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CHARACTERISTICS OF RESEARCH IN EDUCATION IN THE FIELD OF PUBLIC RELATIONS

The article provides an overview of practices related to education in public relations. It considers the evolution of PR-education concept and those practices, which were made in this direction over the last thirty years. The first part of the article is devoted to historiographical review of education research in the field of public relations that took place in the western countries, including USA, UK, France and Germany. In the second part, the author makes an overview of the practices that were made towards the PR-education phenomenon investigation in CIS. The third part of the study draws attention to the research in domestic segment of PR-education and those researches, done by Ukrainian scientists in the field of education in public relations. At the bottom of the article the author analyses development stages of professional PR-education in Ukraine. The article focuses on the study of those technical and methodological aspects that gave an impetus to evolution and improvement of specialists' training system in the field of public relations. The research also describes the basic fundamental differences in the approach to the provision of educational services in the field of PR. The most important studies, which became a driving force for the progress in PR-education development, were pointed out. The author lays an emphasis on analysis of international experience in the matter of education in the field of public relations. In the conclusions, the author logically summarizes the main provisions of the research and outlines the prospects for enhancing and improving of specialists' training system in the field of public relations.

Key words: public relations, PR-education, research, historiographical review, educational approach.

Introduction. Nowadays PR is an integral element of all spheres of society. PR performs administrative function, and also is an important part of opposition to active informational aggression. In Western countries, systems, tools and human resources to support an effective information security, have existed for a long time. But in Ukraine, the practices in this area are only at the initial stage. The current national practice of PR specialists indicates serious gaps in their training, which ultimately results in a failure in information wars, in increasing of social tension and etc.

The aim of scientific research is: the analysis and collation of basic conceptual practices that have had a significant impact on the development of education in the field of public relations in Ukraine and worldwide.

The scientific research base consists of works of foreign and domestic scientists concerning problems of specialists' training system in the field of public relations; theoretical and methodological practices of foreign researchers such as E. Berneys, G. Grunig, T. Beavens, B. Eshenfelder, S. Cutlip, S. Christians, I. Lambert, P. Mcleaney, S. Harrison, I. Perimo, M. Sanders, L. Hutchinson and P. Shmude as to the researches on tendencies of development and the components of this profession can be distinguished. Ukrainian researchers in social communications G. Pocheptsov, V. Rizun, V. Ivanov, N. Hrytsiuta, L. Khavkin, V. Korolko, D. Oltarzhevskiy, O. Kurban, O. Nekrasov, E. Tykhomyrov made a significant contribution to the theoretical and methodological study of social communication in general, and to public relations in particular, giving special consideration to the ethical component of the profession.

It should be noted, that education in the field of public relations is a subject to full-scale debatable among scientists and practitioners of the whole world over three decades. In particular, in 1987 the Commission on Education in the field of public relations was created in the United States. In 1989, a special issue of "Public Relations Review" was dedicated to this issue. There were many outstanding researchers among the authors, who studied PR-education. Scientists have argued the necessity to introduce educational programmes for public relations. Even then, scientists have been discussing the content of educational programs for public relations¹.

¹ Grunig, J.E. (1989). Teaching public relations. *Public Relations Review*, Vol. 15, 13–24.

Exactly these studies gave occasion to discussion of PR-education problems, but it was not enough to take concrete steps towards improving of training programs for public relations. Almost ten years later, in 1998, a Summit – Summer Conference for Public Relations of the National Communication Association – was held, on the basis of performance of which, another edition of the “Public Relations Review”, dedicated to education, was issued. One of the articles published in it, caused a serious discussion among experts as the main conclusions of the study, made by authors V. Coombs and K. Rybatski, were: “Public Relations as a field of study did not give pride of place to education; training of teaching staff was not appropriate; system of training and study on educational matters in public relations was ineffective”¹. After the conference an educational target group of Summer Conference for Public Relations of the National Communication Association was created, whose task was to improve the training system of PR.

Recently, the scientists from Boston College of Communications V. Todd and John S. Hudson reported on the lack of significant progress in education in the field of public relations, despite the fact that scientists pay sufficient attention to this issue. Consequently, there is a necessity for researchers to continue improving pedagogical aspects of training in public relations².

Currently, education in the field of public relations in the USA is based primarily on the standard, proposed by Public Relation Society of America, which covers five disciplines: fundamentals of public relations, research methods in public relations, copywriting, probation and additional discipline at option. Some researchers in the United States believe that teachers and practitioners of public relations have created a coordinated education programme, which is sufficient for competent training of students – future professionals³. But other scientists make a point, that the professional consultants of the American Association of Public Relations are not always sure of knowledge and skills compliance with the competencies required by the labour market. Practices, as a rule, appreciate direct experience more than teachers, and tend to participate in the evaluation of students` applied projects – such as portfolio and diplomas⁴.

Researchers from Boston College of Communications studied methodological works of teachers of public relations concerning the union of public relations and advertising in the US universities. They examined the teachers` attitude to the program effectiveness in the integration process of these two sectors, and also how this integration affects the students` success in their careers. Results demonstrated support for such integration. Respondents indicated that the combined unified programme “provides students with comprehensive education”⁵.

Various aspects of education in public relations were studied, including a survey, conducted among students, about their attitude to courses in international communication, and recommendations on integration of disciplines related to international PR and communications were given⁶. In 1996 a book on international PR, one section of which was dedicated to the education in the field of public relations in the United States, was published. This example is an absolute proof that USA has been concerned with issues of education in the field of public relations for a long time⁷.

Many researchers put an emphasis for students on the importance of understanding of legal, political and economic systems of other countries⁸; mass media systems in other countries⁹; and also ethics applied

¹ Coombs, W.T. (1999). Public relations education: *Where is pedagogy*, Vol. 25, 55–63.

² Todd, V.A. (1998). Content analysis of public relations pedagogical research articles from 1998 to 2008: Has PR research regarding pedagogy become less sparse? *Southwestern Mass Communication Journal*, Vol. 25, 43–51.

³ DiStaso, M.W. (2009). State of public relations education in the United States: 2006 report on a national survey of executives and academics. *Public Relations Review*, Vol. 35, 254–269.

⁴ Todd, V.A. (2009). PRSSA faculty and professional advisors' perceptions of public relations, assessment of students' learning, and faculty performance. *Journalism and Mass Communication Educator*, Vol. 64, 71–90.

⁵ Larsen, P.V. (2006). Integration of Advertising and Public Relations Curricula: A 2005 Status Report of Educator Perceptions. *Journalism & Mass Communication Educator*, Vol. 61 (1), 33–47.

⁶ Taylor, M. (2001). Internationalizing the Public Relations Curriculum. *Public Relations Review*, Vol. 27, 73–88.

⁷ Culbertson, H.M. (1996). Public Relations Education in the United States: Can It Broaden International Students' Horizons? *International Public Relations: A Comparative Analysis*. Mahwah, NJ: Lawrence Erlbaum Associates, 397–415.

⁸ Freitag, A.R. (2002). Ascending Cultural Competence Potential: An Assessment and Profile of U.S. Public Relations Practitioners' Preparation for International Assignments. *Journal of Public Relations Research*, 14 (3), 207–227.

⁹ Sriramesh, K. (2009). *The Global Public Relations Handbook: Theory, Research, and Practice*. New York, London: Routledge; Taylor and Francis.

in foreign practice in the field of public relations^{1 23}.

For more than 50 year, the condition of education in public relations and advertising is being continually reported in USA. Two the most outstanding examples of such reports include: annual reports in “*Journalism & Mass Communication Educator*”, which evaluate the condition of accredited programs in mass communication, and in “*Where to study advertising and public relations?*”⁴⁵⁶⁷⁸⁹, where the overall training and curriculum in advertising and public relations were estimated. The researches were conducted both in accredited higher schools and in other schools, which have trainings in this area.

Another example is a scientific heritage of researcher B. Ross, who had published a series of studies during his forty-year career, describing the history and trends of education in the field of advertising and public relations, institutions, which offer advertising and PR programmes, content of basic and higher education programmes, and also graduates, students and teachers who are considered outside the United States regions¹⁻⁵. If in the first report, published in 1966 and named “Education in Advertising (1965)”¹⁶ and in some next reports of 1990¹⁴ and of 1992¹⁻⁵, the consideration was given only to education in the field of advertising, then in a recent study of 2005⁷ the spot line was on public relations. Facts from these studies were used in scientific and educational magazines^{1; 10}, and in some articles for more detailed coverage of PR-education issues.

Searches of a single effective model of education in public relations began in the 50's. Thus, in 1955 an International Public Relations Association (IPRA) was established. The function of this organization was to provide recommendations as to the education in public relations¹¹. In 1980 the organization decided to organize all the experience and knowledge in the field of public relations in order to create a single standard of PR-education, which could also embrace the methods and list of compulsory subjects. As a result, in 1980-1990 several reports, which provided recommendations for three main models of PR-education, were issued.

Domestic scientist B. Korolko, who also studied education in PR, developed the concept of three models of education in public relations²². Consider these three models more in detail:

“*Journalistic model*” of PR-education. Based on the overall social function of public relations, this model is targeted at training of public relations specialist with an emphasis on the word “relations”¹². In other words, during the training, special attention is given to communicative skills education, to information and communication technologies, media skills and to the ability to create and present an effective and interesting information product.

“*Business model*” of educational training focuses on subjects related to the management and definition of the strategic lines²².

The third model, identified by the scientist, is an “*Academic model*” of PR-education, which involves mastering of both, scientific methods of PR, and scientific foundations of the profession at large.

¹ Pratt, C. (1996). International Public Relations Education: U.S. Issues and Perspectives. *International Public Relations: A Comparative Analysis*. Mahwah, NJ: Lawrence Erlbaum Associates, 381–395.

² *Public Relations Education for the 21st Century: A Port Of Entry*. Report of the Commission on Public Relations Education. *Public Relations Society of America*. <http://www.prsa.org/searchresults/view/6i-1999/0/a_port_of_entry_public_relations> (2016, April, 19).

³ Taylor, M. (2000). Cultural variance as a challenge to global public relations: A case study of the Coca-Cola scare in Europe. *Public Relations Review*, Vol. 26, 277–293.

⁴ Johnson, K.F. (2000). Advertising and Public Relations Education: A Five-Year Review. *Journalism and Mass Communication Educator*, Vol. 55, 66–72.

⁵ Ross, B.I. (1992). *The status of advertising education*. *Advertising Education Publications*. Baton Rouge, LA.

⁶ Ross, B.I. (1966). Where shall I go to college to study advertising? *Advertising Education Publications*. Baton Rouge, LA.

⁷ Ross, B.I. (1992). Where shall I go to college to study advertising? *Advertising Education Publications*. Lubbock.

⁸ Ross, B.I. (1990). Where shall I go to college to study advertising? Advertising programs in United States colleges and universities. *Advertising Education Publications*. Baton Rouge, LA.

⁹ Ross, B.I. (2005). *Where shall I go to study advertising and public relations?* *Advertising Education Publications*. Lubbock, TX.

¹⁰ Richards, J.I. (1996). Rankings of advertising programs by advertising educators. *Journal of Advertising Education*. – Columbia, SC.: Association for Education in Journalism and Mass Communication, Vol. 1 (1), 13.

¹¹ Ross, B.I. (1996). Degrees grow 475 percent in 25 years: Most advertising programs find home in mass communication. *Journalism Educator*, Vol. 45 (1), 3.

¹² Королько, В.Г. (2001). *Паблік рілейшнз. Наукові основи, методика, практика: підруч.* Київ: Скарби.

This refers to PR-analysts and scientists who perform analysis and scientific work respectively. The demand for these professionals is quite high, because a need for forecasts in revolutionary changes in economic and political fields, and therefore in PR has always been there.

Specific traits of training of scientific professionals in PR involve emphasising on the scientific components in education, encouraging of students to write qualifying papers with theoretical, methodological and practical problems of functioning and development of the PR institution.

Three abovementioned educational models are basic and generally accepted throughout the world. They are implemented into the educational process in most countries and minimal deviations occur only on the basis of gender and cultural features.

Speaking about the current condition of education in public relations in CIS countries, the Russian Federation is the most successful. The first Russian university higher education programme in public relations was founded in 1993 in St. Petersburg Electrotechnical University. It was built on the basis of basic educational program model of Towson State University in USA, and was approved by the Ministry of Education of RF. Later it was adapted to the requirements of the Russian state educational standard of Public Relations¹.

The program of Public Relations of the St. Petersburg Electrotechnical University is five-year. It is not divided into basic and full program. One of the important features of this program is that it is based on the American development system of courses sequence called specialization – in the field of public relations.

There are precious few examples of development of successful educational programs in public relations in CIS countries, although some of RF universities make attempts to implement international experience of training specialists in advertising and PR.

Scientist I. Riabets says the following about the development of education in public relations: “We can note contradictions between: necessity to improve social communication at the national level and insufficient analysis of several factors that significantly influence on the improvement of this process; between the demand of modern society for a wide training of future specialists in public relations and subject limitations of these specialists: only journalism and information”². We agree with the statements that there is a discrepancy between the training system in domestic universities and the demands, formed by labour market.

I. Riabets draws attention to the following: “Such personal qualities of future specialists in PR, as high level of subjectivity, flexibility, creativity, communicativeness play a special role in professional occupation. In order to form these personal qualities of a future professional during the educational process at the university, a special attention to the use of innovative educational technologies should be paid”²⁴. There are many studies concerning innovative pedagogy in general, but there very few in the field of social communications and PR.

President of Ukrainian public organization “Ukrainian League of Public Relations” A. Rotovskiy writes: “PR in Ukraine is rather young professional sphere of activities”³. This stipulates the necessity to develop this field and to improve training of specialists in this area.

Leading national researchers V. Korolko and A. Nekrasov distinguish that “Development of PR-education in Ukraine, as in many post-socialist countries actually began in the 1990s.”⁴. The first department of international communications and public relations was founded in 1993 in Institute of International Relations of Taras Shevchenko National University of Kiev. Later the first domestic textbook of PR “Fundamentals of public relations” was issued in 1996⁵. In 1998, the course of “Public Relations” was introduced for the first time.

The two following resolutions played a key role in the development of education in the field of public relations: Resolution of Cabinet of Ministers of Ukraine of 18 May 1994, No. 325 “List of training programs for specialists with higher education for professional direction, list of degrees of different

¹ Програма підготовки за спеціальністю «Реклама і зв'язки з громадськістю». *Санкт-Петербурзький електротехнічний університет*. <<http://www.eltech.ru/ru/fakultety/otkrytyy-fakultet/napravleniya-podgotovki1/reklama-i-svyazi-s-obshchestvennostyu>> (2016, February, 01).

² *Етапи становлення професійної підготовки фахівців зі зв'язків з громадськістю* <http://www.ekmair.ukma.edu.ua/bitstream/handle/123456789/5892/Riabets_Etapy_stanovlennia_profesiinoi.pdf?sequence=1&isAllowed=y> (2016, February, 01).

³ Ротовський, А.А. (2006). *Системный PR*. Днепропетровск: Баланс Бизнес Букс.

⁴ Королько, В.Г. (2009). *Зв'язки з громадськістю. Наукові основи, методика, практика*. Київ: Києво-Могилянська акад.

⁵ Почепцов, Г.Г. (1996). *Паблік рилейнз*. Киев. ун-т им. Т. Шевченко, Ин-т междунар. отношений.

qualifying levels and service jobs”¹ and the Resolution of Cabinet of Ministers of Ukraine of 24 May 1997, No. 507 “On the list of training programs and degrees, upon which specialist trainings in universities according to respective educational directions are performed”². Despite this, up to 2006, the education in this area has been developing not very intensively.

The first textbook for students “Public Relations. Scientific foundations, methodology, practice” was published in the National University of “Kyiv-Mohyla Academy” in 2001. In the same year, the first department of theory and techniques of public relations was created, and in 2003 a certified specialization “Public Relations” was opened³.

The department of mass information activities, which later in 2006 was renamed “Department of Advertising and Public Relations”, was founded in 1999 in the Institute of Journalism of Taras Shevchenko National University of Kyiv, which is leading educational institution of our country in the field of public relations. Institute of Journalism was the first university, where they began to lecture on public relations. This event, held in 1992, can be considered the beginning in the development of PR-education in Ukraine.

Thus, the development of higher education of Ukraine in PR had four stages:

- *the first stage* began in 1992 and lasted until 2006. At this stage there were only few courses and certified programmes. The organizing of subject departments at leading universities started;
- *the second stage* lasted from 2006 to 2010, when the preparing for educational and qualification level “bachelor” started at the national level;
- *the third stage* began in 2010 and lasted until September 2015, when preparations for educational and qualification levels “bachelor”, “specialist” and “master” were made;
- *the fourth stage* began on April 29, 2015. The changes that occurred after the adoption of a new list of professions in Ukraine were taken into account. Branching, with the training programmes such as “Publishing and Editing”; “Advertising and public relations”; “Journalism” disappeared and were all combined into one degree – “Journalism”, and knowledge field was also called “Journalism”. Training of public relations professionals can be carried out within the specialization⁴ “Advertising and public relations” as it will be in NTUU “KPI” or within other specializations (optional for Universities).

Conclusion. World experience shows that in countries where education in public relations exists for a long time, there are lots of theoretical and practical materials well-established in 1980, which are successfully used in the educational process by universities. Unfortunately, Ukrainian science at that time was outside the world context, for this reason there was a significant lag. Due to this, national education in the field of public relations has weaknesses, including the availability of educational programs that do not fully meet the requirements of the labour market. In fact, Ukraine is in the initial stage in solving the educational problems in the field of PR.

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¹ Постанова «Перелік напрямів підготовки фахівців з вищою освітою за професійним спрямуванням, спеціальностей різних кваліфікаційних рівнів та робітничих професій» від 18 травня 1994 р. № 325 (Кабінет Міністрів України). Офіційний веб-сайт Верховної Ради України. <<http://zakon4.rada.gov.ua/laws/show/325-94-%D0%BF>> (2016, February, 01).

² Постанова про перелік напрямів та спеціальностей, за якими здійснюється підготовка фахівців у вищих навчальних закладах за відповідними освітньо-кваліфікаційними рівнями 1997 (Кабінет Міністрів України). Офіційний веб-сайт Верховної Ради України. <<http://zakon2.rada.gov.ua/laws/show/507-97-%D0%BF>> (2016, February, 01).

³ Королько, В.Г. (2009). *Зв'язки з громадськістю. Наукові основи, методика, практика*. Київ: Києво-Могилянська акад.

⁴ Сайт Інституту журналістики КНУ імені Тараса Шевченка. <<http://journ.univ.kiev.ua/rzg/kafedra/>> (2016, February, 01).

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