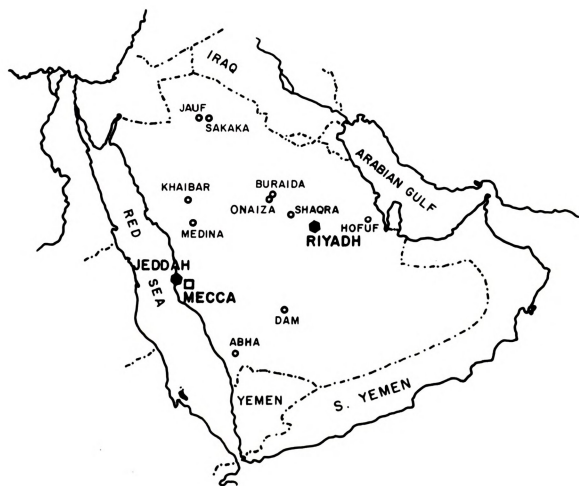
Since this research deals mainly with Saudi Arabian higher education, it is worthwhile giving some basic information about the country to acquaint the Western reader, who may not know much about it, with the basic historical events, the cultural background, and the educational system.

Saudi Arabia lies in the southwest corner of Asia. It occupies about four-fifths of the Arabian Peninsula. Saudi Arabia is bordered by Jordan, Iraq, and Kuwait on the north; the Arabian Gulf on the east; Oman, Mosqat, and the Yemen on the south; and by the Red Sea on the west.<sup>1</sup> (See map next page.)

Saudi Arabia is 870,000 square miles, as indicated by the government, and the population is estimated

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<sup>1</sup>Hamoud Badr, *et al.*, "Educational Planning in Saudi Arabia" (unpublished seminar paper, 1970), p. 1.



Map of Saudi Arabia. The cities, where the two universities are located, are octagonal shaped.

at a figure somewhat between 3.5 and 7.7 million.<sup>2</sup> This is because of the fact that there is no exact census. However, the government is working on population census within the four coming years according to the Royal Decree No. M-13 1971.<sup>3</sup>

Saudi Arabia took its recent form and name in 1932 when King Abdulaziz Al-Saud, who had unified the country seven years earlier, issued a royal decree renaming the country, "The Kingdom of Saudi Arabia."<sup>4</sup>

Saudi Arabia is a great sandy desert. Winds are extremely harsh during the spring and early summer months, resulting in eroding windswept plains alternating with rolling sand dunes. Plant life is very sparse. The country is distinguished by its barrenness. One of the most desolate and driest places in the world is Saudi Arabia's famous Rub'alkhali or "the empty quarter."<sup>5</sup>

Economic resources are varied from agricultural products, mineral products, handicrafts, and petroleum with the latter counting for 85 per cent of the national

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<sup>2</sup>N. Walpole, et al., Area Handbook of Saudi Arabia (Washington, D.C.: Government Printing Office, 1971), pp. v, 9.

<sup>3</sup>Elmiyah, A monthly publication, Beirut, The Saudi Arabian Educational Mission, V (September, 1971), 9.

<sup>4</sup>G. DeGaury, Faisal (London: Arther Parker Ltd., 1966), p. 50.

<sup>5</sup>Mitchel Owens, "A Health Text for the 5th and 6th Grades in Saudi Arabian Government Schools" (unpublished Ed.D. dissertation, Columbia University, 1962), p. 1.

income. In the ten years preceding 1970, the Saudi economy has shown a steady growth of 8.5 per cent annually. In 1963 the gross national product (GNP) was U.S.\$1,629.5 million and in 1968 it reached \$2,619.1 million. The rate of growth in the GNP was 11 per cent annually.<sup>6</sup> The most recent information indicates that the GNP has doubled in seven years, from seven billion Saudi riyals in 1963 to fourteen billion in 1970<sup>7</sup> (\$1 was 4.5 S. riyals, now \$1 = 4.15 S. riyals).

The Saudi Arabian economy has been marked by a balanced budget for the last decade and the government income was showing steady increase except in 1968-1969 because of the effects of the Arab-Israeli war in 1967 and its aftermath consequences.<sup>8</sup>

According to A. Ali, before the

. . . mining industry dominated the economy of the country, its then poor economy had been dependent on agriculture and pasturage, income from pilgrimage, and other minor resources such as fishing and pearl diving. Until now the majority of the population has earned its living from agriculture but these resources do not pay for all their cost of living.<sup>9</sup>

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<sup>6</sup>Badr, et al., op. cit., p. 2.

<sup>7</sup>Al-Riyadh, a daily newspaper, Riyadh, Saudi Arabia, Dec. 18, 1971, p. 1.

<sup>8</sup>Walpole, et al., op. cit., p. xxx.

<sup>9</sup>Ahmed Ali, "The Systems of Financial Administration in Saudi Arabia and New York State" (unpublished Ph.D. dissertation, The University of New York, 1968), pp. 9-10.



The Saudi economic system is based on free enterprise, thus everybody is entitled to the ownership of anything short of the national resources such as the mineral mines and the oil wells which should be owned and operated by the government.

The people of Saudi Arabia form a relatively homogeneous group, sharing similar physical features, a common language, culture, and values and a common religion, Islam. They are proud of two major features: Arabic language and Islam.<sup>10</sup> There are some minority groups mainly in the holy cities of Mecca, Madina, and coastal cities such as Jeddah and Dammam (see the map). Due to the lack of exact census, the size of the minority groups is not known, but it is safe to say that they are small in number and come from the Islamic countries, mainly from Africa and Asia.<sup>11</sup>

Saudi Arabia's population is dominated by tribal relations.

The dominated relationships in Saudi Arabian society are personal. Allegiance to Islam, loyalty to the family (defined in terms of a group of male kin), and loyalty to the tribe are the strongest bonds felt by most Saudi Arabians. Although sedentarization and detribalization have been proceeding

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<sup>10</sup>Walpole, *et al.*, *op. cit.*, p. 47.

<sup>11</sup>Hamoud Badr, "Modernization Process in Saudi Arabia" (unpublished seminar paper, 1967), p. 4.

with the encouragement of the government, the tribal structure is still intact among the nomads and in many of the settled communities.<sup>12</sup>

Again, the lack of exact figures will not permit finding statistics on what percentage of the population are still nomads and what percentage are urban dwellers. Nor can we say for sure what percentage of the population are working in agriculture. But, according to Walpole, as late as 1970 "social and ethnic relations were largely unchanged. During the late 1960s the kingdom, nevertheless, had realized significant progress in education, communications, and welfare, which collectively carry a significant potential for change."<sup>13</sup>

Perhaps giving some figures of the budgetary allocations would give some indicators for the great potentiality of change. Table 1 shows a comparison of the budget in the years between 1961-62 and that of 1971-72.

Illiteracy was a major problem facing Saudi Arabia because of the Bedouin who wander in the desert. However, the government has started extensive plans to raise literacy from almost 0 per cent in 1952 when the campaign was started. Again the lack of accurate census does not permit us to indicate the exact percentage of

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<sup>12</sup>George Lipsky, Saudi Arabia, Its People, Its Society, Its Culture (New Haven: HRAF, 1959), p. 2.

<sup>13</sup>Walpole, et al., op. cit., p. ix.



TABLE 1. The state budget in ten years compared with the education budget in millions of Saudi Riyals (U.S. \$1 = 4.50 Saudi riyals before the devaluation, now it is 1 = 4.15).

Georgian/ year	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Corre- sponding Hijri	1381-82	1382-83	1383-84	1384-85	1385-86	1386-87	1387-88	1388-89	1389-90	1390-91	1391-92
State/ Budget	2166.	2492.2	2686.	3112.	3961	5025	4937	5535.5	5966	6380	10,782
Educa- tional Budget	183.09	276.45	354.57	410.43	523.97	553.97	527.40	601.94	600.23	664.65	1,277
Percentage	8.5	11.3	13.2	13.2	13.9	11.0	10.7	10.8	10.1	10.4	11.8

Source: Saudi Arabian Educational Mission, Beirut, Elmiyah, Vol. 4, No. 11 (October, 1970); and Vol. 5, No. 11 (October, 1971).

literacy in the country. There are conflicting estimates but the writer leans to the figure 20 per cent.<sup>14</sup> However, the reader has to be cautious in dealing with these estimates because of the fact that exact statistics on population segments are not available yet. However, "in 1965 the Ministry of Education was engaged in a widespread literacy campaign aimed primarily at townsmen."<sup>15</sup>

In 1967 the Ministry has expanded the campaign by sending summer caravans to the places where Bedouin gather. In these summer campaigns, the Ministry people stay with the Bedouin all summer and conduct formal and informal classes to combat illiteracy among them.<sup>16</sup>

The Educational System in  
Saudi Arabia

The educational system in Saudi Arabia is a mixture of French and English influence. Since Saudi Arabia is relatively a new nation, unified only in 1925, it was opened to influence from Egypt which has an English-influenced system. Another influence came from other

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<sup>14</sup> Ibid., p. 102.

<sup>15</sup> Ibid.

<sup>16</sup> Ministry of Education, Summary of the Educational Development in Saudi Arabia in Ten Years, Riyadh, 1970, p. 137; Al-Riyadh has indicated in the issue dated January 3, 1972, that the Ministry of Education has drawn plans to abolish illiteracy completely within twenty years.

neighboring countries such as Syria and Lebanon which have French-influenced systems.

According to H. Snyder:

The Ministry of Education and the Kingdom-wide school system are staffed primarily, in the important positions at least, with relatively young Saudi Arabs who have had their early education in the traditional Koranic schools of the country and most of their secondary and higher education in Egypt. They returned to Saudi Arabia full of ambition and educational ideas. Naturally the ideas stemmed from Egyptian educational philosophy and procedure which, at the time, reflected French philosophy of education primarily for the elite. British educational influence was, however, becoming increasingly felt, particularly in vocational training. The British-Egyptian answer to the need for craftsmen, clerks, and technicians was to organize a discrete, independent system of trade and vocational schools, operating alongside, but with little relationship to, the academic schools. This became the pattern in Saudi Arabia, as in most countries of the Middle East.<sup>17</sup>

The Saudi system includes kindergarten, six years of elementary education, three years of intermediate education, and three years of secondary education. Education is supplied free of charge by the government. All the subjects in the whole system are highly prescribed thus providing no room for the student to elect among courses.

The Saudi educational system is not controlled by a single agency although centralization is one of the main features of the government system. "It is paradoxical that in a country where governmental functions tend

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<sup>17</sup>H. R. Snyder, "Community College Education for Saudi Arabia" (unpublished Ed.D. dissertation, Columbia University, 1963), pp. 23-24.

to be highly centralized, control of some educational functions should be split between several agencies."<sup>18</sup>

The Ministry of Education is in control of boys' schools, illiteracy-combating schools, the special schools for the handicapped, and vocational schools. This, of course, includes the agricultural schools, the industrial schools, and the trade schools, as well as the modern intermediate schools which have a mixed curriculum of academic and vocational courses.<sup>19</sup>

The General Directorate of Girls' Schools controls all the schools for female students except those of the handicapped female students which are under the control of the Ministry of Education. This directorate operates the female schools at all levels including the College of Girl Education in Riyadh. Teacher training schools for girls are also operated by the directorate.

The General Directorate for Theological Institutes and Colleges operates its school system which is concerned mainly with religious and Arabic studies. This school system starts from the seventh grade and extends to the college level. This directorate operates two colleges: the Shari'a College and the Arabic Language College. In

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<sup>18</sup>Ibid., p. 23.

<sup>19</sup>UNESCO, International Yearbook of Education, XXX (1968), p. 416.

the graduate level the directorate operates a master level institute, the Higher Institute for Judicial Studies (Ma'had Al-Kadha E-A'li) (some refer to this school system as the Religious Schools).

The Ministry of Labor and Social Affairs operates the vocational training centers which are completely vocationally oriented centers. The Ministry of Education, however, operates the Royal Higher Institute of Technology in Riyadh which has a dual function; it has short period vocational training and long-term technological studies.

These are by no means the only bodies that operate separate schools and institutes in Saudi Arabia. They are only the major ones. The Ministry of Defense and the Ministry of Interior operate their own specialized schools. Fortunately, there is a coordinating body that looks after their policies and programs. That body is called the Supreme Educational Council.<sup>20</sup> Almost every educational authority of those listed above is represented in one way or another in that council. This council is the authority to set up policies and approve curricula for every school system.

The growth and expansion of education in the last decade can be described as remarkable. As Table 2 indicates, there is a vast growth and expansion in

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<sup>20</sup>Walpole, et al., op. cit., p. 93.



TABLE 2.--Numbers of schools, teachers, and students in the Saudi educational system excluding higher education, 1970-1971.

Stages	Teachers			Students			Schools			
	Female	Male	Total	Girls	Boys	Total	Coed	Girls	Boys	Total
Kindergarten	184	1	185	2,105	3,589	5,694	31	--	12	43
Elementary	4,716	12,719	17,435	132,277	290,467	422,744	--	390	1,487	1,877
Intermediate	348	2,995	3,343	8,645	50,010	58,655	--	27	288	315
Secondary	21	629	650	1,856	14,180	16,036	--	6	46	52
Teacher Training	417	430	847	6,996	6,691	13,687	--	38	17	55
Technical Education	--	224	224	--	848	848	--	--	5	5
Special Education	36	214	250	109	1,148	1,257	1	1	8	10
Evening Schools	--	--	XXX <sup>a</sup>	--	19,088	19,088	--	--	148	148
Adult Education	--	--	XXX <sup>a</sup>	--	42,677	42,677	--	--	609	609
Total	5,722	17,212	22,934	151,988	428,698	580,686	32	462	2,620	3,114

<sup>a</sup>Day school teachers.

enrollment, in the number of schools, and in teacher training, as well as in schools opened every year.

Table 3 shows the budgetary allocations for the various educational facilities. That includes all the educational institutions in the country as a whole excluding the vocational centers operated by the Ministry of Labor and Social Affairs.

Space does not permit lengthy details, but it seems that a glance at each of the educational stages would be appropriate. As stated in Article 8, "Opportunities of development are available to the student to participate in the growth of the community in which he lives, consequently, to profit himself from this growth in which he took part."<sup>21</sup>

Article 10 indicates that the "search for education is a duty dictated by Islam on every individual. It is the duty of the state to provide and spread education in its various stages within the state's capacity and resources."<sup>22</sup>

#### The Elementary Stage

Article 72 indicates that the

. . . elementary is the foundation on which rests the preparation of youth for the following stages of their life. It is an important stage which covers

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<sup>21</sup>Ministry of Education, The Educational Policy in the Kingdom of Saudi Arabia, Riyadh, 1970, p. 7.

<sup>22</sup>Ibid.

TABLE 3.--Government budget for education, 1966-1967--1970-1971 (in thousand riyals).

	1966/67		1967/68		1968/69		1969/70		1970/71	
	Sum	%	Sum	%	Sum	%	Sum	%	Sum	%
Total Education Budget	549766	100	523962	100	597549	100	596588	100	664911	100
Ministry of Education	389730	70.9	363608	69.4	388984	65.1	384228	64.4	427158	64.2
Thaghr Model Schools	2930	0.5	2840	0.5	2694	0.5	2347	0.4	2330	0.4
Riyadh Model School	-	-	1073	0.2	1744	0.3	1739	0.3	1739	0.3
Girls' Education Administration	74746	13.6	74410	14.2	93703	15.6	95440	16	114793	17.3
Religious Colleges and Institutes Administration	26971	0.5	26762	5.1	37903	6.4	37449	6.3	38647	5.8
Islamic University of Madina	8113	1.5	8605	1.6	9057	1.5	9485	1.6	9226	1.4
University of Riyadh	35417	6.4	33806	6.5	44553	7.5	46753	7.8	50858	7.6
College of Petroleum and Minerals	11889	2.1	12858	2.5	18820	3.2	19147	3.2	20160	3.0

Note: University of King Abdulaziz is not included in this table because it was private at that time. It was turned over to the government control in 1971 after the budget was issued.

all the members of the nation and provides them with the fundamentals of sound ideology and trends and with experience, information and skills.<sup>23</sup>

However, up to the writing of this research (1972), not all of the elementary age youth are in schools. As of 1970 almost 90 per cent of the Saudi student body are in the elementary level.<sup>24</sup> As a result of the absence of exact census, it is not safe to put any figure or percentage of the elementary students in schools in relation to the whole population. However, in 1966 the Saudi delegation to the thirty-first International Conference on Education indicated that no compulsory education existed in Saudi Arabia because of the overwhelming desire to attend among all segments of the population:

Education is not compulsory in Saudi Arabia for three reasons; firstly, the population is vitally concerned with education and the children are sent to school without any compulsion being required; secondly, if the government made education compulsory it would run up against difficulties such as that arising from the large number of Bedouin nomads. To meet this problem the government has organized mobil schools, with satisfactory results. Finally, in Saudi Arabia the shortage of teachers is such that recruitment has to be made from fellow Arab countries, but even there recruitment possibilities are limited.<sup>25</sup>

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<sup>23</sup> Ibid., p. 16.

<sup>24</sup> Walpole, et al., op. cit., p. xii.

<sup>25</sup> UNESCO, International Conference on Public Education, Geneva, 1968, p. 57.

The delegation has also put the elementary student body as 5 per cent of the total population. Article 122 indicates that all students in elementary age should be in schools within ten years.<sup>26</sup>

The curriculum remains traditionally oriented and emphasizes classical Arabic and Islamic religion with some modern subjects such as geography, mathematics, general health, and physical education. According to Walpole, "Modern teaching methods are being adopted in place of the role of learning and students are encouraged to participate in class discussions."<sup>27</sup>

The main problem facing the elementary stage, as well as the other stages, is the shortage of qualified Saudi teachers. Table 4 shows the ratio of the national teachers to the grand total of the systems teachers.

#### The Intermediate Stage

Intermediate stage is that following after the elementary. This stage is three years long and is common in the boys' schools, the girls' schools, and the religious schools, as well as in the private schools. "The intermediate cycle was instituted in 1958 after it became apparent that there was a need for a transitional

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<sup>26</sup>Educational Policy, op. cit., p. 23.

<sup>27</sup>Walpole, et al., op. cit., pp. 94-96.



TABLE 4.--Elementary teachers and their percentage of per nationality 1969-1970.

Elementary Teachers	Total	Saudis	Jordanians	Palestains	Syrians	Egyptians	Iraqis	Sudanese	Lebanese	Others
Male	12,851	6,407	4,128	1,079	364	33	117	202	22	130
Female	4,330	1,148	1,482	1,073	364	100	106	5	15	37
Total	17,181	8,055	5,610	2,152	597	133	223	207	37	167
Percentage	100	46.9	32.6	12.5	3.4	.8	1.3	1.2	.4	.9

Source: Ministry of Education, Educational Statistics 1969-1970, p. 46.

period between the elementary level and the more rapidly modernizing post-elementary cycle."<sup>28</sup>

Article 82 indicates that the objectives of

. . . the intermediary stage, as a general educational stage, is to give the child a comprehensive Islamic education covering his creed, body and character, taking into consideration his level of growth and the characteristics of the stage he is in. Together with other stages, it achieves the general objective of education.<sup>29</sup>

Boys' intermediate stage is divided into two programs. One is the conventional intermediate schools which lead to the academic secondary stage. The second program is called Modern Intermediate Schools. "Admission to the modern intermediate cycle is limited to the better qualified students and is determined by competitive examinations."<sup>30</sup> This kind of school prepares for vocational secondary schools those students who show vocational interest and ability, or for the conventional secondary programs for those who do not show a desire for vocational studies. Table 5 shows the intermediate enrollment in the various schools.

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<sup>28</sup> Ibid., p. 96.

<sup>29</sup> Educational Policy, op. cit., p. 17.

<sup>30</sup> Walpole, et al., op. cit., p. 96.



TABLE 5.--Students and teachers in the Saudi intermediate stage by nationality 1969-1970.

	Total	Saudis	Jordanians	Palestinians	Syrians	Egyptians	Iraqis	Sudanese	Others	
<u>Students</u>										
Male	48,848	45,884	315	580	143	109	53	34	1,796	
Female	5,305	4,255	178	346	110	66	29	32	1,261	
Total	54,153	50,144	493	926	253	175	82	66	2,057	
				<u>Intermediate Teachers</u>						
<u>Teachers</u>										
Male	3,276	1,100	877	293	206	54	329	242	175	
Female	189	5	30	25	56	13	53	1	6	
Total	3,465	1,105	907	318	262	67	392	243	181	
Percentage	100	31.9	26.5	9.2	7.6	2.	11.3	7.	5.5	

Source: Ministry of Education, Educational Statistics for 1969-1970, pp. 60, 63.

### The Secondary Stage

This stage serves as preparation for college or for professional career. "Admission is dependent of both an intermediate school diploma and a scholastic record averaging over 70 per cent."<sup>31</sup>

Article 93 describes this stage as having a special nature with regard to the student age and the characteristics of his growth at this level:

It requires several forms of guidance and preparation and consists of several divisions in which the holders of intermediary certificates are enrolled in accordance with regulations set up by concerned authorities. . . .

This stage contributes with other stages to the realization of the general objectives of education, in addition to the special objectives it itself achieves.<sup>32</sup>

Article 100 clarifies the functions of this stage as, "Opening opportunities to competent students and enabling them to continue their studies--at all levels--in higher institutes and universities of all specialties."

Article 101 says: "Preparing other students to work in the various walks of life at a decent level."<sup>33</sup>

In this stage, students should decide where to go thereafter. Vocational schools start at this stage. Elementary institutes for teacher training also start

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<sup>31</sup>Ibid.

<sup>32</sup>Educational Policy, op. cit., p. 19.

<sup>33</sup>Ibid., p. 20.

at this stage. Thus, when a student goes to the academic type of the secondary schools he has a potentiality of being able to continue his college education. Table 6 shows the secondary enrollment in the various types of the secondary cycle. It also shows that the student body is divided according to the policy which looks at the secondary stage as a preparation for specialization. Those who attend the academic type are college-bound students even though the available seats in the higher institutions may not accommodate all the graduates from high schools. Those who attend vocational schools usually quit at graduation from their schools except for the exceptional ones who might be permitted to go to professional preparation in college level.

Education in this stage is diversified and is available as much as possible to graduates of intermediary schools. Concerned authorities define conditions of enrollment for each type of secondary education in order to meet various needs and orient each student toward the field that suits him.<sup>34</sup>

#### Higher Education

As the Educational Policy indicated, higher education "is the stage of academic specialization, in all its levels, for competent and gifted students, in order to develop their talents and fulfill the various present

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<sup>34</sup>Article 128, Educational Policy, op. cit., p. 21.

TABLE 6.--Students and teachers of the secondary stage in Saudi Arabia by nationality 1969-1970.

	Total	Saudis	Jordanians	Palestinians	Syrians	Egyptians	Iraqis	Sudanese	Others
<u>Students</u>									
Male	12,177	10,967	170	310	93	44	9	7	577
Female	1,487	1,232	46	110	38	34	--	5	22
Total	13,864	12,199	216	420	131	78	9	12	599
<u>Teachers</u>									
Male	498	70	91	37	52	13	104	41	90
Female	14	--	1	--	8	1	3	--	1
Total	512	70	92	37	60	14	107	41	91
Percentage	100	13.7	18.9	7.2	11.7	2.7	20.9	17.8	

Source: Ministry of Education, Educational Statistics, 1969-1970, pp. 77-78.

and future needs of the society in compliance with the objectives of the nation and its noble goal."<sup>35</sup>

Article 110 and 111 indicate that among the objectives of higher education is preparing "competent and high intellectually and scientifically qualified citizens to perform their duties in the service of their country and the progress of their nation in the light of sound Islamic principles and ideology." And "providing gifted students with the opportunity to continue higher education in all the fields of academic specialization."<sup>36</sup>

Article 114 lists among the objectives of higher education, the objective of "translating science and useful arts of knowledge to the language of Qoran (Arabic) and enriching the Arabic language with new experiences to fill the need of Arabicization, and putting knowledge at the disposal of the largest number of citizens."<sup>37</sup>

Institutes of higher education are being run by independent bodies in most of the cases.

Institutions of higher learning are of two sorts--traditionally oriented Islamic colleges and modern, Western-type colleges. The curricula of most are being modified to the demands for administrators,

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<sup>35</sup>Ibid., p. 21.

<sup>36</sup>Ibid.

<sup>37</sup>Ibid., p. 22.

teachers and technicians to become capable of coping with the problems confronting the country.<sup>38</sup>

Admission to the institutions of higher learning depends on the successful completion of high school diploma. Competitive examinations are being set to select the qualified students to be admitted to most colleges. Screening committees are being set up every year to meet with prospective students to see if they are qualified or not.

Beginning with the academic year of 1971-72, a coordinating committee was set up to distribute the high school graduates among the various colleges and universities in the country, including the police and military academies.<sup>39</sup>

The first higher learning institution to be opened in the country was the Shari'a College (Islamic Studies) in Mecca in 1949.<sup>40</sup> This college is now a part of the King Abdulaziz University. By now there are four universities in the country as well as some other colleges.

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<sup>38</sup>Walpole, et al., op. cit., p. 99.

<sup>39</sup>Al-Riyadh, op. cit., July 14, 1971, p. 5.

<sup>40</sup>Walpole, et al., op. cit., p. 99.

The University of Riyadh, inaugurated in 1957, is the largest higher education institution up to the present time. It is made up of eight major faculties, each containing several departments.

The King Abdulaziz University started as a private school and was "nearing the completion at the end of 1965."<sup>41</sup> Currently it has four major faculties, with several departments in each.

The country's most technological university is the College of Petroleum & Minerals at Dhahran which has an independent governing body but is affiliated with the Ministry of Petroleum and Mineral Resources.<sup>42</sup> This particular college is being conducted according to the American system. All of its programs deal mainly with technical subjects and sciences related to its area to "fill an important role in the emerging industrialization of the country. . . ." <sup>43</sup>

The Islamic University of Medina was established in 1961 and specializes in Islamic studies. It is opened on an equal basis to students from foreign countries, especially those who come from Moselm countries.

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<sup>41</sup> Ibid.

<sup>42</sup> Central Planning Organization, Development Plan, Riyadh, 1970, p. 99.

<sup>43</sup> Alfred Thomas, Saudi Arabia (Tempe, Ariz.: World Education Series, 1968), p. 80.

It was intended to be a base for spreading the pure Islamic thought among the Moslem youth. "Modeled after Al-Azhar University in Cairo, its curriculum includes studies of the Koran, Moslem and Arab history, Islamic law and ethics and modern Islamic issues."<sup>44</sup>

The General Directorate of Theological Institutes and Colleges operates two colleges: the Shari'a College and the Arabic Language College. These two colleges are to enroll the graduates from the secondary cycle of their own system. A post-graduate institute, the Higher Institute of Justice was opened in 1965 "to train qualified judges for the Shari'a courts."<sup>45</sup>

The General Directorate of Girl Schools operates a college for female teacher training. This college was opened in 1970 and contains several departments, with the main function being that of training female teachers.

Except for the colleges which are operated by the General Directorate of Institutes and Colleges, and the College of Education for Girls, every university has its own independent governing body. Usually, there are higher councils and regular councils for each university. There is a council for each faculty and one in every department. (Table 7 summarizes students and instructors in higher education in Saudi Arabia.)

<sup>44</sup>Walpole, et al., op. cit., p. 100.

<sup>45</sup>Ibid.



TABLE 7.--Students and Instructors in higher education by nationality 1969-1970.

	Saudis	Jordanians	Palestinians	Syrians	Iraqis	Egyptians	Sudanese	Lebanese	Others	Total
<u>Students</u>										
Male	5,350	216	134	77	21	36	22	10	642	6,508
Female	313	43	23	20	5	23	2	--	5	434
Total	5,663	259	157	97	26	59	24	10	617	6,942
	<u>Instructors in Higher Education 1969-70</u>									
<u>Teachers</u>										
Male	152	59	14	53	88	83	4	2	101	556
Female	7	3	--	2	--	2	--	--	3	17
Total	159	62	14	55	88	85	4	2	104	573
Percentage	27.7	10.8	2.4	9.6	15.4	14.8	.7	.3	18.4	100

Source: Ministry of Education, Educational Statistics 1969-1970, pp. 190, 191, 192, 196, 197.

For the purpose of this study, added details about the University of Riyadh in Riyadh and the University of King Abdulaziz in Jeddah will be useful. Presently both universities are mostly undergraduate institutions. Although they are not similar in their government, the differences are not great. Among the major differences is the fact that the King Abdulaziz University was started as a private school, subsidized by the government but was turned to government control completely. King Abdulaziz University is a five-year institution while the University of Riyadh is a four year in art colleges and five years for sciences.\*

#### The University of Riyadh

The University of Riyadh was the first university to be established in the country (in 1957). It has eight faculties (colleges). Table 8 shows instructor and student enrollment. It is being conducted according to the British system, which was transplanted from Egypt. The University of Riyadh's objectives are listed thus:

- (1) To provide an opportunity for the competents in the country;
- (2) To create a good campus life that is congruous with Islamic law, with efforts to encourage extra-curricular activities, be they cultural, social, or athletic, to maintain the good university

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\*Appendix D is the Administrative Charts of both universities.



TABLE 8.--Instructors and students of the University of  
Riyad in 1971-1972.

Col- leges (Faculties)	Teachers and Students	Teachers			Students
		Saudis	Non-Saudis	Total	
College of Arts		33	57	90	971
College of Business		31	18	49	730
College of Science		44	61	105	707
College of Pharma- cology		13	25	38	168
College of Agri- culture		11	17	28	200
College of Education		16	41	57	481
College of Engineer- ing		19	68	87	431
College of Medicine		5	11	16	100
Total		172	298	470	3,788

Source: Student Affairs at the University of Riyadh,  
Statistical statements accompanied a letter  
from Dr. A. N. Wohaibi, dated March 18, 1972.

tradition and educational spirit. To develop the student's personality and mind and create in him the feeling of responsibility;

- (3) To preserve Islamic and Arabic civilization;
- (4) To participate actively in international thought and to work toward the progress of science; to strengthen the cultural and academic ties with the other universities and scientific organizations;
- (5) To meet the country's needs of technical manpower and to make up for the deficiency in trained manpower in the public and in the private sectors as much as possible;
- (6) To develop scientific studies, practical and academic, and to keep up with everything new in the international universities;
- (7) To encourage studies and research about Saudi Arabia and to discover what its total natural resources are so that as rapidly and as economically as possible modernization might be realized;
- (8) To encourage meaningful education and research.<sup>46</sup>

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<sup>46</sup>University of Riyadh, The Suggested Five-Year Plan, trans. by the author (Riyadh, S.A., 1970), pp. 2-3.

To achieve these goals, the university was organized in a way that will help doing so. The highest authority is the Supreme Council of the University which is composed of: (a) the Supreme Head of the University, who is the Minister of Education; (b) the Rector of the University; (c) the Vice-Rector; (d) the deans of the faculties and the directors of institutions incorporated in the university; (e) two members elected from among the present or former rectors and professors from universities outside the Kingdom, or from leaders of thought in the country.<sup>47</sup>

The Supreme Council is the authority

. . . responsible for its affairs and for drawing up and directing the general policy to be adopted by the University. It is empowered to take what ever decision it deems necessary for the realization of the objectives for which the University has been established.<sup>48</sup>

The University Council has been set up to execute policies drawn up by the Supreme Council. It is composed of: (a) the Rector, who shall be the chairman; (b) the Deputy-Minister of Education; (c) the Vice-Rector of the University; (d) the deans of faculties and directors of institutes incorporated in the University; (e) a professor

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<sup>47</sup>University of Riyad, The Statute of the University, 1969, p. 11.

<sup>48</sup>Ibid., p. 12.

holding a chair from each faculty or institute; (f) two members from outside the University.<sup>49</sup>

The University Council "disposes of all administrative and financial matters and executes the general educational policy."<sup>50</sup> Every faculty or independent institute affiliated with the university has its own council and every department has its own council. These regional councils are being referred to by the University Statute as "boards."<sup>51</sup>

Arabic language is the official language of instruction, but the University Council has the authority, in certain cases, to use other languages. The Rector is responsible for academic administrative and financial affairs of the University and is in charge of representing the University before other organizations.<sup>52</sup>

The University of Riyadh does not have a public relations department up to now (Winter, 1972). It has, however, a division in the Department of Student Affairs called "The Cultural Relations." As the Secretary General of the University put it:

Public relations is not found in the university yet, but there is a cultural relations which does some of the job. Its accomplishment, however, may increase or decrease according to the man who happens to be in charge.<sup>53</sup>

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<sup>49</sup>Ibid., p. 17.

<sup>50</sup>Ibid., p. 20.

<sup>51</sup>Ibid., p. 23.

<sup>52</sup>Ibid., p. 9.

<sup>53</sup>From a letter sent to the author by Dr. Abdullah Alwohaibi, Secretary General of the University of Riyadh, August 3, 1970.

Mr. Khalid Matter, the Director of Student Affairs, has indicated the duties of the Cultural Relations division of his department to be as follows:

- (1) To communicate with the other universities inside and outside the country;
- (2) To communicate with government agencies;
- (3) To prepare and disseminate pamphlets and reports about the university and to supervise the university publications;
- (4) To receive and help the university guests and visitors either from inside or outside the country.<sup>54</sup>

Although this indicates that two functions of public relations are being carried out by the Cultural Relations Division, such as numbers three and four, it is clear that more has to be done to have a fully functioning public relations department.

#### The University of King Abdulaziz

As stated before, this university started as a private institution and was turned over to the government's control. As of the date of this research, it has four faculties with several departments. One of its

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<sup>54</sup>From a written answer by Mr. Khalid Matter to a question by the author about the functions of the Cultural Relations Division, in Summer, 1972.



faculties, the Shari'a College in Mecca, is the second to open a graduate program leading to the Master's Degree. This college was under the control of the Ministry of Education before it was incorporated into the university. (Table 9 shows enrollment and number of instructors in this university.)

The university objectives were spelled out as follows:

- (1) To create genuine university education;
- (2) To advance scientific progress through conducting and encouraging scientific research;
- (3) To develop competent manpower in order to supply the country with specialized persons in the branches of knowledge;
- (4) To preserve and transmit the Islamic and Arabic heritage.<sup>55</sup>

The organization of the university was set up to achieve these goals. The highest body is the Board of Trustees which is composed of: (a) representatives of the University Council; (b) representatives of the Academic Council of the University; (c) representatives

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<sup>55</sup> King Abdulaziz University, Glances at King Abdulaziz University, trans. from Arabic (Jeddah, 1968), p. 20.

TABLE 9.--Instructors and students of King Abdulaziz  
University 1971-1972.

Col- leges (Faculties)	Teachers and Students	Teachers			Students
		Saudis	Non-Saudis	Total	
Sharia College		33	61	68	411
College of Education					675
College of Economics and Business					225
College of Arts		16	52	94	71
Preparatory Year					446
Total		49	113	162	1,828

Source: Letter from the Public Relations Department  
at that university dated June 24, 1972.

of the Ministry of Education; and (d) representatives from the leading figures in the industry, business, opinion, and the leading thinkers.<sup>56</sup>

The Board of Trustees is in charge of drawing up the main lines of the university policies and, among other things, to appoint the president of the university as well as the other main administrative officers.

The University Council is the second in the administrative echelon. It is in charge of administering the university's endowments and finances, appointing the academic personnel, granting degrees, and other operational policies. It is composed of the university President, the Vice-President, the secretary general, the faculties' deans, three Trustee members, a professor from each faculty, and three elected professors from the Academic Council.<sup>57</sup> The university president is the chief executive of the university and is the person in charge of carrying out the university's policies and programs. In addition, he is the university's representative before the other institutions and organizations.

The Academic Council is in charge of developing the curricula, the policies and regulations governing lectures, research, and laboratory facilities. It is the duties of this Council to suggest creating colleges

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<sup>56</sup> Ibid., p. 21.

<sup>57</sup> Ibid.



or departments and to coordinate their duties. This council has the authority in any decision of academic type.<sup>58</sup>

This council is composed of the university President who presides over the council, the Vice-President, the secretary general, the faculties' deans, the departments' chairmen, the professors with chairs, an assistant professor from each faculty, and the director of the library.<sup>59</sup>

Every faculty (college) has its own council, however, which is in charge of carrying out the university's policies and regulations related to that faculty. Similarly, every department within a college, has a departmental council.

The King Abdulaziz University is the leading institution in establishing a public relations department. The department of Public Relations was established in 1967 and was intended to create good impressions among the public in order to help the university financially to achieve its goals. Along with that objective, the PR department has engaged in various activities such as receiving the university's visitors, conducting lectures and seminars for the public, as well as holding formal receptions for the students and the public. Along with

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<sup>58</sup>Ibid., p. 22.

<sup>59</sup>Ibid., p. 24.

the mentioned activities, the PR department has helped in setting up exhibits. It also was active in keeping the university informed about what the press had to say about the university as well as informing the press about what was going on in the university.<sup>60</sup>

The department reports directly to the Secretary General who is a direct subordinate to the Vice-President.

After the university was turned over to the government control, a new charter was issued and that of course affected the organizational order of this university. Unfortunately, up to completing this research, no further information about the new organizational order was available. A new charter was issued for the University of Riyadh almost at the same time.

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<sup>60</sup>From a letter to the author from Dr. Almed Ali, the Vice-President of the university, dated April 25, 1971.

## CHAPTER III

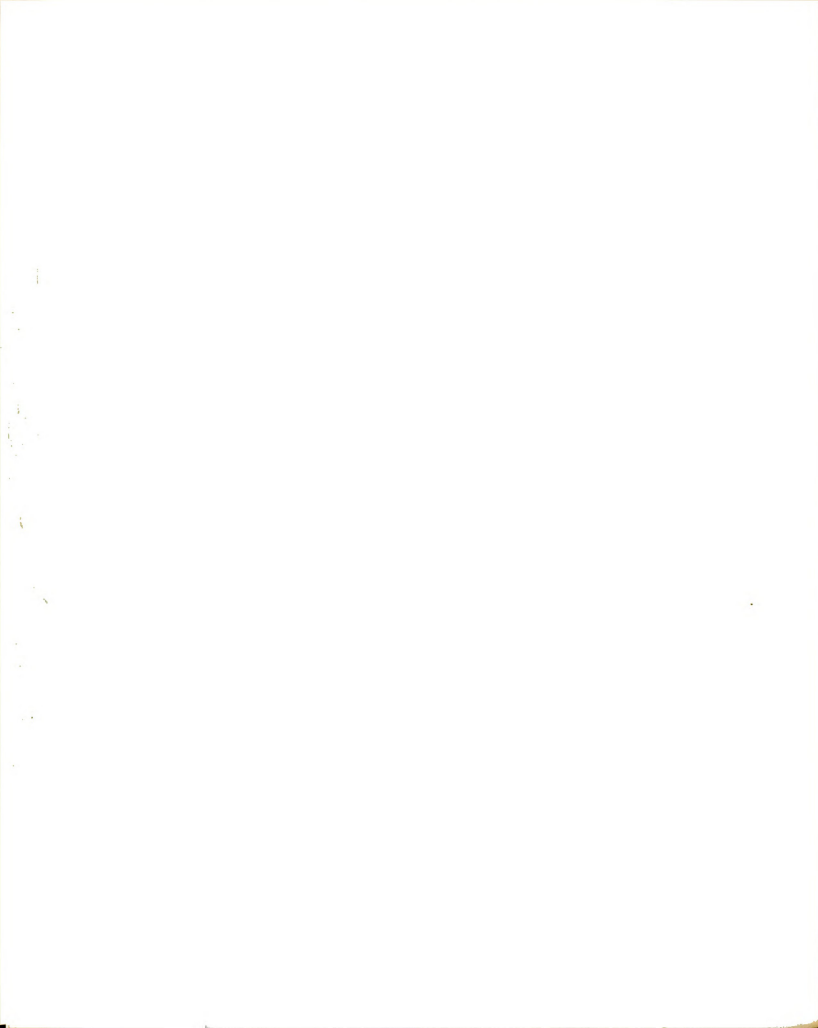
### REVIEW OF LITERATURE

Public relations is an emerging function of modern management, but a major one. There are several definitions for PR but the typical one is: "Public relations is a philosophy of management which places the interests of people first in every decision and action. It is expressed in policies interpreted to the public to secure understanding and to obtain good will."<sup>1</sup> Among the 2,000 PR specialists who were recently asked for a definition of PR, the following was selected as one of the best: "Public relations is the continuing process by which management endeavors to obtain the good will and understanding of its customers, its employees and the public at large, inwardly through self-analysis and correction, outwardly through all means of expression."<sup>2</sup>

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<sup>1</sup>Bertrand Canfield, Public Relations Principles and Problems (Homewood, Ill.: Richard Irwin, Inc., 1954), p. 9.

<sup>2</sup>Ibid.





Sound public relations is a continuous activity because of the fact that people cannot improve their relations with other people in a few days, weeks, or even few years. "Goodwill, confidence and friendship require time to mature; respect and influence cannot be acquired overnight."<sup>3</sup> Thus public relations requires gradual work and steady friendship development.

In the most recent edition of his book, Canfield prefers the following definition: "Public relation is a social philosophy of management expressed in policies and practices which are communicated to the public to secure its understanding and goodwill."<sup>4</sup>

In education, it is no exaggeration to say that the largest public, and the most complicated, is the educational public which is composed of students, teachers, parents, and the public at large. "The educational public in America has been growing spectacularly in both influence and number."<sup>5</sup>

In the United States, since education is locally supported, directly or indirectly, a good communication with the public is essential. The uninformed prejudiced

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<sup>3</sup>Ibid., p. 10.

<sup>4</sup>Bertrand Canfield, Public Relations, Principles, Cases and Problems (Homewood, Ill.: Richard Irwin, Inc., 1968).

<sup>5</sup>Canfield, 1st ed., p. 248.

and unsympathetic attitudes typifying the public thinking about education, in general, are dangerous if not corrected immediately. Correct information then is needed and necessary to correct that image. A new understanding must be given the public if their outlook is to be changed.

Don't let the public wonder. Tell them the truth as you see it and make sure it is the truth as you see it. . . . Eschew the use of unsigned statements and be aware that the shorter they are, the greater the likelihood that they will be published in full.<sup>6</sup>

To show the importance of public relations in education, NEA conducted a study of the administrative staff in many large school systems. Of the 198 school systems included in the study, 60 per cent indicated that they have one or more full staff public relations men to handle the various communication activities necessary to gain the public understanding. These schools also indicated that PR is a major function of the administration.<sup>7</sup>

According to Arthur Rice: "The quality of education public relations and the competency of its agents

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<sup>6</sup>Frances Messner, "Informing the Public," Michigan Educational Journal, XLIV (May 1, 1967), 29.

<sup>7</sup>"The School Public Relations Administrator," NEA Research Bulletin, XLVI (March, 1968), 29.

have increased considerably and the status of the public relations worker is on a high rung of the administrative ladder."<sup>8</sup>

The goal of the educational public relations man, then is to improve the quality of education and inform the public about that. Many people's understanding of what occurs in school is acquired everyday from the boys and girls who attend. To make this understanding favorable, PR have to start from the base, the school, the superintendent's office, and so on. If the educational program is not good, no efforts whatever can cover the truth.

There have to be short-range goals as well as long-term goals. Short-term goals include correcting any misunderstanding that may occur suddenly or might happen as a result of unpredicted consequences or to avoid something unfavorably certain. The long-range PR program gives the school district tremendous opportunities. "It permits exercising initiative. It enables a school district to provide constructive leadership to events--instead of merely reacting to events."<sup>9</sup>

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<sup>8</sup> Arthur Rice, "Poor PR Put Public Schools on the Spot," Nations Schools, LXXVI (November, 1965), 14.

<sup>9</sup> Educational Proceeding Series, PR For Quality Schools (East Lansing: College of Education, Michigan State University, 1962).

According to AASA, an organized and well-projected program for PR in school districts provides the basis for successful school community initiative in meeting the educational needs for the community.

Left alone, a patron may form his opinion of the entire school system as a result of a single experience. A parent may think of one teacher, one classroom or one school. A citizen who has no children in school may form his opinion from his tax notice, from the appearance of one building or from one newspaper headline.<sup>10</sup>

Through good PR leadership a broader base of understanding between school and community can be established.

The type of message to be used can take on several forms. "School news is frequently the most important component of a school community public relations program."<sup>11</sup> In order to have a systematic effective PR program one has to know the type and quality of school news that American newspapers publish.

Francine Richard gives us some tips on how to communicate. "To reach the heart of your public do not play antics with semantics. Use words to express not impress. Use lean tease words rather than intellectual gobbledygook." Use short words because they are clear and

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<sup>10</sup> A.A.S.A. Yearbook, Public Relations for America's Schools (Washington, D.C.: Government Printing Office, 1950), p. 127.

<sup>11</sup> Richard Gorden, "School News in Local Newspaper," Journal of Educational Research, LXI, No. 9 (1968), 401.

crisp, good in tone and great in shape to "pivot sentence around verbs," and use words which add, "color, excitement, warmth, zest and creativity to the message."<sup>12</sup>

Unfortunately, now there is a communication gap between most educational organizations and their public. The result, at least, is difficulty in passing millages and tax levies.

School leaders have begun to realize the increasing need for communication between schools and their public. According to Robert Duncan:

The educational administrator's job description can be summed up in one word "communicate"! This is what he must do if he is to inform, influence and gain the understanding support of his community and thus be enabled to provide for progressive and appropriate education.<sup>13</sup>

Unfortunately there is no time for the administrator to tell everyone everything. Thus, comes the need for setting up subgoals for the department in charge of PR. Someone has put it this way,

We shall never have a single answer to the public relations problems. Good teachers, good administrators, hard work and common sense are all required. We must work at a dozen different levels at the same time. We must maintain good relations.<sup>14</sup>

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<sup>12</sup>Francine Richard, "Creative Communication," Illinois Education, LVI (May, 1968), 397.

<sup>13</sup>Robert Duncan, "Needed Leadership in Communication," New York State Education, LVI (January, 1969), 19.

<sup>14</sup>"On These Issues Superintendent Stands or Fails," Nation's Schools, LXXV (June, 1965), 29.

Thus communication with the public should not neglect any of these areas:

1. Human relations
2. Teaching and service performance of employees
3. Providing information
4. Persuasion
5. Adjustment and response to the community's wishes, expectations and demands
6. Policy formulation for the school district.<sup>15</sup>

#### Public Relations in Higher Education

American higher education could not escape from the European tradition of the "ivory tower" cloistered halls and intellectual isolationism with respect to the practical and political problems of its environment. Therefore American educators ranged from supporting to criticizing the concept of PR in higher education. Some scholars, like Abraham Flexner and Thorstein Veblen, have criticized the attempt to introduce PR in higher education. Veblen asserted in the 1910's that schools were really utilitarian institutions and universities in name only and therefore they look for publicity to promote themselves rather than academic promotion.

Flexner in 1930 described the American universities as service-oriented institutions which opened their doors to every vocational vagary, and had adopted the notion that ideals were "aristocratic" while the

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<sup>15</sup> Educational Proceeding Series, op. cit.

inclusion of all types of subject matter was "democratic." He charged that, "American universities in responding to the pressures of the age catered to 'fleeting, transient, and immediate demands' which were short-term assets in terms of public relations, but long-term utilities in terms of academic development."<sup>16</sup>

Robert Hutchins was one of the critics of this concept and attacked (in 1930's and 1940's) American higher education on its willingness to pander any and every public whim. He defined PR as " . . . a means of trying to find out what the prevailing opinion is before you act and then acting in accordance with it."<sup>17</sup> Hutchins' argument is that higher education should mold public opinion to support the university's programs and thus public relations would lead universities down a paved path to ruin.<sup>18</sup>

On the other hand, there were some scholars who defended the public service orientation of the American university. Their argument is based on the concept that a university is not run for its president, its faculty

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<sup>16</sup>Jemore Rodnitsky, "Public Relations: The Public and the University," Journal of Higher Education, XXXIX (June, 1968), 336.

<sup>17</sup>Harold Dodd, The Academic President (New York: McGraw Hill, 1962), p. 202.

<sup>18</sup>Rodnitsky, op. cit., p. 337.

or students, but has also "responsibility to the whole public that support it." Lotus Coffman, in the 1920's and 1930's contended that universities taught what the people wanted. He pledged that if any needs arose for the public, the universities, especially the state operated, should respond to them willingly.

Abraham Lincoln was one of the leading defendants of responding to the public needs. According to him, molding public sentiment is real leadership. Thus a college or a university would be on the safe side if it dealt with the public favorably.

In 1842 Noah Porter, the President of Yale University, contended that public confidence was essential to the growth of universities. Yet these universities could take the lead to educate the public and gain it to its side.<sup>19</sup> The need for PR in higher education was looked at as essential.

In an editorial in College Management it is stated that:

Higher education is fast losing public support. Effective PR is essential to reversing this trend. It can't be done unless top management is made aware of the need and also understands what is involved in professional PR.<sup>20</sup>

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<sup>19</sup>Ibid., p. 338.

<sup>20</sup>"Information Please," College Management, V (May, 1970), 11.



Thus a favorable or unfavorable attitude toward a college or university is the product of understanding or misunderstanding of communication.

Shoenfeld contends that many problems are facing colleges and universities. They can be described as follows:

The university difficulties are basic in their origins. There is widespread dissatisfaction with the caliber of undergraduate instruction. There is widespread dissatisfaction with freshmen counseling and student housing. There is lack of sympathy with the university's building policies. There is a reaction against crowded conditions on the central campus which has led to a demand for more fully decentralized educational services. There is a general feeling that university budget procedures are not sound. There is a lack of understanding of the role and results of academic research. There is a nagging suspicion that some professors are subversives.<sup>21</sup>

Holms contends that:

Relationships with the public, whether good or bad, are inescapable for an institution. Neither the ivory tower of academic pursuits nor the ivy-covered walls about a college campus can detach it from the public which it serves.

It is imperative that frictions be reduced to a minimum at all points of contact between a college and its publics. This is as true of a small college with a few hundred students as it is of a large university with many thousand enrolled. A spirit of friendliness, helpfulness, and service should characterize the teacher education institution.<sup>22</sup>

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<sup>21</sup>Clarence Shoenfeld, The University and Its Public (New York: Harper and Brothers, 1954), p. 1.

<sup>22</sup>George Holms, ed., Public Relations for Teacher Education (New York: AACTE, 1950), p. 7.

No longer can a college or university succeed without planned attention to its public. A metropolitan community college, for example, cannot be truly comprehensive without a public relations program that informs the public about its functions and its offerings. A leading university has to say its story to its public. James Warren has cited Erickson, the President of Seattle Community College in saying: "Seattle Community College could not long remain a truly comprehensive institution without the increasing efforts of an experienced and energetic public relations department."<sup>23</sup>

Keith Spalding put it this way:

A problem in addition to internal structure, decision-making, maintenance of integrity, and agreement on purposes, is the interpretation of the institution to the public--or publics. . . . But it is clear that institutions must be understood and appreciated by their neighbors and those who support them.<sup>24</sup>

Thus it seems that higher-education institutions should get rid of their timidity and develop a forthright, accurate institutional image necessary for their advancement and support.<sup>25</sup>

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<sup>23</sup>James Warren, "Comprehensiveness May Depent on Public Relations," Junior College Journal, XXLVIII (April, 1968), 25.

<sup>24</sup>Perry Smith, Current Issues in Higher Education (Washington, D.C.: NEA, 1963), p. 64.

<sup>25</sup>Reymond Gibson, The Challenge of Leadership in Higher Education (Dubuque, Iowa: Brown and Co., 1964), p. 18.

But, What Is Public Relations  
in Regard to Colleges and  
Universities?

David Pullman has indicated that PR is a nickname for "relationship between the university and its various publics." Or, "relationships between members of the university and members of its public."<sup>26</sup> Thomas Nickell defines it as "good performance-publicly supported."<sup>27</sup> Other definitions reflect other viewpoints. Maienknecht's definition is: ". . . the sum total of all impressions made by the institution itself and the various persons connected with it."<sup>28</sup> Schoenfeld believes that PR, in the proper sense of the term, is primarily a matter of institutional conduct and only secondarily a matter of publicity. Thus he contends that improved PR is needed as never before to continue to merit and receive adequate support.<sup>29</sup> According to Crowford a PR program has three essential ingredients: (1) Knowledge of the institution and its publics. This knowledge has to be timely, complete and accurate. (2) Senseful judgement based on the

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<sup>26</sup>David Pullman, "Planning the Internal Role," College and University Journal, IX (Winter, 1970), 39.

<sup>27</sup>Smith, op. cit., p. 190.

<sup>28</sup>Gil Maienknecht, "Objectives in Public Relations," College Public Relations Quarterly, VI (April, 1955), 37.

<sup>29</sup>Gibson, op. cit., p. 292.

knowledge, of the use of the available alternatives.

(3) Skilled communication which interprets the action to the publics and sub-publics according to the context of each public's particular interests and concerns.<sup>30</sup>

Brandon contends that: "There is a growing awareness among educational leaders that understanding is essential in democracy where much depends upon uninformed citizens and that such understanding is achieved partially through a well-conceived program of public relations and publicity."<sup>31</sup>

Mills in a study found that

. . . a general increase in the use of public relations techniques on the part of institutions of higher education, especially since World War II. The study found that public relations practitioners and other authorities on the subject indicate that more and more emphasis is being placed on educational public relations by administrators than ever before.<sup>32</sup>

The purposes of PR in higher education have been stated differently by different colleges and universities. The Marquette University has stated it as "to communicate the university's goals and accomplishments to the public through its publications, through the mass media and

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<sup>30</sup>Rowane Crowford, "A Missed Bit?" Journal of College Placement, XXVI (February-March, 1966), 40.

<sup>31</sup>Arthur Brandon, "Public Relations for Higher Education," College Public Relation Quarterly, VII, No. 2 (1956), 21.

<sup>32</sup>Joe L. Mills, "The Organization of a University Relation, Program Designed for East Texas State University" (unpublished M.S. thesis, East Texas State University, 1967).

through its many contacts."<sup>33</sup> However, objectives and purposes of PR are not static items but dynamic ones which need to be refined from time to time as a result of change in conditions and in institutions themselves.

In a study conducted by Fine by means of sending questionnaires to all colleges and university presidents and publicity directors in the United States, he found that PR was ranked as extremely important. He also ranked the following objectives according to their importance stated by the respondents:

- (1) To create goodwill for the college;
- (2) To interpret the college's place in the community;
- (3) To add to the reputation of the college;
- (4) To bring out the advantage of our own college;
- (5) To bring more students;
- (6) To raise money for endowments and buildings.<sup>34</sup>

A newer study conducted by Heath determined that the most important five objectives were:

- (1) To build goodwill for the institution;
- (2) To add to the school's reputation so that its scope of influence may be broadened;

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<sup>33</sup>The Marguet University Magazine, XI, No. 2 (1970), 20.

<sup>34</sup>Maienknecht, op. cit., p. 37.

- (3) To gain public support in order to receive adequate funds;
- (4) To draw outstanding students;
- (5) To acquaint the public with new educational trends.<sup>35</sup>

In his conclusion, Maienknecht has selected the three first agreed upon objectives from fifty-two listed objectives. These are: (1) to add to college's reputation, (2) increase financial assistance, and (3) create goodwill.<sup>36</sup> A more recent study showed the following functions as of importance to colleges and universities: press relations, fund raising and development, the central administration, the faculty and its achievements, community relations, recruitments of new and prospective students, alumni relations, student activities and achievements, sports publicity, radio and TV activities.<sup>37</sup>

Thus, the main functions of PR in higher education are to maintain good relations with the public. To make them understand the institution is one of the leading objectives of PR. To make them support it is another one.

Nickell has described a good PR program as the matter of telling people their college's immediate

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<sup>35</sup>Ibid.

<sup>36</sup>Ibid.

<sup>37</sup>Charles Steinberg, "Public Relations on the Campus," Journal of Higher Education, XL (March, 1969), 131.

objectives and how these objectives relate to their ultimate goals.<sup>38</sup>

Integrity and relevance were considered by Perry as the key components of building public confidence.

Our mission for building public confidence and support for higher education is therefore twofold: (1) To establish internal relevancy in institutional organization, administration, governance and curriculum development; (2) To develop a total university approach for relating more effectively with all external publics that apply pressure.<sup>39</sup>

Sometimes, PR might be used as remedial rather than protective although this is the worst. However, in time of unrest it is beneficial for an institution that the mass media's coverage of its news be fair. Making certain the press, in the area of a given educational institution, understands its position in the case of a crisis is one of the techniques of the remedial objective of a PR program.

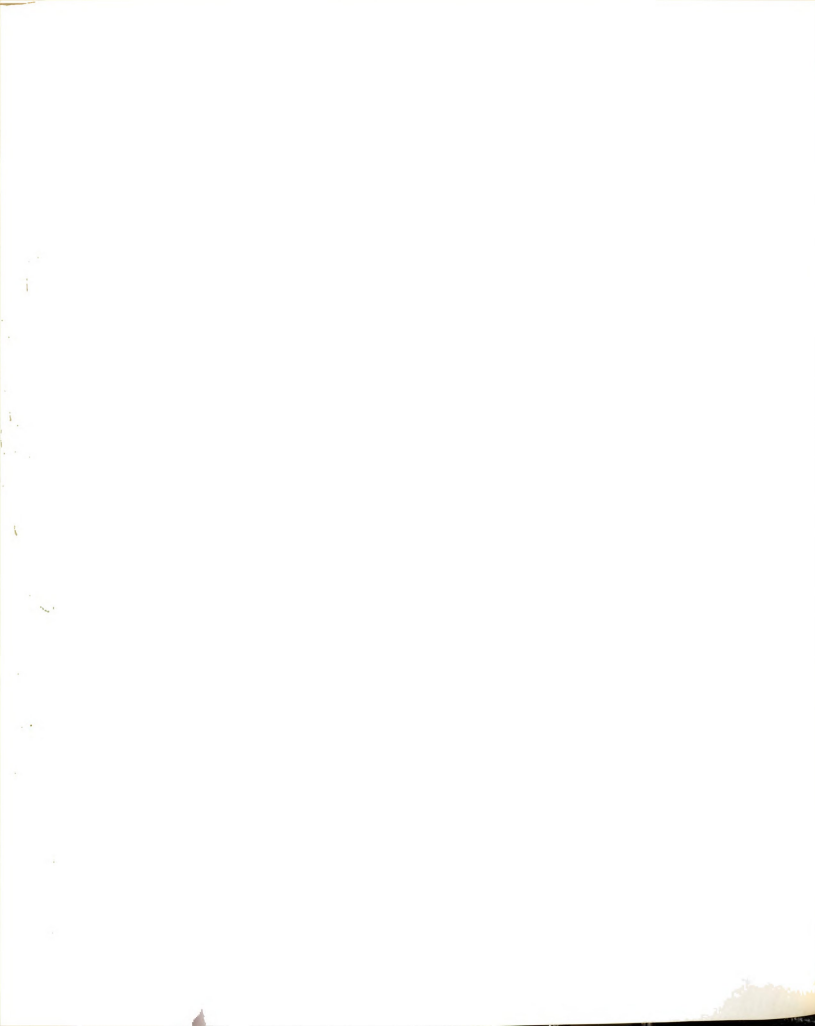
Steinberg, commenting on what happened in Berkley and Yale states that:

What was significant about both of these events was the lack of any coordinated effort either to inform or to influence public opinion. Although both universities have sizable public information

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<sup>38</sup>Smith, op. cit., p. 190.

<sup>39</sup>Benjamin Perry, "An Educator Considers the Non-Campus," College and University Journal, X (1971), 23.





departments, an acute public relations problem found no voice which spoke with authority for administration, faculty or students.<sup>40</sup>

Cornell University at the time of the crisis (1969) opened a "rumor clinic" to supply correct information to its public.<sup>41</sup>

Who is the Public of a University?

John Dewey has defined the university public as: "those indirectly and seriously affected for good or for evil form a group distinctive enough to require recognition and a name. The name selected as The Public."<sup>42</sup> There are two kinds of publics, the internal public and the external public. The internal public is composed of those who are directly involved in its process; the student public, the employee public, and the faculty and administrative public.

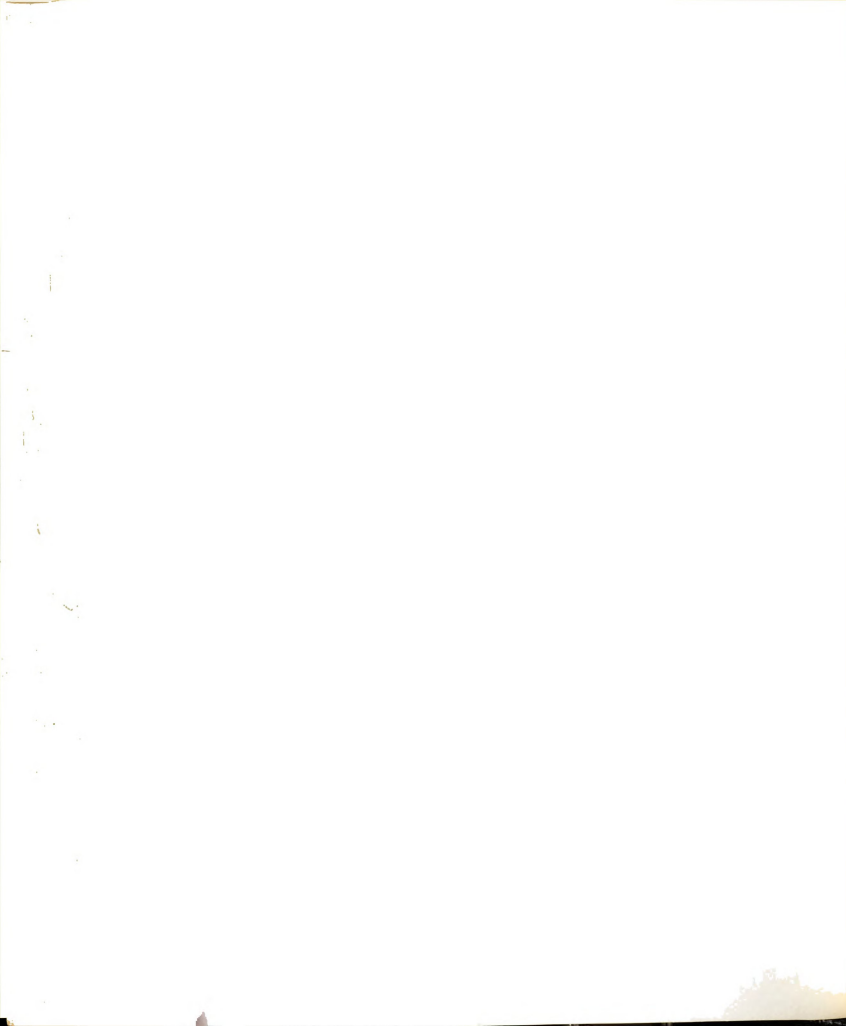
The external public is that composed of all people who, in one way or another, have any relation to the university. Taxpayers, parents, legislators, and the like are among the external public. "Without attempting to lay down a formula that would apply to all

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<sup>40</sup>Steinberg, op. cit., p. 129.

<sup>41</sup>Doris Walsh, "No Question Goes Unanswered." College Management, V (October, 1970), 8.

<sup>42</sup>Gibson, op. cit., p. 294.



institutions, it may be stated that the public of an institution, in general, include all groups affected for good or for evil by the program of the institution."<sup>43</sup>

It is important that every segment of the public receives what it deserves from PR authority. At Cornell University, Tobin indicates that the Information Office places equal emphasis on all its publics when accurately reporting what is going on at Cornell.<sup>44</sup> Although these publics may have similar objectives in their support of the institution, they must be approached by the PR in different ways.

To be truly effective a college or university PR department must look at each public separately but consider each as having equal importance.

The faculty public is very difficult to deal with. Steinberg contends that the "emphasis on public relations in colleges and universities is viewed with suspicion by the faculty. . . . The majority of faculty members, however, are wary of publicity, tending to equate it with press-agentry."<sup>45</sup>

The strength of a university or a college, in the final analysis, is the strength of its faculty since it

<sup>43</sup>Ibid., p. 295.

<sup>44</sup>"Information Please," op. cit., p. 11.

<sup>45</sup>Steinberg, op. cit., p. 205.

is the quality of mind and effort that gives the real reason for asking people to help the institution. Public relations must win the consent and support of the faculty.

According to Candor,

Scholars and teachers have paid too little attention to their lines of communication with the public. Some should never attempt to communicate except to other scholars, and some of their knowledge is too esoteric to be shared with non-specialists. But the more academic learning shares itself, the more it will gain for itself, and a faculty member able to communicate deserves more respect than colleagues are apt to pay him. A humanist, for example, who can translate truth for the public does more for the cause of the humanities than does the author of a recondite work designed for specialists.<sup>46</sup>

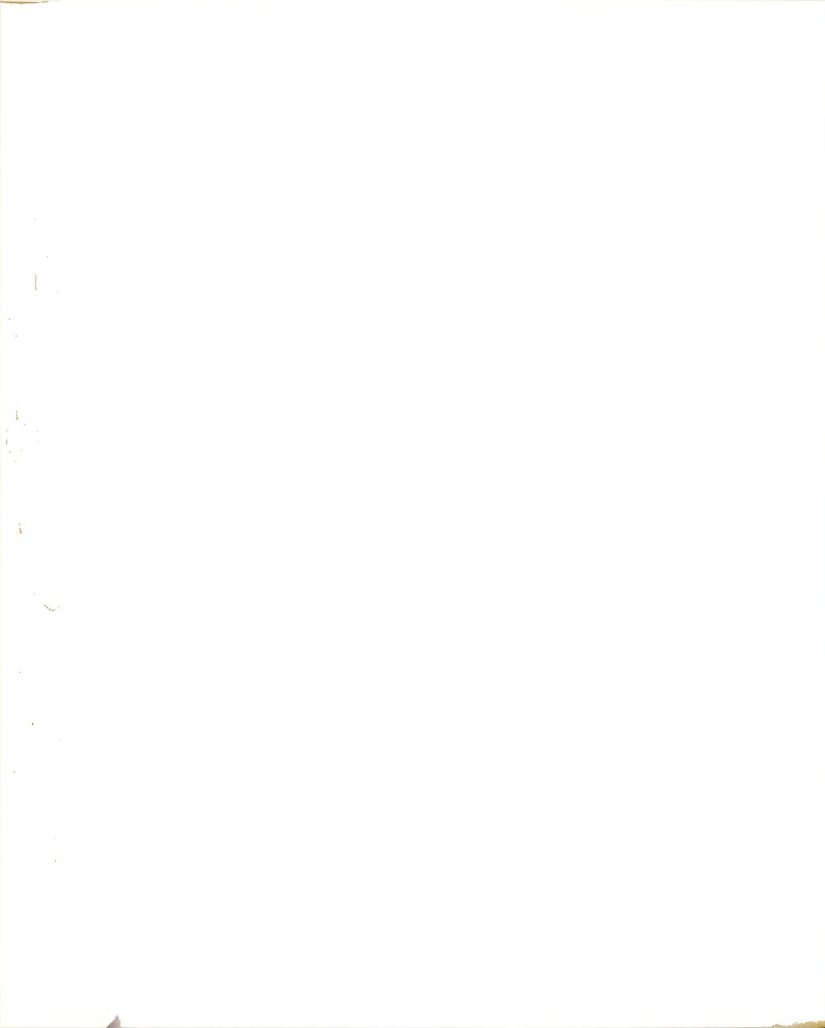
Then, and only then, can a coordinated work produce a good image. But, it seems that there are some obstacles to the performance of the concept. Dr. Ralph Fuchs, Secretary of AAUP, stated that "public relations considerations are, in my view, the most serious existing obstacles to satisfactory internal functioning of colleges and universities."<sup>47</sup>

Other faculty members may look at PR as an administrative function trying to interfere with their professional performance. Edmonds, in his doctoral dissertation, discovered that,

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<sup>46</sup>Gibson, op. cit., p. 130.

<sup>47</sup>Dodd, op. cit., p. 205.



. . . for a public relations officer the most difficult group within the institution of higher learning is the faculty. A summary of the research and literature dealing with the area of public relations and faculty administration relations leads one to believe that many groups are working at cross purposes in the area of higher education.<sup>48</sup>

This certainly is an administrative problem that handicaps PR efforts. But, it seems that a good, planned program for PR must have among its objectives, the intent to cooperate with the faculty, not to interfere with their profession. Such coordination is essential in order to produce a good and correct image of the school.

On the other hand, the relations with students should be given the importance they deserve. A contented and wise student can give the institution a great leap in its reputation. Many scholars think that relations with students should be a continuing process--beginning with their college studies and being maintained long afterwards.

Student opinion should be sought on all matters that are related to their problems and aspirations.

Wranek puts it this way:

Relations with students must be a continuing process through college and after. A student daily newspaper representative served as assistant to the director of public relations. The student council and the student judiciary committee handle most students'

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<sup>48</sup> Ibid., p. 130.

problems. Explaining students' problems to the state has been beneficial. You can't cover up and keep the papers and the public on your side.<sup>49</sup>

A dissident student may destroy his institution by telling that he is not satisfied. The sound of students has become louder in recent years. Such sound tells that a lack of communication is existing and something new must be created to produce full communication. According to Steinberg, what has happened in the University of California at Berkley and at Yale was the lack of any coordinated effort to inform or to influence the public opinion.<sup>50</sup>

Student consent is very essential in college public relations. Unsatisfied students can bring countless difficulties to the college authorities. Shea has cited a very interesting event of student's reprisal. In his words,

We all know about trashing and bombing, for example. Several weeks ago in the Wall Street Journal stated that students at a college in Ohio had legally disrupted not only the campus but the entire community. With precision timing and coordination, they all opened their water faucets and flushed their toilets-- and in 20 minutes had drained the town's water supply.<sup>51</sup>

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<sup>49</sup>"Relations with Students," College Public Relations Quarterly, VII, No. 1 (1956), 42.

<sup>50</sup>Steinberg, op. cit., p. 129.

<sup>51</sup>James Shea, "Metamorphosis in College PR," College and University Journal, X (March, 1971), 5.

The relations with the non-academic employees is not of less importance. These people are performing functions in the university and to produce more, they have to be satisfied. If they are not, they will carry it to the community, or they may produce an internal conflict within the university. PR can help make them understand their important role and the importance of their contributions to the university operation. If satisfied they will help PR officials in producing a good image of their institution.

The external public is not of less significance. No institution can live within a hostile environment.

Like its counterparts in the world of industry, the university has developed a consciousness of its image or corporate identity. One consequence of this attitude is an acute sensitivity to public opinion.<sup>52</sup>

In dealing with the external public, it can be broken into sub-publics such as the alumni, the legislators, and the like. Then, the PR man can deal with these sub-publics more efficiently. He can also deal with the external public as a whole through the mass media. But, most important is that he makes them feel they are important to his institutions and feel that they are wanted and their views are valuable. An intelligent approach in dealing with the public requires careful planning of the project involved, evaluation of

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<sup>52</sup>Ibid.



attitudes, opinions, motivations, and interests of the individuals who make up the group. It also requires careful representation of the program with the assurance that more than one individual, or rather that a considerable proportion of the individuals, will make a positive response.<sup>53</sup>

An effective communication will be based on the attitudes and reactions of the public to the institutions message. John Baird in his article "The Other Side of the Cain" suggested that an institution needs to analyze itself as a result of the public's looking at it. Thus he suggests that instead of communication flowing from within the institution, the need is more for information from outside. "Reverse PR will not only enhance the stature of the public among the pedagogues, but will build within the off-campus section of the collegiate family a genuine sense of involvement in the life of the institution."<sup>54</sup>

In order to reach his public, the PR director and his staff can utilize several channels. But, he has to be careful in his relations with the mass media. Mass media tend to be suspicious about PR officials. Not

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<sup>53</sup>Gibson, op. cit., p. 298.

<sup>54</sup>John Baird, "The Other Side of the Cain," College and University Journal, IX (Summer, 1970), 44.

being entirely honest or open with the press is synonymous with playing with a two-edged sword. Practically, the reporters will get the story in one way or another and they may get it distorted. Thus, PR must be frank and cooperative with them.

As one reporter put it: "We know about the university confrontation at least a month ago. How come the (officials) never have anything to say beforehand but always have something to say afterwards?"<sup>55</sup> The press wants facts more than opinions although it may tolerate some opinion excerpts.

The press might not completely understand many things about colleges and universities, but it fully understands that schools of higher education . . . use public money to conduct public business and the public has a right to know how their business is being conducted.<sup>56</sup>

To judge what good the press relations are one may compare the following two cases:

John P. Corr, education editor for the Philadelphia Inquirer, says of Temple's news service: "It's a good operation. Their handouts are readable, clear and concise. I can call them, ask a question and get an answer. If they don't know, they will refer a reporter to a department head or vice-president who does. Temple's public relations

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<sup>55</sup> John Breen, "News Reporting, Is It Fair?" College Management, IV, No. 12 (1969), 9.

<sup>56</sup> Ibid., p. 11.



people impress upon university officials the importance of being accessible to the media.

As a result, when the big story breaks, Temple usually gets its side across to the public. It also receives favorable "feature" treatment because it is so easy to deal with.

Now the news bureau at the University of Pennsylvania is quite another matter. For some reason, getting a straightforward answer to a straightforward question is virtually impossible. When Penn appointed a new president, their news bureau sat on a stack of releases, biographies, and pictures until an hour before our deadline. Our assurances that we would honor the release time and would keep the information confidential produced no results. "They won't let us," was the excuse.

Perhaps that's the reason for the difference between the two news bureaus. The one at Penn is staffed by timorous folk who let the university authorities push them around. Administration, in other words, tells the "experts" in the news bureau how to handle relations with the public and the media. Of course, it should be the other way around.<sup>57</sup>

Harte, a publisher, looks upon colleges and universities,

. . . as the supplier of our manpower needs in certain areas. While this particular relationship has improved recently, we simply didn't know anything about higher education other than it was "good." When we began to find out that some of the things going on on the campus weren't "good" we began to view them with high suspicion.<sup>58</sup>

Harte also contends that,

. . . in areas not so fortunate as we, it is easy to be critical of higher education. Many problems confronting our colleges legitimately lend themselves to newspaper headlines. Many persons now regard the college campus as the breeding ground

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<sup>57</sup>"Information Please," op. cit., pp. 12-13.

<sup>58</sup>Houston Harte, "A Publisher Looks at the Campus," College and University Journal, X (March, 1971), 17.

for action against the national interest. However, as a newspaper executive who also serves as a regent of a state university, it behooves me to point out that these problems are not necessarily unique to the college campus but are the reflection of society as a whole.<sup>59</sup>

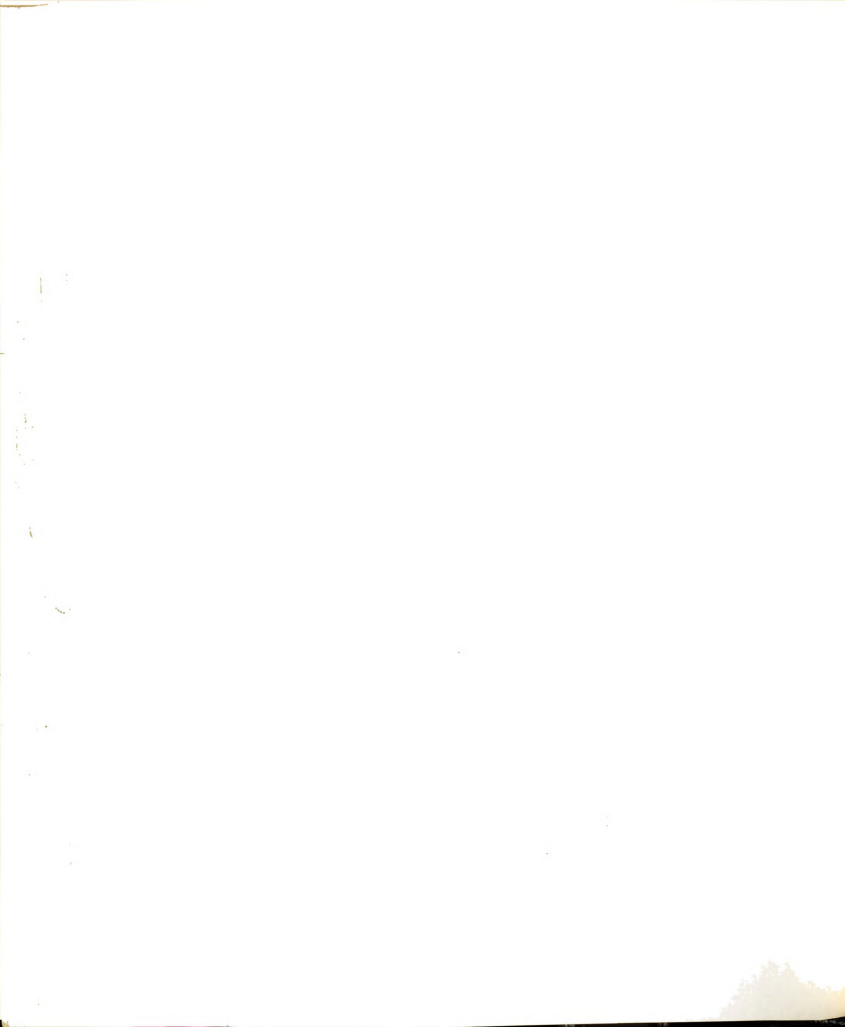
Needless to say, radio, TV, newspapers, and magazines are the commonly used channels for communicating to the institution's publics. Along with these channels there are some other means. Personal contacts is one of these means. The schools own publications and documents are another channel. This category is most useful in its design for specific audience. A third means is the special services and events which includes cultural programs and other forms of formal and informal gathering.<sup>60</sup>

The most widely used and the most widely read are the mass media. These channels are capable of carrying the institution's message to the largest possible public. Except for the printed media, the electronic media is not fully utilized by the colleges and universities' information officials. "I suspect better use would be made of television and radio if they had their version of clipping service and could provide us with snips of programs."<sup>61</sup>

<sup>59</sup> Ibid., p. 18.

<sup>60</sup> Smith, op. cit., pp. 191-92.

<sup>61</sup> Ibid., p. 192.



The Place of PR in Administration

It seems that PR in order to be effective, has to be in the upper rank of the administration. According to Tandler it is imperative that public information officer should report directly to the president so that in time of a crisis he can act with a dispatch rather than following a long routine before breaking his story. His place in the upper echelon of administration gives him more prestige and authority. In a study, Tandler found that in Florida, nine out of twelve respondents report directly to the president. In Illinois, four out of five report to the president. In Michigan, seven out of eleven full-time report to the president directly. In general, thirty-one out of thirty-nine full-time information officers reported to presidents.<sup>62</sup>

Here the director becomes a high-echelon officer, advising the president and his colleagues on the public opinion aspects of policies under consideration as well as how to prepare for and meet criticism and attacks. He is thus an officer of both offense and defense.<sup>63</sup>

Gibson suggests that PR is a fourth function of the central administration. "In view of the strategic demands of this central function, an appropriate title

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<sup>62</sup> Mitchell Tandler, "Case for Public Information Officer," Junior College Journal, XL (February, 1970).

<sup>63</sup> Dodd, op. cit., p. 206.

for the person responsible for these functions would be director or vice-president for public relations and development."<sup>64</sup>

Another PR official comments on his place in the administration rank in saying that: ". . . we are not in on the decision-making process. We should be, not for our boundless wisdom, but that we may interpret in perspective--not after the fact."<sup>65</sup>

These may give an idea where a PR department should be placed. Since it is dealing with sensitive subjects through sensitive channels and trying to persuade an unpredictable public, it should be placed near the top. Therefore, there will be an access to the needed information having higher authority and thus higher possibility to convince. There will be no handicapping routine in the case of an emergency for a speedy dispatch, if the PR man is near the top.

Armour thinks that the PR man is in a confused situation.

I think if a public relations man around a college or university today were told by someone, take me to your leader, he would be nonplussed, or even thrown into a panic. Who is his leader? In the old days, it would undoubtedly have been the president of the institution. Now it might be the president, all right, but the president of the faculty body or

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<sup>64</sup>Gibson, op. cit., p. 121.

<sup>65</sup>"Information Please," op. cit., p. 11.



the president of the alumni association or the president of some campus organization that is busy demanding what used to be requested and denied.<sup>66</sup>

The Problems of PR in Higher Education

Nobody claimed a smooth operation without problems or obstacles. PR in higher education is no exception. There are internal problems as well as external ones facing the PR officials.

Some of the problems may come from within the administration itself.

Most PR people report a growing awareness among administrators of the importance of management's contribution to effective PR. Even the best have problems--most often resulting from busy schedules of presidents who simply are not available for comment, or from neglect of administrators to keep PR officials informed of policy decisions.<sup>67</sup>

According to Steinberg: "The average college public information director faces the same problems that confront his counterpart in business and industry; he is a tool of management rather than an integral part of management function."<sup>68</sup>

Faculty members are also suspicious of the PR officials. According to Dr. Fuchs, the secretary of

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<sup>66</sup>Redford Armour, "Take Me to Your Leader," College and University Journal, IX (Fall, 1970), 41.

<sup>67</sup>"Information Please," op. cit., p. 11.

<sup>68</sup>Steinberg, op. cit., p. 134.

AAUP, "Public relations considerations are, in my view, the most serious existing obstacle to satisfactory internal functioning of colleges and universities." Other noted men have stated that the most serious problem confronting American colleges and universities is an oversupply of public relations officials.<sup>69</sup>

A status problem is facing the PR man; it is the lack of tenure and consequently less security. "The activities of the public relations department reflect the objectives of the central administration and, lacking tenure and authority, there is little the college public relations man can do about it."<sup>70</sup>

Another problem is the relations with the mass media at large. While the PR man tries to create a good image for his institution, the press man wants the facts good or bad, and he may get them in one way or another. Let us consider this dialog:

The press: "We knew about the university confrontation at least a month ago. How come the administration, faculty, regent never have anything to say beforehand but always have something to say afterwards?"

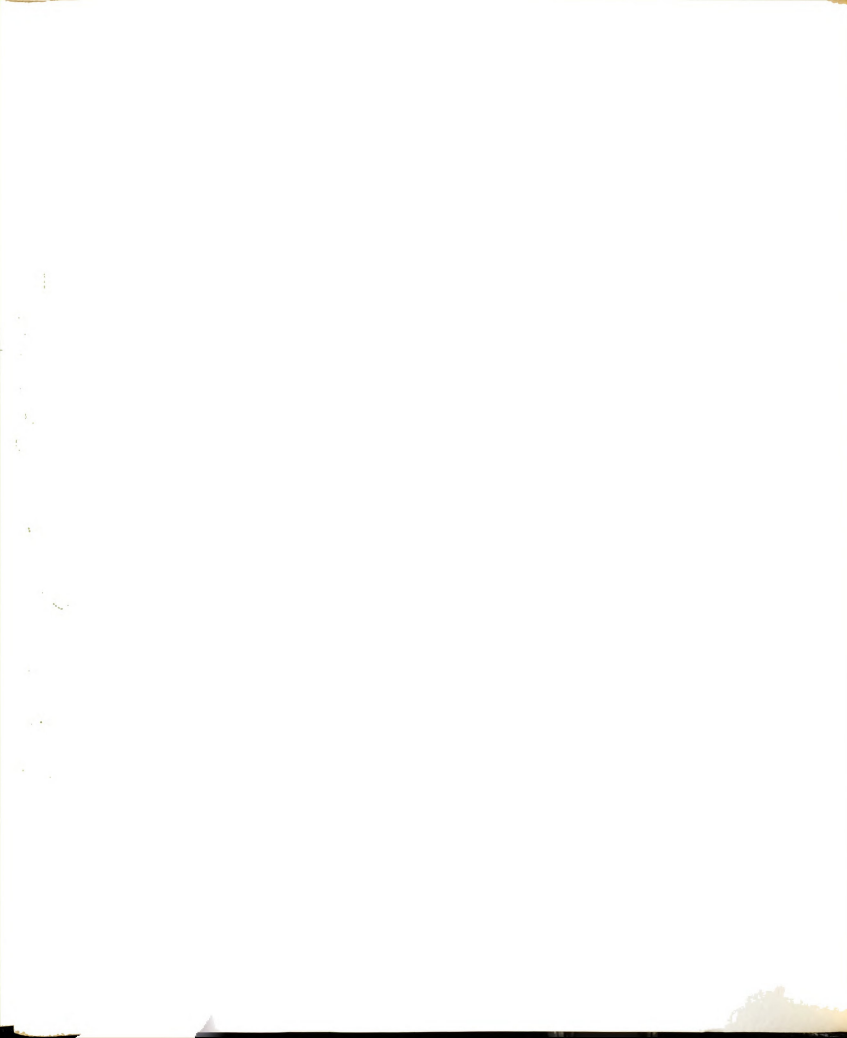
An educator replies: ". . . we do not often make announcements, nor do we talk with the press about things that may or may not happen. You have to wait until something is specific and therefore a matter of public information."<sup>71</sup>

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<sup>69</sup>Gibson, op. cit., p. 130.

<sup>70</sup>Steinberg, op. cit., p. 135.

<sup>71</sup>Breen, op. cit., p. 9.



A. Ciervo, speaking about the press relation with higher education PR contends that in

. . . interview with educational writers. . . . I found that their remarks about the campus PR operations were not always flattering. "Some of the campus public relation departments are hardly any help at all," said Barry Kalb, education writer for the Star. "They are never on top of things, and when you call you don't get answers."

Peter Milius of the Post said, "What we often get from PR offices are the most routine forms of handouts. We get very little help from them in terms of broader and more serious news about universities."<sup>72</sup>

According to Flynn:

It is a curious paradox that in the midst of the most tremendous advance in modes of communication the world has ever seen, colleges and universities are falling behind in transmitting information to the public. The reason is simply that we have not capitalized upon the opportunities inherent in the electronic media. If we are not to fail completely in the future, staffing must include knowledgeable people who can and will help solve this public informational problem. Much of the discontent with higher education as a necessary function has developed from institutional inability to communicate with the masses of citizens. The door is open but we won't walk through it.<sup>73</sup>

Developing a coordinated program of PR is a problem area in higher education.

A public relations program must work out at a series of assumptions which the institution as an organization must formulate. Institutional objectives, role and function within the local community, state and nation, all should play a significant part

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<sup>72</sup> Arthur Ciervo, "Personal Contact on a Sustaining Basis Is a Must in Urban Areas," College and University Journal, IX (Fall, 1970), 31.

<sup>73</sup> Charles Flynn, "If I Were Starting Over Again," College and University Journal, IX (Spring, 1970), 14.

in formulating the wide range of public relations programs which will enhance the reputation, eliminate misunderstanding and establish the institution as an active and resourceful part of the academic community.<sup>74</sup>

Most PR departments in colleges and universities lack clearly defined policy. Good PR program must be based on a clear statement of policy. David Finn is of the opinion that,

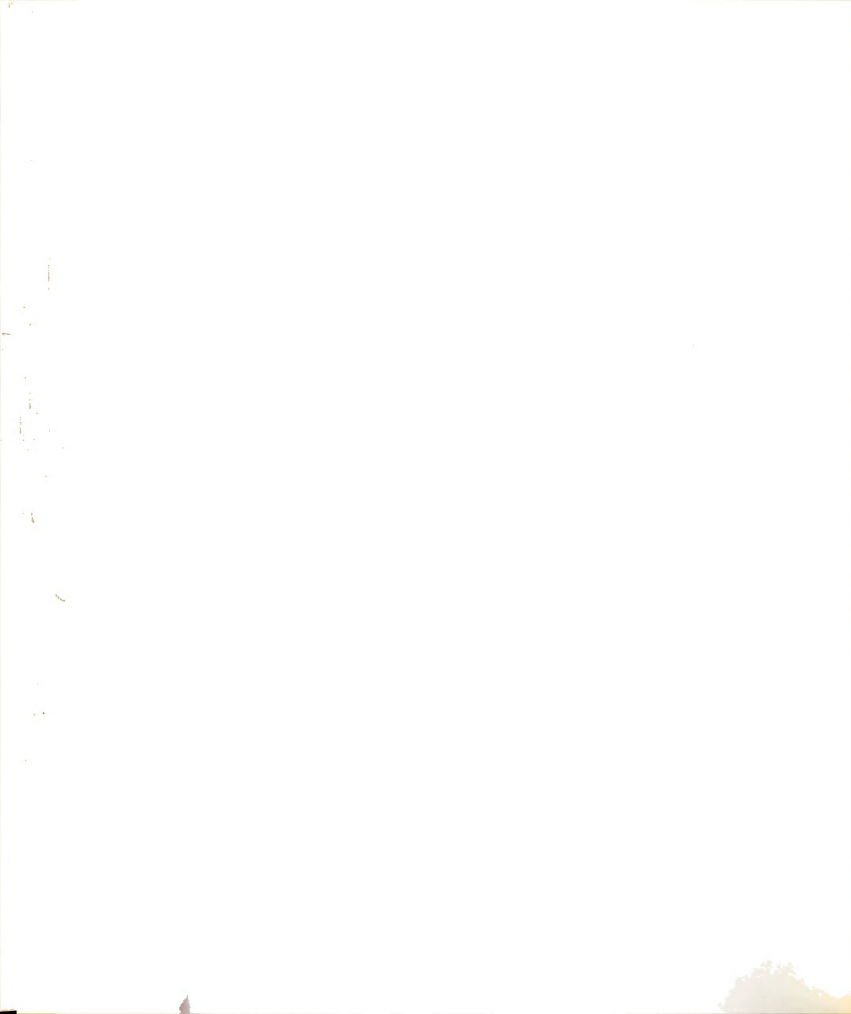
Clarification of (the institution's) ethical threshold in public relations is one of the major responsibilities of top management. The top operating executives (of any institution) have to decide how far they want to go in influencing the press, government, schools, public institutions, and the like. If this is left unspecified, management is failing to come to grips with the basic question of (the institution's) role in society.<sup>75</sup>

The relations with the external public at large is by no means without problems. Without the careful analysis of the public's opinion, motivations, prejudices and biases, the message may not be capable of gaining the public support. Rumors are the enemy of good PR; thus an information man has to be alert to this problem in order to correct it soon.

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<sup>74</sup>Eugene Dubuis, "Community College Must Invest in Public Relation Professional to Improve Faculty Image," College and University Journal, X (Spring, 1971), 28.

<sup>75</sup>Otto Lerbinger, "The Struggle for Ethic," Information Inflation and Communication (New York: Basic Books, Inc., 1965), p. 469.



Bacon and Pride think that,

. . . press releases and other services to the mass media get the lion's share of attention in college public relations offices, while second priority usually goes to community relations. Considerable less emphasis is placed on governmental relations.

Private colleges indicate that less of their total PR effort is devoted to the mass media than is the case of universities. They place greater emphasis on "other" public relations activities, such as working with alumni, parents and the church.<sup>76</sup>

### Summary

As the literature reviewed suggests, public relations, public information, university relations, or whatever the name might be is an essential function of the modern management of higher education. The author is of the opinion that no public relations program no matter how well staffed, can make an institution appear better than what it actually is. But, the better equipped PR program can provide the first and most objective news account of events, both pleasant and unpleasant, of the institution and favorably improve the public reaction.

Planning in PR serves as a protection against unpredicted consequences. According to Robbins, it serves two basic purposes:

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<sup>76</sup>A. Bacon and C. Pride, "Trends in Campus Advancement," College and University Journal, X (March, 1971), 9.





The first is simply to anticipate coming events and depending on the nature of the events you foresee--to develop a program either to capitalize on them or minimize their impact. The second is largely problem-solving planning in nature, or reactive programming.

Theoretically, we would not have to do as much of the second kind if we did a better, more comprehensive job of the first. But, in common with most other theories, that is more idealistic than realistic.<sup>77</sup>

As William McGill, the President of Columbia University, views it, in talking about the information executive's relations to the institution's president:

We are different breeds of cats, you and I, but we are caught up together in American higher education at a time of almost unparalleled stress and turmoil affecting American youth. Each of us pursues his profession in the midst of the dark thread that runs through our society and each of us knows how difficult the other's job is. . . . (If) you manage our public affairs well, we can find those precious instances of breathing room that chancellors and college presidents cherish.<sup>78</sup>

A good message is the best tool to reach the public's heart. As Walter Johnson states:

Newspaper releases, radio and television scripts, and similar communications must be carefully prepared. The story must be readable, interesting and to the point. Technical jargon, careless editing, and messy copy create a very poor impression of the author and the degree of importance he attaches to his story.<sup>79</sup>

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<sup>77</sup>H. Zane Robbins, "Do You Need Emergency PR Plans?" Public Relations Journal, XXVII (September, 1971), 20.

<sup>78</sup>William McGill, "The Courage to Lead," College and University Journal, IX (Fall, 1970), 37.

<sup>79</sup>Walter Johnson, "The Public Relations Role of the School Counselor," NASSP Bulletin, XLIV, No. 257 (September, 1960), 62.

True, if a public relations man does his job well and if his work is well coordinated with the other administrative tasks, a good result will prevail. At this point, it is worth mentioning that good coordination, at the administrative level, is related to the effective leadership. The university president bears the primary responsibility for both the image and the direction of his institution. The PR man's role is to carry out these policies to the public within the framework of the institution's overall objectives.

Nickell expresses it this way:

A good program of public relations is very much a matter of telling people your school's immediate objectives and how these objectives relate to your ultimate goals. A good program of interpretation communicates the school's sincere pursuit of its proclaimed objectives.<sup>80</sup>

A good PR program is the one which is subject to analysis from time to time. The static program will exhaust its effectiveness with time. As the environment itself is not static, it is imperative that PR authorities analyze themselves in terms of timeliness, effectiveness, and adequacy; what is good today may not be good tomorrow and what is good tomorrow may not be the day after.

In the process of self-analysis, several factors may be affected. Since the image of the institution is

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<sup>80</sup>Smith, op. cit., p. 190.

the product of what it functions, everybody in the institution should be aware of his responsibility in carrying out the message. The faculty, staff, students, and alumni as well should be active in interpreting the institution's image for its various publics.

In communicating with its various publics, the PR activities, especially the publicity, should be clearly designed to reveal a creative educational process at work. In dealing with the public, the PR man is sensitive to and aware of the social values and that of his institution. He is a student studying and analyzing the new or prevailing concepts because of the fact that he is obliged to build emotional as well as rational linkage with his public. He is a listener to the overtones and the undertones of the public reaction to his college or university. He is a reporter not to the public but to his colleagues about the public's feeling, about his institution. And, finally, he is interpreter. He must interpret his institution to the public-- interpret what is going on in his college, whether it is good or bad. He should, in return, interpret the public's attitude to his own circles.<sup>81</sup>

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<sup>81</sup>Harold Case, "Higher Education-Public Relations," College Public Relations Quarterly, VII, No. 1 (1956), 14.

McWilliams thinks that revision is necessary for college PR. In his words:

Regardless of what your organizational structure might be, if the public relations and development offices have not been reconstructed within the last three years, they are probably less effective than they could be.<sup>82</sup>

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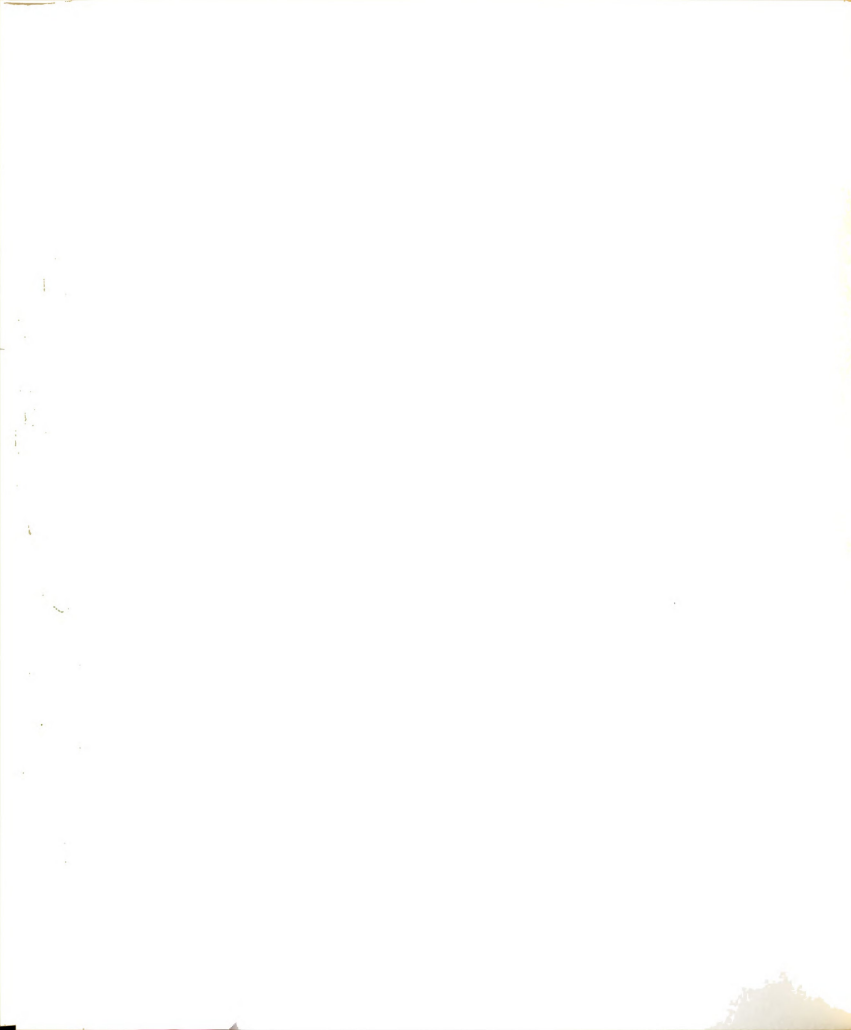
<sup>82</sup>Paul McWilliams, "Institutional Development," College and University Business, XLVII (November, 1969), 16.

## CHAPTER IV

### METHODOLOGY

It was assumed that public relations is as important to an institution of higher education as it is to business organizations and industry. The literature presented in Chapter III indicates such importance and gives some examples of the colleges' and universities' efforts to inform their publics and gain their consent. The Western hemisphere institutions are leading in this respect and it is the writer's belief that the Eastern institutions should follow the lead.

To find out how effective a public relations program is on the university's public, it was hypothesized that the attitudes and feelings of the public--faculty members, students, and laymen of the King Abdul Aziz University--is more favorable than these of the public of the University of Riyad. This hypothesis was based on the fact that the former university has a public relations department while the latter does not have one.



To determine if the research finding supports this hypothesis, the researcher undertook an opinion survey of the "public" of both universities. A questionnaire was developed to achieve this purpose. The questionnaire was sent to Dr. Abdullah Al-Wohaibi, the secretary-general of the University of Riyadh, to administer it in both universities.

#### Development of the Questionnaire

To develop a questionnaire for the study, the pertinent literature in the area of social science research methodology was reviewed. The literature pertinent to communication was also examined and along with that, the techniques of questionnaire construction were explored.

The questionnaire was developed to test the following subscales:

1. The S's awareness of the university as a whole, its operation and functions, as well as the awareness of the university's public relations programs and activities.
2. The S's contribution by giving moral or material support to the needs of the university. This kind of contribution increases or decreases as a result of understanding or misunderstanding of the university's goals and functions. The





degree of participation of the S's in the university's cultural and social activities is included in the subscale.

3. The S's satisfaction of the university's efforts to inform and influence the public opinion.

To do so, the researcher, with the help of the Office of Research Consultation, built and developed the questionnaire. In the process of building the instruments, advice was sought from Dr. John Marston, professor of Journalism, who is considered one of the authorities in the area of public relations. His advice was very useful and helpful in developing the instrument. While he suggested, as one possibility, the semantic differential, this technique could not be used because of the fear that it would produce confusion among students and laymen who might not be familiar with such a technique.

The questionnaire was developed first in English and then translated into Arabic. To test validity, the questionnaire was circulated among the eight graduate assistants in the Office of Research Consultation in the College of Education. A return of five answers was received, and the questionnaire was revised on the basis of their suggestions. Following this, it was given to ten Saudi graduate students enrolled in Michigan State University to answer it and comment on it. A return of

all the ten replies was received and again it was revised on the basis of the suggestions and comments of the Saudi students. All of this was done under the help and supervision of the Office of Research Consultation. Subsequently the questionnaire was translated from English into Arabic.

At this point the researcher had the occasion to travel to Saudi Arabia and was able to request two of the Riyadh University instructors to read the Arabic version and comment on it. It was then administered to eight persons differing in their scholastic status. One of them did not have formal schooling but knows how to read and write in Arabic, two were junior high students, two were senior high school students, two were college students, and one was a college instructor. This served as a pretest for the readability and understandability of the Arabic version of the questionnaire. Mr. Mahmoud Mashhadi, the director of Public Relations in Petromine, was helpful in reading the questionnaire and commenting on it. Finally, the Arabic version was given to Dr. Fowzi Najjar, professor of social science at Michigan State University, a member of the author's guidance committee, who has an excellent background in both Arabic and English, for his review.

The questionnaire consists of three parts:<sup>1</sup>

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<sup>1</sup>See Appendix A for copies of the questionnaire in both English and Arabic.

1. The first part was intended to test the awareness of the subjects of the university as a whole. It was intended to see how the public is informed about the university's objectives, its activities, and its operations. It was anticipated that one of the main tasks and strategies of a public relations department is to keep the public informed about the university, its objectives, its contributions to society, and its operations as a whole.
2. The second part was intended to determine the willingness of the public to contribute to the needs of the university, and the public participation in its extracurricular activities. This was made on the assumption that the contented public would contribute more and would be more active in its participation.
3. The third part was to test the public's satisfaction with the university's efforts to inform and influence the public opinion.

#### Selection of Sample

##### Population

The population of the two universities is composed of its faculty members, students, and the general

public in the cities of Riyadh and Jeddah where the universities are located. From this population a sample was drawn.

### Samples

The samples consisted of twenty faculty members from each university, selected randomly, to make forty faculty members from the two universities: twenty students from each university selected randomly for a total of forty students from both universities; twenty persons from the general public, selected randomly, from each city in which the universities are located, to make forty from both cities.

To test the difference of the public feeling between the two universities' publics, and to be sure if it was as a result of public relations efforts, another technique was employed. That was to ask the twenty faculty members from each university to read a folder accumulated from the local newspaper clippings published in a period of six months from October 1, 1967, to March 31, 1968, for each of the two universities.\* This period was selected for two reasons: first, because it was the period immediately preceding the establishment of the department of public relations in the University of King Abdulaziz. Secondly, it was the middle of the academic year, thus avoiding the critical period

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\* These clippings are filed with the author for any inspection.

which comes at the end of the academic year. In this latter period, many controversial articles are typically written about examinations and the examination results. These articles were mostly unfavorable to the university and represent a rather limited scope of topics and only come at this time of the year. The total sample, thus, was 160 persons to be contacted.

After receiving the data, a slight change was made in the samples which were to be drawn. That was because of the fact that the return from the faculty members who read the clippings was only 20 per cent from each university. Thus, it was found that it would be helpful if the graduate assistants from the University of Riyadh and the King Abdulaziz University who are attending some American universities could be included to read the clipping folders and then answer the questionnaire along with the faculty sample. Eleven graduate assistants from each university studying at Michigan State University, University of Michigan, and Utah State University were selected to make a total of thirty professors and graduate assistants from the two universities who read the clippings and answered the questionnaire. This included the eight responses from faculty members from the two universities. This change made the total size of the sample amount to 172 subjects.

While substitution of graduate assistants for regular faculty might raise a question of representativeness, it should be observed that in terms of age and cultural outlook they are very similar in the two institutions.

#### Method of Collecting Data

The questionnaire was administered in Riyadh by Dr. Abdullah Al-Wohaibi, the Secretary-General of the University of Riyadh. In Jeddah, it was administered by Dr. Ahmed Ali, the Vice-President of the University of King Abdulaziz. In order to attain at least twenty replies, the authors requested that more than twenty subjects be given the questionnaire.

The questionnaire was preceded by three pages of instructions and definitions of terms to make it easier for the subjects to understand the instrument as much as possible.

The subjects received the questionnaire by hand in both universities and were requested to return their answers by the same way except in Jeddah where the office of the vice-president mailed three copies of the questionnaire to some private citizens to answer as laymen.

The return was twenty-two answers from laymen in the Riyadh area and twenty-three from the Jeddah area. From these, the questionnaires with the least complete answers were eliminated and two samples of twenty were obtained for purposes of analysis.

The return from students was twenty from Riyadh and twenty-one from Jeddah, thus one of the replies from Jeddah was excluded.

The instructors of both universities responded except in the "after reading" where the change was introduced. Twenty from each university provided a total of forty from the two universities.

As mentioned before, the return from instructors, after reading the clippings was very small. Only four from each university replied. Thus, the change mentioned above was made to include the eleven graduate assistants from each university to read and answer the instrument after reading the clippings. Those same graduate assistants were asked to answer the questionnaire twice; once before reading the newspaper clippings and once after reading them. The return of these graduate assistants was 100 per cent in both cases, before and after reading.

After the adjustment in the sample, the total return amounted to 172 answers or 100 per cent after excluding the extra replies from laymen and students.

For further information in regard to the two universities' efforts in the area of public relations, the author sent seven questions (Appendix C) to be answered by five reporters in Riyadh and five others in Jeddah. These questions were intended to ascertain the journalists' feelings in regard to the universities' cooperation with the press. It was also intended to determine whether they

feel the universities try to repress or hide some kinds of news from the public. A third objective of these questions was to ascertain the importance these journalists place on the public relations department as a necessary part of a university.

#### Treatment of Data

Responses to the questionnaires were analyzed and punched on cards, one card for each subject, for use in the computer. The analysis of variance (ANOVA) was employed to measure the consistency between the various segments of the sample, the interaction between the two universities with the type of sample, with the subscales. Significance level was set at .05.

The results were expected to answer the following null hypotheses, stated previously in Chapter I.

#### Hypothesis I:

There will be no difference between the two universities as a result of public relations activities.

#### Hypothesis II:

There will be no interaction of the universities with the type of person.

#### Hypothesis III:

There will be no interaction of the universities with the subscales.

#### Hypothesis IV:

There will be no interaction of universities, type of person, and subscales.



Summary

In this chapter, the design and procedures for the study were described. Two Saudi Arabian universities were studied in regard to their efforts to inform and influence the public opinion. Twenty faculty members, twenty students, and twenty laymen were chosen from each university. Another twenty faculty members, from each university, were to answer the same questionnaire after reading a folder built for the same university they belong to. That folder contains newspaper clippings to see if there were any differences between the university's efforts in the area of public relations at the time of the study and the time when these clippings were published.

A change was made when the author received only four answers from each university "after reading." Eleven graduate assistants from each university were chosen to answer the questionnaire first, read the clippings and then answer the same instrument. This change raised the sample to 172 instead of the original 160.

The questionnaire was developed by the investigator with the assistance of the Office of Research Consultation in English and was translated into Arabic by the author. It was administered by Dr. Aduallah Al Wohaibi in Riyadh and by Dr. Ahmid Ali in Jeddah.

Analysis of variance was used to see the difference between the two universities. The level of significance was set at .05 to exclude the chance from the answers; to be sure that the differences are the result of factors other than chance.

In Chapter V, the results of the statistical analysis of the data will be given with no interpretation of these results.

## CHAPTER V

### PRESENTATION OF THE DATA

In this chapter the data collected from the questionnaires, answered by faculty members, students, and laymen of both the University of Riyadh and the University of King Abdulaziz are presented. Analysis was done by way of three separate Analyses of Variance--one for each sub-scale. The combined opinions expressed by the study sample and the four hypotheses are tested. Tables for the means of each group in each university are presented, followed by tables of Analysis of Variance. Graphs of the interaction between the two universities in the three sub-scales--awareness, satisfaction and participation--are presented (as defined in Chapter IV).

#### Analysis of Data

The data from the eight groups of the sample, provides the basis for determining if there are differences between the University of Riyadh and the University of King Abdulaziz's efforts in the area of public relations

and information. These data were accumulated and tested on the basis of four null hypotheses.

### The Hypothesis Test

The four hypotheses to be tested were:

#### Hypothesis I:

There will be no difference between the two universities as a whole in terms of public relations efforts.

#### Hypothesis II:

There will be no difference between the groups in both universities.

#### Hypothesis III:

There will be no interaction between the two universities and sub-scales.

#### Hypothesis IV:

There will be no interaction among universities, groups of people, and sub-scales.

Thus, Hypothesis I, predicted that there would be no difference between the two universities in terms of their efforts to inform and persuade the public opinion. On the basis of the test of the three sub-scales, the results showed that the level of significance was .22 for awareness, the first sub-scale did not meet the level .05 which was set up as satisfactory.

For the second sub-scale, participation, the test showed the level of significance as .91 which did not meet the level of .05.

On the third sub-scale, satisfaction, the test showed the level at .63 which was far from meeting the level of significance predicted previously at .05. Thus Hypothesis I could not be rejected by the data. Table 10 shows the univariate analysis of variance on the three sub-scales used to determine the public's attitude toward the two universities.

TABLE 10.--Difference between two universities.

Sub-scales	M.S.	D.F.	F	P
	Mean Square	Degree of Freedom	Test Statistic	
1. Awareness	82.3314	1	1.4932	< .2235
2. Participation	0.5814	1	0.0129	< .9099
3. Satisfaction	2.5640	1	0.2302	< .6321

Hypothesis II predicted that there would be no difference between the groups; faculty members, students, and laymen in the two universities.

Hypothesis II:

There will be no difference between groups of people in the two universities.

Table 11 showed the univariate analysis of variance for the groups in three sub-scales. On awareness, the test showed the level of significance at .5312 which

did not meet the level .05 set up previously as the satisfactory level of significance. On the second sub-scale, participation, the test showed that level at .0001, significant at level .05. On satisfaction, the test showed the level as .0031 which is much less than and significant at the level of .05.

TABLE 11.--Difference between the groups of people in the two universities measured by the three sub-scales.

Sub-scales	M.S.	D.F.	F	P
	Mean Square	Degree of Freedom	Test Statistic	
1. Awareness	40.6599	3	0.7374	< .5312
2. Participation	367.0779	3	8.1156	< .0001 <sup>a</sup>
3. Satisfaction	53.7021	3	4.8219	< .0031 <sup>a</sup>

<sup>a</sup>Significant at < .05.

Hypothesis II was rejected indicating that the groups in the sample differ in their attitude toward the universities under study, i.e. the public of the University of Riyadh differ in their attitude toward their university from those of the University of King Abdulaziz.

Hypothesis III predicted that there would be no interaction of the universities with sub-scales.

Hypothesis III:

There will be no interaction of the two universities with the sub-scales.

As Table 10 shows, there was no significant difference between the two universities on any of the sub-scales. On the sub-scale, awareness, the test showed the probability at .2235 which did not meet the satisfactory level of significance of .05 set up for the study. On the sub-scale, participation, the tests showed the probability at .9099 which also did not meet the level .05. On the third sub-scale, satisfaction, the test showed the probability at .6321 which also did not meet the satisfactory level of significance.

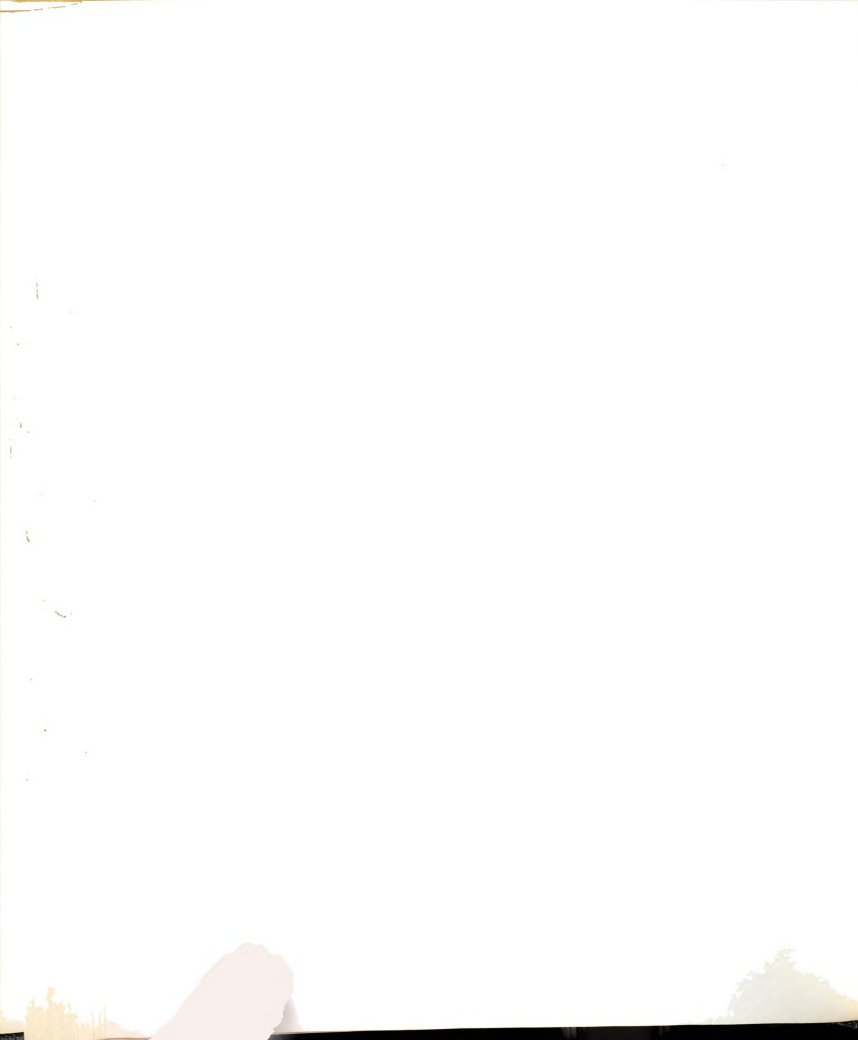
Therefore, there was no interaction between the two universities and the three sub-scales. Thus, Hypothesis III could not be rejected.

Hypothesis IV predicted that there would be no interaction of universities with types of persons and sub-scales.

Hypothesis IV:

There will be no interaction of the universities, groups of people and sub-scales.

The test showed that there were no major differences between the two universities. As Table 10 indicated, there was no significant difference between the two universities as a whole in the three sub-scales. But, as Table 11 showed, there is a significant difference between groups in the two universities in two sub-scales, participation and satisfaction, but not significant in the sub-scale awareness.





Figures 1, 2, and 3 have been presented to illustrate graphically the interaction among the two universities with the groups of people. Figure 1 illustrates the interaction between the groups of people in the two universities in the sub-scale, awareness. Figure 2 illustrates the interaction among the groups of people in the two universities in the sub-scale, participation. Figure 3 illustrates the interaction among the groups in the two universities in the sub-scale, satisfaction.

Thus, Hypothesis IV is being rejected, indicating that there is an interaction between the two universities' types of people and sub-scales. Table 12 shows the cell means of the groups in the two universities in the sub-scales, awareness and participation. Table 14 shows the cell means of the groups in the two universities for the sub-scale, satisfaction.

Overall, the statistical test failed to reject the first and the third hypothesis. However, the remaining two hypotheses, the second and the fourth, were rejected. (See Tables 15, 16, and 17 for the analysis of variance of the three-sub-scales.)

As a part of the study, instructors had to answer the instrument twice--once before reading the newspaper clipping to measure their actual attitude toward their universities. Fifteen of the thirty-one instructors

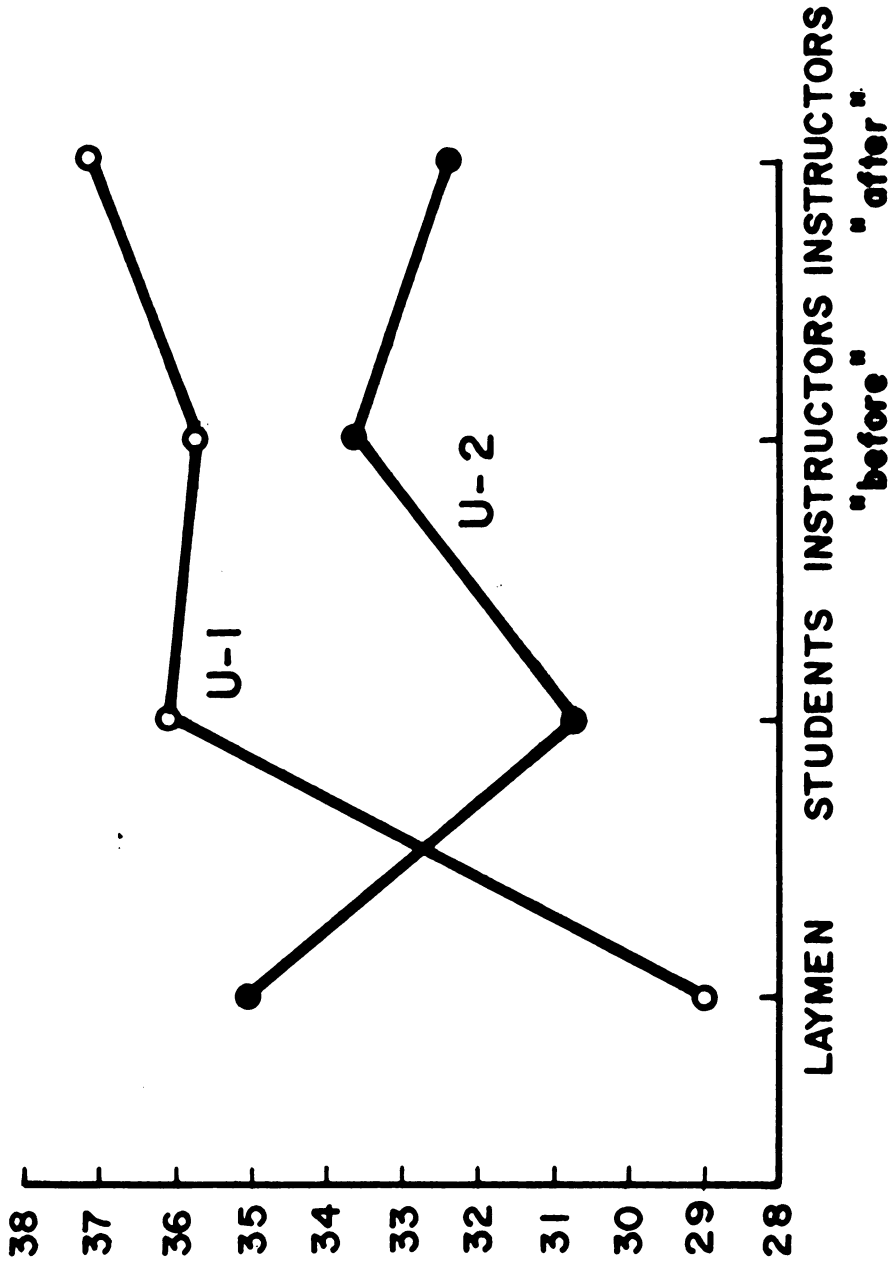
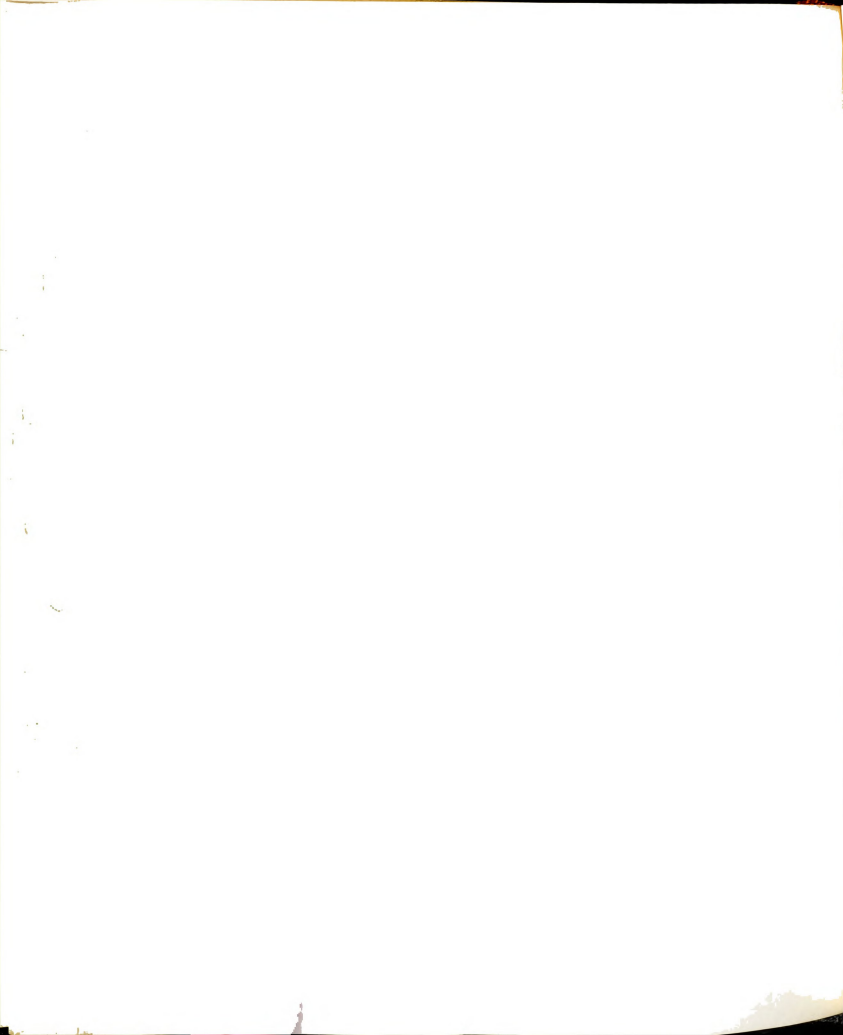


Figure 1.--Interaction of the two universities' groups of people in the sub-scale, awareness.

U-1 = University of Riyadh; U-2 = University of King Abdulaziz.



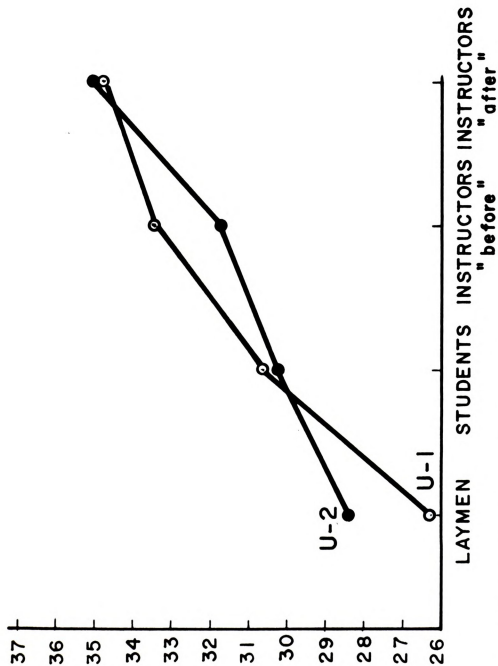


Figure 2.--Interaction of the two universities' groups of people in the sub-scale, participation.

U-1 = University of Riyadh; U-2 = University of King Abdulaziz.

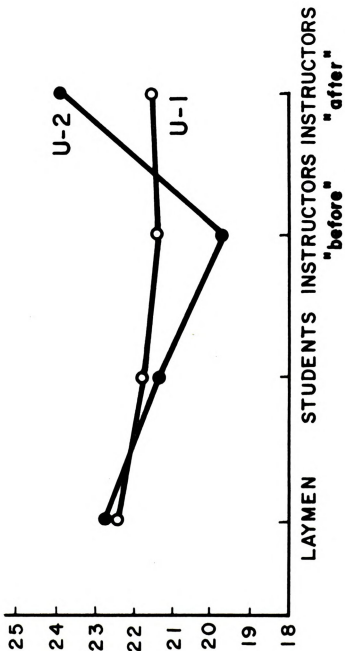


Figure 3. --Interaction of the two universities' groups of people in the sub-scale, satisfaction.

U-1 = University of Riyadh; U-2 = University of King Abdulaziz.

TABLE 12.--Cell means for groups in the two universities for the sub-scale, awareness.

	Laymen	Students	Instructors "before"	Instructors "after"
University of Riyadh	29.9	36.15	35.48	37.13
University of King Abdulaziz	35.5	30.80	33.65	32.67

TABLE 13.--Cell means for groups in the two universities for sub-scale, participation.

	Laymen	Students	Instructors "before"	Instructors "after"
University of Riyadh	26.20	30.70	33.52	34.93
University of King Abdulaziz	28.85	30.35	31.68	35.00

TABLE 14.--Cell means for groups in the two universities for the sub-scale, satisfaction.

	Laymen	Students	Instructors "before"	Instructors "after"
University of Riyadh	22.70	21.60	21.48	21.73
University of King Abdulaziz	22.50	21.40	19.77	24.40

TABLE 15.--Analysis of Variance in sub-scale, awareness.

Source of Variance	Mean Square	DF	F	P
1. Universities	82.3314	1	1.4932	< .2235
2. Groups of People	40.6599	3	0.7374	< .5312
3. Interaction	234.8434	3	4.3500	< .0057 <sup>a</sup>

<sup>a</sup>Significant at  $P < .05$ .

TABLE 16.--Analysis of Variance in sub-scale, participation.

Source of Variance	Mean Square	DF	F	P
1. Universities	0.5814	1	.0129	< .9099
2. Groups of People	367.0729	3	8.1156	< .0001 <sup>a</sup>
3. Interaction	41.1017	3	.9087	< .4383

<sup>a</sup>Significant at  $< .05$ .

TABLE 17.--Analysis of Variance in the sub-scale, satisfaction.

Source of Variance	Mean Square	DF	F	P
1. Universities	2.5640	1	.2302	< .6321
2. Groups of People	53.7021	3	4.8219	< .0031 <sup>a</sup>
3. Interaction	32.2919	3	2.8995	< .0368 <sup>a</sup>

<sup>a</sup>Significant at  $< .05$ .

had to answer the same instrument to see if the difference between the universities was not a product of some factors other than the university's efforts aimed at influencing the public opinion in favor of the university.

The analysis of variance showed that there was no significant difference between the instructors' means "before" and "after" in the sub-scale, awareness. As in Table 11, the means for instructors in the University of Riyadh "before" and "after" are different, but that difference was not significant. The means of instructors in the University of King Abdulaziz "before" and "after" are different and are larger than that of the University of Riyadh.

In the other two sub-scales, participation and satisfaction showed some significant differences in the instructors' means in the University of King Abdulaziz. Table 13 exhibits the means for the groups in the two universities in the sub-scale, participation. The means for instructors in the University of Riyadh do not differ significantly between instructors "before" and "after." In the University of King Abdulaziz, however, comparing the means of instructors "before" and "after" established a significant difference between them.



In the sub-scale, satisfaction, the means for instructors "before" and "after" in the University of Riyadh do not have significant differences (Table 14). But the means for instructors "before" and "after" in the University of King Abdulaziz showed a significant difference.

#### Itemization of Data

In the preceding section of this chapter no attempt was made to interpret the results. It was devoted to the overall weight of statistical analysis of the data only. This section, however, is devoted to the itemization of some selected items in the study.

The questionnaire is composed of fifty-eight items, of which thirty-five were responded to either by "Yes" or "No." These thirty-five items are summarized in Tables 18, 19, and 20. Table 18 summarizes the responses of the laymen in the two universities. Table 19 summarizes the responses of students in both universities. Table 20 summarizes the responses of instructors in both universities. Some selected items are discussed here because of their importance to the public relations activities in both universities but no interpretation is given at this point.

TABLE 18.--Percentage summary of the laymen responses to the thirty-five items designed to be answered by "yes" or "no."

No.	Item	Laymen					
		University 1 <sup>a</sup>			University 2 <sup>b</sup>		
		Yes %	No %	N.R. <sup>c</sup> %	Yes %	No %	N.R. <sup>c</sup> %
1.	Do we need this university?	100	0	0	95	0	5
2.	The university officials' cooperation	65	30	5	70	25	5
6.	Having an idea about the university's objectives	25	75	0	70	30	0
7.	If yes, is it because of PR?	0	45	55	45	25	30
8.	Are the university's facilities opened to the public?	35	65	0	70	25	5
9.	Satisfaction with university relations with teachers	45	20	35	50	15	35
10.	Satisfaction with university's relations with students	25	55	20	55	15	30
11.	Satisfaction with the university's relations with the public	25	55	20	65	35	0
12.	Is public relations necessary?	100	0	0	85	0	15
13.	Finding news about the university in the media	80	4	0	85	15	0
14.	If yes, are these news enough?	10	70	20	5	75	20
18.	Is there a PR department in this university?	0	100	0	75	25	0
19.	Suggesting other means for better relations with the public	45	45	10	35	50	15
21.	The interrelations of the officials in the university	10	50	40	20	55	25
22.	Have you ever felt strange in the university?	50	30	20	30	40	30
24.	Willingness to give personal support	85	10	5	80	15	1
25.	Willingness to help in teaching	55	40	5	65	25	10
26.	Is the university budget enough?	35	65	0	40	60	0
27.	Willingness to give money	75	15	10	80	15	5
28.	Restriction of donations	20	80	0	10	65	25
29.	Should the university population help?	55	80	10	60	40	0
31.	Willingness to help in research	75	25	0	80	15	5
32.	Have you done this before?	0	75	25	10	65	25
33.	Willingness to sell tickets without pay	65	35	0	60	40	0
34.	Volunteer work in certain facilities	50	45	5	70	30	0
35.	Awareness of the university extra-curricular activities	10	70	0	50	50	0
40.	Why this university was opened here?	45	55	0	60	35	5
43.	Teaching is the sole university function	15	80	5	30	60	10
46.	The quantity of social activities	5	95	0	10	70	20
47.	The quality of social activities	10	85	5	20	60	20
49.	Meeting difficulties in dealing with the university officials	10	65	25	20	65	15
51.	The university encourages its people to interact with the public	0	70	30	60	30	10
54.	Getting special help from the university officials	0	70	30	0	95	5
55.	Willingness of the university official to help the public	45	55	0	80	15	5
58.	The university openness to suggestions from the public	15	60	25	75	20	5

<sup>a</sup>University of Riyad.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>No response.

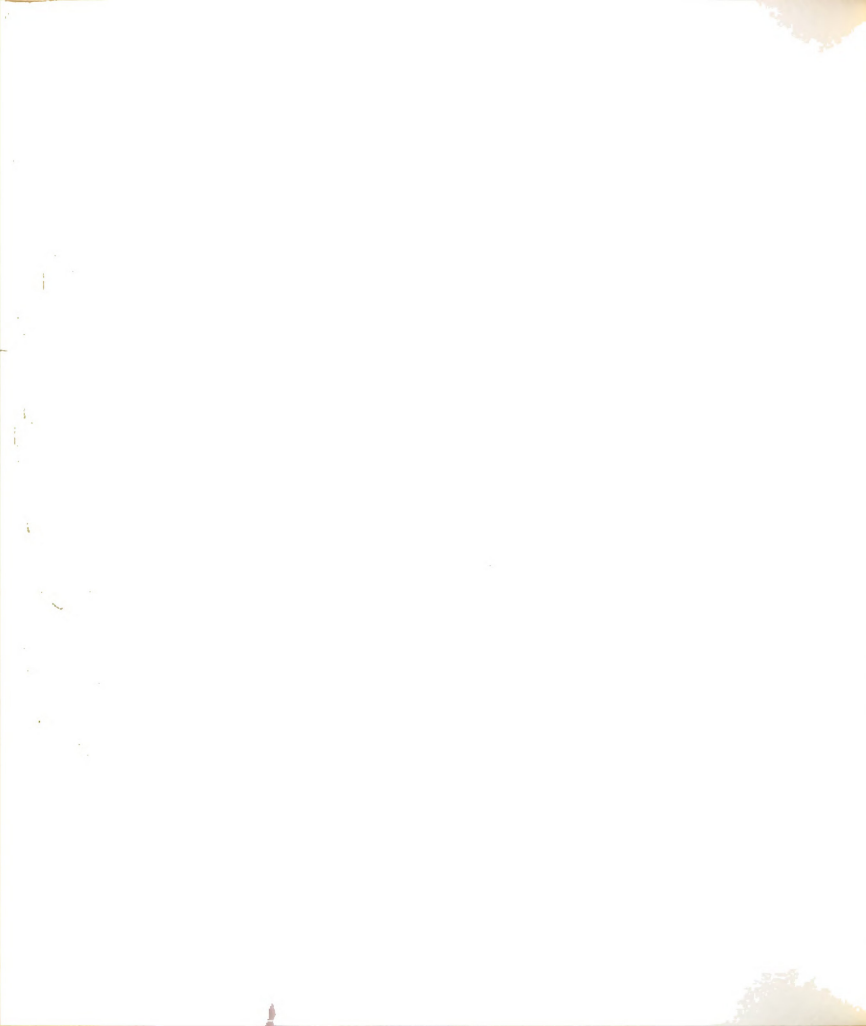


TABLE 19.--Percentage summary of the students' responses to the thirty-five items designed to be answered by "yes" or "no."

No.	Item	Students					
		University 1 <sup>a</sup>			University 2 <sup>b</sup>		
		Yes %	No %	N.R. <sup>c</sup> %	Yes %	No %	N.R. <sup>c</sup> %
1.	Do we need this university?	90	10	0	100	0	0
2.	The university officials' cooperation	35	60	5	75	20	5
6.	Having an idea about the university's objectives	60	40	0	70	25	5
7.	If yes, is it because of PR?	10	50	40	20	50	30
8.	Are the university's facilities opened to the public?	30	70	0	55	40	5
9.	Satisfaction with university relations with teachers	55	30	15	60	15	25
10.	Satisfaction with university's relations with students	40	50	10	60	25	15
11.	Satisfaction with the university's relations with the public	30	65	5	45	30	25
12.	Is public relations necessary?	90	0	10	80	0	10
13.	Finding news about the university in the media	85	15	0	80	5	5
14.	If yes, are these news enough?	10	65	25	25	60	15
18.	Is there a PR department in this university?	5	95	0	50	40	10
19.	Suggesting other means for better relations with the public	75	25	0	35	40	25
21.	The interrelations of the officials in the university	30	50	20	15	80	5
22.	Have you ever felt strange in the university?	65	30	5	60	35	5
24.	Willingness to give personal support	90	10	0	85	10	5
25.	Willingness to help in teaching	50	40	10	55	35	10
26.	Is the university budget enough?	45	45	10	60	35	5
27.	Willingness to give money	75	20	5	65	35	0
28.	Restriction of donations	40	40	20	20	45	35
29.	Should the university population help?	45	55	0	85	15	0
31.	Willingness to help in research	55	45	0	60	40	0
32.	Have you done this before?	5	60	35	20	35	45
33.	Willingness to sell tickets without pay	85	15	0	65	30	1
34.	Volunteer work in certain facilities	60	40	0	55	35	10
35.	Awareness of the university extra-curricular activities	65	35	0	85	15	0
40.	Why this university was opened here?	70	25	5	90	5	5
43.	Teaching is the sole university function	35	65	0	30	70	0
46.	The quantity of social activities	30	65	5	20	80	0
47.	The quality of social activities	20	80	0	30	65	5
49.	Meeting difficulties in dealing with the university officials	50	40	10	45	55	0
51.	The university encourages its people to interact with the public	30	55	15	55	30	15
54.	Getting special help from the university officials	25	75	0	15	75	10
55.	Willingness of the university official to help the public	35	55	10	70	30	0
58.	The university openness to suggestions from the public	40	55	5	75	25	0

<sup>a</sup>University of Riyad.<sup>b</sup>University of King Abdulaziz.<sup>c</sup>No response.

TABLE 20.--Percentage summary of the instructors' responses to the thirty-five items designed to be answered by "yes" or "no."

No.	Item	Instructors					
		University 1 <sup>a</sup>			University 2 <sup>b</sup>		
		Yes %	No %	N.R. <sup>c</sup> %	Yes %	No %	N.R. <sup>c</sup> %
1.	Do we need this university?	100	0	0	100	0	0
2.	The University officials' cooperation	58	38.7	3.2	84.9	6.4	3.2
6.	Having an idea about the university's objectives	74.2	22.5	3.2	67.7	32.3	0
7.	If yes, is it because of PR?	0	67.7	32.3	51.6	12.9	35.5
8.	Are the university's facilities opened to the public?	35.5	61.3	3.2	64.5	29	6.4
9.	Satisfaction with university relations with teachers	45.2	51.6	3.2	77.4	9.7	12.9
10.	Satisfaction with university's relations with students	29	71	0	70.9	22.5	5.4
11.	Satisfaction with the university's relations with the public	35.5	61.3	3.2	61.3	29	9.7
12.	Is public relations necessary?	96.8	0	3.2	100	0	0
13.	Finding news about the university in the media	77.4	22.6	0	93.5	6.4	0
14.	If yes, are these news enough?	16.2	61.3	22.5	22.5	67.8	9.7
18.	Is there a PR department in this university?	6.4	87.2	6.4	87.1	12.9	0
19.	Suggesting other means for better relations with the public	61.3	29	9.7	54.8	25.8	19.4
21.	The interrelations of the officials in the university	29	64.5	6.4	3.2	90.4	6.4
22.	Have you ever felt strange in the university?	38.8	5.8	3.2	6.4	84.9	9.7
24.	Willingness to give personal support	80.7	16.3	0	100	0	0
25.	Willingness to help in teaching	80.7	16.3	0	100	0	0
26.	Is the university budget enough?	51.7	45.1	3.2	57.6	41.9	5.5
27.	Willingness to give money	51.3	38.7	0	74.2	16	9.7
28.	Restriction of donations	35.5	25.8	38.7	38.7	38.7	22.6
29.	Should the university population help?	54.8	45.2	0	48.4	41.9	9.7
31.	Willingness to help in research	58	38.8	3.2	96.8	3.2	0
32.	Have you done this before?	9.7	48.4	38.7	100	0	0
33.	Willingness to sell tickets without pay	41.9	58.1	0	61.3	29	9.7
34.	Volunteer work in certain facilities	77.4	22.6	0	70.9	25.8	3.2
35.	Awareness of the university extra-curricular activities	96.8	3.2	0	90.3	9.7	0
40.	Why this university was opened here?	84.9	9.7	6.4	80.7	12.9	6.4
43.	Teaching is the sole university function	12.9	87.1	0	6.4	87.1	6.5
46.	The quantity of social activities	16.1	84	0	22.6	71	6.4
47.	The quality of social activities	12.9	87.1	0	38.7	54.8	6.4
49.	Meeting difficulties in dealing with the university officials	32.2	64.6	3.2	25.8	67.7	6.4
51.	The university encourages its people to interact with the public	32.2	54.8	12	80.7	12.9	6.4
54.	Getting special help from the university officials	16.1	80.7	3.2	29.1	64.5	6.4
55.	Willingness of the university official to help the public	54.8	41.9	3.2	90.3	6.4	3.2
58.	The university openness to suggestions from the public	41.9	51.6	6.4	90.3	3.2	6.4

<sup>a</sup>University of Riyad.<sup>b</sup>University of King Abdulaziz.<sup>c</sup>No response.

The remaining twenty-three items were designed to be answered either by multiple choice or by open-ended responses. Most of these items are discussed later in this chapter after discussing the following selected items from the itemized ones.

Observations and Discussion of  
Selected Items

One of the major strategies of a public relations department in a college or university is to explain to the public the main objectives of the institution. Thus, one question was:

Item 6. Do you have an idea about the university's objectives?

Seventy-five per cent of laymen in the University of Riyadh responded "no" and 25 per cent responded "yes." In the University of King Abdulaziz, 70 per cent of the laymen responded "yes" and 30 per cent responded "no" (Table 18).

Among the students, 40 per cent of the students in the University of Riyadh responded "yes" and 60 per cent responded "no." In the University of King Abdulaziz, 70 per cent of the students responded "yes" and 30 per cent responded "no" (Table 19). Among instructors, 74.2 per cent in the University of Riyadh responded "yes"; 25.8 per cent responded "no." In the University of King

Abdulaziz, 67.7 per cent responded "yes" and 32.3 per cent responded "no" (Table 20).

The next question was:

Item 7. If the answer is yes, did you get that idea as a result of the activities of the public relations department?

None of the twenty laymen in the University of Riyadh area responded "yes." In the University of King Abdulaziz, 45 per cent of the laymen responded "yes" and 25 per cent responded "no," with 30 per cent who did not respond (Table 18). Among students, only 10 per cent in the University of Riyadh answered "yes," 50 per cent responded "no" and 40 per cent did not answer. In the University of King Abdulaziz, 20 per cent answered "yes," 50 per cent answered "no," and 30 per cent did not respond (Table 19).

Among instructors, 67.7 per cent of the instructors in the University of Riyadh responded "no," 32.3 per cent did not respond. In the University of King Abdulaziz, 51.6 per cent responded "yes," 12.9 per cent responded "no," and 35.5 per cent did not respond to this question (Table 20).

A third item concerned the necessity of public relations to universities:

Item 12. Do you think that public relations activities are necessary to explain the university's objectives to the public?

All of the laymen in the University of Riyadh responded "yes." Eighty-five per cent of the laymen of the University of King Abdulaziz area responded "yes" and 15 per cent did not respond (Table 18).

Among students, 90 per cent of the students in the University of Riyadh responded "yes" and 10 per cent did not respond. The King Abdulaziz University students responded as 90 per cent "yes" and 10 per cent did not respond (Table 19).

Among instructors, 96.7 per cent of the instructors in the University of Riyadh responded "yes" and 3.3 per cent did not respond. In the King Abdulaziz University, all instructors responded "yes" (Table 20).

Another item deals with the attitudes of the public toward the universities' administrators and employees.

Item 58. Do you feel that the university's administration is open to suggestions from its instructors, employees, students, and the general public?

Fifteen per cent of the laymen in the University of Riyadh responded "yes," 60 per cent responded "no," and 25 per cent did not respond. In the University of King Abdulaziz, 75 per cent of the laymen responded "yes," 20 per cent responded "no," and 5 per cent did not respond (Table 18).

Among students, 40 per cent in the University of Riyadh responded "yes," 55 per cent responded "no," and



5 per cent did not respond. Of the University of King Abdulaziz students, 75 per cent responded "yes" and 25 per cent responded "no" (Table 19).

Among instructors, 41.9 per cent in the University of Riyadh responded "yes," 54.8 per cent responded "no" and one did not respond. Ninety and three-tenths per cent of the instructors at the University of King Abdulaziz responded "yes," 3.2 per cent responded "no," and 6.4 per cent did not respond (Table 20).

Multiple Choice and Open-Ended  
Items Which Could Not Be  
Summarized

Since these items could not be summarized in tables because of their nature as combinations of multiple choice or free responses, most of them are to be presented in tables on the following pages with some discussion of the individual items.

Item 3.--Was a free response and was considered a part of the previous item. It was intended to give the subjects the chance to express themselves in regard to their university's cooperation with the public (Table 21).

The responses to this question are tied with the subjects' belief that the university does cooperate with the public. Laymen, students, and instructors in the University of King Abdulaziz believe that their

TABLE 21.--Summary of the responses of the groups of people in the two universities in regard to the cooperation with the public.

Item 3	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	LC	Sd	Te	LC	Sd	Te
	%	%	%	%	%	%
(a) The university encourages the public to use its facilities, helps them and tries to attract them.			6.4	15	10	
(b) Cooperation with the public is essential thus the university is doing fine.		5	9.7		10	
(c) The university administrators are opened to every suggestion even though it does not go with their line of thinking.				10	10	
(d) I could feel this cooperation through interacting with them.			6.4		15	9.7
(e) The university is a scientifically and culturally oriented institution, thus it should take the lead in cooperation.	20	5		15		
(f) The university is not separated from the public, thus it should cooperate.	10	10		15		9.7
(g) I could feel it from the public appraisal of the university.	5		6.4		10	12.9
(h) The university officials are active in trying to attract the public's attention to the university through the local media and through public lectures.			3.2	5	5	16.1
(i) By rendering service to the public.		10	6.4	15	5	22.5
Did not respond	65	70	62.5	25	35	29.1

<sup>a</sup>University of Riyadh.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>Laymen.

<sup>d</sup>Students.

<sup>e</sup>Teachers.

university cooperates with the public more than those of the University of Riyadh. Seventy-five per cent of the laymen in the University of King Abdulaziz believe their university cooperates, while only 35 per cent of the laymen in the University of Riyadh believe so.

Sixty-five per cent of the University of King Abdulaziz students believe their university is cooperative with the public, while only 30 per cent in the University of Riyadh believe so.

Among instructors, 70.9 per cent of the University of King Abdulaziz believe their university is cooperative with the public while only 37.5 per cent of the University of Riyadh believe so.

Item 4.--Was a free response to item two and was intended to give the subjects the chance to express themselves if they believe their university is not cooperative with the public. Table 22 summarizes these responses which are presented in percentage form.

This item is correlated with the previous item, thus it was anticipated that the subjects who did not respond to item 3 should respond to this one. But, not all of those who did not respond to the previous one responded to this. Only 15 per cent of the laymen in the University of Riyadh indicated that their university is not cooperative with the public while 20 per cent of the laymen in the University of King Abdulaziz believe so.

TABLE 22.--Summary of the responses of the groups in the two universities, their opinion in regard to their universities not cooperating with the public.

Item 4	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	L <sup>c</sup> %	S <sup>d</sup> %	T <sup>e</sup> %	L <sup>c</sup> %	S <sup>d</sup> %	T <sup>e</sup> %
(a) They do not pay much attention to the public.	15	5	9.7	5	5	
(b) The officials believe that the university shall not come down to the public's level.		10	12.9	5		
(c) There is a lack of communication channels between the university and its public.		10	9.7			6.4
(d) There is no cooperation within the university itself, thus no hope for cooperation with the public.		20	6.4		5	3.2
(e) There might be some activities open to the public, but who knows about it?		10		5		
(f) I cannot feel such cooperation.				5		3.2
Did not respond	85	45	61.4	80	80	87.2

<sup>a</sup>University of Riyad.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>Laymen.

<sup>d</sup>Students.

<sup>e</sup>Teachers.

Fifty-five per cent of the University of Riyadh students believe that their university does not cooperate with the public while only 20 per cent in the University of King Abdulaziz believe so.

Among instructors, 38.1 per cent of the University of Riyadh instructors believe their university does not cooperate with the public while only 12.8 per cent of the University of King Abdulaziz instructors believe so.

Item 5.--Was intended to rate the universities' relation with the public (Table 23).

Five per cent of the laymen in the University of Riyadh area believe that their university has a very good relations with the public, while 40 per cent of those in the University of King Abdulaziz believe so. However, only 5 per cent of the laymen in the University of Riyadh area reported the University has bad relations with the public while 10 per cent of those of the University of King Abdulaziz believe so.

Among students, 40 per cent at the University of Riyadh reported that the university has good relations, while 85 per cent of the University of King Abdulaziz students reported so. Fifty per cent of the students in the University of Riyadh reported that they believe that their university does not pay attention to its relations with the public while only 15 per cent of the University of King Abdulaziz students believe so.



TABLE 23.--The groups of peoples rating of the universities relations with the public.

Item 5	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	L <sup>c</sup> %	S <sup>d</sup> %	T <sup>e</sup> %	Lc %	Sd %	Te %
(a) Very good relations	5	5	19.3	40		32.3
(b) Good relations	65	40	45.2	35	85	58
(c) Neutral "do not care"	25	50	35.5	15	15	9.7
(d) Bad relations	5	0	0	10	0	0
(e) Very bad relations	0	0	0	0	0	0
Did not respond	0	5	0	0	0	0

<sup>a</sup>University of Riyad.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>Laymen.

<sup>d</sup>Students.

<sup>e</sup>Teachers.

Among instructors, 45.2 per cent of the University of Riyadh instructors reported that their university relations with the public is good, while 58 per cent of those in the University of King Abdulaziz reported so. However, only 19.3 per cent of the University of Riyadh instructors reported that they believe their university has very good relations with the public. In the University of King Abdulaziz, 32.3 per cent of the instructors reported their university has very good relations with its public. None in the two universities reported bad or very bad relations.

Item 15.--Was intended to see which of the mass media was or were utilized more by the two universities in their efforts to inform the public (Table 24).

Newspapers were picked by the groups in the two universities as the medium in which they most frequently find news about the universities. Seventy-five per cent of the laymen in each university indicated newspapers. Fifty per cent of the University of Riyadh students and 60 per cent of the King Abdulaziz students indicated that they read about the Universities in the newspaper.

Among the instructors, 58 per cent of those in the University of Riyadh and 74.2 per cent of those in the University of King Abdulaziz indicated newspapers as the most medium in which they find news about the two universities.



TABLE 24.--About the media the two universities use in their efforts to inform the public.

Item 15	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	L <sup>c</sup> %	S <sup>d</sup> %	T <sup>e</sup> %	L <sup>c</sup> %	S <sup>d</sup> %	T <sup>e</sup> %
(a) Television	30	30	22.5	25	5	12.9
(b) Radio	20	15	0	10	15	6.4
(c) Newspapers	75	50	58	75	60	74.2
(d) Personal contacts	20	55	48.4	20	55	38.7
(e) All of the above	45	0	0	0	5	29
Did not respond	0	5	0	0	45	0

<sup>a</sup>University of Riyad.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>Laymen.

<sup>d</sup>Students.

<sup>e</sup>Teachers.

Personal contact is the second favorite medium used by the two universities. Fifty-five per cent of the students in both universities indicated this medium. Twenty per cent of both universities' laymen reported that they received news about the universities through the personal contact. Forty-eight and four-tenths per cent of the University of Riyadh instructors and 38.7 per cent of the University of King Abdulaziz instructors indicated this medium.

Item 16.--Was intended to explore the subjects' opinion in regard to the universities' use of the different media to obtain better relations with the public (Table 25). The subjects were asked to check more than one medium if they see it applicable.

Laymen and instructors believe pamphlets are good mediums. Fifty-five per cent of the laymen in Riyadh and 85 per cent of the laymen in Jeddah chose this medium. Sixty-four and five-tenths per cent of the instructors in both universities indicated using pamphlets is a good means of communicating with the public and of obtaining better relations.

The most popular medium indicated by all the groups in the two universities was programs on T.V. and radio. Seventy per cent of the Riyadh laymen, 70 per cent of the Jeddah laymen, 60 per cent of the University of Riyadh students, 65 per cent of the University of King

TABLE 25.--Summary of suggested methods to be used by the two universities to influence the public opinion.

Item 16	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	L <sup>c</sup>	S <sup>d</sup>	T <sup>e</sup>	L <sup>c</sup>	S <sup>d</sup>	T <sup>e</sup>
	%	%	%	%	%	%
(a) Issuing pamphlets	55	10	64.5	85	50	64.5
(b) Making programs in the T.V. and radio	70	60	67.7	75	65	80.7
(c) Making news releases and articles in the newspapers	55	55	77.4	70	50	74.2
(d) Concentration on personal contacts	10	55	29	40	5	48.4
(e) All of the above	10	20	22.5	30	5	35.5
Did not respond	10	10	0	0	0	0

<sup>a</sup>University of Riyad.

<sup>b</sup>University of King Abdulaziz.

<sup>c</sup>Laymen.

<sup>d</sup>Students.

<sup>e</sup>Teachers.

Abdulaziz students, 67.7 per cent of the instructors in the University of Riyadh, and 80.7 per cent of the instructors in the University of King Abdulaziz chose using programs on T.V. and radio as the best medium for reaching the general public.

Item 20.--Is a free response to another item and was intended to explore the subjects' opinions in regard to the best way to achieve good relations with the universities' instructors, students, employees, and the public at large (Table 26).

As a free response, not all the subjects have responded to it. However, 30 per cent of the laymen in the Riyadh area suggested the creation of a public relations department. Twenty per cent of the University of Riyadh students and 35.4 per cent of the instructors reported the creation of a public relations department would help. However, none of the University of King Abdulaziz subjects reported this means.

Item 23.--Is intended to explore the students', instructors', and laymen's awareness of the two universities needs and whether these needs are moral (verbal support) or material (money and equipment). This is to be followed by other items dealing with the subjects' willingness to give support to the universities.

TABLE 26.--Suggestions by the groups of people for the two universities in order to keep the public informed.

Item 20	University 1 <sup>a</sup>			University 2 <sup>b</sup>		
	L <sup>c</sup>	S <sup>d</sup>	T <sup>e</sup>	L <sup>c</sup>	S <sup>d</sup>	T <sup>e</sup>
	%	%	%	%	%	%
(a) Create a public relations department to coordinate the university effort in this field.	30	20	35.4	0	0	0
(b) Issue pamphlets and make news releases in the printed media.	0	0	0	5	0	6.4
(c) Increase the personal contacts with the public.		20	0	0	0	9.7
(d) Follow the esteem of open communication within and out of the university.	0	0	9.7	0	15	9.7
(e) Create a standing committee from instructors, students and the administration to make coordinating plans to inform the public.	0	15	12.9	0	5	3.2
(f) Make more lectures, symposia and social parties open to the public.	10	20	0	10	0	3.2
(g) Produce cultural and educational films and make some adult education programs available.		10		5	10	3.2
Did not respond	60	15	58	80	75	35.4

<sup>a</sup>University of Riyadh.<sup>b</sup>University of King Abdulaziz.<sup>c</sup>Laymen.<sup>d</sup>Students.<sup>e</sup>Teachers.

Most people in the University of Riyadh (Table 27) believe their university needs moral support more than material support. Eighty-five per cent of the Riyadh laymen, 65 per cent of the University of Riyadh students, 67.7 per cent of the University of Riyadh instructors indicated moral support is more needed than material support. While the corresponding percentage of the University of King Abdulaziz is 20 per cent for laymen, 55 per cent for students and 25.8 per cent for instructors.

TABLE 27.--The subjects' awareness of the universities' needs.

Item 23	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. Moral support	85	65	67.7	20	55	25.8
B. Material support	5	10	15.1	35	20	35.5
C. Both	5	15	9.7	30	25	22.5
Did not respond	5	10	6.4	15	5	16.2

L = Laymen; S = Students; I = Instructors.

Item 30.--Was intended to survey the subjects' opinions on what segment of the university's population should help the university financially. It was assumed that the contended person is the most willing to give financially. As can be seen in Table 28, there is no consensus among the groups on one segment as the main financial supplier.

TABLE 28.--The group's opinion on who should help the university financially if needed.

Item 30	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. The instructors in the university	20	20	12.9	0	10	9.7
B. The student in the university	40	20	9.7	20	10	9.7
C. The general public	15	35	25.8	30	55	48.4
D. All of the above	15	5	16.1	10	5	9.7
E. Instructors and students only	5	15	6.4	0	5	3.2
F. Instructors and the public only	5	5	22.5	20	10	9.7
G. Students and the public only	0	0	3.2	15	5	0
Did not respond	0	0	3.2	5	0	9.7

L = Laymen; S = Students; I = Instructors.

The majority of laymen in the Riyadh area, 40 per cent, indicated that students should help and only 15 per cent indicated that the general public should help. In the University of King Abdulaziz area, only 20 per cent of the laymen indicated that students should help while 30 per cent of them indicated that the general public should help. The largest number of students in both universities, 35 per cent in the University of Riyadh and 55 per cent in the University of King Abdulaziz indicated the general public is the one segment which should help financially.

Among instructors, the largest number, 25.8 per cent in the University of Riyadh and 48.4 per cent in the

University of King Abdulaziz, indicated the general public is the one which should help when the need arises. Among themselves, only 12.9 per cent of the instructors in the University of Riyadh and only 9.7 per cent at the University of King Abdulaziz indicated they themselves should help.

Item 36.--Was to determine how the various publics of the university got their information about the university's extra-curricular activities (Table 29).

Only 25 per cent of laymen in the University of Riyadh area responded that they knew about these activities, and most of these who responded said they got the information from "students and friends." Laymen in the Jeddah area are, comparatively, more informed. Fifty per cent reported they knew about such activities. Thirty-five per cent reported that the mass media is their main supplier in this regard. Fifteen per cent reported that they knew from the Public Relations Department.

Most of the student body reported that they knew about such activities from the announcement boards in the universities. Forty-five per cent of the University of Riyadh students and 75 per cent of the University of King Abdulaziz students reported announcement boards as their main information supplier in this regard.



TABLE 29.--The group responses on the way they know about the universities' activities.

Item 36	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. From the public relations department	0	0	0	15	5	38.7
B. From the invitation cards	5	10	29	0	0	3.2
C. From the announcement board	0	45	16.1	0	75	9.7
D. From personal contact with the organizers	0	5	35.5	0	0	0
E. Because I am a member in the organizing committee	0	0	9.7	0	5	
F. From the mass media	5	0	0	35		25.8
G. As an instructor, I am always kept informed	0	0	6.4	0	0	3.2
H. From students and friends	15	0	0	5	0	0
Did not respond	75	40	3.2	50	15	19.1

L = Laymen; S = Students; I = Instructors.

Among instructors, 35.5 per cent of the University of Riyadh instructors reported that they got information about such activities from the organizing agencies and 16.1 per cent indicated the announcement boards. In the University of King Abdulaziz, 38.7 per cent reported they knew from the Public Relations Department, and 25.8 per cent reported that they knew from the mass media.

Item 37.--Deals with the public attendance of the universities' athletic activities (Table 30).

Only 35 per cent of the laymen in the Riyadh area reported attending such occasions. Of the laymen in the University of King Abdulaziz area, only 15 per cent reported attendance. Five per cent reported attending all and 10 per cent reported attending some, while 45 per cent said they did not attend any.

Among students, 60 per cent of the University of Riyadh reported they did not go to any game. Fifteen per cent reported going to all and 20 per cent reported attending some. The students of the University of King Abdulaziz are more active in their attendance. Ten per cent reported attending all, 40 per cent attended some, and 35 per cent reported they did not go to any athletic events.

A goodly number of instructors in both universities reported attending such games. Fifty-four and eight-tenths per cent of the University of Riyadh instructors

reported attending some. In the University of King Abdulaziz 35.5 per cent reported attending some of these games and 25.8 per cent reported that they did not attend any athletic events.

TABLE 30.--The laymen, students, and instructors participation in the universities' athletic events.

Item 37	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. All	35	15	5.4	5	10	6.4
B. Some	0	20	54.8	10	40	35.5
C. Do not go to any	50	60	16.1	45	35	25.8
Did not respond	15	5	22.5	40	15	32.2

L = Laymen; S = Students; I = Instructors.

Item 38.--Deals with the subjects' participation and attendance of the universities' cultural activities (Table 31). In this respect a good number of laymen indicated attendance. Of the laymen in both universities, 55 per cent in each reported going to some. Forty per cent in the Riyadh area did not attend any, while only 25 per cent in the Jeddah area did not attend any of the cultural activities.

Student attendance is higher in both universities. Seventy-five per cent at the University of Riyadh and 85 per cent of the University of King Abdulaziz reported attending some of these occasions.

TABLE 31.--The laymen, students, and instructors' attendance of the universities' cultural activities.

Item 38	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. I go to all	5	20	12.9	15	10	45.2
B. I go to some of them	55	75	54.8	55	85	48.4
C. I do not go to any	40	5	0	25	5	3.2
Did not respond	5	0	32.2	5	0	3.2

L = Laymen; S = Students; I = Instructors.

Among instructors, attendance is higher in the University of King Abdulaziz with 45.2 per cent reporting that they go to all, 48.4 per cent reporting going to some. In the University of Riyadh, 54.8 per cent reported attending some and only 12.9 per cent reported attending all of these occasions and 32.2 per cent did not respond.

Item 39.--Deals with the laymen's, students', and instructors' attendance of the universities' exhibitions. Table 32 summarizes their responses.

The laymen of Riyadh are less active in this area. Only 20 per cent reported attending some and 10 per cent reported attending all. Laymen in the Jeddah area are more active. Fifty-five per cent reported attending some and 15 per cent reported attending all with only 20 per cent who reported not going to any compared to 65 per cent in the Riyadh area.



TABLE 32.--The laymen, students', and instructors' participation in the universities' exhibitions.

Item 39	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. Go to all	10	55	29	15	30	48.4
B. Go to some	20	30	61.3	55	65	35.5
C. I do not go to any	55	15	6.4	20	5	3.2
Did not respond	5	0	3.2	10	0	12.9

L = Laymen; S = Students; I = Instructors.

However, students of the University of Riyadh reported more attendance. Fifty-five per cent reported going to all, while only 30 per cent of the students of the University of King Abdulaziz reported going to all exhibitions. On the other hand, 30 per cent of the University of Riyadh reported going to some against 65 per cent of the University of King Abdulaziz students who reported attending some.

Instructors of the University of King Abdulaziz reported more attendance, as 48.4 per cent reported going to all and 35.5 per cent reported going to some. Among the University of Riyadh instructors, 29 per cent reported going to all and 61.3 per cent reported going to some.

Item 41.--Deals with the subjects' knowledge about the objectives behind establishing the universities. Table 33 summarizes their responses. It was anticipated

TABLE 33.--The laymen, students, and instructor response on the objectives of establishing the universities in the two cities.

Item 41	University 1			University 2		
	L	S	I	L	S	I
	%	%	%	%	%	%
A. For the public service	25	40	67.7	60	75	67.7
B. For the academic teaching	65	60	74.2	60	45	54.8
C. To solve the societal problems	15	15	67.7	45	30	58
D. For the scientific research	25	25	70.9	50	15	51.6
E. All of the above	5	45	29	45	10	32.2
Did not respond	15	25	3.2	5	0	12.9

L = Laymen; S = Students; I = Instructors.

that the university is obliged to explain itself, its objectives and functions to the public.

Laymen of the Jeddah area are more optimistic about the University of King Abdulaziz. While the majority of the laymen of the University of Riyadh, 60 per cent, picked out "academic teaching" only as the main function of a university, the majority of laymen in the University of King Abdulaziz picked out "public service" (60%), "academic teaching" (60%), "scientific research" (45%), and "solving societal problems" (50%) as the main functions of that university.

The majority of the students in the University of Riyadh, 60 per cent picked out "academic teaching,"

while 75 per cent of those in the University of King Abdulaziz picked out "public service."

Instructors of both universities thought all the four areas were important functions of their universities.

Item 56.--Deals with the students and instructors choice of their particular university. Table 34 summarizes the students' and instructors' responses in both universities.

The largest number, 25 per cent, of the University of Riyadh students indicated that they chose this university because of its closeness to their family homes. Thirty per cent of the students in the University of King Abdulaziz indicated the same reason. In the University of King Abdulaziz the largest number, 40 per cent, indicated that they chose that university because of its good reputation while none indicated this in the University of Riyadh. Equal percentage of students in both universities, 15 per cent in each, indicated that they chose theirs because they had no chance to go to other institutions. Ten per cent of the University of Riyadh students indicated that they chose it because it is "the largest institution in the country."

Among instructors, the largest number of the University of Riyadh instructors, 16.1 per cent, said there were no other institutions at the time they





TABLE 34.--Students' and instructors' reasons for choosing their particular university.

Item 56	University 1		University 2	
	S	I	S	I
	%	%	%	%
A. Because it is the biggest university in the country	10	9.7	0	0
B. There was no other university when I chose it	15	16.1	0	0
C. Because of its closeness to my home	25	9.7	30	12.9
D. Because it gave me the opportunity to pursue graduate study	0	12.9	0	22.5
E. Because of its good reputation	0	16.1	40	12.9
F. Because it is a young institution, thus we must support it	0	3.2	0	9.7
G. It has my area of specialization	15	12.9	15	6.4
H. I could not go to other institution	15	0	5	0
Did not respond	20	19.3	10	35.5

S = Students; I = Instructors.

chose it. Sixteen and one-tenth per cent said they chose it "because of its good reputation."

Among the University of King Abdulaziz instructors, 22.5 per cent indicated they chose it because "it offered them the opportunity to pursue graduate study abroad" while in the University of Riyadh, only 12.9 per cent indicated that reason. However, a good percentage, 35.5 per cent, of the University of King Abdulaziz instructors did not respond against 19.3 per cent of the instructors in the University of Riyadh who did not respond.

Item 57.--Is intended to explore the laymen's feelings and aspirations toward the particular universities in their cities (Table 35). Twenty per cent of the laymen in the Riyadh area want to see graduate programs available in that university. Ten per cent wanted the university to leave its "ivory tower" and lend the public some attention. Fifteen per cent wanted to see the university completely equipped. Ten per cent wanted to see adult education programs available in the university.

Thirty per cent of the laymen in the University of King Abdulaziz area wanted to see variety of academic programs in that university. Fifteen per cent wanted that university to grant admission to every capable applicant. Ten per cent in the University of King



TABLE 35.--The laymen aspiration for the universities in their cities.

Item 57	University 1	University 2
	Laymen %	Laymen %
A. I want to see this university completely equipped.	15	5
B. I want to see graduate programs in this university.	20	5
C. I want to see this university leaving its "ivory tower" and respond to the societal needs.	10	0
D. I want to see it a leading institution in the Middle East.	15	10
E. I want to see every academic field available in it.	5	30
F. I want to see adult education programs available to those who want them.	10	5
G. I want to see admission granted to every capable student.	0	15
Did not respond	25	30

Abdulaziz laymen hope for the university to be the leading institution in the Middle East area while 15 per cent of those in the Riyadh area hoped so for their university.

#### The Data From the Journalists

While looking at the responses from the laymen, the researcher found a statement which says, "I work as a journalist and have a complete idea about the failure of our universities." Thus, it was anticipated that it would be helpful to send a questionnaire consisting of ten items to five randomly selected journalists in both Riyadh and Jeddah to see their attitude toward the universities under study in their cities. The questionnaire is composed of ten questions (Appendix C).

#### Question 1:

During your communication with the University of (            ) as a reporter, do you find cooperation from the university's officials in your pursuit for news?

Three out of the five journalists in the Riyadh area said "yes," and two said "no." Four in Jeddah responded "yes," and one responded "no."

#### Question 2:

Do you think that there is a better way to improve the university's relations with the press?

All the five in the Riyadh area responded "yes," while four from Jeddah area responded "yes," and one

responded "no." As a part of the question "if yes, please explain," the journalists of Riyadh responded as follows: "By establishing a public relations department to deal with the reporters and make the news available as soon as there is a news." Another reporter responded "establishing a special department to be a link between the university and the press in charge of news disposal and to arrange for the reporters' visits to the university." The third response was simply, "establish a public relations department." The fourth said, "The university rector should hold a news conference in every occasion to explain what is going on." The fifth said, "by releasing any news good or bad at the time they occur."

The responses of the Jeddah area reporters are: "It takes time." The second said, "by making personal contacts with the press to give the news whenever they are happening, instead of sending the news as circulation letters which come later than it should be." The third reporter said, "better relations are desirable even though the relations now are excellent." The fourth apparently does not know about the existence of the public relations department. He said, "the establishment of public relations department."

Question 3:

Do you think that the university's administrators and officials tend to repress some kinds of news?





Two in the Riyadh area responded "yes," and three responded "no." All of the journalists in the Jeddah area responded "no."

As a part of the question "if yes, please explain," the responses of the Riyadh journalists are: "They exaggerate the news that goes in line with the university policy as well as news that exposes the good quality." The other one who responded "yes" said, "It is a policy to emphasize the university's accomplishments only."

Question 4:

Do you believe that the creation of a public relations department will help the press representatives in getting the news and information they seek?

Three Riyadh journalists responded "yes" and two responded "no." Three in Jeddah responded "yes" and two responded "no."

Question 6:

Have you ever experienced any conflict with the university's officials as a result of their misunderstanding your mission as a journalist?

Only one in Riyadh responded "yes" and no one responded "yes" in Jeddah.

Question 7:

Are you personally satisfied with the university's relations with the press?



Only one in each Riyadh and Jeddah areas responded "yes." As a part of the question, "If no, please explain," one of the journalists in Riyadh said, "There is no mutual confidence and the university's news are usually scarce." Another one in Riyadh said, "Because the relations between the university and the press need to be reorganized." A third one said, "More organization of these relations is needed." The fourth said, "because they are separated from the journalism society, they are not cooperative simply because they do not understand the press mission."

The journalist in Jeddah responded as: "The university seldom cooperates with the press." Another one said, "Wider range of cooperation with the press is needed. The university officials deal directly with the editors-in-chief of the local newspaper only. However, it is beneficial for the university if it widens its range of contacts with many reporters." The third said, "The university's administration is not willing to cooperate with the press." The fourth said, "The person who is in charge of public relations is not entitled to release the news at the proper time."

#### Summary

The analysis of data presented in this chapter proved that there was no overall difference between the

University of Riyadh and the University of King Abdulaziz. Thus, Hypothesis I could not be rejected.

However, the statistical analysis contributed to the rejection of the Hypotheses II and IV. Statistical analysis proved that there was a significant difference between the groups in the two universities in two sub-scales, participation and satisfaction.

Hypothesis III was not rejected on the grounds that there was no interaction between the two universities with sub-scales. As the test revealed and as could be seen in Table 10, the probability level of significance did not meet the satisfactory level of 0.5.

Hypothesis IV was rejected on the grounds that there is an interaction between the two universities, with groups of people and sub-scales. As indicated before, there was significant differences between groups of people in two sub-scales, participation and satisfaction. Also, there was significant interaction between the two universities and groups of people in two sub-scales, awareness and satisfaction.

Looking at the means in Tables 12, 13, and 14 proved that there was no significant difference in the means of instructors "before" and "after" in the University of Riyadh. However, there were significant differences between the means of instructors "before" and "after" of the University of King Abdulaziz in the

three sub-scales, awareness, participation, and satisfaction. Thus, the difference between the two universities could be contributed to the University of King Abdulaziz efforts in the area of public relations and information.

The data from the journalists provided some support to the notion that a public relations department is needed in colleges and universities. Therefore, the press is willing to cooperate with the universities' administration if the latter practice openness and cooperation.

CHAPTER VI  
SUMMARY, CONCLUSIONS, AND  
RECOMMENDATIONS

The Problem

The charge is often made that a communication gap exists between a university and the public it serves. This leads to misunderstandings about the institution's objectives and the way it functions. Some institutions have formal and rather highly organized public relations programs (PR). Other institutions have been satisfied with a very informal PR program. The problem to which this study addresses itself is to ascertain whether it is more beneficial for an institution of higher education to have an active department of public relations to create mutual understanding between the university and its public, and to communicate to them the institution's objectives and operation clearly and effectively.

The Purpose

The purpose of this study is to investigate the effectiveness of programmed public relations activities at two Saudi Arabian universities: King Abdulaziz

University which has a PR department and the University of Riyadh which does not.

The specific objectives of the study are as follows:

- (1) To determine the effectiveness of public relations programs in regard to favorable or unfavorable attitudes of laymen toward a university;
- (2) To determine the effectiveness of PR programs in terms of favorable or unfavorable attitudes of students toward a university;
- (3) To determine the effectiveness of public relations programs in terms of favorable or unfavorable attitudes of faculty toward a university;
- (4) To determine the perceived role of PR as an administrative function in colleges and universities;
- (5) To deduce from one and two above general observations about the need for public relations in colleges and universities especially in developing countries.

#### Hypotheses

The general hypothesis to be tested is: the attitudes of faculty, students and laymen toward a university having an active department of public relations

are more favorable than another university not having a PR department. Subsequently this hypothesis will be restated in terms of four sub-hypotheses for more specific treatment and analysis.

The four sub-hypotheses are reported in the null form as:

Hypothesis I:

There will be no overall difference between the two universities as a result of public relations activities.

Hypothesis II:

There will be no difference between the groups in the two universities.

Hypothesis III:

There will be no interaction between the two universities and sub-scales.

Hypothesis IV:

There will be no interaction among the two universities, groups of people, and sub-scales.

Methodology

Based on the hypotheses stated above, a survey was conducted of the public opinion of the University of Riyadh which had not yet established a public relations program and the University of King Abdulaziz which had a functioning public relations department.





### Population

The population of the two universities is composed of its faculty members, students, and the general public in the cities of Riyadh and Jeddah where the universities are located. From this population a sample was drawn.

### Samples

The samples consisted of twenty faculty members from each university, selected randomly, to make forty faculty members from the two universities; twenty students from each university selected randomly for a total of forty students from both universities; twenty persons from the general public, selected randomly, from each city in which the universities are located, to make forty from both cities.

To test the difference of the public feeling between the two universities' publics, and to be sure if it was as a result of public relations efforts, another technique was employed. That was to ask the twenty faculty members from each university to read a folder accumulated from the local newspaper clippings published in a period of six months from October 1, 1967, to March 31, 1968, for each of the two universities.

### Collecting the Data

The questionnaire was administered in Riyadh by Dr. Abdullah Al-Wohaibi, the Secretary-General of the University of Riyadh. In Jeddah, it was administered by Dr. Ahmed Ali, the Vice-President of the University of King Abdulaziz. In order to attain at least twenty replies, the authors requested that more than twenty subjects be given the questionnaire.

The questionnaire was distributed by hand and collected the same way. A complete return was received from all categories in the sample except for returns from instructors for their second response after reading the clippings.

As a result an alternative procedure was introduced. Eleven graduate assistants from each of the two universities were chosen to answer the questionnaire before and after reading the newspaper clippings. This raised the sample to a total of 172.

### Treatment of Data

Responses to the questionnaires were analyzed and punched on cards, one card for each subject, for use in the computer. The analysis of variance (ANOVA) was employed to measure the consistency between the various segments of the sample, the interaction between the two universities with the type of sample, with the sub-scales. Significance level was set at .05.

## Findings

Test results led to failure to reject the first null hypothesis. The level of significance was previously set at .05 and the test results were .2235 for awareness, .9099 for participation, and .6321 for satisfaction, thus, not reaching the required level of significance .05 (Table 10).

Hypothesis II was rejected because there were significant differences between the groups in the two universities in the sub-scale, participation with a level of significance of .0001, and satisfaction with a level of significance of .0031 (Table 11).

Hypothesis III was not rejected because there was no significant interaction in two sub-scales, awareness with a level of significance of .2235, and satisfaction with a level of significance of .6321.

Hypothesis IV was rejected on the grounds that there was interaction between the two universities with the groups of people in the three sub-scales as can be seen in Figures 1, 2, and 3 in Chapter V. Thus, the analysis of data supports the conclusion that the attitudes of the public in a university having a public relations department is more favorable than that of a university not having such activities.

### Conclusions

The following conclusions are based on (1) the investigator's own experience as a journalist, (2) from reviewing the pertinent literature, and (3) from the results of the study. Thus it should be recognized that a degree of subjectivity is introduced, but it does represent the reactions of one who has conducted a research study of the type reported here.

1. In terms of the instrument designed for this study, there are no overall differences between the two universities as a result of public relations activities. Even though there are some differences in the group's responses in some sub-scales, the data did not support the hypothesis that there is a difference between them in overall .
2. Citizens of the Jeddah area may not receive enough attention from the public relations department as indicated by the means for two sub-scales, awareness and participation, although they have slightly better situations in the third sub-scale, satisfaction.
3. The performance on the questionnaire would indicate that the University of Riyadh instructors and students are less aware of the university's

objectives and operations than those of the University of King Abdulaziz.

4. The performance on the questionnaire indicates that students and instructors of the University of King Abdulaziz are more active in their participation in the university's extra-curricular activities and they are willing to contribute time and money to the university if asked to do so.
5. The performance of the questionnaire indicates that the students and instructors of the University of King Abdulaziz are more satisfied with their university's effort in the area of information and public relations than their counterparts in the University of Riyadh.
6. Public relations activities are necessary for a university in order to gain the consent and goodwill of the public it serves, which is composed of its instructors, students, employees, and the people outside the university.
7. From the results of this study, it might be inferred that in developing countries, it is not a matter of luxury for a university to have a public relations department. People need to understand and appreciate the university's objectives, aspirations, and accomplishments.

8. Journalists are open to the truth whenever it comes. They are willing to cooperate with the higher education institutions if they feel that the institution is willing to let them know what is going on without restrictions on the news.

#### Recommendations

This section includes two parts. Recommendations for further research and recommendations for the two universities under study to improve their public relations activities.

##### 1. For Further Research

Since research in public relations in colleges and universities has not been undertaken widely, especially in developing countries, it is recommended that:

- A. A content analysis of the universities' efforts in the area of public relations and the possible shortcomings of these efforts in order to suggest a balanced program for public relations in higher education institutions.
- B. It might be worthwhile to use the semantic differential technique in building the questionnaires with putting the points of response very clear and non-confusing.

- C. A survey of the administrators of colleges and universities in developing countries to find out how they value the public relations activities and how they regard the best way to keep the university public informed about university objectives and operations.
- D. A study of the tendency of universities to be separated from their surrounding environment. Such tendency is more manifest in developing countries than in the Western hemisphere.

## 2. Recommendations for the Two Universities Under Study

- A. The University of Riyadh should embark in establishing a public relations department as soon as possible. This department should be in the highest possible echelon. It should be in a position to be informed always about what is going on in the university and have the authority to act without being handicapped by routine process. Recommended staff is in the next point.
- B. The University of King Abdulaziz should enlarge its public relations activities by enlarging the size of that department from one-man department to a team of at least five qualified people. One to be in charge of press relations whose duties are to analyze the media and assimilate



what attitude it has toward the university thus, acting accordingly.

Another man should be in charge of instructors, alumni, and employee relations. A third one should be given the duties of students' relations. The fourth should be in charge of parents and the general public relations. The fifth should be in charge of cultural relations, relations with other institutions, and other cultural organizations. This team of course should be supplied with a secretary and an artist whose duties will be the technical works such as graphs, drawings, making posters, and the like.

This team is also applicable to the University of Riyadh.

- C. A trained team of people should be in charge of the public relations office and departments in colleges and universities. This team must be aware of what is going on in the university and should have full knowledge of using the right medium in the right time to create a good image of the institution.

D. The press is a powerful means for constructive support or destructive criticism; thus the public relations man must be capable of handling his relationship with it. The media can be cooperative and helpful if it is kept informed about what is going on in the institution. On the other hand, it can be destructive if the university tries to mislead or misrepresent itself to its representatives.

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**APPENDICES**

APPENDIX A

FACULTY, STUDENT, AND  
LAYMEN QUESTIONNAIRE

APPENDIX A

FACULTY, STUDENT, AND  
LAYMEN QUESTIONNAIRE

Dear Teachers, Students, and Citizens:

The purpose of this study is merely a pure research purpose. It is not intended to change the university rules or regulations, because of the fact that this is the job of the officials in the university.

I am a Saudi student studying for my Ph.D. degree in the United States who desires to draw his research from the national problems of his country. I choose this university to be the field of my research so please answer the questionnaire attached as much as possible.

Explanations and Directions

1. There is no connection between this research and the university administration and officials, but it is a scientific research for personal use at this time.
2. Nobody is going to see the answers except the researcher and those who help in administering it.
3. Complete secrecy is granted, thus there is no need for a name or for anything that might

indicate the person's identity or whether he is a faculty member, a student, or a layman.

4. In order to get scientific results, I would like you to answer it frankly, openly, and without any outside influence.
  5. Individuality is a very important element in answering the questionnaire so please do not discuss your answers with anyone before you redeem your answers.
  6. I hope you will have no difficulty. However, if you do, please use your own judgement and use the meaning that you believe as the closest.
  7. There are three kinds of questions:
    - (A) Closed answers with "yes" or "no"--In this kind you are required to check "✓" the one which suites your feeling and leave the other blank.
    - (B) Multiple choice--In this kind you are required to check one item or more which you feel as the best answer.
    - (C) Open-ended questions--These are questions in which you write in your own language what you feel in the blank area left for that answer.
- Please be as frank and open as possible.



8. Please read the question more than once in order to be sure what it is about.

Term Explanation

Public Relations.--is a term used to indicate the university's effort to inform its public (faculty members, students, employees, and the general public) about its objectives and operations and, consequently, to try to obtain the consent and support of that public as the result of its information efforts.

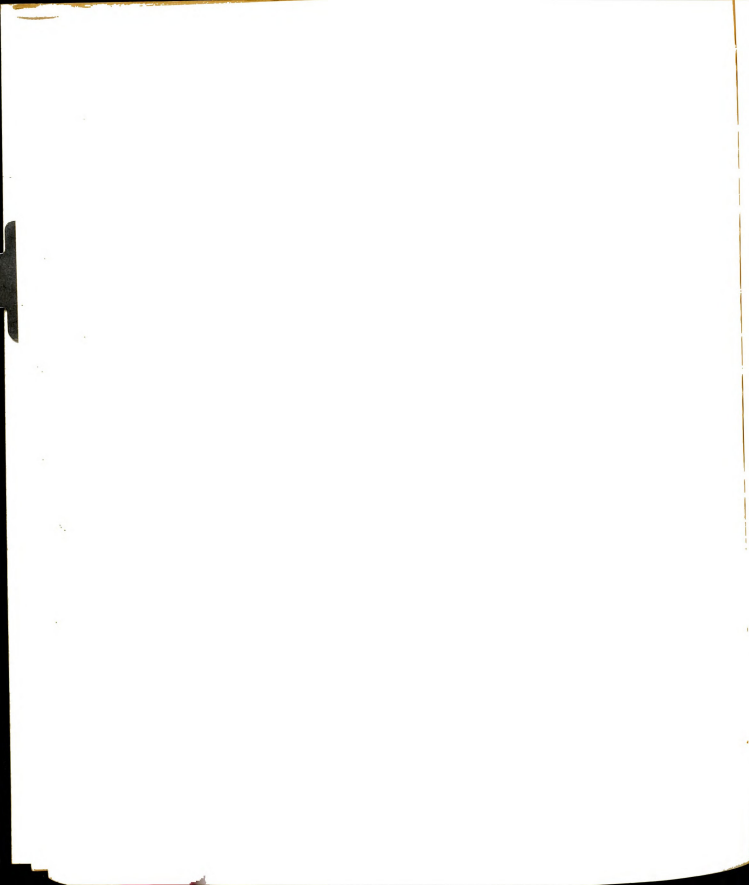
The University's objectives.--are the goals the university endeavors to accomplish as a result of its operations, be it academic or otherwise.

Information.--means giving the public the right ideas by means of using a newspaper, radio, television, personal contacts, or any other form of communication.

Services.--for the purpose of this study, is any work the person does without pay.

Material support.--means any material contribution-- money, equipment, and the like.

Moral Support.--is the willingness by individual or corporate efforts to help the university to achieve its goals, such as defending it and propagandizing its accomplishments.



Interaction with the public.--means communication with the public in trying to attract it to the university in order to achieve mutual goals; especially the university goals.

The ideal university.--is the one that strives to accomplish the most possible social and academic goals.

Thank you very much. Now please answer the following questions:

1. Please check "✓" one of the following:

- ( ) faculty member
- ( ) student in the university
- ( ) from the general public

Please check "✓" the space that suites your personal feeling in regard to the following questions.

2. Do you believe that we need this university in this city? ( ) yes ( ) no
3. Do you believe that the people in the university, i.e., administrators, employees, instructors, and students, are cooperative with the general public? ( ) yes ( ) no
- 3-1. If yes, please explain why you believe so.

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3-2. If no, please explain why you believe so.

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4. Do you feel that the university administrators and employees have:
- 4-1. ( ) very good relations with the public
- 4-2. ( ) good relations with the public
- 4-3. ( ) do not care about the public
- 4-4. ( ) bad relations with the public
- 4-5. ( ) very bad relations with the public
5. Do you have a complete idea about the university's objectives and its responsibilities?
- ( ) yes ( ) no
- 5-1. If yes, is this because of the efforts of the public relations department (if there is any)? ( ) yes ( ) no
6. Do you think that the university facilities which are realted to the public such as libraries, museums, and gardens are open to the public?
- ( ) yes ( ) no
7. Are you personally satisfied with the university's efforts to obtain good relations with:
- 7-1. faculty members ( ) yes ( ) no
- 7-2. students ( ) yes ( ) no
- 7-3. general public ( ) yes ( ) no

8. Do you think that public relations activities are essential to giving ideas about the university's objectives and operations? ( ) yes ( ) no
9. Do you usually find news about the university in the newspapers, radio, and television?  
( ) yes ( ) no
10. From which of the following media do you most often find news and information about the university?  
(check one or more)
- ( ) television  
( ) radio  
( ) newspapers  
( ) personal contacts
11. Which of the following means would you suggest for the university to obtain better relations with the public? (check one or more)
- ( ) pamphlets  
( ) programs on the radio and television  
( ) news releases in the newspapers  
( ) concentration on personal contact  
( ) others. Please explain \_\_\_\_\_

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12. Do you know if there is a public relations department in this university to inform the public?

( ) yes ( ) no

13. Do you suggest certain means for the university to improve its relations with its faculty members, students, and the public? ( ) yes ( ) no

13-1. If yes, please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Is it true that the people in the university (instructors, employees, and students) do not have mutual understanding? ( ) yes ( ) no

15. Have you ever felt that you were strange in this university? ( ) yes ( ) no

II. Please check the one item that agrees with your feeling.

16. Do you think that the university needs:

16-1. ( ) moral support (such as coming to defend it from an oral attack or propagandizing its accomplishments)?

16-2. ( ) material contribution from the public (such as money or equipment or physical facilities)?

17. Suppose this university needed your personal help to accomplish its goals, are you willing to help?  
( ) yes ( ) no
18. Suppose this university needed your personal service as an instructor or class coordinator, are you willing to do so without pay?  
( ) yes ( ) no
19. Do you have an idea if the university's budget is enough to accomplish its plans?  
( ) yes ( ) no
20. Suppose the university needed your personal contribution, will you give a reasonable amount of money suitable to your budget?  
( ) yes ( ) no
21. If you are willing to give money, will you restrict the use of it?  
( ) yes ( ) no
- 21.1. If yes, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. On the assumption that the university needed moral or material support, do you believe the

people in the university (instructors, students, and staff) should give?

yes                       no

23. According to your beliefs, which of the following segments is willing to contribute to the university's needs? (check one or more)

faculty members

the university's students

the general public outside the university

24. The university may need some volunteer individuals as research helpers or subjects, are you willing to be one of these volunteers?

yes                       no

24-1. If yes, have you done this before?

yes                       no

25. Are you willing to give the university a weekly time of two hours to sell tickets (for sports, plays, etc.)?

yes                       no

26. If the university wants to open its facilities to the public use (such as museums and libraries), are you willing to help as a guide or supervisor without pay?

yes                       no



27. Are you aware of the extracurricular activities of the university, such as lectures, exhibitions, and sports?

( ) yes ( ) no

- 27-1. If yes, how do you usually know about these activities? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. Please check one (or more) of the following spaces which represent your own situation in regard to:

	all	some	none
28-1. going to athletic activities	( )	( )	( )
28-2. going to lectures	( )	( )	( )
28-3. going to exhibitions	( )	( )	( )

- III. Please check "✓" in the spaces that agree with your feelings.

29. Do you know the goals behind creating this university?

( ) yes ( ) no

If your answer is yes, please check one or more of the following:

- 29-1. ( ) The university is for public service.  
 29-2. ( ) It is for academic teaching.  
 29-3. ( ) It is here to help solve social problems.

29-4. It's to conduct scientific research.

29-5. Others, please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. Do you believe that the university's function is only to teach academic subjects, leaving the social problems for other institutions in the county?

( ) yes                      ( ) no

31. According to your own opinion, the university is essential to: (check one or more)

30-1. ( ) national economy

30-2. ( ) the country's social life

30-3. ( ) the national culture

30-4. ( ) the national progress

30-5. ( ) Others, please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

32. Do you think that this university's social activities are enough in quantity (the weekly sequences and the time length).

( ) yes                      ( ) no

33. Do you think that this university's social activities are enough in regard to social education for students and laymen?

( ) yes ( ) no

- 33-1. If the answer is no, would you please suggest other ways to improve such activities? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

34. Have you ever experienced difficulties in dealing with the university administrators or employees?

( ) yes ( ) no

- 34-1. If yes, will you name such situations?

Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

35. In general, do you believe this university encourages its students and employees to interact with the public?

( ) yes ( ) no

36. According to your own thinking, the ideal university is one which: (check one or more)



- 36-1. ( ) creates fruitful environment for  
social interaction with the public.
- 36-2. ( ) helps in solving societal problems.
- 36-3. ( ) teaches students academic subjects.
- 36-4. ( ) Others, please explain: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

37. Have you ever got any special help from the university's officials for personal problems?

( ) yes ( ) no

38. Do you feel that the university administrators and employees are willing to give more help to the public if needed?

( ) yes ( ) no

39. As a faculty member or student, why did you choose this particular university? Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40. As a layman, what are your wishes and aspirations for this university? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

41. Do you believe the university administration is open to suggestions from its students, instructors, and the general public?

yes                       no

Thank you very much for your cooperation.

أخسي المدرس والطالب والمواطن :

أولا : أن الغرض من هذا الاستفتاء هو البحث العلمي المجرد وليس القصد منه تعديل شسي

من نظام الجامعة وسيورها فهذا من اختصاص المسؤولين فيها .

فانا طالب بالولايات المتحدة الامريكية أعد لرسالة الدكتوراه وأرغب في ان تكون دراستي

تابعة من مشكلات بلدي . لذا اخترت هذه الجامعة لتكون ميدان بحثي هذا راجيا

التكرم بالاجابة على كل الاسئلة قدر المستطاع .

ثانيا : تعليقات واهميات :

١- لا علاقة مطلقا بين هذا البحث وبين ادارة الجامعة او المسؤولين فيها وانما هو

بحث فردي لن يؤثر على سير العمل بالجامعة .

٢- لن يطرح على الاجابة سوى القائم على البحث والذين يساعدون في تطبيقه وسوف

تمزق حال الانتهاء منها .

٣- السرية المطلقة مكفولة ويتصل بهذا عدم الحاجة الى معرفة اسم او شخصية المجيب

على هذا الاستفتاء سواء كان مدرسا ان طالبا او مواطنا .

٤- لكي تعطى هذه الدراسة نتائج علمية ذات قيمة ارجو التكرم بالاجابة بصراحة تامة

وبدون أي تأثير يعامل خارجي .

٥- كذلك فان الاجابة الفردية مهمة جدا ولهذا ارجو الاستقلال في اعطاء الرأي وعدم

المشاركة مع أي شخص قبل واثناء الاجابة حتى لا يتأثر المجيب باجابة زميله .

٦- اذا كان هناك غموض في بعض الاسئلة ارجو عدم التردد في ترجيح المعنى الذي ستراه

أقرب الي فهمك .

٧- هناك ثلاث أنواع من الاسئلة :

أ- نوع محدد الاجابة " لا " أو " نعم " فما عليك الا وضع علامة صح "✓" أمام

الاجابة التي تتفق مع رأيك .

ب- نوع محدد بجملة أو جعل معينة فما عليك الا وضع علامة "✓" قبل الاجابة

التي تتفق مع رأيك .

ج- النوع الثالث اسئلة مفتوحة ، وفي هذا النوع عليك ان تتكرم بالاجابة كتابة ببلغتك

الخاصة في المكان المعد للاجابة والتالي مباشرة للسؤال . وأرجو الصراحة

قدر الامكان .

٨- أرجو قراءة السؤال أكثر من مرة للتأكد من فهمه قبل الاجابة .

علاقات عامة : المقصود بالعلاقات العامة هو محاولة الجامعة افهام الجمهور (المكون من طلبتها ومدرسيها وموظفيها والجمهور عامة ) عن حقيقة اعمالها واهدانها ومحاولة الحصول على رض وثقة وتأييد الجمهور نتيجة لذلك الفهم .

اهداف الجامعة : الاغراض التي تسعى الجامعة لتحقيقها من وراء النشاطات العامة (دراسية او غير دراسية ) الذي تقوم بها .

اعلام : تعنى اعطاء الجمهور فكرة صحيحة بواسطة وسائل الاعلام كالصحافة والاذاعة أو تلفزيون أو الاتصال الشخصي .

خدمات : لغرض البحث الخدمات هي أى عمل يقوم به الشخص تطوعا وبدون مقابل .

المعون الطارى : أى معونة عينية سواء كانت نقدا أو أدوات أو معدات .

المعون الأدبي : هو الاستعداد لتقديم جهود فردية أو جماعية للجامعة لمساعدتها في القيام بواجبها . ويدخل في ذلك الدعاية لها والدفاع عنها في حالة الهجوم الكلامي عليها .

التفاعل مع الجمهور : يعنى هنا الاتصال مع الجمهور وتبادل المعلومات والآراء معهم فيما يختص بشئون الجامعة العلمية والثقافية .

الجامعة المثالية : مثالية ، تعنى الجامعة المتكاملة التي تسعى لتحقيق أكبر قسط ممكن من الاهداف التي وضعت لها .

شكرا جزيلاعلى حسن تعاونك معي ، والان تفضل بالاجابة على هذه الاسئلة :-

١- فضلاضع علامة صح " ✓ " على المجموعة التي تنتمي اليها :

( ) مدرس بالجامعة

( ) طالب بالجامعة

( ) من أفراد الجمهور خارج الجامعة

المجموعة الاولى : فضلاضع علامة " ✓ " في الفراغ الذي يتناسب مع رأيك الشخصي بالنسبة للاسئلة التالية :

٢- هل تعتقد أننا في حاجة الى هذه الجامعة في هذه المدينة ؟

( ) نعم

( ) لا

يتبع . . . . .



٣- هل تعتقد أن ضوسي الجامعة ( من موظفين واداريين ومدرسين وطلبة ) شعاعون  
في تعاملهم مع الجمهور ؟

( ) نعم ( ) لا

٣-١ اذا كانت اجابتك بـ " نعم " فأرجو أن توضح السبب : \_\_\_\_\_  
\_\_\_\_\_

٣-٢ واذا كانت الاجابة بـ " لا " فأرجو التوضيح ايضا : \_\_\_\_\_  
\_\_\_\_\_

٤- هل تشعر بأن المسؤولين في هذه الجامعة من اداريين وموظفين : ( المقصود بالعلاقات  
المعاملة )

( ) ٤-١ على علاقات طيبة جدا مع الجمهور

( ) ٤-٢ على علاقات معقولة مع الجمهور

( ) ٤-٣ لا يهتمون بالجمهور

( ) ٤-٤ على علاقات غير طيبة مع الجمهور

( ) ٤-٥ على علاقات سيئة مع الجمهور

٥- هل لديك فكرة تامة عن اهداف الجامعة وسوقها لها ؟

( ) نعم ( ) لا

اذا كان الجواب بنعم على السؤال رقم ٥ فهل تعتقد بأنك تحصلت على الفكرة السالفة  
الذكر نتيجة نشاط من ادارة العلاقات العامة ( اذا كان هناك شيء من هذا القبيل ) ؟

( ) نعم ( ) لا

٦- هل تعتقد ان بعض مرافق الجامعة ( المكتبات والتاحف والحدائق ) ذات الصلة  
بالجمهور مفتوحة لهم للقرأة أو التسليمة ؟

( ) نعم ( ) لا

٧- هل أنت شخصيا راض عن جهود الجامعة تجاه اقامة علاقات طيبة :

٧-١ مع المدرسين ( ) نعم ( ) لا

٢-٢ مع الطلبة ( ) نعم ( ) لا ( )

٣-٢ مع الجمهور عامة ( ) نعم ( ) لا ( )

٨- هل تعتقد أن وجود (إدارة للعلاقات العامة) ضرورية للتمرف على أهداف الجامعة ونشاطاتها ؟

( ) نعم ( ) لا

٩- هل تجد عادة أخبارا عن الجامعة في الصحف والراديو والتلفزيون ؟

( ) نعم ( ) لا

٩-١ إذا كان الجواب بنعم ، فهل هذه الأخبار كافية لاعتطاء فكرة طيبة عن الجامعة ؟

( ) نعم ( ) لا

١٠- في أى وسيلة من وسائل الاعلام التالية تجد اخبارا ومعلومات أكثر من الجامعة ؟

( ) التلفزيون ( ) الراديو ( ) الجرائد ( ) الاتصال

الشخصي

١١- ماذا تقترح على الجامعة ان تعمل لكي تقيم علاقات أحسن مع الجمهور :

( ) اصدار نشرات

( ) اذاعة برامج بالراديو والتلفزيون

( ) نشر أخبار ومعلومات بالجرائد

( ) التركيز على الاتصالات الشخصية

( ) استعمال وسائل اخرى . فضلا وضع : \_\_\_\_\_

١٢- هل لديك أية فكرة عما اذا كانت هناك ادارة للعلاقات العامة بهذه الجامعة تسعى لاعلام الجمهور عن نشاطاتها ؟

( ) نعم ( ) لا

١٣- هل تقترح سهلا معينة لتحسين علاقة الجامعة بطلابها واساتذتها وبالجمهور ؟

( ) نعم ( ) لا

١٣-١ إذا كان الجواب بنعم فأرجو التوضيح : \_\_\_\_\_

١٤- هل صحح ان منسوبي هذه الجامعة (مدرسين واداريين وطلبة وموظفين) غير متفاهمين

يصل بهمهم ؟

( ) نعم ( ) لا

١٥- هل مريك يوم شعرت فيه بأنك غريب في هذه الجامعة ؟

( ) نعم ( ) لا

المجموعة الثانية : فضلا ضع علامة صح " / " في الفراغ الذي يتناسب مع رأيك .

١٦- هل تعتقد أن الجامعة تحتاج الى :

١-١٦ ( ) دعم معنوي ( كالدفاع عنها في معرض الكلام والدعاية لها )

٢-١٦ ( ) تحتاج الى دعم مادي من الجمهور كال تبرع بنقد أو أدوات أو

معدات مدرسة أو ماني ؟

١٧- على فرض أن هذه الجامعة في حاجة الى مساعدتك الشخصية لتحقيق اهدافها فهل

عندك الاستعداد لتقديم خدمات معينة ؟

( ) نعم ( ) لا

١٨- على فرض أن هذه الجامعة احتاجت الى خدماتك الشخصية في تدريس مادة أو الاشراف

على فصل من الفصول . فهل لديك الاستعداد لذلك دون مقابل ؟

( ) نعم ( ) لا

١٩- هل لديك فكرة مما اذا كانت ميزانية الجامعة كافية لتحقيق اهدافها ؟

( ) نعم ( ) لا

٢٠- على فرض ان الجامعة احتاجت الى مساعدتك المادية فهل لديك الاستعداد الكافي

لتقديم مبلغ يتناسب مع قدرتك المادية ؟

( ) نعم ( ) لا

٢١- اذا كنت على استعداد للتبرع ببلغ معين من المال للجامعة فهل عندك شروط معينة

لصرف هذه النقود ؟

( ) نعم ( ) لا

٢١- ١ اذا كان الجواب نعم . فضلا وضح :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- ٢٢- على فرض أن الجامعة في حاجة الى مساعدة مادية ( نقود ) أو عينية ( أدوات ومعدات ) فهل تعتقد أن الطلبة والمدرسين والموظفين بالجامعة يجب أن يقدموا تلك المساعدة ؟
- ( ) نعم ( ) لا
- ٢٣- حسب ما تعتقد أي الفئات التالية أكثر استعداداً لتقديم العون المادي والادبي للجامعة :
- ( ) المدرسون بالجامعة  
( ) طلبة الجامعة نفسها  
( ) أفراد الجمهور ممن لا علاقة لهم مباشرة بالجامعة
- ٢٤- قد تحتاج الجامعة الى أفراد من الجمهور لكي يساعدوا في او يكونوا مادة للتجارب النفسية او الاجتماعية فهل انت مستعد للتبرع بجزء من وقتك لمعاونة الجامعة بأداء تلك المهمة ؟
- ( ) نعم ( ) لا
- ٢٤- ١ اذا كان الجواب بنعم فهل سبق ان ساعدت الجامعة بمثل ذلك ؟
- ( ) نعم ( ) لا
- ٢٥- هل عندك الاستعداد لاطاء الجامعة ساعتين كل اسبوع لبيع تذاكر ( للعبة رياضية أو مسرحية أو تمثيلية ) بدون مقابل ؟
- ( ) نعم ( ) لا
- ٢٦- لو أرادت الجامعة أن تفتح بعض المرافق العامة ( كالمطبخ والمكتبات ) لاستعمال الجمهور فهل عندك الاستعداد للعمل بدون مقابل كدليل أو مراقب بتلك البرامج ؟
- ( ) نعم ( ) لا
- ٢٧- هل عندك علم بما يجري في الجامعة من ندوات ( محاضرات ثقافية ) ومعارض وألعاب رياضية ونشاط ثقافي ؟
- ( ) نعم ( ) لا
- ٢٧- ١ اذا كان الجواب بنعم فمن أين تعلم عادة عن ذلك النشاط ؟
- 
-

٢٨- فضاضع " ✓ " بالمكان أو الامكنة التي تناسب الجواب الصحيح في نظرك  
في ما يتعلق بذهابك الى النشاط العام بالجامعة :

كلها بعضها لا اذهب ابدا

٢٨- ١ اذهب الى الالعاب الرياضية ( ) ( ) ( )

٢٨- ٢ اذهب الى المحاضرات الثقافية ( ) ( ) ( )

٢٨- ٣ اذهب الى المعارض التي تقيمها الجامعة ( ) ( ) ( )

المجموعة الثالثة : فضاضع علامة صح " ✓ " في المكان المناسب لرأيك بالنسبة للاسئلة التالية :

٢٩- هل لديك فكرة تامة عن الهدف من وجود الجامعة هنا ؟

( ) نعم ( ) لا

اذا كانت الاجابة بنعم فأرجو وضع " ✓ " في الفراغ (أو الفراغات) المشيرة

للهدف الذي تراه مناسباً لوجود الجامعة .

( ) ٢٩- ١ الجامعة هنا للخدمة العامة

( ) ٢٩- ٢ الجامعة وجدت لتدريس المواد العلمية

( ) ٢٩- ٣ الجامعة وجدت لتساهم في حل المشكلات الاجتماعية

( ) ٢٩- ٤ وظيفة الجامعة عمل بحوث علمية

( ) ٢٩- ٥ الجامعة وجدت لعمل أغراض اخرى . . فضلا وضع : \_\_\_\_\_

٣٠- هل تعتقد أن وظيفة الجامعة مقصورة على تدريس المواد العلمية فقط وترك حمل

المشكلات الاجتماعية لمؤسسات اخرى ؟

( ) نعم ( ) لا

٣١- حسب رأيك الشخصي ، هل تعتقد أن الجامعة أساسية بالنسبة لـ : . .

( ) ٣٠- ١ الاقتصاد الوطني

( ) ٣٠- ٢ للحياة الاجتماعية

( ) ٣٠- ٣ للحياة الثقافية

( ) ٤-٣٠ للتقدم الوطني

٥-٣٠ أشياء أخرى ٠٠ فضلا وضع : \_\_\_\_\_

٣٢- هل تعتقد أن النشاط الاجتماعي الذي تقوم به الجامعة كاف من حيث الكم (أى من حيث العدد الاسبوعي ومن حيث الوقت) ؟

( ) نعم ( ) لا

٣٣- هل تعتقد أن النشاط الاجتماعي الذي تقوم به الجامعة بالمستوى المطلوب من حيث التوعية الاجتماعية للطلبة والجمهور ؟

( ) نعم ( ) لا

إذا كانت الاجابة بـ " لا " فهل عندك اقتراحات لتطوير ذلك النشاط ؟ فضلا  
وضح : \_\_\_\_\_

٣٤- من خلال اتصالك بالجامعة ، هل واجهتك صعوبات في معاملتك مع المسؤولين والاداريين في الجامعة ؟

( ) نعم ( ) لا

إذا كانت الاجابة بنعم فهل هناك موقف معين تود أن تشير اليه ؟ فضلا وضح :

٣٥- بصفة عامة هل ترى أن هذه الجامعة تشجع طلبتها وموظفيها للتفاعل مع الجمهور ؟

( ) نعم ( ) لا

٣٦- حسب اعتقادك الشخصي : الجامعة المثالية هي التي :

( ) ٣٦-١ تخلق جوا من التفاعل المستمر مع الجمهور

( ) ٣٦-٢ التي تساعد على حل المشكلات التي تواجه المجتمع

( ) ٣٦-٣ التي تدرس الطلبة المواد العلمية (اكاديمية)

( ) ٣٦-٤ التي تقوم بأعمال اخرى ٠٠ فضلا وضع : \_\_\_\_\_

يتبع .....



- ٣٧- هل سبق أن تلقت مساعدة خاصة من المسؤولين (الاداريين) بالجامعة لحل  
مشكلة شخصههة ؟  
( ) نعم ( ) لا
- ٣٨- هل تعتقد المسؤولين في الجامعة (اداريين ، وموظفين ) على استعداد  
لتقديم العون الادبي للجمهور عند الحاجة ؟  
( ) نعم ( ) لا
- ٣٩- اذا كنت طالباً أو مدرساً فهل لي أن أعرف لماذا اخترت هذه الجامعة بالذات  
دون غيرها ؟  
\_\_\_\_\_
- ٤٠- اذا كنت من أفراد الجمهور فما هي الاضهات التي تود تحقيقها في هذه الجامعة ؟  
\_\_\_\_\_
- ٤١- هل تعتقد أن ادارة الجامعة مستعدة لقبول مقترحات مدرسيها وطلبتها واعضا  
الجمهور ؟  
( ) نعم ( ) لا

وشكراً على حسن تعاونك

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APPENDIX B

LETTER

Hamoud A. Al-Badr  
P.O. Box 69  
East Lansing, Mi. 48823

Dear Instructor in the University of ( )

I am doing my Ph.D. dissertation about the universities' efforts to inform its students, instructors, and the general public about its objectives and operations. You might be aware of the fact that today's universities are not separated from the surrounding public. Thus, public relations activities, as an administrative function, have become a major element of the modern management not only in universities but in every other organization.

As a part of my research is to accumulate a folder of newspaper clippings about the University of ( ) in a certain period, I would like you to read the attached folder and then answer the questionnaire attached. By the way, this questionnaire is the same one you have responded to previously. The main objective is to see whether or not the two universities' efforts to inform and persuade the public opinion are different now than they were when these news articles were published.

Please try to put yourself in that era when these news articles were published. This means that you answer the questionnaire on the basis of what was happening then and not on the basis of what is happening now.

I'm asking you for cooperation with me and hoping that you will return the questionnaire as soon as possible. Please accept my best regards.

Sincerely yours,

Hamoud Al-Badr

## بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

زهلي العزيز المدرس بجامعة

بعد التحية والتقدير ،

اقوم الان باعداد رسالتي للدكتوراه عن جهود الجامعات لاعلام جمهورها الكون  
من اسانذتها ، طلبتها والجمهور القيم بالمدينة التي تضمها عن اهدافها وسير العمل فيها ،  
فقد لا يخفى عليك بان الجامعات في الوقت الحاضر غير معزولة عن محيطها الجاهري ، لذا  
فالعلاقات العامة - كشاظ ادارى - اصحت عنصرا هاما من عناصر الادارة الحديثة ليس فقط  
في الجامعات وانما في كثير من المؤسسات الاخرى .

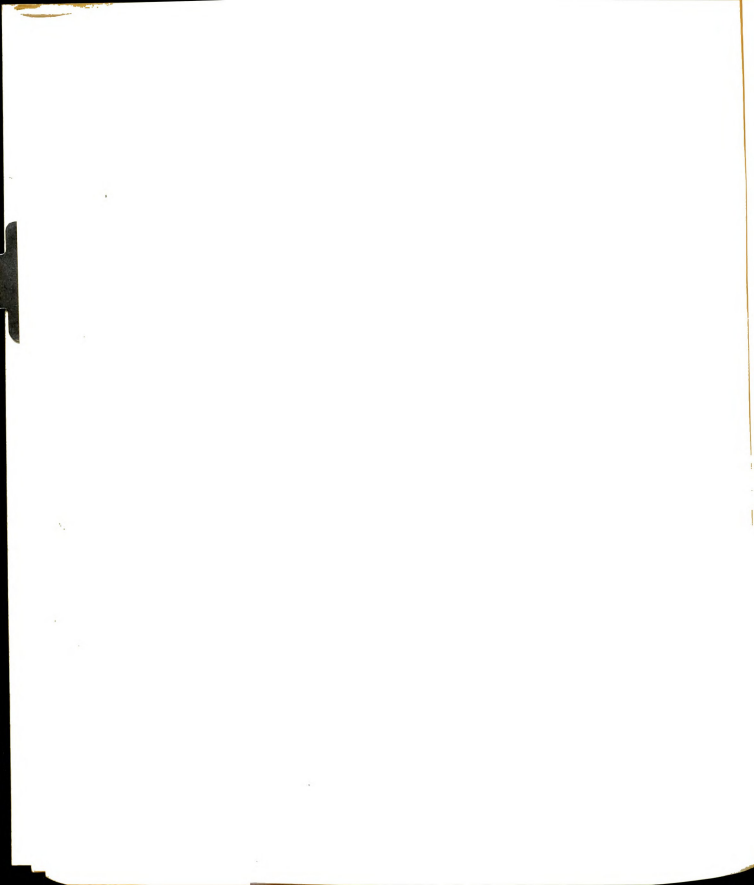
وكجزء من بحثي ارفق لك تقاصات من ما نشر بالصحف السعودية عن جامعة ( )  
في فترة معينة . والمطلوب منك هو التكرم بقراءة تلك التقاصات ثم بعد قراءتها ارجو التكرم بالاجابة  
على الاسئلة المرفقة ( وهي نفس الاسئلة التي سبق ان جاوبت عليها ) وذلك لمعرفة ما اذا كانت جهود  
جامعة الرياض وجامعة الملك عبد العزيز لاعلام الجمهور وكسب رضاه تختلف في ذلك الوقت عنها في  
الوقت الحاضر .

هذا وارجو ان تحاول وضع نفسك في تلك الفترة التي نشرت فيها تلك المقالات محاولا  
التخلص من شعورك الحالي نحو جامعتك اثنا الاجابة .

هذا وأملئ كبير في في تعاونك معي في تعبئة هذا الاستفتاء في اسرع وقت ، وتقبل  
تحياتي وشكري العميق على هذا التعاون .....

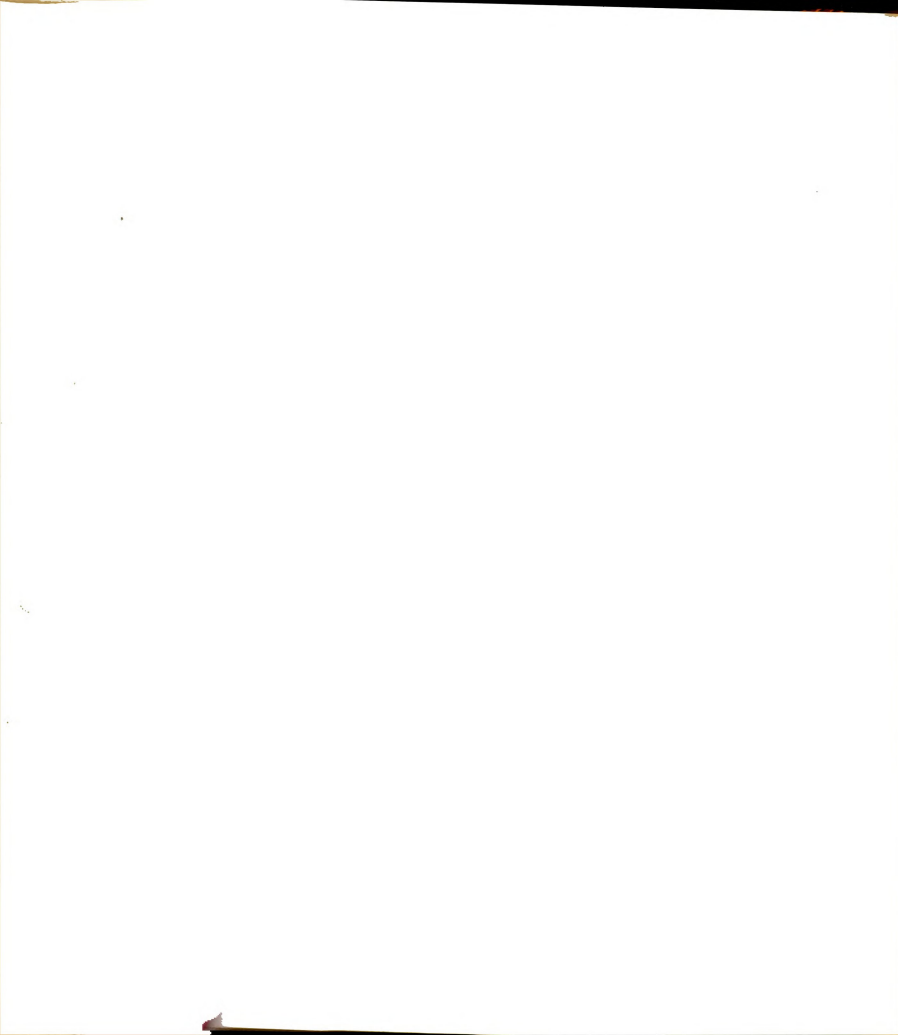
زهليك

حمود عبد العزيز البندر



APPENDIX C

THE REPORTER'S QUESTIONNAIRE



APPENDIX C

THE REPORTER'S QUESTIONNAIRE

I. Directions

Dear Reporter

This questionnaire is to explore your personal impressions as a journalist in regard to the University of ( ) relations with the press. The main purpose of this questionnaire is the scientific research only, regardless of personality indications. Please answer the questionnaire without mentioning your name or anything that may indicate your personality unless you desire to do so.

II. The Questionnaire

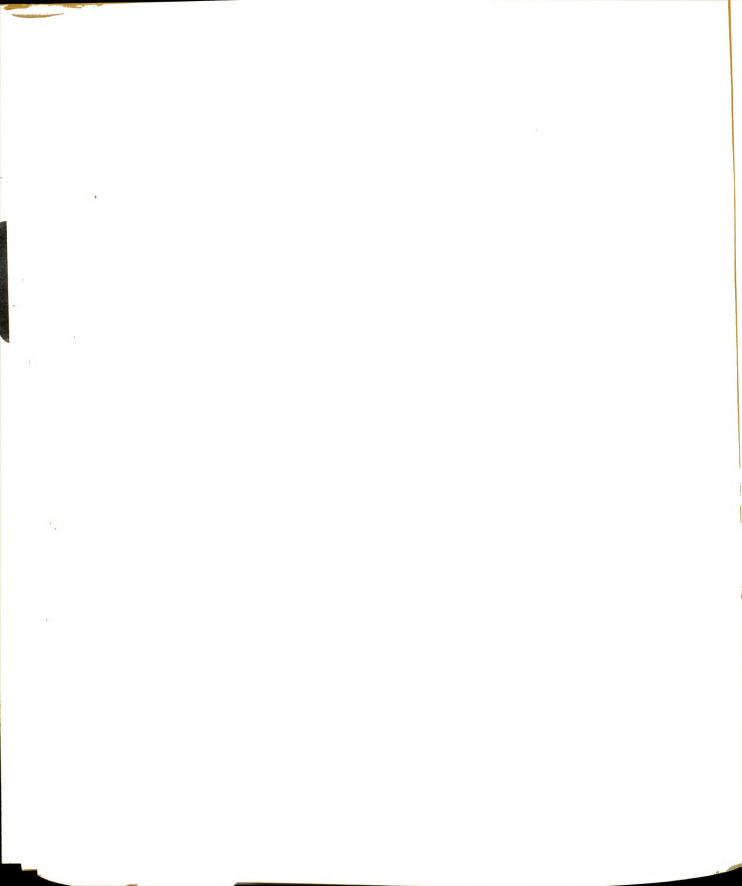
1. During your communication with the University of ( ) as a reporter, do you find cooperation from the university's officials in your pursuit for news?

( ) yes ( ) no

2. Do you think that there is a better way to improve the university's relations with the press?

( ) yes ( ) no

2-1. If yes, please explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





3. Do you think that the university's administrators and officials tend to enforce some kinds of news?

( ) yes                      ( ) no

3-1. If yes, please explain what kind \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you believe that the creation of a public relations department will help the press representatives in getting the news and information they seek?

( ) yes                      ( ) no

5. Do you believe that the university's officials are willing to give the real news, good or bad, about the university?

( ) yes                      ( ) no

6. Have you ever experienced any conflict with the university's officials as a result of their misunderstanding your mission as a journalist?

( ) yes                      ( ) no

7. Are you personally satisfied with the university's relations with the press?

( ) yes                      ( ) no

7-1. If no, please explain why \_\_\_\_\_

\_\_\_\_\_

Thank you very much for your cooperation with me.



حمود عبد العزيز البدر

استفتاء الصحفيين

تعليمات :

- أخي الصحفي : هذه الأسئلة تقصود منها معرفة انطباعاتك كصحفي عن علاقة جامعة  
( بالصحافة بصفة عامة \* لهذا ارجو التكرم بالاجابة على  
هذه الاسئلة مع عدم ذكر اسم المجهوب او اي شيء يدل على شخصيته (الا اذا كان يريد  
ذلك ) \*  
فالغرض هو البحث العلمي بغض النظر عن الشخصية التي تجيب \*

الاسئلة :

- ١- : من خلال اتصالك بجامعة ( هل تجد تعاوننا من المسؤولين  
فيها عندما تذهب بحثا عن اخبار او معلومات ؟  
( ) نعم ( ) لا  
٢- ١ : اذا كان الجواب بنعم فارجو التوضيح :  
\_\_\_\_\_  
\_\_\_\_\_
- ٣- : هل تعتقد ان المسؤولين في الجامعة يحاولون فرض نوع معين من الانها على الصحف ؟  
( ) نعم ( ) لا  
٣- ١ : اذا كان الجواب بنعم فارجو ان توضح ما ذلك النوع :  
\_\_\_\_\_  
\_\_\_\_\_



- ٤- هل تعتقد ان وجود مكتب مختص بالعلاقات العامة يسهل مهمة الصحافة ؟  
 ( ) نعم ( ) لا
- ٥- هل تعتقد ان المسؤولين في الجامعة على استعداد لاطلاق الانباء الصحفية عن الجامعة سواء كانت سارة او غير سارة ؟  
 ( ) نعم ( ) لا
- ٦- هل حصل لك اى نوع من الخلاف مع احد المسؤولين في الجامعة نتيجة عدم فهمهم لمهنتك كصحفي ؟  
 ( ) نعم ( ) لا

٦ - ١ : اذا كان الجواب نعم فارجو توضيح ذلك : \_\_\_\_\_

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٧- هل انت راضي شخصا عن علاقة الجامعة بالصحافة بصفة عامة ؟

( ) نعم ( ) لا

٧ - ١ : اذا كان الجواب لا فارجو التوضيح ولماذا : \_\_\_\_\_

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شكرا جزيلاً على تعاونك معي \*

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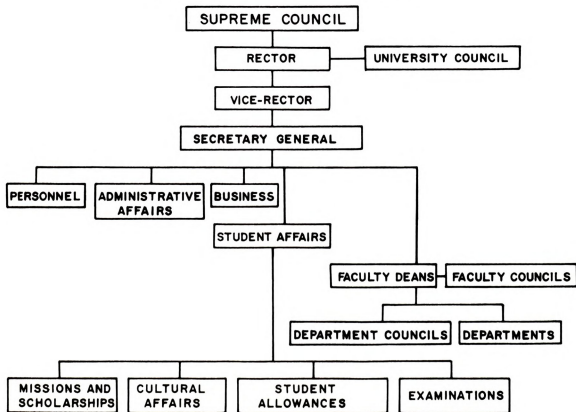
APPENDIX D

ORGANIZATIONAL CHARTS

APPENDIX D

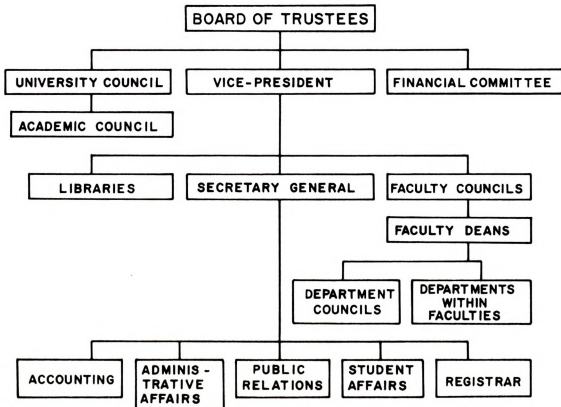
ORGANIZATIONAL CHARTS

UNIVERSITY OF RIYAD



The organizational chart of the University of Riyadh as supplied by the Director of the Student Affairs, Summer, 1971.

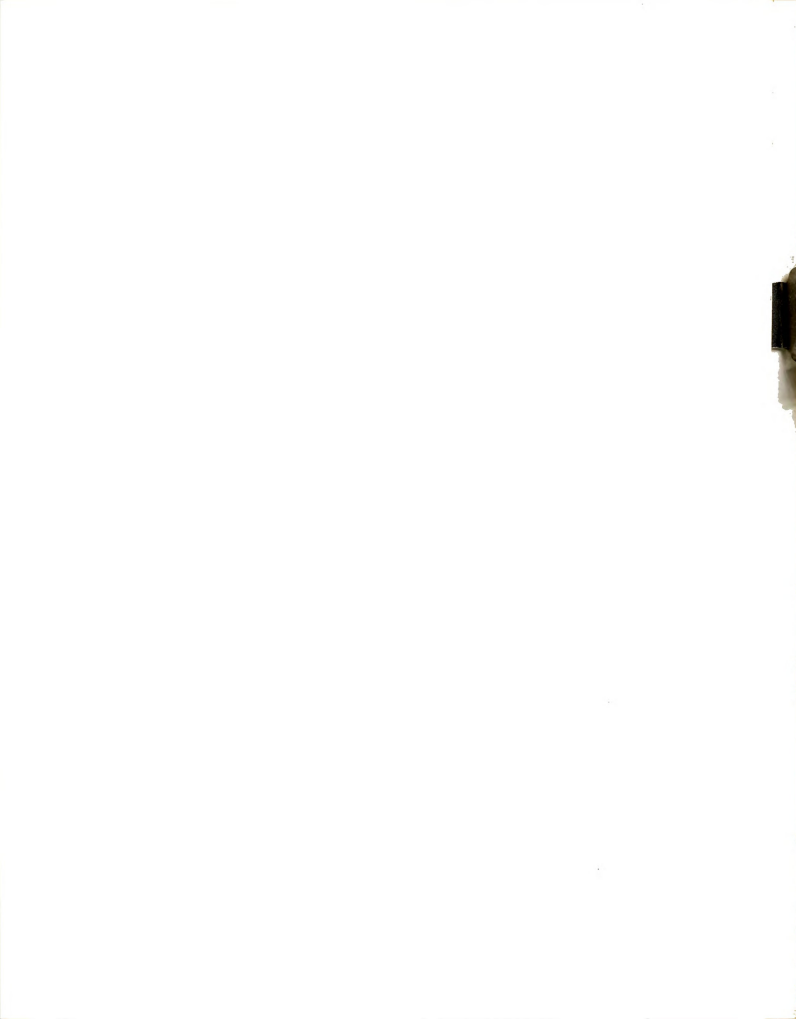
## UNIVERSITY OF KING ABDULAZIZ



The organizational chart of the University of King Abdulaziz translated from the Third Annual Report, 1969-1970, p. 43.









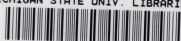








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