



ADDIS ABABA UNIVERSITY
SCHOOL OF JOURNALISM & COMMUNICATION
PUBLIC RELATIONS & STRATEGIC COMMUNICATION

**AN EXPLORATORY STUDY ON PUBLIC RELATIONS
PRACTICES AT THE ETHIOPIAN FEDERAL MINISTRY OF
EDUCATION**

BY

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Declaration

I, here by, declare that this thesis entitled “An Exploratory Study on Public Relation Practices at Ministry of Education” was conducted by myself with the professional supervision of my advisor as well, there is no other university to which this work has been submitted, for the completion of any degree, and all sources of materials used for the thesis have been duly acknowledged.

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Certificate

I certify that the thesis work entitled an Exploratory Study on Public Relation Practices at the Ministry of Education under my guidance and supervision has not previously formed the bases for the award of any degree.

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Approval

The thesis entitled an Exploratory Study On Public Relation Practices at Ministry of Education.; by Tilahun G/egziabher is Approved for the degree of Master Arts in Public Relations & Strategic Communication. As a member of the Board of Examiners of the MA thesis Public Relations & Strategic Communication, we certify that we have read, and evaluated the thesis prepared by Tilahun G/egziabher and examined the candidate.

We recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Arts in Public Relations & Strategic Communication.

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ABSTRACT

The main objective of this study is to explore the practice of PRs activity in the Ethiopian Federal Ministry of Education. Explanatory research design is employed with both qualitative and quantitative data types. The instruments of data collection namely questionnaire, interview, and document survey were used to collect relevant data from the respondents. A combination of simple random and purposive sampling was used to select the samples: 162 respondents for the questionnaire, and 5 interviews. Data were analyzed quantitatively and qualitatively. The finding of the study indicated the current practice of Public relations in the Ministry of Education is less organized, poorly understood, and financially budgeted, plus more politically affiliated. The major PRs tools used by the Federal Ministry of Education were events, campaigns, and social media. The internal staff of the Ministry of education views the practice of PRs are politically affiliated and given less emphasis by the officials seen as irrelevant and given less concern. The challenges of implementing PR principles and the PRs practices in the Ministry of Education were inadequate finance, lack of working equipment, and technologies, less skilled manpower, lack of training, and loose coordination between, and among departments, and internal and external stakeholders. The PR offices were not professionally structured and organized, which emanates from belittling its role, especially from the top leaders. Yet, PR practitioners are trying their best to solve the problems which face by both the internal and external public themselves. The due recommendation is given based on the findings and conclusions drawn.

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LIST OF ABBREVIATIONS AND ACRONYMS

BA-Bachelor of Arts

EBC-Ethiopian Broadcasting Corporation

ETC- Ethiopian Telecommunication Corporation

FBC-Fana Broadcasting Corporate

FDRE-Federal Democratic Republic of Ethiopia

HR-Human Resource

IMC-Integrated Marketing Communication

LED-Large Electronics Displays

MoE- Ministry of Education

PR - Public Relations

SWOT - Strength, Weakness, Opportunity, and Threat

UN-United Nations

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CHAPTER ONE

1. Introduction

1.1. Backgrounds of the Study

Public relations (PR) **is** defined as interconnecting and disseminating information between an individual or organization (such as a corporation, government agency, or nonprofit organization) and the public.

The goal of public relations is to inform and ultimately persuade the public, potential customers, investors, partners, employees, and other interested parties to hold a particular opinion about the organization, its leadership, products, or policy decisions (Turdubaeva, 2010).

Then, public Relations professionals establish and maintain relationships with an organization's audience, the media, and other opinion leaders. Joint /collaborative activities include designing communications campaigns, writing press releases and other content for news and feature articles, working with the press, and arranging interviews for the company. (Greenwell, & Treadwell, 2015).

Mostly, PR-persons do write speeches or informational reports for company leaders, act as the organization's spokesperson when speaking to the public and public officials, prepare clients for press conferences, media interviews, and speeches, write content for websites and social media, and facilitate internal/employee communications. It is generally indicated to create awareness, talk to influencers and build positive networks mainly from organizations and other institutions too.

The main objective of public relations is to look at the overall image of the company and the way it works, organization, government, government agencies, etc. It plays a crucial role in bringing the public closer to the company, organizations, or institutions. Maintaining and managing the negative part and maintaining a good relationship with the public, audience, and staff; on the other hand, media also do PR in different ways (FAPRA, 2020).

As a background study, it is necessary to see the trend of PR practices in the education sector. The education section, whether private or public, is now commercialized like any other sector, with administration, buildings, teachers, etc. as means of production like students, the raw materials; the public, the educational services market is evaluated by MoE (Zewdu, 2019). Ministries of education, therefore, evaluate academic products and services effectively, so that the quality of education remains

relevant to the country. The ability to sell educational quality is determined by factors that include elements of strategic communication such as persuasion, advertising, educational enrollment, quality, and image building using PR. Practitioners argue that PR at the Educational ministry level are not specific enough to be applied to their daily problems in Africa mainly explained, due to the lack of interest in theoretical knowledge cuts across most countries (Lomme & Russell, 2010).

On the other hand, Uganda, Sudan, and Eritrea public relations practitioners found lower practice in Educational institutions, less than half of those surveyed prioritized this knowledge as an important element of PR is not well designed. On the other hand, the status of PR practice in Kenya found that top-rated competencies sought at the organization level for PR practitioners are; writing skills, critical thinking, problem-solving skills, good attitude, the ability to communicate publicly, and initiative (FAPRA, 2020).

PR practitioners in higher institutions in Ethiopia are not concerned with the technical aspect of their jobs. (Tefaye (2018). This however does not suggest that all practitioners are against academic knowledge some give open praise for academic theory. It sought to find out what difference it makes to apply theory in public relations as opposed to relying on intuition and experiential knowledge. Whereas, there is a need for evaluation of further public relations practices in MoE in Ethiopia.

1.2. Statements of the Problem

The role of Public Relations in public organizations varies widely. The diversity of goals and activities under the ministry of education is greater than in any other area of Public Relations practice. MoE touches every aspect of academic diversification, and virtually every facet of regulations is closely tied to and reliant upon Public Relations (FAPRA, 2020). This, therefore, calls for Public Relations practice in public organizations to be given serious consideration in terms of budgetary allocations, staffing, positioning, and recognition (Chala,2017). But, the reality is against the actual reputation of public relations in Ethiopia.

The study is delimited to the Ethiopian Federal Ministry of Education Researcher proposes the study area; there are Ministry of Education offices related to public relations that have the potential to lead to ineffective and failure know a day does not report the general public is blamed by many and, usually involving ministry responsiveness constraint.

Any task becomes difficult when public relations have to face poor responsiveness to the general public as mistrial duties. Besides, low awareness and lack of trust can also bring negativity to the effectiveness of public relations is needed research to bring changes to PR based on Academic theory and designed to be rational. The same goes for public relations practitioners if they go further good need to acknowledge and follow the changes.

The research is segmented to indicate the problems in the practice of public relations and the communication gaps between citizens, MOE as the general public, and the government. Besides, it is also expected to indicate modern public relations models and practices. Moreover, the research is also significant to indicate the gaps between what has been done and what is left undone. Finally, the research serves as initial academic research in the area of government and public institutions related to Public relations.

The image of ETC in the minds of the public at large was at a moderate level. (Minas, 2018). He employed a descriptive research method and the major findings were: that the corporation's public relations practice in creating and maintaining the image of ETC in the minds of the public at large was at a moderate level. Furthermore, activities done by the PRs department in building mutual understanding were viewed differently by the internal and external public of the corporation.

The Practice and Challenges of Public Relations in Government Universities in Ethiopia. (Tesfaye, 2018). He employed a mixed research method to gather and analyze the data the findings reported were: 13 government universities are in difficult condition as the office is not professionally and structurally organized despite its key role being well recognized. (Zewdu,(2019) explored the Practice of Government Public Relations in the FDRE Prime Minister's Office, of the Press Secretariat, He applied a qualitative case study method of data collection and analyses the major findings were: the appointment of managers and practitioners, negative image of the public towards government communication, limited communication and flow of information with regional states and other stakeholders, and lack of professionalism, the Press Secretariat being challenged with.

According to World Bank (2021), Public Relations units in many Academic ministries are not well established in Ethiopia reported the units exist as small offices, with inadequate facilities, and often rely on other offices for equipment.

Further, UN habitat on September 4, 2021, reported that in Ethiopian ministries some Information Officers who are seconded to various ministries as PROs lack adequate training and are usually not

prepared to undertake their duties as Public Organizations Public Relations Officers. In general, PR is not responsibly done in the Ethiopian context as seen in previous collected works are startups for investigating further. But the gap, however, is, that neither of the previous investigators has incorporated PR practice using academic theory (Lomme & Russell, 2010), to inform how PR practice elevates the functional implementation.

This study seeks to find out how the Ministry of education practice makes to apply PR. The study also attempts to determine the application of PR theory specifically in the practice of public relations in the ministry of Education.

Therefore, the present study attempts to answer the following questions:

1. Would you tell me the current practices of Public relations your Ministry using?
2. Would you mention the main PRs tools of your Ministry?
3. How do your staff perceive the practice of PRs in the Ministry?
4. What are the challenges your ministry is facing in practicing PR?

1.3. Objective of the Study

1.3.1. General Objective

This study's primary goal is to examine how PRs are used in the Ministry of Education.

1.3.2. Specific Objectives

The following specific goals are part of the study:

1. To investigate the state of public relations in the Ministry of Education.
2. To find out the main PRs tools used by the Ministry of Education.
3. To figure out the internal staff's view regarding the importance of PRs in the Ministry of Education;
4. To examine the challenges of implementing PRs principles in the Ministry of Education.
- 5.

1.4. Scope of the Study

The study is limited to the Ethiopian Federal Ministry of Education, (MoE), because research is a time-consuming action, so it was unachievable for a researcher to go in advance, due to time pressure and fund restrictions.

The Ministry of Education (MoE) is an institution that takes action for the educational public relations tasks of government educational institutions and collaborates with their implementations.

In addition to that, the Ministry was chosen for the study, because it has taken part in an important role in supporting access to quality, equity, and relevant educational activities and services for all citizens.

1.5. Significance of the Study

An exploratory study on public relations practices at the ministry of education is very significant for the close and involving relationship between public relations and education.

In addition to what has been said, inspecting the existing public relation practice and the quality and relevance of educational activities of the ministry of education is a core reason to be aware of the inherent features of the existing practice that can be appropriate to the objectives of the organization. Lastly, it helps for furthered study in the field

1.6. Organization of the thesis

There are five chapters in this research report. Fundamental concepts are covered in the first chapter. For instance, the study's background, problem description, research questions, aims, importance, and study limitations. The second chapter covered the associated review literature. The third chapter covers research methodologies, types of data obtained, methods of data collection, and data analysis. It also covers population and sampling techniques. The presentation, analysis, and interpretation of the data are all topics covered in the fourth chapter. The fifth chapter discusses a conclusion and suggestion based on the information gathered and examined.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

This chapter tries to pick some of the relevant topics with the study in focus. Relevant materials and accounts chronicled about PR will be gone through, attempts will also be made to find out a relatively binding definition to the concept, and of course, practices by which it's governed will be touched upon and consolidated with scholarly thoughts. Internationally acclaimed minds of the disciple will be quoted; the significance it could play to a given organization will also be digested all along as the paper tries to come up with feasible findings for the study he has picked to closely entertain in his attempt to embark at a solution.

2.2.What is PR?

It's cliché to say though, that there is no single definition craved that each scholar of the disciple has come to terms with. And that's why they have happened to make 500 definitions of it, despite theirs seeming to be the same. What we mean is that, though their definitions have appeared to sound different, still have a lot to share –something they could agree on after years of experience on the subject.

The American professional, who is known for his remarks on the subject PR /Harlow (1976), once penned in his accounts about the delineation of PR that professionals of PR have come up with their over 472 definitions which they coined all from own experiences.

Just to pick some of the frequently quoted definitions of PR let's begin with Sam Black (1998) who has defined the discipline as ...PR practice is ` the deliberate, planned and sustained effort to establish and maintain mutual understanding between an organization and its public `. Whereas one of our acclaimed communication specialists of ours today, James Hutton (1999) coined PR as ... *public relation is the management function which evaluates public attitudes, identifies the policies and procedures of an organization with the public interest, and executes a program of action to earn public understanding and acceptance.*

Several professionals have also attempted to define public relations and presented more competent and comprehensive definitions. Public relation is the planned and sustained effort to establish and maintain goodwill and understanding between an organization and its public. Alison Theaker (2004)

It's a distinctive management function that helps establish and maintain mutual lines of communication, understanding, acceptance, and cooperation between an organization and its public... (Grunig 1997, argues that this definition allows for differences in practice between practitioners in different contexts, but still includes important elements, such as the management of communication and the focus on external relationships. Kitchen (1997) is even briefer with his definition, suggesting that PR can be defined as '*communication with various publics*', although he does add to this by arguing that PR is an important management function and has a strategic role to play.

Baskin, et al (1997) on the other hand defined Public Relations as the management function that helps to achieve organizational objectives, defines philosophy, and facilitates organizational change. Thus Public Relations Unit develops, executes, and evaluates programs that promote the exchange of influences and understanding among an organization's constituent parts and the public.

Other definitions focus on 'ideal' communications practices: two-way communications and building positive relationships between organizations and their public. Some include its strategic importance to organizations and recognize its influence on reputation Hutton (1999), Grunig (2000). Cutlip et al. (2000: 6) combine these aspects and suggest: 'Public relations are the management function that establishes and maintains mutually beneficial relationships between an organization and the public on whom its success or failure depends.' White and Mazur (1996: 11) offer a definition based on the goals of PR: 'To influence the behavior of groups of people about each other. Influence should be exerted through dialogue – not monologue – with all the different corporate audiences, with public relations becoming a respected function in its own right, acting as a strategic resource and helping to implement corporate

2.3. Importance of PR as a tool

No doubt that PR is of paramount importance if wisely and professionally employed in a given organization. (Iqbal 2009)on his latest accounts noted that... Public relation is a distinctive management function, which helps establish and maintain mutual lines of communication, understanding, acceptance, and cooperation between an organization and its public, involves the management of problems or issues and helps management to keep informed on and responsive to public opinion; defines

and emphasizes the responsibility [of management to serve the public interest, it helps management keep abreast of and effectively utilize change; serving as an early warning system to help anticipate trends; and uses research and sound and ethical communication as its principal tools .. Iqbal S. Sachdeva (2009)

2.4.Practice of PR

As it is frequently preached public relations is considered to be the eyes and ears of a company, as it monitors and regulates the flow of information from a given organization to target audiences and vice versa. the awareness levels, opinions, attitudes, behaviors, and responses of various publics. As public relations are considered to be the catalyst of change, it is entrusted with the duty of engineering changes in the awareness, opinions, attitudes, and behaviors of the public

Public relations is also expected to evaluate and measure the impact of organizational policies, procedures, and actions on various publics. Public relations also play an advisory role in counseling the management to modify and readjust those policies, procedures, and actions conflicting with the public interest in the interest of the smooth functioning of the organizations.

Some public relations can be the watchdog of corporate interests and public expectations and as such counsels the management for the formation of policies, procedures, and actions which are mutually beneficial to the organization and the public as well.

Since public relations professionals are bridges between the organization and their interest groups they are expected to act responsibly, professionally, and ethically as their failure to do so results in dire consequences. It, in other words, means organizations can not anticipate e e what make come ahead and what their target groups` interests are unless their communication practice is according to the ethics and principles by which the profession is governed. The practices should aim at improving mutual understanding between an organization and all with whom it comes in contact. Everything needs to direct towards improving communication between people or organizations everything is directed toward improving communication between people or organizations through appropriate publicity, advertising, exhibitions, films, etc.

Sam Black, in his book practical public relations, sums up the functions of public relations as a discipline applied to avoid confusion or misunderstanding of certain organizational actions and behaviors (Black 1998)

2.4.1. Channels of PR: Shortcomings and advantages

The most important channel of PR is to operate as a bridge between the organizations it stands for and its potential interest group is the media. everybody knows the most commonly used means of communication of the PR is a press release, Press conferences,

As Mackey, 2003) indicated in his note related to platforms of PR, press release organizations massively use the press release- the traditional tool that communicators of the given organizations apply in their attempt to market themselves to attract interest from their target group. He went on to say that via press releases organizations often update the latest developments about what is happening, declare their performances and inform their target groups. This channel of communication is also used by organizations when rumors or disinformation and missed information are caught up, in other words, mean used to make a counter to defend the interests of organizations. as supported by (Mackey, 2003)

`Using press release organization wants to present a positive picture (image) about itself, its work, and its program to the public, but apart from informing the media about something new, it is also used in situations when institutions have to react to negative information that is going around in public to refute them`

He further says that Press conferences are also used very often to present news. Contrary to press releases, conferences are organized to ensure better media coverage. The reason for organizing the so-called classic press conference is an important event or announcement that is usually presented by the leadership itself. If there needs to be a further comparison between the press release and the press conference the former is timely and efficient and can be used briefly and easily. But it may be sometimes difficult to communicate the intention of organizations and maybe miss understand whereas the press conference allows the organization to convey what it wants to reach out to the public through the media widely and meaningfully. Because the platform brings together the relevant heads of organizations along with relevant experts face-to-face with the media it creates room for clarity and expertise explanations. As (Mackey, 2003). His scholarly narratives are noted down as follows.

Experts can also be present to give additional explanations to journalists' questions. Anniversaries, awards, and good business results are the most common cause for organizing so-called press parties, a more relaxed form of press conference that includes a party for the participants. A press conference is combined with a banquet or reception, while for routine mediation of professional information, a press briefing is used. They are used mostly by organizations that journalists show great interest in. At such brief press conferences short, professional information concerning current problems is presented, as well as so-called background information. Written material for the radio is, first of all, meant to be spoken, therefore they have a shorter form, but the advantage of the radio is that the information sent as a press release can immediately be passed on. Besides informative broadcasts, numerous current topics from the education area are suitable for radio interpretation through various genres like an interview, comments, or debates with several expert collocutors, or through surveys that show the opinion of the general population about certain hot subjects or problems (Mackey, 2003).

Today theory and practice talk about Integrated Marketing and organizational image-building Communication (IMC) which represents the strategic integration of multiple communications with target markets and audiences. According to Meler M. (1999), IMC developed as a result of marketing understanding that certain promotional or communication activities should not be used independently, but integrally. An approach with a range of styles needs to be synergic ally communicate the intended desires of communicators, both marketers and image builders.

Creating events too is one of the most important instruments of public relations. Companies, institutions, or non-profit organizations plan events, and unique happenings, which will most certainly draw media attention. In situations when there is no extraordinary news, companies can use positive publicity caused by the 'event' to gain sympathy from the target public or to inform them about their activities, products, and services.

Creating events is an extremely important ability in encouraging raising necessary funds for non-profit organizations that have developed a broad repertoire of special events like auctions, charity dinners, book sales, and fairs Kotler (2003).

Stokes & Rubie (2010). Advocate that the final goal of communication with the target public is to achieve mutual understanding between parties, thereby promoting and better connecting them for mutual benefits.

2.4.2. Roles of PR in the Education

The primary function of PR in the educational sector is to coordinate and disseminate the desired messages to the target audience, which includes students, teachers, and their families as well as the general public of a given nation. For the sake of the industry and the entire country, it works to improve communication between the two sides. Being a link between the two, PR works to advance academics, garner greater attention, and keep a close eye on popular preferences. The purpose of this communication is to improve comprehension and acceptance of the essential adjustments and actions that come along with the process of raising standards and enhancing the entire educational system.

The PR marches are intended to clarify the function of the public relations division in educating and bringing to the public's attention the citizenry to foster a favorable social climate for the acceptance of new initiatives and programs. The target audience for PR tactics of two-way contact, education, and creation of favorable publicity is specifically targeted and expected to support the project proactively. The avoidance of potential conflict situations that could lead to bad press is another benefit of proactive public relations.

2.4.3. Internal and external public

The Ministry, as holder of the project, via its PR has to take care of the target public that is “inside” the educational process, whether it is applying, shaping, or “consuming” it when planning strategic communications with which it wants to win favor and support of the public (Jethwaney & Sarkar, 2010). The internal public is made of expert associates that take part in creating new educational program and their evaluations; employees in the educational process that every day in direct contact with pupils and students who apply gained knowledge and recommended methods, unions in the education area, and pupils and students. Since the improvement of social and material position and the development of knowledge and skills of educational staff is mentioned as one of the priorities in making the society of knowledge, we can say that union goals correspond with the ministry’s goals, but in practice, we are often witnesses that it is the unions who are “hot issue public”, especially when negotiating a pay rise. Also, pupils and students are often the most critical public, unwilling to accept new things. Besides the internal public, the public relations department must also lead proactive relations with the so-called external public, which includes the political, financial, media, and local public.

2.4.4. Researches

The first step of strategic planning of public relations in the education sector includes researching the internal and external environment to establish the purpose of communication for each relevant public. Research is conducted through surveys or interviews with so-called focus groups about a certain subject. Studies of media contents (clipping), or so-called “desktop research” is also useful. They are internal research of existing data (like statistical indicators, complaint studies, etc.). So-called secondary researches of external statistics are also useful, where the existing research is used, but they are analyzed in a secondary way considering the current problem (Jethwaney & Sarkar, 2010).

2.4.5. Purpose and selection of models, channels, and techniques of PR theories

The role of modern public relations is not only to inform anymore, or to create positive publicity, now PR practice is based on scientific research and two-way communication that ensures feedback about the effects of our communication. Contrary to the two-way asymmetrical model whose goal is to persuade, the two-way symmetrical model of PR tries to gain mutual understanding. Understanding is achieved through direct negotiations with the relevant target public. Apart from choosing a model and defining the purpose of PR communication for a particular target public group, strategic planning also implies choosing communication channels and the most appropriate techniques that will be used. Messages have to, above all, attract attention and be understandable to the particular target public they are intended for. Specifically, we want our target message to be noticed and remembered and to cause a reaction to the viewpoint that we are sending. The most common basic techniques are: PR writing, making printed media material (press releases), organizing press conferences, and preparing speeches for public appearances (Joshi, 20199).

2.4.6. PR as a means to the end of education

The role of the public relations department is to inform, and sensitize citizens and create a positive social climate for accepting new programs and projects in the general public. If needed, events and campaigns are used, while for years-long projects long-term programs are planned. Even though the ideal model of public relations is a two-way symmetrical model based on two-way communication and scientific research and direct negotiations with the relevant target public, (Seitel,2011) the Asymmetrical model is

used more often. It would be advisable to integrate PR strategy into marketing communication that would even through advertising campaigns popularize the society of knowledge. (Grunig, 1992).

2.5. Relations with the relevant Public

2.5.1. Relations with government and international institutions

For the gradual realization of changes in the educational system, apart from material and personnel conditions, it is necessary to achieve harmony in social, professional, and political circles. The ministry's task is to prepare documents and proposals that are created by competent experts, scientists, and partitions. All documents, before entering the due process of law, must pass public discussion. Documents' proposals are also published on web pages, therefore all interested citizens have a chance to get an insight into them and can through standard mail or electronic mail express their opinion or give good suggestions. Final versions of the documents are then presented to the Government of the Republic of Croatia or the legislative body. Proposed documents are also discussed in Parliament, which can accept proposed documents or return them to be "finalized" (Stokes & Rubie, 2010).

Public relations in the segment of the political public are based on lobbying whose goal is to ensure support in passing the law and communicating about the effects of passed measures. Considering that the most important agreements with international institutions are negotiated and signed on the highest levels, the reputation and credibility of the institutions that take commitments are extremely important. Therefore, apart from lobbying, one of the PR tasks is developing and maintaining a so-called "positive climate" that enables mutually successful long-term cooperation. For example: In cooperation with institutions of higher education and scientific institutes, the Ministry of Science, Education, and Sports organizes workshops about Seventh Framework Programme on Research and Development two to three times a month is the so-called FP7 program that refers to the period between 2007 and 2013, and for which 50.5 billion were provided by the European Commission. Within the framework of the previous FP6 program, Croatia signed 100 contracts based on which about 10 million were provided. For promotion, in cooperation with European Commission, info days are organized four to five times a year (Primorac; 2007, 109).

2.5.2. Relations with Academic institutions

Relations with the financial public are oriented toward existing and potential investors, the general financial public (banks, analysts, banking advisers, fund and investment companies' managers), business partners (e.g. Croatian Chamber of Economy, Croatian Chamber of Trades and Crafts) and specialized financial media. The particularity of these relations is that financial institutions are legally bound to have financial reports, and mediation of inappropriate information is a criminal offense. Considering that the financial public is extremely active, i.e. it seeks and interprets information by itself, the PR task is mainly to build the reputation and strengthen cooperation.

The scientific and technological policy of the Republic of Croatia from 2006 – 2010 got support from the World Bank for €31 million, where the Government of the Republic of Croatia ensures an additional €5.7 million. For projects carried out by BICRO €14 million was provided from the loan by the World Bank. In cooperation with BICRO Ministry applied for IPA funds of pre-accession assistance of the European Union: for a project of development of University Campus Borongaj and for the project Fund for Investing in Science and Innovations that is oriented towards improving capacities of scientific organizations. In 2006 Unity through Knowledge Fund was established whose goal is to enable the return of Croatian scientists from abroad. For the project that is supposed to last till 2009 €3.96 million was provided by the World Bank. In cooperation with the Fund for Development and Employment of the Republic of Croatia, the project of development of professional studies in smaller urban areas was started, for which 60 million Kuna was provided in the period between 2006 and 2009 (Primorac;2007, 2009 60, 69-70).

2.5.3. Relations with media

It is characteristic of media that they are at the same time target public and central channel for distribution of PR messages and information with which we wish to reach the general public. As an active or manifest public, the media carefully monitor what is happening in the education area, where they have an important role and impact on shaping public opinion. To be fair, the media do not have the power to impose viewpoints, but they can “impose” topics around which public debates will develop. Journalists and editors are so-called gatekeepers who decide whether certain information will be allowed in the media or not. The public relations department always tries to show events in a positive light, while journalists are oriented toward criticism and search for conflicts.

Because of that media can easily cross from the so-called manifest public to the polemic public. On the other side, there is certain interdependence between PR and media. PR's goal is to, through media, launch

information intended for the wide public, present programs, and projects, and achieve in creating positive publicity. Media, however, use press conferences, announcements, and PR reports as official sources of information chosen for announcements or “starting points” for certain topic research.

2.5.4. Relations with local communities

Relations with local communities are primarily oriented towards relations with representatives of local communities who make decisions, detect problems, and notice trends, but also towards private and public companies that are the holders of economic development. For example, in Istria, which is a prominent tourist region, pupils’ interest in catering education programs is very low. Businessmen are trying to solve that problem by giving stimulating scholarships for jobs in short supply, ensuring permanent jobs after finishing school, and promoting the catering profession. (Strugar; 2002, 15-16, 59)

Through the development plan for the educational system, the 2005 – 2010 project of school development was started. For that purpose, one billion Kuna will be provided by introducing HNOS (Croatian National Education Standard) partnership between schools and local communities is encouraged, not only in the area of material and technological working conditions but also in teaching and research projects. In 2006 project Development of professional studies was started, based on the needs of small urban areas to stimulate employment and development of those areas.

2.5.5. Relations with internal public

One of the most important goals of educational changes is the improvement of working conditions, as well as the standard of employees. According to available information, 5 259 new openings occurred in the science and educational system between 2004 and 2007. As an instrument of encouraging excellence, the Education and Teacher Training Agency promoted 878 teachers into mentors and 480 expert assistants into advisers by the end of 2006. As a result, their incomes rose by 7 or 12%. Employees also got state-aided housing loans, where the user pays 1.67% of interest, and the Ministry 3.23% (Primorac; 2007, 35, 37).

According to the Law of the Student Union and other student organizations, in all institutions of higher education student attorney is introduced. His role is to counsel students and to receive and solve complaints, which contributes to ensuring quality in institutions of higher education. Student Union, apart from choosing a student ombudsman from among students, can participate in the preparation of bills for

improvement of the educational process or student standard through its representative. Students are actively involved in Ministry's projects and participate in the work of many expert bodies, e.g. in the work of the National Working Group for Monitoring the Bologna Process. They are also organized into numerous clubs or interest associations that are if they have high-quality programs, financed mostly by the Ministry.

One of the goals is the standardization of the Croatian educational system with Europeans. Within that, better mobility of lecturers and students is being developed in the framework of higher education, whether our students continue their studies abroad, or foreign students come to Croatia. Information about international education and scientific cooperation, as well as information about scholarships offered by numerous international organizations, foundations, and institutions of higher education, are published on Ministry's web pages.

2.5.6. Roles of PR in the Education sector

Public relation is important for educational sectors. Public relations exposure increases the credibility of the organization. It is the key to the successful implementation of policies and growth in an organization. / Bhavic Sarkhedi 2016 /

Public relations in educational organizations help to promote the organization's objective. A function of an organization cannot afford to ignore. Education organizations use public relations both internally and externally, internal public relations stand for PR within the organization and its employees, and external public relations stand for maintaining favorable relations with the public. /Mukhtai Chavan Deb /Internal public relations will have created a conducive environment for efficient collection, collation, processing, storage, and dissemination of knowledge and information by education offices. Activities in this area focus on the further enhancement of appropriate knowledge and information management practices. An overarching aim of internal communication is the creation of an atmosphere in which employees know that they are important to the firm. /McGraw-Hill/Irwin 2003 p 129

Research on the roles of PR practitioners has been important to the body of knowledge on PR rules because it made it possible to link PR work to a broader investigation of how excellent PR departments were structured in organizations (Dozier & Grunig)

The roles of PR in government organizations described by Theaker 2004 are all about establishing maintaining and projecting the authority's corporate character and identity. According to Ruler and Vercic, PR's role can fall into four broad categories: Reflective, managerial, operational, and educational. The managerial role is more of developing plans and maintaining relationships with the public. Commonly PR in the ministry of education can take a wide range of ``managerial `` and ``operational `` roles.

2.5.Theoretical frameworks of the study

Numerous traditional communication theories have tried to annotate how effectively a message from a source will be transmitted to the medium to create a positive response. Given the current communication revolution created by information communication technology, a lot has been changed in the ways and speed of receiving and transmitting messages (Jethwaney, 2010, Seitel, 2011, Joshi, 2019, Lomme & Russel, 2021).

As a result of this phenomenon, communications scholars have turned to developing communication theories emphasizing audiences. Among such audience-centric theories, one is constructivism (Butterick, 2011, p. 16). "Constructivism communication theory proposed that knowledge is constructed not transmitted" (Seitel, 2011, p.81). According to this theory, for effective communication, it is important to have some information about the receiver such as beliefs, predictions, and background. When we convey essentially through discussion we build our very own social realities of what is happening and what sort of activity is suitable. We have our own "Stories" of life experiences that we share with others in conversation.

When we connect, say the creators of this hypothesis, it endeavors to "Facilitate" our own beliefs, ethics, and thoughts with those of others then a shared result may happen (Seitel, 2011). The whole point of this theory emphasizes the fact that communication is not a simple task of transmitting a message. Instead, it is a complex interconnected series of interactions where the participants affect each other (Seite, 2011).

In the contemporary theories of public relations of communications, it might be difficult to find a widely discussed theory than that of the four models of Grunig and Hunt (Seitel, 2011, Jetwaney & Sacar, 2006, Stokes & Rubin, 2010). Of course not withstanding contemporary theorists are believed to have opened new ways of thinking about public relations; still, a lot remains to be done. Almost all public relations text book writers have borrowed theories from the adjacent disciplines of communication, such as

psychology, sociology, and organizational studies; even Grunig's model itself is not purely an independent one (Mackey, 2003).

As to Mackey (2003), at the end of the twentieth century, Grunig's four-model concept of public relations was the contemporary modern theoretical methodology that could be said to have commenced from within public relations scholarship. Indeed, even Grunig's point of view is established in political hypothesis yet the 21st century's blossoming basic and expert enthusiasm for ethical public relations has delivered a whirlwind of control of particular hypothetical activities (Mackey, 2003). Press a-Gentry (Publicity) The focus of this model of communication is on sending a message from the source to the receiver.

Relatively it is an old form of communication model where it is assumed to be productive. As Seitel (2011) put it, "This model is one-way communication where messages will be sent from a source to a beneficiary with the express aim of winning great media consideration." This model was marked by manipulation, exaggeration, and deception (Sriaramesh, K and Vercic, D,2009).

2.6.1. Press Agency / Publicity Model

Grunig and Hunt's first model is called press Agency or Publicity. This is probably the kind of activity that most people associate with public relations. A press agent or publicist aims to secure coverage for a client, and the truth is not an absolute requirement. Press agent or publicity /One-way communication uses for persuasion and manipulation to influence audiences to behave as the organization desires. In this type of model, practitioners concern themselves most with getting attention in the media for their clients Grunig and Hunt (1984:25) understanding is not necessary for this kind of Public Relations which is likely to measure success in column inches or airtime.

2.6.2. Public Information Model

The early 1900s was a time when huge business organizations were under serious attack from the media on issues of corruption and other forms of injustice. This situation has forced private organizations to establish public relations offices and hire practitioners. This period was marked by a communication model known as public information (Grunig, 1992). This is another early type of one-way communication

planned not really to influence yet rather inform. Both this and the press gentry's model have been connected to the common notion of public relations as publicity (Seitel, 2011)

Indeed, this stage was identified as public relations practice having a significant influence on public opinion that may have contributed to preventing policy changes of social significance. During this time principle of Lee which promotes telling the truth as the best way to effective public relations was a widely accepted way of doing public relations business.

2.6.3. Two-Way Asymmetry

This model seems to be a bit complicated compared to the two models discussed previously. The idea of two ways communication was introduced as a result of looking for feedback for information disseminated began to be considered as part of the communication process. However, the purpose of seeking feedback wasn't to change the position that has been seized by an organization, instead, the feedback was to be used to introduce another form of persuasion so that the audience would accept the interest of the organization (Seitel, 2011). This third model of public relations is known as the period of propaganda and persuasion. It is also a period when some social science research such as opinion polling, random sampling, organized feedback, and the like were introduced to the public relations practice.

2.6.4. Two-Way Symmetry

This model's advocates present it as the preferable model of public relations. As indicated by Seitel (2011) the symmetric model promotes free and equal information transfer between an organization and its public based on common understanding.

This model of public relations will provide practitioners with a balanced relationship with the public whom they serve as a mediator to their organization. The major advocate and founder of this model Grunig mentioned that it would be difficult to exactly identify when this model came into being. Nonetheless, he underscored that those men who are considered to be the founders of modern public relations Lee and Bernas used to counsel their clients in a way both the organization and the public mutually benefit from each other's interaction (Grunig, 1992).

Following the Second World War professionalism in public relations has begun to take shape as public relations offices flourished almost everywhere. The emergence of professionalism, the demand for further refinement and expansion of professionalism together with the consolidation of research work in quality and quantity plus public relations education, created a favorable environment for the popularization of the symmetric model of public relations (Grunig, 1992, Seitel, 2011).

“The fourth model of public relations was better conceptualized by Scott Mcutlip and Allen center in their first edition of “effective public Relations”, 1952 used the term “PR” to describe the principles and practice of communications employed to build good relationships with the public” (Solomon, 2010).

In their serious conceptual analysis of the symmetric public relations model, the two scholars have noted what characterizes this model. As Grunig and Hunt’s four models of public relations and specifically their advocacy for the symmetric model over the others was a very recent phenomenon, obviously there will continue a lot of arguments and counter-arguments on the symmetric model. In due process, public relations might have a chance of getting other new theories (Stokes & Rubie, 2010).

Be that as it may, other theoretical frameworks such as the dialogic theory of public relations, rhetorical theory, relationship management, and the like with their resemblance to the symmetric model and to the extent of considering them as a subset of the two-way symmetric models they have been left untreated independently, under this topic. This research is conducted based on the two-way symmetric public relations model, where public relations departments give equal emphasis to the interest of the public as that of the institutions. Especially in a country where the government is claiming to be not only developmental but also democratic, the best model for such a system is the two-way symmetric. The two-way asymmetry which best serves the interest of the institution employs persuasion and propaganda as the main strategy of public relations. Moreover, the two-way symmetry model of public relations is the most progressive and ideally the one that might serve the interest of an institution as well as a country (Solomon 2000).

2.6.Review of Local Studies

In terms of funding allocations, staffing, positioning, and recognition, local empirical literature research on public organizations' use of PR should be seriously considered (Chala, 2017). His conclusions go counter to Ethiopia's genuine public relations reputation. According to Minas (2018), the Ethiopian

Telecommunication Corporation's Central Addis Ababa Zone's practice of public relations found that the general people's perception of ETC was at a moderate level.

In a similar vein, Zewdu (2019) also explored the practice of government PR in the press secretariat of the FDRE Prime Minister's Office. The political selection of managers and practitioners, the public's poor perception of government communication, and the Press Secretariat's limited communication have all presented challenges. Tesfaye (2018) also performed research on the practice and challenges of public relations at government universities in Ethiopia and found that 13 of them are facing difficulties since the office is poorly organized and managed.

The World Bank (2021) then performed research on Public Relations departments in various Academic Ministries that are not well established in Ethiopia and discovered that these departments usually rely on equipment from other offices and work out of small offices with poor amenities. On September 4, 2021, further UN Habitat assessments were carried out in Ethiopian ministries. Some of the public organization public relations officers (PROs) that are seconded to other ministries lack the appropriate training and are frequently underprepared to carry out their duties.

2.7. Knowledge Gap

No previous investigator has incorporated PR practice using academic theory (Lomme & Russell, 2010), to inform how PR practice elevates the functional implemented. This study investigated the contributions of theory in public relations practice and how it works in educational ministries. It sought to find out how it makes to apply theory in PR as opposed to relying on academic's ministries and experiential.

2.8.1. When wrapped up

Public relation is a profession, and a lot of research work is carried out that may assist to place old public relations practices on emerging modern public relations practices. Written works show us theoretical frameworks are successful in supporting public relations researchers who greatly devote themselves to facilitating the acceptance and integration of public relations as an independent profession. Traditional Public relations way of conducting activities differs from modern ways. Public relations can never again

dependent exclusively on those customary ways .at the present time PR practitioners should adopt or fit into the requirements of international public relations.

Therefore, this part of the research has suggested the public relations occupation is an imaginary path through the nostalgically remembered past and has also delivered broad content; on the components of public relations. Different investigation activities that were accomplished which are substantial to this research have also been analyzed, additionally, the idea which administered as a benchmark to cite this research in a correct viewpoint.

Furthermore, the current study tries to reply next questions: I) What is the current practice of Public relations in the Ministry of Education office? ii) What are the major PRs tools used by the Ministry of Education office? iii) How do the internal staffs view the practice importance of PRs in the Ministry of Education office? iv) What are the challenges of implementing PR principles the PRs practices in the Ministry of Education office?

CHAPTER THREE

3. Research Methodology and Method

3.1. Introduction

Research methodology is about the practical steps of our research, and explains how we will go about answering our research questions. The purpose of this study is to explore the practices of public relations in the Ethiopian Federal Ministry of Education. It also assesses public relations activities in light of available PR Models. In this chapter, the research design & method, sampling techniques, and sampling procedures, instruments of data collection tools, procedures of data collection and methods of analysis, and reliability and validity concerns used in the study are included.

3.2. Research Design and Method

An important part of the research activity is to develop an effective research design that shows the logical link between the data collected and the analysis and conclusions to be drawn. This will satisfy the most suitable methods of investigation, the nature of the research instruments, the sampling plan, and the types of data (Lomme & Russell, 2010).

This methodology is applied, thinking it's potentially and professionally relevant to conduct the research in question. For this study, a researcher starts with a general idea and uses the research as a means to identify the problem which may be the focus of future research, and the investigation is generally carried out when the problem is in a preliminary stage. A design for this research is exploratory because exploratory research design is utilized to achieve insights into the phenomenon in the study.

Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries of the sample and the measures. It can help us identify relationships and patterns, and not conclude, beyond the data we already have. Whereas inference is the process of concluding population parameters based on a sample taken from the population.

Inferential statistical analysis does allow us to make conclusions beyond the data we already have. to the population from which it was drawn. There are two major research paradigms; qualitative and quantitative, (Creswell, (2003).

3.2.1. Quantitative research

Quantitative research deals with hard facts and statistical data to draw influence in numerical tones and establish cause-and-effect relationships between variables with the help of statistical methods. Sometimes used objectives to shape and specifically focus the purpose of the study. They are used frequently in social science research and especially in survey studies.

For this study descriptive data analysis was employed, because descriptive statistics is concerned with the collection, organization, classification, summarization, analysis, interpretation, and presentation of numerical data.

In the descriptive study the results are presented in the form of Charts, Graphs, and Tables. in addition to that descriptive statistics used tools, such as a measure of the tendency that is mean, median, mode, and measure of dispersion. that is variance, interquartile range, and standard deviation.

3.2.2. Qualitative research

Qualitative research deals with the feelings attitudes, opinions, and thoughts of a human being to determine the reason behind that behavior. For this study, the qualitative approaches of data are generated, because the research was conducted to find out underline motives and desires to help in in-depth interviews. In qualitative research, the data are reported in words or pictures, rather than in numbers (Cress -well, 2003).

For this research qualitative method was used by conducting an interview with internal public relation department heads and public relations experts of the department under the study, and the data obtained in this qualitative research can be in the form of words, pictures, and texts.

The researcher used unstructured in-depth interviews with key informants, and open-ended questionnaires to explore and discover the ideas used in the research. 7 interview questions were employed. The questions are created and designed based on the literature review and research questions and tried to assess PR department, PR practices related, and roles and challenges of PR. June 25- 27, 2022 two heads of the PR department of MoE and three Public relations practitioners of the department were contacted and their views on the topic were gathered at the Ethiopian Federal Ministry of Education head office.

3.2.3. Mixed method

The mixed Method combines both qualitative and quantitative approaches. (Onwuegbuzie & Turner 2007) is a combination of quantitative and qualitative approaches. A Mixed method or a qualitative and a quantitative research method are combined to provide a more complete set of findings than could be arrived at through the administration of one of the methods alone. (Denzin,2011)

The researcher used both quantitative and qualitative methods to answer the research question and the problem statement. Furthermore, to substantiate, validate, cross-check, and the truth worthiness of the data.

Regardless of its advantage, qualitative research design has its demerits: lack of standardized rules reduces the objectivity of the findings, the personal view and stand of the researcher may induce bias in the interpretation of the data, and the findings cannot be statistically generalized for a broader population under investigation (Creswell, 2003) Quantitative research also has its limitations, time-consuming, difficult to investigate causality, labor-intensive approach, and not statistically statically representative. Hence, this research employed a descriptive research design with a mixed-method approach, to answer the basic research, question of the study.

Therefore, this research design aims to collect quantitative data; recordings both published and unpublished recordings, questionnaires interviews. It also helped the researcher to have his views which he will consolidate with the observations and general understandings he will be going through written materials.

3.3. The study area

For this research primary data was gathered from the employees of the Ministry of Education using mixed research. This research, whose scope of the study is purposely selected offices and staffers of the ministry of education in Addis Ababa, pick relevant qualitative and quantitative information and date from March 1- June 30, 2022/

3.4. Source of data

This research attempts to hunt down relevant information both through direct and indirect methods – such as relevant interviews & questionnaires, as well as recordings of Published and unpublished materials and documents, which will be turned in,

3.5.Sampling Techniques and Procedures

Sampling is a method that allows researchers to infer information about the population based on the results from the sample without having to investigate every individual. So reducing the number of individuals in a study reduces cost and workload and makes it easier to obtain high-quality information to draw a valid conclusion from our results. The sample size is the number of observations taken from a population. it is the part of the population chosen for a survey or experiment. it is the subset of the population selected to make inferences about the population.

In a research population is every possible person that is relevant to research. According to Newsom, (2004), “a population is the group of all items of interest to a statistics practitioner”. A target population is a total group of people from whom the researcher may obtain information to meet the research objectives. So, the target population of this study is permanent employees of the Ethiopian Federal Ministry of Education of Addis Ababa

According to the HR data for May 2022, the total number of employees of the Federal Ministry of Education is 271 (149 from the general education sector and 112 from the higher education sector + 7 PR) (permanent employees).

A Sample is a small group that is selected from the population to be observed and included in the research. Results are drawn from the sample and generalized to the entire population. A sample design is a

definite plan for obtaining the sampling frame for the technique or the procedure that the researcher would adopt in selecting some sampling units from which inferences about the population are drawn.

For this research both simple random and purposive sampling was used because under purposive sampling sample members are selected based on their knowledge, relationship, and expertise regarding a research subject (Freedman 2007)

It is also used for a smaller and more manageable number of study units from a defined study of the population. Therefore, to achieve the objectives of the study both simple random and purposive sampling techniques were selected.

3.5.1. Determinants of Sample size & Type

The study design factors influencing the sample size include the type of study and the number of variables under study and the sampling strategy. Quantitative studies require a large sample as compared to qualitative studies.

Within the above context, both probability (simple random sampling) and non-probability- (Purposive sampling) methods were used, the former is used to initiate respondents to freely reflect on what they do think of PR and its practices under the ministry. The purpose view to gather credible information from the rest, because the natures of respondents are varied.

The researcher tried to closely observe how the department of PR practices in the Ministry of Education goes through recordings and approaches ranges of employees to come up with a visible outcome.

1. The margin of error:

A margin of error is defined as a small amount that is allowed in incase of miscalculation or change of circumstances. The margin of error is a statistic expressing the amount of random sampling error in the results of a survey (how many percentage points) your result will differ from the real population value. The margin of error decreases when the sample size increases.

2. Confidence level:

The confidence level is defined as the probability that the value of a parameter falls within a specified range of values. It is the estimated probability that a population estimate lies within a given margin of error. / William G. Cochran/

Available resources including time & money are to be considered before determining the size of the sample. A large sample may be taken if sufficient money is available.

The employees are considered to be homogenous and also influenced by the operation of the system. For this study, the researcher believed that the target population of the study was employees of the Federal Ministry of Education Ethiopia,

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. And more than 31 % employee sample (162) was selected out of the 271 total employees of the Federal ministry of Education. And the sample is random because each employee has an equal chance of being chosen.

To calculate the sample size Slovin (1960) provides a simplified formula. Based on this formula confidence level is 95% and level of precision is 5%, and the marginal error e was limited to 0.05. Where e^2 is the marginal error.

$$n = \frac{N}{1+N(e)^2} \quad \text{Formula (Slovin (1960))}$$

n - The sample size

N - The population size

e - The acceptable sampling error

** 95% confidence level and $p = 0.5$ are assumed*

Using this formula

$$\begin{aligned}
N &= 271 \\
e &= 0.05 \\
n &= N / (1 + Ne^2) \\
n &= 271 / (1 + 271 (0.05)^2) \\
n &= 271 / 1.6775 \\
n &= 161.5499254843517 \\
n &= 162.
\end{aligned}$$

Therefore, based on the above analysis the sample size is determined by 162 respondents.

3.6. Instruments of Data Collection Tools

Research instruments are a device used to collect data from the respondents or participants. Primary and secondary data collection through a mixed method approach by using both quantitative and qualitative data methods was applied.

For this research, the researcher used questionnaires and in-depth interviews as primary data sources and document surveys as secondary data sources. Since the researcher applied a questionnaire, interview, and document survey data the result obtained in this study is triangulated.

3.6.1. Questionnaires

The researcher sets 39 questionnaires of different forms and presents them to respond to. 162 the researcher preferred this questionnaire hoping it can help him gather feasible information giving the respondents time and confidence to freely express what they hold of the subject matter. More interestingly the researcher's experience of many years in the field helps him what kind of questions need to be addressed for the study to be feasible and problem-solving. And of course, questioners will be treated under different titles of different summaries which all discuss a range of issues. But all related one to the other. -the six sections of the questionnaire can be summarized under six comprehensive titles each with sub-questions, the background of the respondents, Public Relations PR practices, roles of the discipline,

challenges, tools being applied concerning PR practices, and general questions about PR. Under each title of the questions, the respondents will be asked to have their views on a range of issues.

Likert scale questions are a form of closed question and one of the most widely used tools in researching popular opinion. The scale uses psychometric testing to measure beliefs, attitudes, and opinions. The scale is named after its inventor, psychologist Rensis Likert. 5 point Likert scale a type of psychometric response scale

The questionnaires developed were based on a five-item Likert scale. Responses were given to each statement using a five-point Likert-type scale, for which 5= strongly agree, 4= agree, 3= Not sure, 2 = Disagree, and 1= Strongly disagree. Survey questionnaires were formulated and pre-tested based on the results of the pre-test exercise, and more than 162 questionnaires were distributed to the respondents.

The developed five-point Likert scale is presented in table 1. Below.

Table 1. five-point Likert Scale to determine participant's attribution

Ranking	Interpretation
5	Strongly Agree (SA)
4	Agree (A)
3	Not Sure (NS)
2	Disagree (DA)
1	Strongly Disagree (SDA)

3.6.2. In-depth interview:

The in-depth, interview is a method of exploratory research design and allows the interviewee to have an in-depth understanding of what they think and how they behave.

Following the completion of the questionnaire survey and document analysis, the researcher conducted unstructured in-depth interviews with five employees of MoE, two of whom were department heads and three were PR practitioners in the Federal Ministry of Education.

The goal of conducting an in-depth interview in this research is to explore a respondent's point of view, experience, motivations, feelings, and perspectives, and the researcher conducted an unstructured in-depth interview with 5 (five) key informants in the Federal Ministry of Education.

The researcher finds Gilet's (2008) scholarly thought which goes as ``... direct personal interview conducted with a small group of respondents to gain insights of the problem at hand `` accordingly referring to Gilet, this researcher pic as relevant interviews of relevant information drawn randomly and purposely and arrange contexts for free discussion on the subject matter. as a result of which detailed information will be gathered.

The purpose of this tool is to conduct qualitative research by interviewing a small number of individuals (three public relations experts, and two public relation department heads of the Ministry of Education) who responds using an open-ended method to obtain detailed information about the practices of public relations.

The in-depth analysis was conducted at each participant's office & the purpose of the study was explained to them all. The interviews consisted of a series of 5 open-ended questions focusing on a range of issues, such as Practices and Roles of PR, and course challenges, along with Public Relations Models, Crisis Time plans and Tools used by PRs and communicators.

For the research, unstructured interview questions are selected based on the research question. Leading questions are not included questions. Jargon, and confusing terminologies as well. two out of seven interview questions were focused on Public Relations practices of the Ministry of Education two is about the challenges of PR, the other focuses on the role of PR, and the remaining two questions focused on PR tools based on the literature and objectives of the study. Of the 5 interviewees, 3 were public relations practitioners of the PR department of the ministry 2 were deputy & department heads of the Ministry.

The researcher identified the interviewee from PR directorates of the ministry and selected them based on their, profession, experience, position, skill, and knowledge. For the study based on the convenience sampling method, the interviews were conducted with two PR heads and three PR Practitioners, who have more than 6 years of experience and a minimum BA degree. The results of the interview are employed to substantiate the results gathered through questionnaires and document analysis. The interview is analyzed qualitatively and used to support the findings obtained through questionnaire and document analysis.

3.6.3. Document survey

The researcher used documents to analyze the data. After collecting data through the triangulation of the quantitative data analysis methods he consolidated the findings with the opinions and views of the respondents plus his reflections, and later when through a range of documents to arrive at feasible findings. In conclusion, the study involved the review of documents from the Federal Ministry of Education, Public relations and Communication department to obtain information related to the study. This includes the annual, plan, and report of the Ministry.

3.7.Procedures of Data Collection and Methods of Analysis

3.7.1. The procedure of Data Collection

The researcher proceeded to the study site where the anticipated respondents were already there, and 162 copies of the questionnaire were delivered at random to 162 workers. Interestingly, the researcher disseminated 162 questions to the responders, and after closely monitoring each paper he distributed, he collected back all of the papers. Being a staffer at the Ministry the researcher had the time and the opportunity to gather the papers easily the very day he distributed the papers. To prevent any confusion, respondents were provided brief instructions on how to answer the question. The respondents had five consecutive days to answer the questionnaire. This was done to give them time to respond thoughtfully. To minimize possible time wastage. the researcher first used the questionnaire survey, next he used the in-depth interview.

After questionnaires, the researcher conducted interviews with 5 purposely selected employees from the Public Relations and communications department of the Ministry. Then after the document survey was conducted. The filled questionnaires were then gathered by the researcher. The responses were then entered into the computer using the SPSS software. The outcomes were then compared to the research questions. After collecting the questionnaires, the data have been tabulated reorganized, and calculated using the relevant software SPSS 26.0 Version

3.7.2. Method of Analysis

For this study, both qualitative and quantitative data analysis techniques were used. The supplementary data that was collected through interviews and some open-ended items of the questionnaires were

analyzed qualitatively. However, the data collected via questionnaires were analyzed using descriptive statistics which is presented in the procedure of computing frequency, percentages, mean, grand mean, and standard deviation. In dealing with the qualitative analysis based on the evidence collected from the different sources, an effort was made to carefully understand and interpret the information to use it together with the quantitative data to gather data, the tools will be tested and corrected, and then will be administered to respondents to get valid, relevant, and reliable evidence for the study. The instruments of the study will be pilot tested for validity and variability because it will give a first chance for the researcher to comment on the clarity of the questionnaire. Finally, after giving orientation about the questionnaire 34 close-ended questionnaires will be given the study followed a clear research procedure normally observed in research.

For the sake of analyzing the data acquired automatically, the data were coded to SPSS Version 26.0 software application as the data acquired from questionnaires. The software helps the researcher organize and re-organize data collected identify and tabulate them and later be ready for analysis. The study tried to incorporate all the variables in the findings and attempted their correlation and differences which they possess. This has been completed by applying tabulation and non-parametric statistics.

A qualitative data survey was applied for the triangulation of the quantitative data analysis. the in-depth interview, annual plan, and reports for 2020/21 were used to hold up the findings. The analysis has been combined with the quantitative discussion outcomes devoted to the data validation and accuracy of the SPSS outcomes. The software evaluated and contrasted the outcomes of distinct variables employed in the research questionnaires. The researcher selected thematic analysis because the thematic analysis can be pretty useful to find out about people`s opinions and perspectives.

3.8.The reliability and validity Concerns

3.8.1. Pilot study

A pilot study provides crucial data for determining the sample size as well as for evaluating all other components of the primary study, eliminating the need for extra work from the researchers and participants as well as the waste of research resources.

The data collection instrument used in this research was verified through a pilot test to determine the validity and reliability of the research tool before the intended study was conducted. For this study, a pilot study was conducted at the ministry of education head office on 30 permanent employees. 18 of whom

were males and 12 were females, and the results are compared by computing a reliability index. one easy way of ensuring reliability and validity is through the test and retest method (Kothari, 2004) to test the questionnaire, only Likert scale items were displayed and other variables are also checked by substituting a Cronbach alpha test properly formula to determine reliability. (see table 2) from the data obtained from 30 sampled employees at the MoE.

The researcher evaluates the questionnaires in terms of readability, feasibility, clarity of wording, layout, and style. The researcher specified the full domain of content that is relevant to the issue. Sample specific areas from this domain. He also put items or questions in a testable form. From the pilot test or pre-research test findings, the researcher has developed confidence that the pilot study insights him to launch the actual research paper research as the following table can verify

Table 2. Reliability Test

Cronbach`s Alpha	Cronbach`s Alpha Based on Standardized Items	No of Items	Number of Respondents
.925	.925	49	30

3.8.2. Actual study

Based on the pilot study 's result and the respondent's feedback the content validity of the tools was checked. The researcher made some corrections to wording, adjustments of questions and orders by the lesson learned from the respondents, and constructive comments on different points. Fortunately, some of the respondents suggested the researcher, include some more open-ended questions so that they could have some room to freely express what they feel about the study. As the result, the researcher found their feedback relevant and included 5 additional open-ended questionnaires which are 14.7 % of the sample size. Thus, the researcher accepted the reliability and validity of the questionnaires and implemented them in the study to collect the necessary and important information to assess the practices of PR in the Ministry of Education. After the pilot study was conducted, both reliability and validity were established and a questionnaire was conducted on a sample group of 162 permanent employees of MoE. 123 of whom were males and 39 were females.

The Cronbach's Alpha reliability statistics were calculated by using the SPSS.

The results of the Cronbach's Alpha reliability statistics of the pilot study .6760 Cronbach's Alpha are presented below.

Table 3. Cronbach's Alpha reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on all variable Items	No of Items	Number of Respondents
.676	.676	34	162

Table 4: Cronbach's reliability result

Variables	No of items	Cronbach Alpha α
General information	5	.131
PR practices by MOE	10	.866
Roles of Public Relations activities	5	.835
Challenges of PR activities	10	.846
Tools Used in PR activities	4	.679

Source: own survey data, 2022

3.8.3. Validity

Validity is the ability of an instrument to measure what it is intended to measure. the degree to which the researcher has measured what he has set out to measure /smith 1991) the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration (Babbal,1989)

3.8.3.1. Validity of the questionnaire

In this study, questionnaires and interviews were used. A variety of methods were used to ensure the data's continued validity. The questionnaires were created with the study's topics in mind and were set up so that respondents could respond appropriately.

To ensure proper and suitable data collection, a manageable sample size was chosen, and respondents were given enough time to complete the questionnaires appropriately. According to Amin (2005), the Validity of data gathering tools refers to the quality of tools to compute adjustable or build and produce the desired outcome.

Tools soundness was found to evaluate what ideas are being computed and decide whether the set of objects precisely acts for the ideas under the research. Additionally, the choice of the data gathering tool was made after consultation with research professionals in the area of study.

The valuable comments, Corrections, and suggestions given by the research experts, academicians, and researchers' supervisors assisted in the validation of the instrument. The research professionals, academics, and research supervisors' insightful remarks, corrections, and ideas helped to validate the instrument.

3.8.4. Reliability

Reliability relates to the consistency of a measure. (Kathari, 2004) A participant completing an instrument meant to measure motivation should have approximately the same responses each time the test is completed. Although it is not possible to give an exact calculation of reliability, an estimate of reliability can be achieved through different measures.

As reported by Amin (2005) Reliability computes the level to which a tool would make compatible outcomes if utilized under the same states. The inquiry tries out on informants for internal stability It is essential to record that the outcome was solely for testing that was not contemplated in the results.

3.8.4.1. Reliability of the questionnaire

The study followed the descriptive survey method. A questionnaire consisting of 19 items was prepared and a pilot test was conducted on 30 employees from the Ministry of Education. Some improvements were made to the questionnaire based on the pilot test results.

The researcher has taken the scholarly account of Croswell (2009) into consideration and tried to restructure the wording of the questionnaire and downsize, the questions from 39 to 34, and of course, so that they could come further clear, collected cement informally from relevant informants. Eventually, the researcher has drawn Cronbach's alpha coefficients. Reliability analysis was conducted for each variable of the instrument. By calculating Cronbach's alpha coefficients, the validity of the measures was evaluated.

The typical Cronbach's coefficient value range is between 0.0 and +1.0 and higher values indicate a greater level of internal consistency. For each section of the questionnaire, a Cronbach's alpha coefficient was determined As stated by Gall, (2003) declared as 0.80 to 0.95, very good, 0.70 to 0.80, good, and, 0.60 to 0.70, fair reliability, and The Cronbach's alpha values for all the variables considered are greater than 0.6 and this indicates the items in each of the domains are well understood by the respondents.

The researcher also used a face-to-face interview because a face-to-face interaction uses to exchange views. (Amin, 2005). the method was applied to key informants in the department of Public relations. Bearing this point in mind the researcher approached 5 more and purposely picked a respondent, all of whom are professionals with related experiences. One thing to admit is that the researcher was not able professionally qualified in the field but he tried to defend the reliability of the research by purposely hunting down those few individuals who have had experience in practicing the works of PR and communications.

3.9.Ethical Consideration

The principles and practices that make the process of research ethical, that is a process that follows established moral norms and values associated with research in a field of study. Complete freedom is assigned to them regarding their participation in the study process (E. Smythe.2000) Research participants should not be subjected to harm in any way whatsoever. Respect for the dignity of research participants should be prioritized / Bryman and Bell (2007)

In this regard the researcher both through face-to-face interviews and while he distributed the questionnaires he assured the respondents of no consequences they will enough as a result of their forwarding. Both before the interview and on each paper of the questionnaires he tips them all to relax. But some of them still sounded freighted to freely communicate their views, especially during the

interview session. One of them in particular declined to freely reflect his views and rather twisted questions with the researcher for his benefit.

As the result, the researcher sensed the fears of this particular interviewee and left him free and took more time with those who were able to tell him what felt about the questions provided by the researcher.

To secure the consent of the selected participants, the researcher communicated all important details of the study, to the respondents. including its aim and purpose. By explaining these important details, the respondents were able to understand the importance of their role in the completion of the study. With this, the participants were not forced to participate in the research.

The confidentiality of the participants was also ensured by not disclosing their names or personal information in the research question. Only relevant details that helped in answering the research questions were included. Generally, this study avoided full of harm to the organization and kept the confidentiality of the participants in the study.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter deals with the presentation and analysis of data obtained through survey questionnaires and secondary sources and interviews.

4.2. Demographic Profile of Respondents

The study analyzed the background information of the respondents by using the following parameters: gender, age, educational level, position in the organization, and work experiences,

4.2.1. Profile of respondents in terms of Sex

The study was composed of 123 males and 39 females with a total population of 162 employees of the MoE purposely picked for the study. It in other words is made of fewer female employees (24.1%) as detailed in the table below

Table 5. Sex of the Respondents

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	123	75.9	75.9	75.9
	Female	39	24.1	24.1	100.0
	Total	162	100.0	56.2	93.8

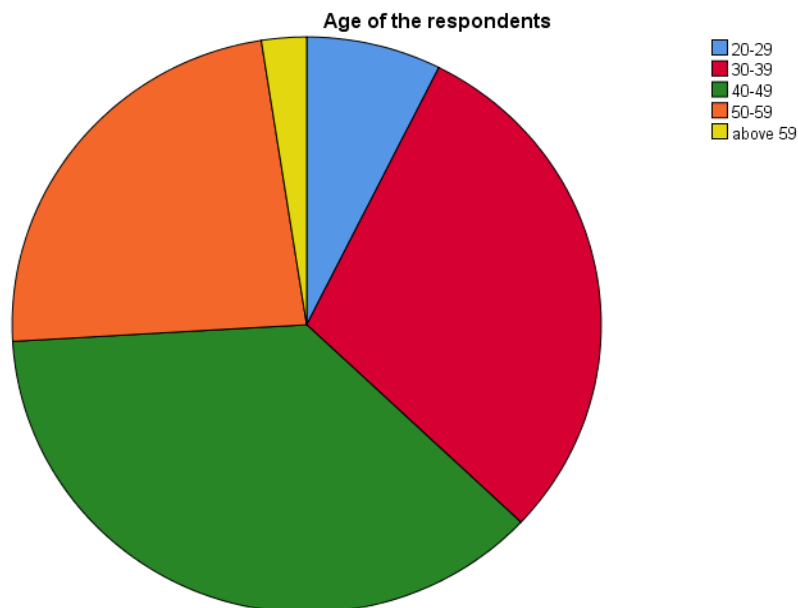
Source: Own Survey, 2022

As shown in the above table, 24.1 percent of respondents are female and the rest 75.9 percent are male respondents. This demographically shows that there is a gender gap or imbalance in the ministry regarding employment and gender composition. So, there is a need to attract more women to be part of the staff. To narrow down the gap between men and women.

4.2.2. Profile of respondents in terms of Age

The study shows that 66.6 percent of the respondents are found between the age of 30-39 & 40- 49 years. Whereas, 7.4%, 23.5%, and 2.5% of the participants are between 20-29, 50-59, and above 59 years old respectively as shown in chart 1 below (which is taken from a survey conducted by MoE 2022.)

Chart 1: Age of respondents



Concerning the above chart1, the larger number of the respondents is highly experienced under the Ministry of Education which in return can help the researcher closely understand and know the gaps and the advantages of communicators and PR communicators in discharging responsibilities of a given sector, the Ministry of Education in this case. The more staffers are experienced the better they know how a given sector can and should behave in performing tasks and duties.

4.2.2. Profile of respondents in terms of Educational background

The survey indicates that 53.7 % of the respondents were Second-degree holders, 32.7 % are first-degree holders, 3.1% of the respondents were third-degree (Ph.D.) holders, while 3.1% were diploma graduates, 1.9 primary education, and 5.6 % of respondents were secondary education completed. The findings are presented below.

Table 6: Educational background

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Primary Education	3	1.9	1.9	1.9
	Secondary education	9	5.6	5.6	7.4
	Diploma	5	3.1	3.1	10.5
	First Degree	53	32.7	32.7	43.2
	Second Degree(Masters)	87	53.7	53.7	96.9
	Third Degree (Ph.D.)	5	3.1	3.1	100.0
	Total	162	100.0	100.0	

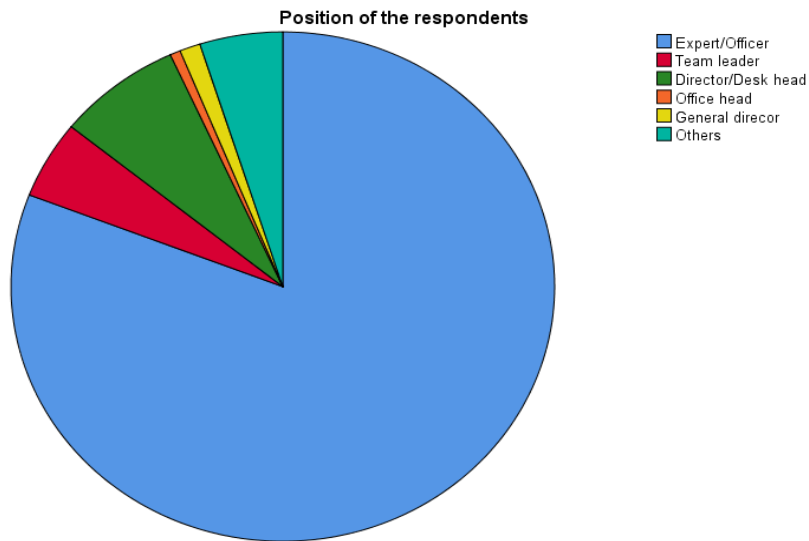
Source: Own Survey, 2022

Findings from the above table showed that above 89 % of the respondents (53.7 % Masters, 32.7 % Bachelors, and 3.1 % Ph.D.) were 2nd, 1st, and 3rd-degree holders respectively. This implies that the organization is at least lucky enough for almost all of its employees to be intellectuals to play the role of PR in the Ministry of Education, despite many of them having never experienced any training in PR and how it works. Being intellectual they know the power of PR for organizations to promote their businesses.

4.2.3. Position of the Respondents.

The study considered the position of the respondents and the work position of the respondents 80.9 % of the respondents are experts. The remaining 4.9%, 7.4%, .06 %, 1.2%, and 4.9 % of the participants were team leaders, directors, office heads, general directors, and others respectively.

Chart 2: Position of the respondents

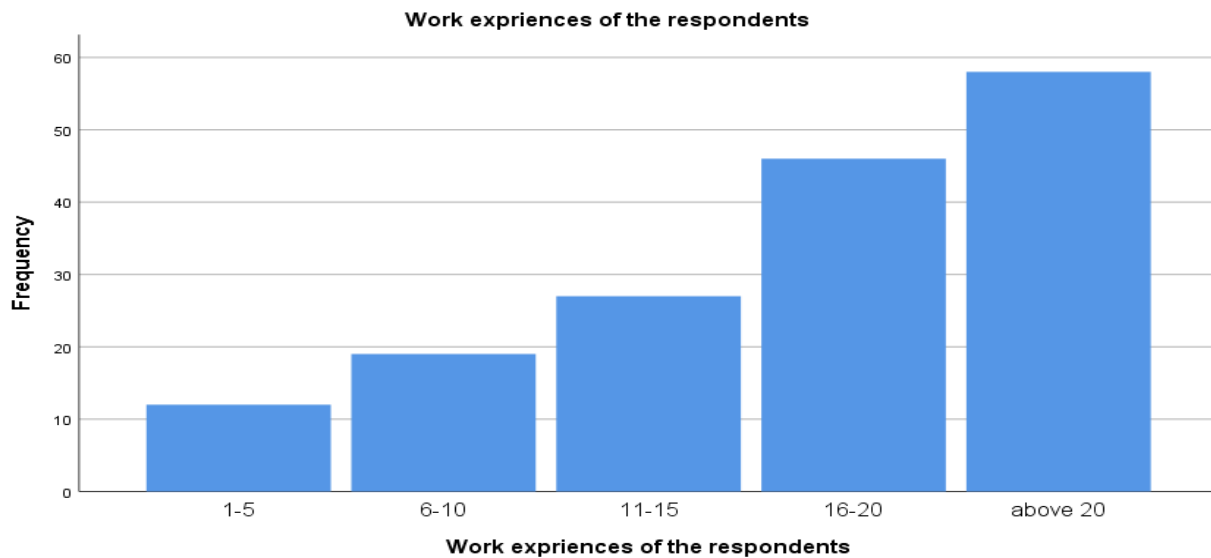


From the above table, 80 % of the respondents are Experts at the ministry of education. 4.9 % are directors, 0.6 office heads, 1.2 % are general directors and 4.9 % are others. This can be seen as an advantage because having the expertise and the authority of nearly all of the respondents in one or the other way can have them exposure to and from the media and the sector which they respectively run.

4.2.5. Profile of respondents in terms of service years

The study indicates that the years of experience of the respondents are 12 (7.4 %) between 1 – 5 years, 19 (11.7 %) between 6-10 years, and 27 (16.7 %) between 11 – 15 years. On the other hand, 46 (28.4 %) respondents have service years of 16 -20 years, and 58 (35.8 %) of the respondents have above 20 service years. The overall experience of respondents is represented in the bar graph below.

Graph 1: Work experiences of the respondents



Source: Own Survey, 2022

The results show that the majority of the employees have served for many years. This could see as an advantage because experienced employees could contribute their role from their experience in achieving the objectives of the organization.

4.3. Findings on Public Relations Practices at the Ministry of Education.

One objective of this study was to explore the practice of public relations in the ministry of education. In this regard, the survey utilized in this research involved the questionnaire type 19 divided into four parts: organization's overview questions, Practices of PR, Roles of PR, challenges, and Tools used for PR practices related questions were employed. The questions are designed to assess the practices of Public Relations in the Ministry of Education.

4.3.1. Findings on the assessment of PR Practices of Public Relations activities in the MoE:

From the survey of the respondents, it was found that the Public relations department of the Ministry of Education is helping the ministry to achieve its goals. This is evidenced below whose 56.2 % of the respondents agreed when asked whether the public relation department of the organization was helping the ministry achieve its objectives.

Table 7. The public relations department is helping the ministry to achieve its goals.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	23	14.2	14.2	17.9
	Not sure	48	29.6	29.6	43.8
	Agree	91	56.2	56.2	93.8
	Total	162	100.0	100.0	

The table indicates the relevancy that the PR can play in driving the Ministry of Education to claim its overall mission and vision. The expectation of 14.2 % and 29.6 % of the respondents respectively disagreed and doubted their confidence in the role of PR in helping the ministry. In there, doubt might have been generated from a lack of know-how of the Pr: its duties and responsibilities. This is another word that might indicate their reservations have resulted from fear of making conclusions over things they have been not quite sure about. or else they may have not seen what the PR of Their institution has been experiencing or practicing. however, a large number of the respondents (56.2 %) have confidence that PR has a role in positively impacting the sector.

4.3.2. Roles of Public Relations in the Ministry of Education (MoE)

The Survey with the respondents indicated that Public relations practitioners of MoE were involved more in coordinating and organizing current events and campaigns This is evidenced by 58 % of the respondents who agreed, compared to 16.1 % who disagreed and 25.9 % not sure. Their doubt might have been generated from a lack of know-how of the PR: its duties and responsibilities. The findings are presented in the table below.

Table 8. Public relations practitioners involve more in coordinating and organizing current events and campaigns

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	26	16.1	16.1	19.1
	Not sure	42	25.9	25.9	42.0
	Agree	94	58	58	96.3
	Total	162	100.0	100.0	

The finding reveals that the Public Relations of the Ministry of Education are more event-oriented. Even worth a significant number of the respondents (25.9 %) of the respondents are unclear about how they are running the ministry.

4.3.3. Challenges faced by PR in the Ministry of Education

One of the problems identified by the respondents is structural problems, which is supported by 80 (nearly 50 %) of the respondents. Whereas 21 (13 %) of them disagreed and still 61 (37.7 %) of them are not sure This (not sure) might indicate their reservations have resulted from fear of making conclusions over things they have been not quite sure about. or else they may have not seen what the PR of Their institution has been experiencing or practicing as tabulated down in the table under 5.

Table 9. There are structural problems in the organization

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	21	13	13	15.5
	Not sure	61	37.7	37.7	50.6
	Agree	80	49.4	49.4	92.3
	Total	162	100.0	100.0	

As can be shown in table 5 respondents have agreed a structural problem has an impact on the way the ministry behaves, and impacted the practice of public relations in the Ministry of Education.

Lack of training is also the other drawback to the failures of the PR and communicators of the Ministry of Education. Despite 52.5 of the respondents saying that the Ministry of Education has failed to provide training to its PR practitioners, the researcher doubts that weather what their view is because of the significant number of respondents who have disagreed and doubted if the ministry can be blamed for the lack of having training. It can be supported by table 10.

Table 10. There is a lack of training and gaps in understanding

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	15	9.2	9.2	10.5
	Not sure	62	38.3	38.3	47.5
	Agree	85	52.5	52.5	95.3
	Total	162	100.0	100.0	

Findings from the above table showed that lack of training and gaps in understanding hampers the practice of public relations in organizations. This suggests that to close knowledge gaps, there is a need for adequate and efficient training in the field of public relations.

The survey indicated that there is a lack of updates and all-inclusive information related to the MoE. This is evidenced by 88 (54.3 %) of the respondents were agreed, compared to 29 (17.9 %) who disagreed and 45 (27.8 %) not sure. This (not sure) in other words might indicate their reservations have resulted from fear of making conclusions over things they have been not quite sure about. or else they may have not seen what the PR of Their institution has been experiencing. The findings are presented in the table below.

Table 11. Lack of updates and all-inclusive information related to the MoE

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	29	17.9	17.9	21
	Not sure	45	27.8	27.8	45.7
	Agree	88	54.3	54.3	94.1
	Total	162	100.0	100.0	

According to the above table shortage of updated and all-inclusive information about the Ministry of Education is hindering the practice of public relations in the organizations. So it needs to provide appropriate and complete information to the Public Relations department of the Ministry.

4.3.4. PR Tools Used in Public Relation activities by the Ministry of Education

From the survey, the major PR tools used by the Public relations department of MoE are identified by the respondents as follows.

The most frequently used tools in the PR activities of MoE are social media (Facebook, Telegram). This is evidenced by 111 (68.5 %) respondents who agreed compared to 24 (14.9 %) who disagreed and 27 (16.7 %) not sure. Their doubt might have been generated from a lack of knowhow of the PR: its duties and responsibilities, However, the ministry has ignored a large number of families of students millions

(91.6) Saifaddin Galal, (Jun 8, 2022) of those who are illiterate to access social media such as Facebook, YouTube, and telegram, the radio is much preferable if it has been employed to address rural Ethiopia. The findings are presented in the table below & many of the employees are asked to tell the researcher if the ministry used the relevant means to convey its work.

Table 12. Social Media (Facebook, YouTube) is the most Used

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	24	14.9	14.9	16.7
	Not sure	27	16.7	16.7	31.5
	Agree	111	68.5	68.5	92.3
	Total	162	100.0	100.0	

Note:

i. The above presentations focus on greater than or equal to 50%. responses that are less than 50% are attached in the appendixes and please see the appendixes.

ii. The researcher decided to narrow down and simplify the 5 points Likert scale to 3 points namely strongly agree, agree not sure, disagree, and strongly disagree to agree, not sure, and disagree. Thinking that the difference between the two is subjective with no significant impact overall on the results of the scale and its findings.

4.3.5. Open-ended items of the questionnaire

There were 5 open-ended questions in the survey questionnaire, and the respondents responded as follows:

4.3.5.1. Wh at are the current practices of public relations activities in the Ministry of Education? The respondents reacted as follows:

- Promoting current issues
- Organizing press conference
- Writing news on a Facebook
- Providing information

- Traditional approach
- Recording information
- Unable to address up-to-date information
- Event organizing
- Conducting political activities
- Publishing brochures
- Under the standard and poor
- Underestimated
- Gathering information
- Pragmatic communication & image building

As can be seen in the above list of responses, most of the respondents identified the Public relations practices of the Ministry understand, traditional, and routine while few responded that they are useful to promote image-building and disseminate information.

In addition to that, the majority of respondents believed the PR tools are also time-honored. Therefore, the responses given in the above discussion are evident the public relations practices of the Ministry of Education of the Federal Democratic Republic of Ethiopia are not yet turned into its strategy in a way that meets its strategic goals.

4.3.5.2. What are the challenges of implementing PR principles the PRs practices in the Ministry of Education office? The respondents reacted as follows:

- The limitation at the head office
- Lack of genuine information
- Lack of skill & knowledge
- Lack of understanding
- Lack of trust
- Lack of providing information
- Negligence
- Lack of coordination & leadership
- Management Intervention
- Lack of media monitoring
- Limitation on Facebook

- Lack of budget, equipment, and skilled manpower
- Clarity, awareness, training
- Lack of current information
- Fear of socio-political issues
- Unable to be demand-driven
- Lack of focus
- Lack of professionalism
- Attitudinal problems
- Lack of swift responsiveness
- Lack of news coverage
- Lack of experience & limitations on media coverage
- Coordination & collaboration within the departments
- Lack of teamwork

Concerning the challenges of implementing the principles of public relations, most respondents said that gaps in professionalism and skills are the major challenges to implementing the PR principles. Likewise, a large number of respondents on the other hand said that lack of leadership and financial intervention from the top management, politically motivated attitude, and lack of coordinated efforts are among many other challenges. As indicated in the above discussion, the major challenges in implementing Public Relations Principle are driven by both the top management and staff engaging in the public relations office.

4.3.5.3. What are the different tools that the ministry of education uses for PR? The respondents reacted as follows

- Facebook, telegram
- LED, Large electronics displays
- Video camera, photograph camera
- Newsletters, brochures, noticeboards
- Radio, TV
- Newspapers
- Microphones, speakers, devices
- Website,

- Meetings
- Recorders,

About the public relations tools used by the Ministry of Education public relations office, most of the respondents replied that social media, electronic displays, Newsletters, brochures, radio, TV, websites, and meetings are used. This proves that more than the public relations activities of the office are being supported by expected public relations tools.

4.3.5.4. How do you evaluate the internal staff's view regarding the importance of PRs in the Ministry of Education? The respondents reacted as follows?

- It can play a major role
- Can build an organization`s image
- It has an influence
- It can play a positive role
- Can be a big source of information
- It has a big impact
- Can achieve organizational goals
- At a medium level
- I am not sure to what extent the office is doing
- It should be the 4th state
- Based on this strategic plan
- It can serve as a bridge
- Yes, it can
- Unpredictable

As indicated in the above list, some respondents believed that the Public relations tools which are being used by the office are impactful and important while few (replied that they have no idea about them. On the other hand, most of the respondents are positive about the public relations tools which are mostly used by the office regardless of their quality and effectiveness.

4.3.5.5. To what extent do PR professionals in your organization have a positive impact on achieving organizational goals? The respondents reacted as follows?

- It has no plan & interest
- Budget, equipment, skills related problems should be solved
- Training should be given
- The management should give enough attention
- Leadership problems should be solved
- It is very important
- The experts have no interest in PR
- Awareness should be given
- It should be reorganized

As shown in the above-listed responses, few respondents said that PR professionals have no interest to work as public relation professional and have no positive impact to achieve organizational goals. On the other hand, most of the respondents associated the problem with the top management since it doesn't intervene in the budget, leadership, and capacity-building programs.

4.4. Document Analysis

Document analysis is a means to get secondary or recorded data, It is a means used to collect data from reports and other related sources to get valid and reliable data. To further strengthen the results of the study, document analysis was used as an instrument of data collection

Therefore, the researcher used secondary sources of data collected from published and unpublished sources, this includes annual reports, news bulletins, and different archival sources. These documents were collected from the Federal Ministry of Education.

To see the practices and challenges of public relations practitioners in the ministry of education the documents from annual reports were consulted. For this purpose, documents from the 2020-2021 annual report were analyzed.

4.4.1 Evaluation of Annual report

This document analysis was carried out to examine: Practices of PR, Roles of PR, challenges, and Tools used for PR practices-related issues at the public relations department of the Federal Ministry of Education.

The Annual report with the Public Relations Department of MOE (Annual report 2020/21 budget year (2013 Ethiopia budget year), indicated that Public relations practitioners of the Ministry were involved more in coordinating and organizing current events and campaigns, other than in planning.

As can be seen in the report event organization, publicity, promotion, and advertising were the most common Public Relations practices in the Public relations department of the Ministry of education

When we see the list of data from the annual report of the public relations department lack of swift responsiveness, shortage of all-inclusive information, lack of integration & coordination within other departments, budget & time management, lack of equipment, and other problems were the biggest constraints in the document

So we can refer from this annual report the major PR tools used by the Public relations department of MOE are Facebook, and Telegram, which are identified and cited in the report many times. From this, we can conclude that this department is using more new media (Facebook, Telegram) than traditional media.

4.4.2. Annual booklet.

A booklet is one of the communication materials that should be produced by this communication department and shared with the internal and external public. But the researcher found that the MOE communication directorates do not have an annual booklet as a department.

So we can conclude that the department failed to communicate the organization's annual activities through publications. In the years back the ministry used to publish annual year booklets which might have been one of the tools to promote its mission and vision. Despite its worse to meaningfully communicate what it wanted to get across. This can be one of its failures to market one's task to stakeholders.

4.4.3 Annual plan:

From the reviewed annual plan document the study shows that the department conducted only routine work. This is evidenced by the annual plan of the ministry for 2021/22 (2014 Ethiopian Budget Year) in this annual plan of the Public Relations Department of the Ministry there is no strategic plan or not planned strategically. (as documents and planes explored) the ministry attempted to plan, poorly though, works of PR in 2020/21 it failed to perform what it aspired to accomplish in the given timetable or physical period.

Furthermore, there is no situational analysis in the plan, and the positive or negative impact on public relations practices of the Ministry of Education was not included. The strength, weaknesses, opportunities, and threats (SWOT) were not analyzed in the plan.

The contents of the annual plan implied that the public relations practices of MOE were more of event and campaign the practice of public relation are traditional and not yet turned into strategic.

Therefore, the Practices of Public Relations activities of the Ministry of Education Public Relations and communication department should be turned into strategies for achieving its organizational goals.

4.5. In-depth interview discussion

The researcher conducted face-to-face in-depth interviews with five fully agreed-on key informants selected from the PR department at the Ministry of Education. Two of the informants were public relations & communication department heads and team leaders, a department head, and a team leader all having more than 5 years of experience in the discipline.

The researcher presented them all with unstructured interview questions and they reacted as follows. The Amharic & English languages have been employed, and it was in their will that the researcher approached them and later transcribed what they told him into English. Asked ``what are the Practices of PR in the Ministry of Education? `` two of the respondents explained that providing information to internal and external stakeholders, organizing events, making news, and participating in all activities of the organization, whereas two of the respondents said that preparing brochures, pamphlets, banners, roll up banners, newsletter's, press conference, event organizing some of the tools used by the Ministry. Still one of them, insignificant though, said that the PR is serving as a bridge to communicate the sector to the public.

From this the researcher can confidently draw that the PR of the ministry seem to stick to rituals works and lacks well-planned communicators such as *working closely with the mainstream media*, something a renowned scholar (Stokes & Rubie (2010) suggested to communicators of a given industry, organization, advocate that the final goal of communication with target public is to achieve mutual understanding between parties, thereby to promote and better connect them for mutual benefits.

All five respondents indicated that Media relations and organizing events are major public relations activities in the ministry. They have been also asked to reflect on their view on the Challenges of their organization, and three of them responded that inadequate budget, lack of working equipment such as video cameras, sound recorders, technologies, such as Wi-Fi, & tablets shortage and training, commitment contributed to the poor performance of the sector in question. Lack of documentation and a data center, plus loosely organized departments have affected the operation of the ministry in communicating its tasks to and from the public.

One of the respondents indicated that less attention from officials to discipline and biasedness contribute to its poor performance. Still another respondent explained that the major problem of the PR department of the Ministry is structural.

When asked about public relations models in the Ministry of Education, all of the respondents indicated that there is no two-way communication model and the organization used a one-way approach. According to the respondents, the ministry used this one-way model not to persuade but to inform its external public. As indicated by Seitel (2011) Two - Way Symmetry is the preferable model of public relations. the symmetric model promotes free and equal information transfer between an organization and its public based on a common understanding

Asked if the ministry does have a crisis time PR plan, four of the respondents declined to respond to the question because they might have had no idea about a crisis time plan. But one of the respondents responded by saying the ministry has drafted a crises time PR yet to be adopted very soon.

When asked whether the ministry has any channel of working with the media, two of the respondents noted that the organization has shown no significant interest to work with all media, except EBC and.

FBC. Two of the respondents indicated that the ministry largely uses social media, which is meant the department refuses to provide the public with the information which they deserve.

It is obvious that media is an important tool in achieving the goals of an organization, and having strong bondage with the media should be one of the tasks of PR experts, and communicators of any reorganization through the ministry of education have failed to act accordingly.

Requested if they could speak about the roles of PR in their organization, four of the respondents revealed that their ministry has been largely dependent on events when it wants to communicate with the public and vice versa.

One of them further said that the PR of the department consumes their time rituals of no significance to the overall performance of the ministry. What one of them desponded can be quoted word for word as *‘‘...we are participating more on protocols and serving more for the interest of the management...’*

As Sam Black (1998) ... noted in his latest book *public relations is a very important tool to influence the public and change their understanding* of a given school of thought, ...and the same is true for the ministry of education. No exception to its PR expert’s communicators that they should have employed the discipline to communicate the sector with stakeholders.

The respondents are further asked if they can note down any of the PR tools used by the ministry and five of them said that the ministry is sticking to social media, namely Facebook, and Telegram as a PR tool to communicate its businesses. And of course, large electronics displayers and two mainstream media outlets such as EBC and FBC have been used as channels to bridge with the public and vice versa.

4.6. Discussion

In this section, the research findings from the questionnaire, the in-depth interview, and the document survey consolidated with the relevant literature review and scholarly thoughts on the subject matter have been discussed.

4.6.1. The current practice of Public relations in the Ministry of Education.

The findings from the questionnaire, in-depth interview, and document survey discussion reported that the current Public Relations activities of the Ministry of Education are dependent and are more or less free to professionally operate.

The Survey with the respondents indicated that among Public relations practitioners of MoE 80 % of the respondents said that the ministry has been seeking event organizing, coordinating, and campaigning with less or no well-planned PR activities.

This goes against the goals of the discipline. entailed more in coordinating and organizing current events and campaigns This is evidenced by 58 % of the respondents who agreed, compared to 16.1 % who disagreed and 25.9 % not sure.

The study further indicated that 58 % of the respondents further indicated that the ministry has appeared unplanned regarding its works of PR, a point which has been supported by some of the respondents who have happened to talk to the researcher, they further admitted that the department has been following trends which have long been used by PR of the ministry in particular and the country in general.

What has been collected during the open-ended discussion has been supported by the interviewee- whose entire responses reaffirmed that the ministry has been solely dependent on events in its as-is attempts to reach out to the public. Findings collected from the document show that event organization, publicity; promotion, and advertising have been the common and frequently used practices in the Public relations department of the Ministry of education

When wrapped, finding from the survey questionnaire, in-depth interview and document survey implies that events and campaigns are one of the top means used by the ministry when practices of PR are concerned.

Public relations is considered to be the eyes and ears of a company, James Hutton (1999) as it monitors the awareness levels, opinions, attitudes, behaviors, and responses of various publics. As public relations are considered to be the catalyst of change, it is entrusted with the duty of engineering changes in the

awareness, opinions, attitudes, and behaviors of the public. Gruing (2002) this researcher too strongly believes that there is a strong link between a well-promoted organization and a well-structured and professionally equipped PR. more the department of a given organization is efficient the better the entire organization can be successful.

Therefore, because of its poorly organized PR, the Ministry of Education of the Federal Democratic Republic of Ethiopia has failed to effectively communicate its noble tasks of nurturing the generation.

4.6.2. The main PRs tools used by the Ministry of Education

The survey further confirmed over and over again that the ministry has relied entirely on social media to promote its practices, namely Facebook and Telegram top of its tools. it is employed to communicate educational activities .as evidenced by This is evidenced by 111 (68.5 %) respondents, the aforementioned social media outlets have dominated the PR of the ministry so long as the work of PR is concerned. Besides large electronics displays (LED) have been significantly playing a role in communicating of works of the ministry, according to the respondents told the researcher.

The entire persons (100%) who the researcher approached for the interview agreed that Facebook, telegram, plus own website of the ministry, and (LED)are the major PR tools used by Ministry.

From Document Survey Booklet is one of the communication materials that should be produced by the public relations and communication department of MoE and shared with the internal and external public. But the researcher found that the MoE communication department has not published any sort of. The researcher happened to know that booklets and brochures have long been used by the ministry to promote its tasks. But it has failed to use tools as channel means of communication though this material may not fit the generation today.

Many scholars of communication today suggest that social; media platforms namely Facebook can make a difference if wisely and professionally used by communicators. even the ministry has not been using the old mainstream media such as Television, Radio which are said to be cost-effective to reach the masses of rural Ethiopia. In other words, the ministry has neither used the old ways nor the contemporary communication tools to communicate itself. properly used

4.6.3. Internal staff perceives the practice of PRs in the Ministry of Education.

No one knows better a given origination than its staffers. from their close observation on daily bases, employees of the ministry have constrictive views about the sector as follows.

56.2 % of the respondents believe that the PR of the ministry is discharging its duties and responsibilities but nearly the same number of respondents disagreed saying, the department has played no role in the good of the organization. some of them further blamed the department for its poor performance as a result of which the ministry of which the performance of the ministry being less likely known by the public, this is to mean that the department has the potential to promote what the ministry is doing, thereby bridging the sector and stakeholders.

What is surprising is that a large number of the respondents strongly believe that PR experts and communicators can impact the reputation of the ministry of education. Some of the respondents appreciated the efforts tried by the PR department of the ministry with some were reservations about openly talking about the attention of officials given to the department.

When summarized we can say that the PR model of the ministry relies on persuasion – which is against the discipline. Because of such brainwashing, a pure brainwashing type of communication the ministry appeared less productive in meaning fully promotes what it stands for. As indicated by Seitel (2011) the symmetric model promotes free and equal information transfer between an organization and its public based on common understanding. Likewise ranges of documents such as annual plans, and annual reports have supported the views of other viewed of internal staffers. Exchanged letters which the PR of the ministry has written in 2021/22 alone indicated that the subject of the letters was all about arranging events and calls for the media to attend for coverage. Almost no planned and well-organized works of PR were recorded and found in the period. This, in other words, does mean the ministry followed old ways of PR practices and trends which contributed to its poor performance in bridging itself to the public.

4.6.4. Challenges faced to practice PR by the ministry

One of the major problems identified by the respondents of the questionnaires were many, structural problems, Lack of training, and gaps of understanding of PR, plus inadequate timely information related to the MoE,

80 (49.4 %) of the respondents agreed that the ministry has suffered a lot from structural p[roblems., as a result, they have had no latest information about what has happened in the sector and no knowledge of the way the ministry has been run .how there agreed, on the other hand, 62.5 % of the respondents blamed the ministry for its lack of arranging training which as in return contributed for their poor knowledge towards PR and its Practices and off course how it operates.. still, 54/3% of them revealed that the ministry was not able to update them and the entire staff with relevant and timely developments about the ministry. They further said that political affiliation, and loss of coordination between and among departments. ; ack of PR professionals, trained in the field of financial deficiency as factors.

Further disclosed that findings from the interviewee they have been unable to access to latest reporting equipment such as video cameras, sound recorders, technologies, such as Wi-Fi, & tablets, and shortage of budget, shortage of training, along with less commitment from the management. They also said there has been no strong communication between and among offices and a well-organized data and documentation center.

Findings from the document survey have reaffirmed that there is departments of the ministry have appeared less organized, have fewer communication channels for information to flow smoothly across offices,

The findings from the Survey, in-depth interviews, and document surveys related to office structure, finance, and commitment are supported by Seitel (2011) the symmetric model promotes free and equal information transfer between an organization and its public based on common understanding. (Chala, 2017) has written in his thesis that ``... Public Relations practice in public organizations to be given serious consideration in terms of budgetary allocations, staffing, positioning, and recognition... `` Another researcher Tesfaye (2018) shared that the office is not professionally and structurally organized despite its key role being well recognized.

The researcher from self-discoveries and other readings of theses and review of literature has come to turn to conclude that PR practices under the ministry of education have failed to be run professionally whose impact bounces back and negatively affected its entire reputation and performance.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1. Summary

The main objective of this study was to explore the practice of PRs activity in the Ministry of Education. The study employed a mixed method. It combined both quantitative and qualitative approaches. The instruments of data collection namely questionnaire, interview, and document survey were used to collect relevant data from the respondents. A combination of simple random and purposive sampling was used to select the samples: 162 respondents for the questionnaire, and 5 interviews. The study was conducted by taking samples from the Ethiopian Federal Ministry of Education, and more than 30 % (162) of the employee sample was selected out of 271 total numbers of employees.

For the in-depth interview, 5 key informants were selected purposefully from the Public Relations and Communication Department of the Ministry.

The study employed a mixed approach. The primary data was gathered from the employees of the Federal Ministry of Education by using both quantitative and qualitative approaches. Based on the above analysis the sample size is determined by 162 respondents. The major findings of the study were:

The current practice of Public relations among the Ministry of Education officials is less organized, poorly understood, and financially budgeted, plus more politically affiliated.

The main PRs tools used by the Federal Ministry of Education are, among others event organizing, campaigns, and social media such as Facebook, telegram, website, and large electronics displays (LED), though they entirely seemed less organized and unprofessionally run. /

Few of the internal staff of the Ministry of education view the practice of PRs perceive the department is under political pressure and given fewer emphases by the officials seen as irrelevant and given less concern.

The challenges of implementing PR principles the PRs practices in the Ministry of Education were inadequate finance, lack of working equipment, and technologies, less skilled manpower, unprofessionalism, political involvement, lack of training, lack of data centers, and loose coordination between, and among departments, internal and external stakeholders.

The research findings revealed that the public relations department is very important for the Ministry. However, the ministry used only a one-way communication model to inform its external public and lacks collecting, analyzing, and giving feedback for public opinion inquiries.

5.2. Conclusion

The majority of problems indicated in the Public Relations section of the Federal Ministry of Education were driven by the structure of the department. The public relations and communication department of the Ministry were not well structured and organized professionally. Other problems are driven by gaps in the leadership of the top management and under-skilled staff engaging in the public relations office of the Ministry.

Furthermore, the public relations practices of the Ministry of Education of the Federal Democratic Republic of Ethiopia are not yet turned into it strategic in a way that meets its strategic goals. Rather, public relations practices are found traditional and routine. Limitations of a two-way symmetry public relation model, a crisis time PR plan, lack of swift responsiveness, lack of integration & coordination with the departments, shortage of budget, & lack of equipment are some of the factors that affect the practices of Public Relations activities in the Ethiopian Federal Ministry of Education.

5.3. Recommendation

Based on the findings of the research, the following recommendations are suggested to ensure effective communication at the Ministry.

The structure of the public relations department should be reviewed in a way that enables to share of responsibility and accountability to the top management to ensure effective public relations practices.

- Public relations are the process of communicating and managing organizational brands, especially at a time of crisis, so the PR department of the Ministry should design an effective strategic communication plan to implement effective communication both during a normal and crisis time.
- Analyzing public opinions and giving feedback for various public inquiries and attitudes helps to ensure excellence in the practices of public relations. Therefore, the organization needs to implement a two-way symmetry public relation model.
- Capacitating the working force of the communication section is very important to boost the productivity of the organizations, therefore training and development programs should be given due attention.

- Equipping the working force with the necessary technologies can drive important public relations decisions so the public relations department should be provided with the necessary, budget, equipment, and technologies to ensure effective operations
- The utilization of available skilled manpower especially in PR helps to ensure excellence in the practice of public relations. Therefore, public relations professionals should be qualified with specialization in public relations.
- Booklets and Magazines can be important sources of information; therefore, the public relations department of the Ministry at least needs to have an annual booklet.
- In general, it is recommended that the other sections of the Ministry including the top management offices should be consulted and work in incoordination with the Public relations department of the Ministry.

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APPENDIX I

Background of in-depth interview respondents

S.No.	Occupation	Education level	Field of study	Gender
1.	PR Director	MA degree	Social Studies	Female
2	PR Team leader	BA degree	Language (Amharic)	Male
3.	PR Expert	BA degree	Social Science	Male
4	PR Expert	BA degree	Language (English)	Male
5.	PR Expert	BA degree	Journalism & Communication	Female

APPENDIX II

Survey Questionnaires

English version of the questionnaires distributed to respondents
Addis Ababa University School of Journalism & Communication
MA program in Public Relations & Strategic Communication
Questionnaire

Dear Respondents:

The purpose of this questionnaire is to explore Public Relations practices by selected Ministry of Education Employees. The information to be obtained will focus on the existing Public relations practices of the Communication Directorate of the Ministry of Education.

The study is basically for academic purposes and, the questionnaires are developed to conduct a thesis for the award of an MA in public relations and strategic communication. So I would like to seek your support and cooperation in answering the questionnaire by providing your honest and most accurate response to make the study successful.

I wish to remind you that the information gathered from this questioner used for academic research purposes only. So I would like to guarantee your response will be kept strictly anonymous and confidential.

The Survey:

The questionnaire below has 4 parts. The first and second parts of the questionnaire ask you to respond about the existing practices and roles of PR practices in your organization. The second and third parts of this research focus on the challenges and PR tools used in your organization. If you have any inquiries or if something is not clear, please feel free to contact me.

Thank you very much, for your cooperation and timely response in advance.

Tilahun Gebreegziabher

Email: - tigertilahun@gmail.com

Cell-phone: - 09 48 07 41 54

General Instruction

- No need of writing your name
- Please put () this sign in the appropriate box

Part I: General Information

1. Gender

1.1. Male

1.2. Female

2. Age

A. 20 – 29 B. 30 - 39 C. 40 - 49 D. 50 – 59 E. Above 59

3. Educational background

A. Primary B. Secondary C. Diploma D. Degree E. Masters F. Doctorate (Ph.D.)

4. Position in Your Department

A. Expert / Officer B. Department/group t head C. Director/ Desk Head D. Office head
E. General Director F. Other

5. Work experience

A. 1 - 5 B. 6 – 10 C. 11- 15 D. 16- 20 E. Above 20

PART II. PR PRACTICES BY Ministry of Education (MoE)

Please tick (☐) your response in the option given below in the table.

1. Strongly disagree (SDA) 2. Disagree (DA) 3. Not sure (NS) 4. Agree (A) 5. Strongly agree (SA)

S.N.	Items (Question)	SDA	DA	NA	A	SA
	Public Relation practices in Your Organization	1.	2.	3.	4.	5.
1	The public Relation department of the organization is helping the Ministry of Education to achieve its objective.					
2	The public relations department is communicating the policies, strategies, standards, and procedures, of the organization.					
3	The public relations department is consulting the top management on their communication works.					
4	The public relation department is providing information timely to its internal & external public.					
5	The public relation department is participating in all activities of the organization.					
6	The public relations department is creating mutual understanding between the organization & its internal and external public.					
7	PR departments of the Ministry of Education have good media relations in its public relations programs					
8	Public relations practitioners understand all PR activities					
9	During the time of crisis, the PR department provides suggestions and advice to the management					

10	The PR department works on the strategy of conflict resolution and the feedback of the internal & external public is taken seriously.					
----	---	--	--	--	--	--

PART III Roles of Public Relations activities in the Ministry of Education (MoE)

Tick (☐) where applicable using the following key

(SA) Strongly agree= 1 Agree=2. NS-Not Sure =3. D-Disagree=4, SD- Strongly disagree=5.

S.N.	Items (Question)	SDA	DA	NS	A	SA
	Roles of Public Relations in your organizations	1.	2.	3.	4.	5.
1	Public relations is providing strategic counseling or advisory functions to the organization					
2	Public relations is used as a bridge between the organization and the public					
3	The PR department is participating more in protocols and routine work of the organization.					
4	Public relations is serving more the interest of the management					
5	Public relations practitioners involve more in coordinating and organizing current events and campaigns					

PART IV. . Challenges of Public Relations activities in the Ministry of Education

Tick (☐) where applicable using the following key

(SA) Strongly disagree= 1 disagree=2. NS-Not Sure =3. Agree=4, SA- Strongly agree=5.

PART.IV	Items (Question)	SDA	DA	NS	A	SA
No.	Challenges of Public Relations in your organizations	1.	2.	3.	4.	5.
1	There is an inadequate budget allocation for the PR department					
2	There is a shortage of working equipment					
3	There is a lack of knowledge and skills					
4	The number of PR professionals is small					
5	The importance of PR is underestimated					
6	Officials give less attention to public relations					
7	Lack of clear public relations strategy and guideline					
8	There are structural problems in the organization					

9	There is a lack of training and gaps in understanding					
10	There is a lack of updates and all-inclusive information related to the organization					

PART V. Tools Used in Public Relation activities by the Ministry of Education

PART.V	Items (Question)	SDA	DA	NS	A	SA
No.	Tools Used in Public Relations activities in your organizations	1.	2.	3.	4.	5.
1	Broadcast Media (TV & Radio) is most used					
2.	Print media (newspapers, brochures, and notice boards) is the most used.					
3	Social Media (Facebook) is the most Used					
4	A press conference is most used.					

Part II Open-Ended Questions

1.. What are the current practices of public relations activities in the Ministry of Education?

-

2.. What are the challenges of implementing PR principles the PRs practices in the Ministry of Education office?

3.. What are the different tools that the ministry of education uses for PR?

4.. how do you evaluate the internal staff's view regarding the importance of PRs in the Ministry of Education?

.....

.....

.....

.....

5. To what extent do PR professionals in your organization have a positive impact on achieving organizational goals?

- Thank you for your cooperation --

APPENDIX III

Survey Questionnaires

Amharic version of the Survey questionnaires distributed to respondents

በአዲስ አበባ ዩኒቨርሲቲ ጋዜጠኝነትና ኮሙኒኬሽን ትምህርት ቤት

ለህዝብ ግንኙነትና ስትራቴጂያዊ ተግባራት ሁለተኛ ዲግሪ መርህ ግብር ማሟያ የተዘጋጀ መጠይቅ

ውድ ምላሽ ሰጪዎች

የዚህ መጠይቅ ዓላማ በተመረጡ የትምህርት ሚኒስቴር ሰራተኞች የተደረጉ የህዝብ ግንኙነት አተገባበሮችና ልምዶች ለመመርመር ነው። የተገኘው መረጃ በትምህርት ሚኒስቴር የህዝብ ግንኙነትና ኮሙኒኬሽን ዳይሬክቶሬት ባሉት የህዝብ ግንኙነት ልማዶችና አተገባበሮች ላይ ትኩረት ያደረጋል።

መጠይቆቹ የተዘጋጁት ለአካዳሚክ ዓላማዎች እና በህዝብ ግንኙነት እና ስትራቴጂያዊ ተግባራት የሁለተኛ ዲግሪ መርህ -ግብር ማሟያ ነው። ስለዚህም ጥናቱን ስኬታማ ለማድረግ መጠይቁን በትክክል በመመላትና ትክክለኛ ምላሽ በመስጠት ስለሚያደርጉልኝ ድጋፍ እና ትብብር ከልብ አመሰግናለሁ።

ከዚህ መጠይቅ የተሰበሰበው መረጃ ለአካዳሚክ ምርምር ዓላማ ብቻ ጥቅም ላይ የሚውል በመሆኑ የመልሶቹ ሚስጢራዊነት የተጠበቀ ነው።

የዳሰሳ ጥናቱ፡

ከታች ያለው መጠይቅ 4 ክፍሎች አሉት። የመጠይቁ የመጀመሪያ እና ሁለተኛ ክፍሎች በድርጅት ውስጥ ያሉ የህዝብ ግንኙነት ነባር ልምዶች እና የህዝብ ግንኙነት ሚናዎች ምላሽ እንዲሰጡ ይጠየቃሉ። የዚህ ጥናት ሶስተኛ እና አራተኛ ክፍሎች ደግሞ በመስሪያ ቤት ውስጥ ያሉ ህዝብ ግንኙነት የተግዳሮቶች እና ጥቅም ላይ የዋሉ መሳሪያዎች ላይ ትኩረት ያደረጋሉ።

ማንኛውም ጥያቄ ወይም ማብራሪያ ካስፈለገዎ በሚከተሉት አድራሻዎች መጠየቅ ይችላሉ።

ለትብብርዎ አስቀድሜ አመሰግናለሁ።

ጥላሁን ገ/ እግዚአብሔር

ኢ- ሜይል tigertilahun@gmail.com

ሞባይል ስልክ : - 09 48 07 41 54

አጠቃላይ መመሪያ

☐ ስምዎን መጻፍ አያስፈልግም

✓ እባክዎን ይህንን ምልክት በተገቢው ሳጥን ውስጥ ያስገቡ

ክፍል 1. አጠቃላይ መረጃ

6. ጾታ

A. ወንድ

B. ሴት

7. እድሜ

B. 20 – 29

B. 30 - 39

C. 40 - 49

D. 50 – 59

E. ከ59 ዓመት በላይ

8. የትምህርት ደረጃ

B. የመጀመሪያ ደረጃ

B. ሁለተኛ ደረጃ

C. ዲፕሎማ

D. ዲግሪ

E. ሁለተኛ ዲግሪ

F. ዶክተሬት (ፒኤች ዲ)

9. በእርስዎ የስራ ክፍል ውስጥ ያለዎት ኃላፊነት

B. ባለሙያ / መኮንን

B ክፍል / ቡድን ኃላፊ

C. ዳይሬክተር / የዴስክ ኃላፊ

D. የጽ/ ቤት /

የቢሮ ኃላፊ E. ጀነራል ዳይሬክተር

F. ሌላ

10. የስራ ልምድ

B. 1 - 5

B. 6 – 10

C. 11- 15

D. 16- 20

E. Above 20

ክፍል 2. በትምህርት ሚኒስቴር (ትሚ) የህዝብ ግንኙነት ልምዶችና አተገባበር

እባክዎን ምላሽዎን ከዚህ ቦታች ባለው ሰንጠረዝ ውስጥ ባለው አማራጭ ላይ () ምልክት ያድርጉ

1. በጣም አልስማማም 2. አልስማማም 3. እርግጠኛ አይደለሁም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ.	ጥያቄዎች	በጣምአ ልስማማ ም	አልስ ማማ ም	እርግጠ ኛ አይደለ ሁም	እስማ ማለ ሁ	በጣም እስማማ ለሁ
	የመስሪያ ቤትዎ የህዝብ ግንኙነት ልምዶችና አተገባበሮች	1.	2.	3.	4.	5.
1.	የስራ ክፍሉ የትምህርት ሚኒስቴር ዓላማውን እንዲያሳካ እየረዳው ነው።					
2.	.የህዝብ ግንኙነት የስራ ክፍል በመስሪያ ቤቱ ፖሊሲዎች፣ስትራቴጂዎች፣ ስታንዳርዶች፣ መመሪያዎችን እና ሂደቶች ዙሪያ የተግባቦት ስራ ይሰራል።					
3..	.የህዝብ ግንኙነት የስራ ክፍል በኮሙኒኬሽን ስራው ከፍተኛ አመራሮችን ያማከራል ።					
4	የህዝብ ግንኙነት መረጃን ለውስጣዊ እና ውጫዊ ህዝብ ግንኙነት ተጠቃሚዎች በወቅቱ እያቀረበ ነው።					
5.	የህዝብ ግንኙነት በመስሪያ ቤቱ በሁሉም እንቅስቃሴዎች ውስጥ እየተሳተፈ.					

	ነው.					
6.	ህዝብ ግንኙነት በመስሪያ ቤቱና በውስጥና በውጭ የህዝብ ግንኙነት ተጠቃሚዎች መካከል የጋራ መግባባት እየፈጠረ ነው።					
7.	የትምህርት ሚኒስቴር የህዝብ ግንኙነት የስራ ክፍል በሕዝብ ግንኙነት ፕሮግራሞች ውስጥ ጥሩ የሚዲያ ግንኙነት አለው።					
8.	የህዝብ ግንኙነት ባለሙያዎች ሁሉንም የህዝብ ግንኙነት ስራዎች ይገነዘባሉ					
9.	የህዝብ ግንኙነት የስራ ክፍል በቀውስ ወይም በችግር ጊዜ ለማፈጃሚያ አስተያየቶችንና ምክሮችን ያቀርባል።					
10.	የህዝብ ግንኙነት የስራ ክፍል በግጭት አፈታት ስልት ላይ ይሰራል ከውስጥና ከውጭ የህዝብ ግንኙነት ባለድርሻዎች ግብረ መልስ በትኩረት ይወሰዳል።					

ክፍል 3. በትምህርት ሚኒስቴር (ትሚ) ውስጥ የህዝብ ግንኙነት እንቅስቃሴዎች ሚናዎች

የሚከተለውን ቁልፍ በመጠቀም በሚተገበርበት ቦታ ላይ ይህን () ምልክት ያድርጉ

1. በጣም አልስማማም 2. አልስማማም 3. እርግጠኛ አይደለሁም 4. እስማማለሁ
5. በጣም እስማማለሁ

ተ.ቁ.	ጥያቄዎች	በጣም አልስማማም	አልስማማም	እርግጠኛ አይደለሁም	እስማማለሁ	በጣም እስማማለሁ
	በመስሪያ ቤት ውስጥ ያሉ የህዝብ ግንኙነት ሚናዎች	1.	2.	3.	4.	5.
1	የህዝብ ግንኙነት ለመስሪያ ቤቱ ስትራቴጂያዊ ምክር ወይም የምክር ተግባራትን እየሰጠ ነው።					
2.	የህዝብ ግንኙነት በመስሪያ ቤቱ እና በህዝብ መካከል እንደ ድልድይ ያገለግላል					
3.	የህዝብ ግንኙነት የስራ ክፍል በፕሮቶኮሎች እና በተለመዱ ስራዎች ውስጥ የበለጠ እየተሳተፈ ነው።					
4.	ህዝብ ግንኙነት ለአመራሩ / ማፈጃሚያ / ጥቅም የበለጠ እያገለገለ ነው።					
5.	የህዝብ ግንኙነት ባለሙያዎች ወቅታዊ ክስተቶች እና ዘመቻዎች በማስተባበር እና በማደራጀት ላይ የበለጠ ይሳተፋሉ።					

ክፍል 4. በትምህርት ሚኒስቴር የህዝብ ግንኙነት የእንቅስቃሴዎች/ ተግባራት/ ስራዎች/ ተግዳሮቶች

የሚከተለውን ቁልፍ በመጠቀም በሚተገበርበት ቦታ ላይ ይህን () ምልክት ያድርጉ

1. በጣም አልስማማም 2. አልስማማም 3. እርግጠኛ አይደለሁም 4. እስማማለሁ

5. በጣም እስማማለሁ

ተ.ቁ.	ጥያቄዎች	በጣም አልስማ ማም	አልስ ማም	እርግ ጠኛ አይደ ለሁ ም	እስማ ማለሁ	በጣም እስማማ ለሁ
	በመስሪያ ቤትዎ የህዝብ ግንኙነት ተግዳሮቶች	1.	2.	3.	4.	5.
1.	ለህዝብ ግንኙነት ስራ ክፍል በቂ ያልሆነ የበጀት ድልድል አለ ::					
2.	የሥራ መሣሪያዎች እጥረት አለ::					
3.	የእውቀት እና የክህሎት እጥረት አለ::					
4.	የሰለጠኑ የህዝብ ግንኙነት ባለሙያዎች አነስተኛ ናቸው::					
5.	የህዝብ ግንኙነት አስፈላጊነት ከግምት የማይገባ ነው::					
6.	ኃላፊዎች ለህዝብ ግንኙነት አነስተኛ ትኩረት ይሰጣሉ::					
7.	የህዝብ ግንኙነት ግልጽ ስትራቴጂ እና መመሪያ እጥረት አለ::					
8.	በመስሪያ ቤቱ ውስጥ መዋቅራዊ ችግሮች አሉ::					
9.	የስልጠና እጥረት እና የግንዛቤ ክፍተቶች አሉ::					
10.	ከመስሪያ ቤቱ ጋር በተያያዘ ሁሉንም ያካተተ የወቅታዊ የመረጃ እጥረት አለ:					

ክፍል 5. በትምህርት ሚኒስቴር የህዝብ ግንኙነት እንቅስቃሴዎች ውስጥ ጥቅም ላይ የሚውሉ መሳሪያዎች

የሚከተለውን ቁልፍ በመጠቀም በሚተገበርበት ቦታ ላይ ይህን ()ምልክት ያድርጉ

1. በጣም አልስማማም 2. አልስማማም 3. እርግጠኛ አይደለሁም 4. እስማማለሁ

5. በጣም እስማማለሁ

ተ.ቁ.	ጥያቄዎች	በጣም አልስማማም	አልስማ ማም	እርግጠኛ አይደለሁ ም	እስ ማ ማለሁ	በጣም እስማማ ለሁ
	በድርጅትዎ ውስጥ ባሉ የህዝብ ግንኙነት ስራዎች ውስጥ ጥቅም ላይ የሚውሉ መሳሪያዎች	1.	2.	3.	4.	5.
1.	የስርጭት ሚዲያ (ቴሌቪዝንና ሬዲዮ) በብዛት ጥቅም ላይ					

	ይውላል፡					
2.	የህትመት ሚዲያ (ጋዜጣ ፣ ብሮሽር፣ የማስታወቂያ ሰሌዳ) በብዛት ጥቅም ላይ ይውላል፡					
3	ማህበራዊ ሚዲያ (ፌስ ቡክ ፣ዩቲብ ፣ ትዊተር) በብዛት ጥቅም ላይ ይውላል፡፡					
4	ጋዜጣዊ ጉባኤ (ጋዜጣዊ መግለጫ) በብዛት ጥቅም ላይ ይውላል ፡፡					

ክፍል II ክፍት ጥያቄዎች

1.. የትምህርት ሚኒስቴር አሁን ያለው የህዝብ ግንኙነት አሠራር እንዴት ይገለጻል ?

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2. በትምህርት ሚኒስቴር የህዝብ ግንኙነት መርሆዎችና የአተገባበሮች ተግዳሮቶችምን ይናገሩ ?

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3. የትምህርት ሚኒስቴር ለህዝብ ግንኙነት ስራ የሚጠቀሙባቸው የተለያዩ መሳሪያዎች ምንድን ናቸው ?

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4. በእርስዎ መስሪያ ቤት የህዝብ ግንኙነት ሙያ በምን ያህል ደረጃ የመስሪያ ቤትዎን ግቦችን በማሳካት ላይ አዎንታዊ ተጽእኖ ይኖረዋል ?

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5. በትምህርት ሚኒስቴር የህዝብ ግንኙነት አስፈላጊነትንና አተገባበርን በተመለከተ የውስጥ ሰራተኞችን እይታ እንዴት ይገመግሙታል ?

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- ለትብብርዎ አመሰግናለሁ --

APPENDIX IV

Interview Questions

English version of the in-depth interview

- 1) What are the practices of public relations in the Ministry of Education?
- 2) What are the Challenges of Public Relations in your organization?
- 3) Would you explain the public relations models Practiced by your organization?
- 4) Does the PR department have a crisis time plan?
- 5) Does the ministry have any channel for working with the media? (explain how the ministry works with the media ?)
- 6) How do you evaluate PR roles in your organization?
- 7) What are the major PR tools used in your organization?

APPENDIX V

Amharic version of the Survey questionnaires distributed to respondents

- 1) የትምህርት ሚኒስቴር የህዝብ ግንኙነት አሰራር እንዴት ይገለጻል
- 2) በመስሪያ ቤት/ በድርጅት/ ውስጥ ያሉ የህዝብ ግንኙነት ተግዳሮቶች ምንድን ናቸው?
- 3) በመስሪያ ቤት/ በድርጅት ውስጥ ስለሚተገበሩ የህዝብ ግንኙነት ሞዴሎች ቢያብራሩልኝ?
- 4) የህዝብ ግንኙነት የስራ ክፍሉ የቀውስ ጊዜ እቅድ አለው ?
- 5) ሚኒስቴር መ/ቤቱ ከመገናኛ ብዙሃን ጋር አብሮ የሚሰራው እንዴት ነው ? መረጃ የሚያስተላልፍበት ቻናል አለው ወይ?
- 6) በመስሪያ ቤት/ የህዝብ ግንኙነት ሚናዎችን እንዴት ይገመግማሉ ?
- 7) በመስሪያ ቤት/ ውስጥ ጥቅም ላይ የዋሉት ዋና ዋና የህዝብ ግንኙነት መሳሪያዎች ምንድን ናቸው?

APPENDIX VI

Descriptive Statistics

Frequency tables

The public relations department is communicating the policies, strategies, standards, and procedures, of the organization.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	60	37	37	41.3
	Not sure	43	26.5	26.5	63.6
	Agree	59	36.5	36.2	98.7
	Total	162	100.0	100.0	

The public relations department is consulting the top management on their communication works.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	16	9.8	9.8	11.1
	Not sure	104	64.2	64.2	74.1
	Agree	42	25.9	25.9	98.4
	Total	162	100.0	100.0	

The public relation department is providing information timely to its internal & external public.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	68	42	42	51.3
	Not sure	26	16.0	16.0	58.0
	Agree	68	42	42	98.1
	Total	162	100.0	100.0	

The public relation department is participating in all activities of the organization

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	46	28.4	28.4	32.1
	Not sure	71	43.8	43.8	72.2
	Agree	45	27.8	27.8	98.4
	Total	162	100.0	100.0	

The public relations department is creating mutual understanding between the organization & its internal and external public.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	38	23.5	23.8	27.2
	Not sure	92	56.8	56.8	80.2
	Agree	32	19.7	19.7	99.7
	Total	162	100.0	100.0	

PR departments of the Ministry of Education have good media relations in its public relations programs

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	34	21	21	24.7
	Not sure	76	46.9	46.9	67.9
	Agree	52	32.1	32.1	98.1
	Total	162	100.0	100.0	

Public relations practitioners understand all PR activities

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	35	21.6	21.6	24.7
	Not sure	94	58.0	58.0	79.6
	Agree	33	20.4	20.4	99.0
	Total	162	100.0	100.0	

During the time of crisis, the PR department provides suggestions and advice to the management

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	38	23.5	23.5	29.7
	Not sure	88	54.3	54.3	77.8
	Agree	36	27.6	27.6	99.7
	Total	162	100.0	100.0	

The PR department works on the strategy of conflict resolution and the feedback of the internal & external public is taken seriously.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	46	28.4	28.4	34.6
	Not sure	94	58.0	58.0	86.4
	Agree	22	13.6	13.6	99.7
	Total	162	100.0	100.0	

Public relations is providing strategic counseling or advisory functions to the organization

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	43	26	26	32.1
	Not sure	89	54.9	54.9	81.5
	Agree	30	18.5	18.5	99.4
	Total	162	100.0	100.0	

Public relations is serving more the interest of the management

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	26	16.1	16.1	18.5
	Not sure	79	48.8	48.8	64.8
	Agree	57	35.2	35.2	96.6
	Total	162	100.0	100.0	

The PR department is participating more in protocols and routine work of the organization.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	20	12.3	12.3	13.5
	Not sure	70	43.2	43.2	56.6
	Agree	72	44.4	44.4	97.55
	Total	162	100.0	100.0	

Public relations is used as a bridge between the organization and the public

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	37	22.8	22.8	27.1
	Not sure	48	29.6	29.6	52.5
	Agree	77	47.5	47.5	98.1
	Total	162	100.0	100.0	

There is an inadequate budget allocation for the PR department

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	15	9.3	9.3	13
	Not sure	121	74.7	74.7	84.0
	Agree	26	16	16	98.1
	Total	162	100.0	100.0	

There is a shortage of working equipment

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	22	13.6	13.6	15.5
	Not sure	98	60.5	60.5	74.1
	Agree	42	26	26	98.7
	Total	162	100.0	100.0	

There is a lack of knowledge and skills

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	38	23.5	23.5	25.4
	Not sure	86	53.1	53.1	76.5
	Agree	38	23.5	23.5	99.0
	Total	162	100.0	100.0	

Officials give less attention to public relations

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	39	24.1	24.1	27.2
	Not sure	79	48.8	48.8	72.8
	Agree	42	26	26	98.4
	Total	162	100.0	100.0	

The number of PR professionals is small

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	26	16.1	16.1	18.5
	Not sure	80	49.4	49.4	65.4
	Agree	56	34.5	34.5	97.8
	Total	162	100.0	100.0	

Lack of clear public relations strategy and guideline

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	29	17.9	17.9	19.8
	Not sure	90	55.6	55.6	73.5
	Agree	43	26.6	26.6	99.0
	Total	162	100.0	100.0	

Broadcast Media (TV & Radio) is most used

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	54	33.4	33.4	35.8
	Not sure	47	29.0	29.0	62.3
	Agree	61	37.7	37.7	98.1
	Total	162	100.0	100.0	

Print media (newspapers, brochures, and notice boards) is the most used.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	55	33.9	33.9	35.2
	Not sure	48	29.6	29.6	63.6
	Agree	59	36.4	36.4	99.4
	Total	162	100.0	100.0	

A press conference is most used.

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	41	25.3	25.3	29
	Not sure	51	31.5	31.5	56.8
	Agree	70	43.2	43.2	97.5
	Total	162	100.0	100.0	

APPENDIX VII
SPSS Reliability test
Pilot test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.925	49

SPSS reliability Actual test

Case Processing Summary

		N	%
Cases	Valid	162	100.0
	Excluded	0	.0
	Total	162	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items
.676	34

