1992

Journalism students' perceptions of the public relations field : a case study

Lynn Marie Picinich
San Jose State University

Follow this and additional works at: https://scholarworks.sjsu.edu/etd_theses

Recommended Citation

Picinich, Lynn Marie, "Journalism students' perceptions of the public relations field : a case study" (1992). *Master's Theses*. 350.

DOI: <https://doi.org/10.31979/etd.qf6r-2npb>
https://scholarworks.sjsu.edu/etd_theses/350

This Thesis is brought to you for free and open access by the Master's Theses and Graduate Research at SJSU ScholarWorks. It has been accepted for inclusion in Master's Theses by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313/761-4700 800/521-0600

Order Number 1348711

**Journalism students' perceptions of the public relations field: A
case study**

Picinich, Lynn Marie, M.S.

San Jose State University, 1992

Copyright ©1992 by Picinich, Lynn Marie. All rights reserved.

U·M·I

**300 N. Zeeb Rd.
Ann Arbor, MI 48106**

JOURNALISM STUDENTS' PERCEPTIONS
OF THE
PUBLIC RELATIONS FIELD:
A CASE STUDY

A Thesis
Presented to
The Faculty of the Department of Journalism
and Mass Communications
San Jose State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

By
Lynn Marie Picinich
May, 1992

APPROVED FOR THE DEPARTMENT OF
JOURNALISM AND MASS COMMUNICATIONS

A handwritten signature in black ink, appearing to read "W. G. Briggs", written over a horizontal line.

Dr. William G. Briggs

A handwritten signature in black ink, appearing to read "William A. Tillinghast", written over a horizontal line.

Dr. William A. Tillinghast

A handwritten signature in black ink, appearing to read "David L. Grey", written over a horizontal line.

Dr. David L. Grey

APPROVED FOR THE UNIVERSITY

A handwritten signature in black ink, appearing to read "M. Lou Lewandowski", written over a horizontal line.

ABSTRACT

JOURNALISM STUDENTS' PERCEPTIONS OF THE PUBLIC RELATIONS FIELD: A CASE STUDY

by Lynn Marie Picinich

This study asks whether journalism students at San Jose State University (SJSU) hold negative attitudes toward public relations, and if journalism students' negative attitudes intensify after additional journalism courses.

The implication journalists could develop negative attitudes toward public relations is enormous. If there is noise in this interpersonal communication channel, it could result in communication breakdown, and contribute to subjective discrimination against information which public relations practitioners present for examination and dissemination.

This case study found that journalism students perceived their profession to be at a higher status than the public relations profession; elevate the social status of journalists above public relations practitioners; and, inaccurately perceive public relations practitioners' news values. The journalism students are not significantly influenced, either positively or negatively, by formal education in journalism at SJSU.

ACKNOWLEDGEMENT

My sincere appreciation goes to Louis M. Picinich, my husband and best friend, for his patience and guidance throughout this project. I would like to thank him for providing helpful and thoughtful assistance, for, without his patience and cooperation it would have been impossible for me to complete this program. His positive influence of encouragement and support kept me going when I could not continue. Thank you.

TABLE OF CONTENTS

ABSTRACT		iii
ACKNOWLEDGEMENT		iv
CHAPTER 1	Introduction	1
CHAPTER 2	Literature Review	4
	Summary	15
	Research Questions	17
CHAPTER 3	Methodology	19
CHAPTER 4	Results	26
	Status Ranking	26
	News Value Orientations	31
	Attitudes Toward Public Relations	35
CHAPTER 5	Conclusion	44
	Further Studies	48
REFERENCES		50
APPENDIX A	Mass Communications Textbooks Analyzed by Carolyn Cline (1982)	52
APPENDIX B	Mass Communications Selected Readings Analyzed by Carolyn Cline (1982)	53
APPENDIX C	Survey Questionnaire	54
APPENDIX D	Informed Participation Statement	58
APPENDIX E	Oral Statement to Survey Participants	59
APPENDIX F	Summary of Survey Population	60
APPENDIX G	Journalism (Mass Comm) and Public Relations Classes Taken at San Jose State University and at Other Colleges	61
APPENDIX H	Ranking of Professions by Major in General	62

TABLE OF CONTENTS-Continued

APPENDIX I	Journalism Students' Ranking of Professions by Number of Journalism (Mass Comm) Classes	63
APPENDIX J	Public Relations Students' Ranking of Professions by Number of Journalism (Mass Comm) Classes	64
APPENDIX K	Other Students' Ranking of Professions by Number of Journalism (Mass Comm) Classes	65
APPENDIX L	Perceptions by Major of News Values	66
APPENDIX M	News Values by Number of Journalism (Mass Comm) Classes	67
APPENDIX N	Attitude Statements	68
APPENDIX O	Journalism Students Attitude Statements Results	70
APPENDIX P	Journalism vs. Public Relations Students Attitude Statements Results	73
APPENDIX Q	Journalism vs. Other Students Attitude Statements Results	76
APPENDIX R	Journalism Students Attitude Statements Results by Number of Journalism (Mass Comm) Classes	79
APPENDIX S	Public Relations Students Attitude Statements Results by Number of Journalism (Mass Comm) Classes	82
APPENDIX T	Other Students Attitude Statements Results by Number of Journalism (Mass Comm) Classes	85

CHAPTER 1

INTRODUCTION

The journalist and the public relations practitioner participate in a strategic relationship and interact to accomplish some of their individual goals. A positive perception of each other's profession would be important to this relationship and negative attitudes held by journalists about the public relations field and its practitioners could interfere with the journalist's interpretation of materials provided by the public relations practitioner. If the journalist does not respect the public relations practitioner, the journalist will distrust and distort the information presented by them.

One of the functions of the public relations practitioner is to communicate his or her organization's viewpoint to the public, while simultaneously communicating the public's viewpoint to the organization. Thus, the public relations practitioner needs the journalist to further his or her requirements for publicity. It is crucial for the public relations practitioner to influence public opinion about a company and its products toward the positive. Positive press coverage can help reinforce and broaden the credibility of a company and its products, ease customer fears, and make customers feel secure. Articles in the mass media are perceived as more objective than advertisements, are higher

in credibility, and, thus, are perceived as authentic.

One of the journalist's functions is to gather related information and communicate his or her interpretation of the accumulated information to the public. The journalist needs the public relations practitioner's cooperation to get formalized, verifiable facts for his or her articles. The journalist's perception of the public relations practitioner could interfere with the process of gathering accurate information.

This relationship between the journalist and the public relations practitioner is often viewed with suspicion by the journalist. The possibility that journalists could develop a negative attitude toward the public relations practitioner is enormous. If there is noise in this interpersonal communication channel, it could result in inaccurate information in the mass communication channel. Negative attitudes, or stereotyping, of the public relations profession and its practitioners by the journalist could lead to a communication breakdown and, potentially, contribute to subjective discrimination against the information the public relations practitioner presents for examination and dissemination.

Given the potential for skepticism by the journalist about the public relations practitioner, this case study investigates whether negative attitudes exist at the time the

journalist is being formally educated and whether the inclination increases during the formal educational process. The attitudes studied here are those of journalism and public relations students at San Jose State University (SJSU).

This case study seeks to contribute additional information toward a better understanding of the relationship between the journalist and the public relations practitioner. With this additional information, both groups can further understand the perceptions each has of the other and how early the perceptions are developed.

The following select literature review reports the findings of previous investigations on the subject of negative attitudes toward the public relations field and its practitioners.

CHAPTER 2

LITERATURE REVIEW

The mass media can have an extensive impact on public attitudes, according to sociologists Paul F. Lazarsfeld and Robert K. Merton:

Enhanced status accrues to those who merely receive attention in the media, quite apart from any editorial support. The mass media bestow prestige and enhance the authority of individuals and groups by legitimizing their status (Rosenberg and White, 1962, p. 461).

To accomplish the objective of obtaining publicity in the mass media, the public relations practitioner pursues the journalist who has the power to bestow this legitimizing status with a favorable article.

The relationship between the journalist and the public relations practitioner is perceived by the journalist as adversative. The public relations practitioner's difficulty lies with the journalist's attitude toward the public relations practitioner's perceived reputation. Jeffers (1977) notes:

Whether working for business, government or non-profit agencies 'pr men' are often characterized as obstructions in the newsman's path to the 'truth'. They are portrayed as presenting only the 'good side' of the story to the press and are often perceived as skilled in manipulating public opinion in a self-serving manner. (p. 299)

Aronoff (1975) investigated this controversial relationship by surveying both journalists and public

relations practitioners. Aronoff examined "the journalist's decision-making role as a 'gatekeeper' audience for a public relations information source" (p. 45). Aronoff surveyed two groups while investigating source credibility. First, he surveyed 48 members of the editorial staff of the Austin, Texas American Statesman (daily circulation: 100,000), and then 26 public relations practitioners and public information officers throughout Texas.

Aronoff's survey considered perceptions of occupational status, perceptions of news values, and attitudes toward public relations and those in public relations.

To measure occupational status, the respondents were asked to rank order 16 occupations. Occupations included architect, artist, banker, carpenter, clergyman, corporate executive, engineer, farmer, high school teacher, journalist, lawyer, physician, policeman, politician, public relations practitioner, and university professor. To measure news value orientation, the respondents were asked to rank order six news values. The news values included accuracy, prompt publication, interest to reader, subject depicted in favorable light, usefulness to reader, and completeness. To measure attitudes, the respondents were asked to indicate their level of agreement or disagreement to 28 statements.

The results concerning occupational status indicate that Texas journalists hold public relations practitioners in low

occupational esteem, and believe that public relations practitioners' source credibility is low.

The results concerning news values indicate the journalists perceived public relations practitioners' value orientation toward news to be nearly opposite from their view. While public relations practitioners perceived "their own values as very similar to those which they perceived journalists to hold" (p. 52).

Aronoff's research also states that public relations practitioners considered themselves to be of equal status to journalists; journalists, however, did not reciprocate the equal status ranking (p. 53). Seventy-two (72%) percent of journalists strongly disagreed with the statement that "public relations is a profession equal in status to journalism" (p. 50). Aronoff adds:

The responses suggest that while most public relations practitioners and many journalists acknowledge the contribution made by public relations to the process of news production, the role of the public relations practitioner is perceived quite differently by the two groups. To a majority of journalists, the public relations practitioner is a suspicious manipulator of the press. On the other hand, while a minority of public relations practitioners recognize questionable manipulative practices, most feel they provide a beneficial service to the press and work largely with the same considerations that the journalists have when gathering, writing and disseminating news. (p. 51)

Aronoff (1975) found that journalists and public relations practitioners perceive the role of the practitioner

differently. Journalists perceive the public relations practitioner's role to be inferior to their role, while public relations practitioners perceive their role to be equal to the journalist.

Jeffers (1977) interviewed 51 journalists and 45 public relations practitioners in five Ohio cities, investigating "the apparent bi-level nature of status and perceptions of cooperation in the newsman/public relations practitioner relationship" (p. 300).

Jeffer's study showed that journalists who think the relationship is cooperative also believe that the "practitioners they regularly work with are closer to being their status equal than practitioners in general" (p. 306). But, when journalists use performance expectations for ethics as the measure of status, journalists "do not consider either practitioners in general, or the specific ones with whom they work, status equals" (p. 306). "Newsmen who see the relationship as competitive rate the skills and ethics of specific practitioners they work with as relatively low" (p. 305).

The results of Jeffers' study also indicate that "both newsmen and practitioners consider their relationship a cooperative one, although practitioners believe this to a greater extent than do the newsmen" (p. 306). Jeffers pointed out that his research suggests that the relationship

is "not the adversary one suggested by conventional journalistic wisdom" (p. 306).

Kopenhaver, Martinson, and Ryan (1984) replicated Aronoff's Texas study in Florida by surveying 47 editors and 57 public relations practitioners. Their study also dealt with perceptions of occupational status, perceptions of news values, and attitudes toward public relations and those in public relations (p. 861).

To measure occupational status, the respondents were asked to rank order 16 occupations. To measure news value orientation, the respondents were asked to rank order eight news values. Two news values were added to Aronoff's study: mechanical/grammatical and news story style. To measure attitudes, the respondents were asked to indicate their level of agreement or disagreement to 28 statements. Kopenhaver, Martinson, and Ryan concluded that:

Journalists and public relations practitioners agree remarkably about which elements of news are most important, and that practitioners perceive journalists' stated positions accurately. Journalists on the other hand, do not perceive practitioners' stated positions about the news elements well at all, and they perceive a large gap (which apparently does not exist) between their views and practitioners' views. (p. 865)

This study points out that this perceived gap between journalists and public relations practitioners may negatively influence the communication process and the dissemination of

information. Journalists may not get all the information if they don't use the public relations practitioners' offered help; or, the public relations practitioners may use unethical means to accomplish their goals. "Neither situation benefits the news media, public relations, or society" (p. 884).

Kopenhaver, Martinson, and Ryan (1984) found journalists and public relations practitioners agree about which elements of news are important. They also found that "practitioners perceive the journalists' stated positions accurately," while the journalists "do not perceive practitioners' stated positions about news elements well at all" (p. 865).

Stegall and Sanders (1986) examined a "subset of the general public relations practitioner and journalist relationship; namely that of the college or university PR director and newspaper reporter who covers the institution" (p. 341). The study surveyed 19 public relations directors at educational institutions and 10 reporters.

The study was designed to "determine how educational PR officers and reporters in Missouri perceive themselves and each other in their roles" (p. 341). Stegall and Sanders believe that "it has been demonstrated that PR practitioners are more successful in assessing their journalist counterparts' view than journalists are in assessing practitioners' views" (p. 344). Stegall and Sanders found

that "journalists relegate PR practitioners to a lower status not only because of perceived poorer job performance and lower ethical conduct, but also because they perceived PR practitioners to have less honorable intentions" (p. 347). Thus, role stereotypes are formed that "tend to make the PR/reporter relationship an adversarial one" (p. 341).

Ryan and Martinson (1988) surveyed 118 public relations practitioners. This survey was designed to measure only the public relations practitioners' perceptions of: "the reasons for journalists' negative views, the extent to which practitioners are responsible for those views, the validity of those views, and the extent to which personal contact influences those views" (p. 134). Respondents (public relations practitioners) were asked to rank each of eight factors that may have influenced their professional values and attitudes, including parents/early home life, public relations experience, colleagues' behavior, non-colleagues' behavior, educational background, religious upbringing, current family life, and public relations course work (p. 134).

The results of Ryan and Martinson (1988) survey stated that "practitioners perceive that the attitudes held by journalists toward practitioners stem from the journalists' negative attitudes and experience, but not from their training" (p. 134). The negative attitudes stem from:

"negative experience journalists have had with ineffective or unprofessional practitioners" (p. 134); perception that journalists feel their "work is more important than public relations work"; "inflated view journalists have of their own status"; that there are "biases common to journalists, rather than from any real failings of public relations"; and, a "feeling by journalists that they often are 'used' by practitioners who are not concerned about the journalists' need for clear, concise, and accurate information" (p. 134). Public relations practitioners accepted the responsibility for the journalists' negative views, but indicated the negative views were not justified (p. 134). They also believe that personality is important, and "journalists think more highly of practitioners they know than they do of public relations in general" (p. 136).

Ryan and Martinson (1988) also suggested that public relations practitioners perceive that journalists hold negative attitudes toward practitioners because of their beliefs and experiences, and not from their training. Journalists hold a negative bias toward public relations practitioners because they perceive themselves at a higher social status than public relations practitioners.

Cline (1982) analyzed and compared the public relations sections of 12 textbooks used in introductory mass communication courses. Nine textbooks in mass communications

(see Appendix A) and three books of selected readings in introductory mass communications (see Appendix B) were analyzed by Cline. The three major areas that Cline investigated were:

1. The relationship between advertising and public relations, both in terms of allocation of space and in terms of the author's perception of the relationship between the two fields;
2. The coverage of public relations history, trends, and major issues;
3. The expressed attitude toward public relations (p. 65).

Cline's study found "the chapters on advertising and public relations are most often intertwined" (p. 65) making it hard to tell where a particular subject leaves off and the other begins. In addition, the subject of advertising was generally given more space.

The selected readings in Cline's study did not agree on the history of public relations, when it began, who were the innovators, and what were their contributions. The trends were discussed in negative terms expressing a "fear of the growing power of public relations in corporate America and a concern that journalists are heeding the siren song of news releases" (p. 69). The issues focused on ethics and the reputation of public relations practitioners who have sold

out to the higher-paying jobs. The expressed attitudes toward public relations were negative, based on the number of biased statements predominating most of the books: "this study concluded that the negative bias predominates in the majority of the books" (p. 70).

Cline's study shows an "insidious bias that characterizes public relations practitioners as journalists who have 'sold out'" (p. 63). Cline also found a "confusion about the relationship of advertising and public relations, a lack of historical backgrounding, and a fierce anti-public relations stance hardly offset by some grudging acknowledgement of the existence of PRSA [Public Relations Society of America], codes of ethics and a few honest practitioners" (p. 64). Cline believes the textbooks are "representative of the misunderstanding, bias and ignorance about public relations that permeates most of the textbooks in the field" (p. 63) and feels "such textbooks may perpetuate the antagonism between reporters and practitioners" (p. 71).

Cline's study concluded that textbooks used to introduce mass-communications to students presented the public relations field in a negative light.

Cline (1982) found that negative attitudes toward the public relations field were expressed in the reading material used in the introductory mass communication courses. These readings included misunderstandings, and biased or negative

statements about the public relations field. The material was seen as perpetuating the antagonism within the relationship.

Bishop (1988) analyzed three regional newspapers, including the St. Petersburg, Florida Times, the Seattle Washington Times, and the Little Rock Arkansas Gazette, to determine how the public relations field is perceived in the print media. The analysis revealed that "public relations is equated solely with publicity. There is no mention of planning, research, evaluation, counselling, or the myriad other things which go into the practice of public relations" (p. 51). Bishop concluded that the "lack of recognition for other areas of expertise may account for the distorted view which many have of the field" (p. 51).

Bishop's study found that the public relations field is not presented in a positive light and the full spectrum of duties performed by public relations practitioners was not discussed.

Bernstein (1988) studied the relationship between public relations practitioners and journalists from one journalist's point of view. In this article Robert Johnson, a journalist for the Wall Street Journal's Chicago bureau, described himself as " 'hungry for a good story' and 'always willing to listen' to a public relations person's idea" (p. 28). Johnson believes that when a journalist's interest is piqued

the hard part begins. It takes "persistence, accommodation, and compromise" (p. 28). Johnson also believes that if the public relations practitioner can convince his/her client or superior "to be a little more forthcoming with information, a little more honest, well, then we might have the beginning of a great relationship" (p. 28).

Johnson also communicates that when he is interested in a press release and attempts to contact the public relations practitioner, he/she is not in, it is "hard to reach them, or it's a battle to get clarification of, or more details on, something in the release, and that's discouraging" (p. 28).

Bernstein's (1988) article sheds some light on the journalist's perceived attitude and why the journalist may have negative attitudes toward the public relations practitioner. The article expressed the journalist's need for open and honest exchange of information and the frustration of trying to make contact with the public relations practitioner.

Summary

This literature review incorporates the results of five statistical research studies, two content analysis studies, and one article. These past studies substantiate the belief that there is a tendency by the journalists to hold negative attitudes and views toward the public relations field and its

practitioners. The studies support the premise that the journalist questions the character, the intent, the knowledge of the mechanics of publication, and the role of the public relations practitioner.

The early research studies of Aronoff (1975), Jeffers (1977), Kopenhaver, Martinson, and Ryan (1984), and Stegall and Sanders (1986) investigated for proof of the existence of the negative attitudes held by journalists, while Ryan and Martinson (1988) investigated the reasons for the negative attitudes. The first four studies surveyed both journalist and public relations practitioners while the latter (Ryan and Martinson, 1988) only surveyed the public relations practitioners instead of the journalist who seem to be a preferable population to ask how they acquired their attitudes toward the public relations field and its practitioners. The early research found the journalists held the public relations field and its practitioners in low esteem. Only Jeffers (1977) found the relationship to be cooperative and did not report the relationship to be adversative even though he found the journalist held the public relations profession in low esteem. Aronoff (1975), Kopenhaver, Martinson, and Ryan (1984), and Stegall and Sanders (1986) found the public relations practitioners were capable of assessing the journalist's views better than journalists were of assessing public relation practitioner's

views.

The two content analysis brought to light that the bias toward public relations is perpetuated in the press and in the introductory reading materials used during the formal educational process. This prompted the researcher to ask if the university professor is contributing to the bias toward the public relations profession.

Why this attitude prevails and where the attitudes are developed still need clarification. This researcher questions if the formal educational process in journalism contributes to the bias against the public relations field. This case study investigated the perception journalism students have of the public relations field and its practitioners. The study also investigated if the perceptions change during the formal educational process.

The following research questions were posed for this case study.

Research Questions

1. Do journalism students perceive their profession to have a higher status than the public relations field? Is the perceived status ranking influenced by the formal education process?
2. Do journalism students perceive public relations student's news values accurately? Are the perceived news

values influenced by the formal education process?

3. Do journalism students have a negative attitude toward the public relations field and its practitioners? Is the negative attitude increased during the formal education process?

CHAPTER 3

METHODOLOGY

Two hundred and twenty-seven students were surveyed in the Department of Journalism and Mass Communications at San Jose State University (SJSU) in San Jose, California during a two-week period at the end of the 1990 Spring semester.

The research subjects were volunteers from 11 journalism classes listed in the SJSU Spring 1990 Directory of Classes: one-Media Law & Ethics, one-Reporting Public Opinion, two-Beginning News Writing, one-Picture Editing, three-Press & World Affairs, one-Principals of Professional Writing, one-Photojournalism, and one-Newspaper Writing Staff. Also one public relations class (Principals of Public Relations), and three advertising classes (two-Advertising Layout & Production and one-Radio-TV Advertising). The surveys (see Appendix C) were handed out and collected during each class. These classes were selected because the classes would have in attendance the type of student the researcher was interested in surveying; mainly, journalism and public relations students.

The research subjects were informed of their rights in two ways: a written Informed Participation Statement that explained the rights of the survey participants was handed out to each student (see Appendix D); also, oral instructions were given that informed the students of their rights (see

Appendix E). The research subjects were informed that they were not obligated to participate, and all but one student agreed to participate. The research subjects were assured anonymity by not being required to sign their name. The surveys will be kept in a locked file for three years with only the researcher having direct access to them. All 227 surveys were verified as codeable and usable.

Three indicators were selected to measure the students' perceptions toward the public relations field and its practitioners. The three indicators included a measurement of perceptions about professional status, a measurement of perceptions of similarity in news value orientation, and a measurement of attitudes. These indicators were selected from Aronoff's (1975) study, which were also used by Kopenhaver, Martinson, and Ryan in their 1984 study.

To measure attitudes about professional status and ascertain whether journalism students perceive their profession to be at a higher status than the public relations profession, the subjects were asked to rank order 16 professional categories according to social worth. The professional categories were from Aronoff's (1975) study.

The professional status data was analyzed by calculating the means of the sample's responses and ranking the means from lowest to highest, thus order ranking each profession from 1 to 16. It is assumed that any change in the ranking

over time indicates an attitude change toward that profession.

The professional status data were analyzed in terms of a rank order to determine the amount of correlation between the two variables. A Spearman rank-difference method (r_s) was used for the calculations because the number of pairs (or N) is less than 30, and the data is already in terms of rank orders instead of in terms of interval measurements.

$$r_s = 1 - \frac{6\sum d^2}{N(N^2 - 1)}$$

$\sum d^2$ = Sum of the squared differences between ranks.

N = Number of pairs of measurements (Guilford, 1965, p. 304-308).

To measure the perceptions of similarity in news values and determine whether journalism students perceive public relations students' news values accurately or inaccurately, the subjects were asked to rank eight news values twice; first, based on how they perceive the news values would be ordered by a public relations practitioner and second, based on how they perceived the news values would be ordered by journalists. The categories were from Aronoff's (1975) study with the addition of two news values subsequently added by Kopenhaver, Martinson, and Ryan in their 1984 study. The news values data was also analyzed in terms of a rank order

to determine the amount of correlation between the two variables.

To measure attitudes toward public relations and determine whether journalism students are influenced in a particular direction about the public relations field and its practitioners during the formal educational process, the research subjects were asked to indicate the degree of agreement or disagreement with 28 positive and negative statements about public relations and its practitioners. Eighteen were positive statements about public relations or its practitioners and the journalism students were expected to answer more negatively than public relations students or other students were expected to answer. Ten were negative statements about public relations or its practitioners and the journalism students were expected to answer more positively than the public relations students or other students were expected to answer. There were eighteen positively stated attitudes statements; four were character statements: HONEST, SENSE, WILL, and MORAL; one was an intent statement: RELEASE; nine were role statements: PARTNERS, EQUAL, UNABLE, EXTENSION, DEPEND, ACCURATE, COMPLETE, TIMELY, and DAILY; and four were knowledge of the mechanics of publication statements: QUALITY, DEADLINES, INTEREST, and SPACE.

The ten negatively stated statements included two

character statements: TRUST and PARASITE; three intent statements: PSEUDO, PUBLICITY, and DECEIVE; five role statements: COMPETITORS, PROMOTE, GATEKEEPER, ERRANDS, and FUNCTION; and no knowledge statements. The statements were from Aronoff's (1975) study.

Each statement was followed by a Likert scale on which the subjects indicated whether they: strongly agreed, agreed, were neutral, disagreed, strongly disagreed, or lacked an opinion. Scoring was from 1 to 5, with 1 representing strongly agree, 3 representing neutral, and 5 representing strongly disagree. "No opinion" responses were not included in the statistical analysis.

Since the questions used in this study were first used by Aronoff in his 1975 study and then by Kopenhaver, Martinson, and Ryan in their 1984 study, the questions are considered pre-tested.

The attitude statement responses were analyzed and it was determined that a recoding would not adversely effect the results. The recoding would just emphasize agreement or disagreement, and distinguish the responses from neutral attitudes. The attitude statement responses were then collapsed into three categories: strongly agree and agree in one category, neutral in the second category, and disagree and strongly disagree in the third category.

Frequency tables were run on the SPSS software program

to verify responses of the public relations, journalism, and other students; and, t-tests were run to obtain means, standard deviations, standard errors, t-test values, and probabilities.

The responses to the number of courses taken in journalism were recoded: (0 and 1 = 0) and (3 through 99 = 2). This recoding was performed because at the zero or one level of course work students were just starting their formal educational process and had only taken an introductory course. Students with only one class were included because the survey was performed near the conclusion of the semester. At the two or more level of course work, the students had been exposed to diverse opinions through their formal educational process.

Two hundred twenty-seven students were surveyed: 37.0% ($n = 84$) were "journalism" majors, 19.4% ($n = 44$) were "public relations" majors, and 43.6% ($n = 99$) were "other" majors (see Appendix F).

This survey sample represents the general journalism student population at SJSU because 23% (11 of 47) of the journalism classes offered in the Spring of 1990 were surveyed. Only 6% (1 of 17) of the other classes were public relations, 7.5% (3 of 40) were advertising classes, and 0% (0 of 7) were mass communication classes.

The number of classes taken in journalism and public

relations by the sample population at both SJSU and at previous colleges was analyzed. A majority of journalism students (88%) took two or more of their journalism classes at SJSU and most of the public relations students (72%) took two or more of their public relations classes at SJSU. As expected, the students in this survey will take a majority of their major course work at the four-year university where they expect to receive their degree (see Appendix G).

Twenty-nine percent (29%) of the journalism students took two or more journalism classes at a previous college, and 12% took only one previous journalism class, while 59% did not take any classes in journalism at a previous college. Any negative attitudes developed while taking journalism classes at a previous college will serve to establish the base line for this survey. This case study investigated if additional journalism classes at San Jose State University (SJSU) negatively influenced the journalism students toward the public relations field and its practitioners (see Appendix G).

The number of public relations classes taken by journalism students at SJSU was examined. The results show that 77% of the journalism students had not taken any public relations classes; only 19% had taken one public relations class; and only 4% had taken two or more public relations classes (see Appendix G).

CHAPTER 4

RESULTS

This case study investigated the relationship between the public relations practitioner and the journalist. The case study inquired into how the journalism students perceived the status of the journalism profession, how news values are perceived, and what attitudes prevailed.

The results of this survey are presented: first, with an analysis of the students' perceptions of professional status ranking; second, an analysis of the students' news values; and third, an analysis of the attitudes held by the journalism students.

Status Ranking

This section of the research was interested in determining if journalism students at SJSU perceive their chosen profession to be higher in status in society than the public relations profession. The first research question posed by the study inquired if "journalism students perceive their profession to have a higher status than the public relations field" and is "perceived status ranking influenced by the formal education process." As part of the survey the students were asked to rank 16 professions in terms of their social worth. The results are represented by ranked means (see Appendix H).

The data were first analyzed based on the student's major. The results show that the journalism and public relations students both agreed and assigned position one, two, three, and four to the physician, high school teacher, policeman, and university professor, respectively. Other students assigned university professor the second position ahead of high school teacher and policeman (see Appendix H).

Journalism students consider their chosen profession to be of a higher status in society than public relations. They ranked their profession 5th, while ranking public relations last in 16th place, after the politician (see Appendix H).

Public relations students consider their profession to be lower in status in society than the journalist. The public relation students ranked the public relations profession 10th, while ranking the journalism profession in 9th place, one step ahead of, though approximately equal to, the public relations profession (see Appendix H).

Journalism and public relations students apparently have inflated views of their profession because each ranks his or her profession higher than do the other students. The other students agree exactly with the journalism students ranking of public relations practitioners, last of 16 professions, and exactly with the public relations students ranking of journalists, ninth just after clergy (see Appendix H).

Journalism students grouped their career choice with the

policeman, university professor, farmer, and clergyman; while grouping the public relations profession with the politicians, corporate executives, lawyers, and bankers. Other students grouped the public relations profession with the corporate executives, bankers, and politicians; and placed the journalist between clergyman and lawyer (see Appendix H).

The data were then analyzed by the number of journalism courses taken, none or one and two or more by each major (see Appendixes I, J, K).

Journalism students with two or more journalism classes did continue to rank physician first, high school teachers second, and policeman third.

Journalism students did elevate their chosen profession from 7th, at the zero or one journalism course level, to 5th, at the two or more journalism course level (see Appendix I). This rank change could be interpreted to be a result of the journalism students increased opinion of their self worth after taking additional journalism courses or possibly they could have reevaluated the farmer (4th to 6th) to a lower level that would result in a higher rank of the journalist.

The journalism students' ranking of public relations was elevated by one position from rank 16th, at the zero or one journalism course level, to rank 15th, at the two or more journalism course level, putting them one ranking above

politician. But, the ranking mean only shifted from a mean of 12.800 to a mean of 12.662, and it is likely that the drop of politicians from 12th with a mean of 11.500 to 16th place with a mean of 12.692 had an effect of raising the public relations profession one ranking (see Appendix I).

After increased journalism and mass communication courses, the public relations student (see Appendix J) lowered their profession's status ranking from 8th, at the zero or one course level, to 10th, at the two or more course level; and raised the ranking of the journalist profession from 10th, at the zero or one course level, to 9th, at the two or more course level. This ranking adjustment by the public relations student after two or more journalism courses, placed the journalist profession ahead of the public relations profession and suggests the public relations student has an increased respect for the journalist after taking two or more journalism classes. The mean of the journalist (9.333) at the zero or one journalism class lowered to a mean of 8.839, while the public relations mean increased from 8.222 at the zero or one journalism classes to 9.936 at the two or more journalism class level. The only other consideration that may have affected the lowering of the public relations profession is the reordering of the architect whose mean went from 9.000 to 8.194, increasing their rank (see Appendix J).

After increased journalism courses, other students raised the rank of journalist from 10th, at the zero or one course level, to 9th, after two or more courses. They also raised the ranking of public relations from 16th, at the zero or one journalism course level, to 15th, at the two or more journalism course level, but continued to rank the public relations profession at the low end of the scale. The other students appear to have increased their respect, although not by much, for both the journalist and the public relations practitioner after additional journalism courses (see Appendix K).

A Spearman coefficient (r_s) was performed on the rankings between course levels for each major to check for the degree of correlation. The results indicate a high correlation and that there was no major reordering of the professions after taking additional journalism courses. Even though the difference between the numbers is virtually insignificant, the journalism students did have a slight change in reordering of professional status after taking two or more journalism or mass communication courses ($r_s = .8853$), compared to the public relations student ($r_s = .9118$), and the other students ($r_s = .9147$).

Clearly the journalism students perceive their profession to be at a higher status than the public relations field but the perceived status ranking is not influenced by

the formal educational process.

News Value Orientations

The case study included a measure of how journalists' and public relations practitioners' news values are perceived by journalism students, public relations students, and other students. The second research question posed by the study inquired if "journalism students perceive public relations student's news values accurately" and are "perceived news values influenced by the formal education process."

The respondents were asked to rank eight news values twice: first, based on how they perceived the news values would be ordered by a public relations practitioner; and second, based on how they perceived the news values would be ordered by the journalist. The news values data was analyzed in terms of a rank order by computing Spearman's correlation coefficient (r_s) to determine the amount of correlation between the journalism student's, public relations student's, and other student's news values (see Appendix L).

Journalism students' perceptions of public relations news values were compared to journalism students' perceptions of journalist news values. The results reveal that news values held by journalism students are very different ($r_s = -.1429$) from those that they perceive public relations

practitioners to hold. This indicates that journalism students perceive journalists and public relation practitioners possess very different views concerning news values (see Appendix L).

Public relations students' perceptions of public relations' news values and journalists' news values were compared. Public relations students see their news values as slightly different ($r_s = .2381$) from those they perceive journalists to hold. This indicates that public relations students also perceive a difference in news values held by journalists and public relations practitioners, but the perceived difference is not as great as the journalism students' perceived difference (see Appendix L).

Other students' perceptions of public relations news values and journalists' news values were compared. The other students perceive a notable difference ($r_s = .0476$) between the news values held by journalists and public relations practitioners. This indicates that other students believe there is a wide gap in how journalists and public relation practitioners would order the news values (see Appendix L).

Journalism students' perceptions of public relations news values were compared to public relations students' perceptions of public relations news values, and there was only a moderate correlation ($r_s = .4762$). This indicates journalism students and public relations students do not

agree completely on how the news values would be ordered by public relations practitioners (see Appendix L).

Journalism students' perceptions of public relations' news values were compared to other students' perception of public relations' news values and resulted in a high correlation ($r_s = .8333$). Other students and journalism students agree on the news value they perceive public relations practitioners would hold (see Appendix L).

Public relations students' perceptions of public relations' news values were compared to other students' perceptions of public relations' news values and there was a moderate correlation ($r_s = .5714$). This indicates that public relations student and other students somewhat agreed on how news values would be ordered by public relations practitioners (see Appendix L).

In addition, the news values were analyzed by the number of journalism courses completed, looking for reordering as the number of journalism courses increased (see Appendix M).

The researcher compared how the journalism students perceived journalists would rank each profession's news values after increased journalism classes. There was a very high correlation ($r_s = .9047$) of both segments on how the journalism students perceived the journalist would rank these news values. This indicates that there is relatively little difference between the rankings after additional journalism

courses (see Appendix M).

The journalism students' perception of how the public relations practitioners would rank these news values was compared by the number of journalism courses completed and revealed a relatively high correlation ($r_s = .6429$). This indicates a slight reordering of the public relations news values by the journalism student (see Appendix M).

As the number of courses increased, the journalism students' perception of how public relations practitioners would rank the individual news values changed. The news value "Subject" went from second, at the zero or one journalism course level, to first, at the two or more journalism course level, while the news value "Accuracy" went from first, at the zero or one journalism course level, to fifth, at the two or more journalism course level.

Public relations students' ranking of public relations practitioners' news values had a moderately high correlation ($r_s = .7381$), indicating there was little change with additional journalism classes. Public relations students' perception of journalists' news values had a high correlation ($r_s = 0.8095$) (see Appendix M).

Other students' ranking of public relations practitioners' and journalists' news values remained constant ($r_s = 0.9048$ and $r_s = 0.9286$, respectively) with increased journalism classes (see Appendix M).

Journalism students', public relations students', and other students' perceptions of how journalists would order the news values after two or more journalism classes were high: journalism and public relation students ($r_s = .5238$); journalism and other students ($r_s = .6429$); and public relations and other students ($r_s = .8810$).

However, journalism students' perceptions of public relations practitioners' news values are influenced by additional journalism courses. When the journalism students' and public relations students' perception of public relations practitioners' news values were compared after additional journalism courses the correlation was moderate ($r_s = .4048$) (see Appendix M).

Journalism students do not perceive public relations practitioners' news values accurately, and there is an indication that this inclination continues after additional journalism courses.

Taking journalism classes influences journalism and public relations students' perception of public relations practitioners' view of news values to a greater extent than their perception of journalists' news values.

Attitudes Toward Public Relations

The third research question posed by the study inquired if "journalism students have a negative attitude toward the

public relations field and its practitioners" and is a "negative attitude increased during the formal education process." To investigate this question, the students were asked to give their opinion on 28 attitude statements concerning the public relations profession and its practitioners.

It appears that journalism students do not have a strong negative attitude toward the public relations field and its practitioners, nor do any existing negative attitudes increase during the formal educational process.

Journalism students were expected to have a negative viewpoint of the public relations profession and its practitioners. Therefore, journalism students were expected to disagree with the 18 positive attitude statements and agree with the 10 negative attitude statements. The expected results should have manifested themselves in higher means for the positive attitude statements and lower means for the negative attitude statements.

The public relations attitude statements are presented in Appendix N with keywords that will be referred to throughout this section. Each attitude statement makes a comment about the character of the public relations practitioner, the intent of the public relations practitioner, the public relations practitioner's knowledge of the mechanics of publication, or the role of the public

relations practitioner in the relationship.

The data was first analyzed to determine the attitudes held by the journalism students. Thirty-nine percent (39%) of the responses were neutral with a mean from 2.750 to 3.205. Twenty-nine percent (29%) of the responses were in the expected range and thirty-two percent (32%) of the responses were in the unexpected range of 1.430 to 2.662 for negative statements and between 3.526 to 3.564 for positive statements (see Appendix O).

These results indicate that journalism students at SJSU do not express a negative attitude toward the public relations field and its practitioners.

When analyzing the data closer, 50% (5 of 10) of the negative attitude statements were statements that journalism students gave as an expected response. In fact, the journalism student's response to the negative intent statements: PSEUDO, PUBLICITY, and DECEIVE indicate they believe that the public relations practitioner clutters the channel with pseudo-events, disguises publicity as news, and attaches too much importance to trivial events (see Appendix O).

The response to the negative role statements: PROMOTE and GATEKEEPER indicate the journalism students question the role of public relations practitioners. The journalism students appear to believe public relations practitioners too frequently

insist on promoting products, services, and other activities that do not have news value, and they also agree that public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing (see Appendix O).

Only thirty-three percent (33%) (3 of 9) of the positive role statements: COMPLETE, EXTENSION, and EQUAL had the expected response of disagreeing with a positive statement. Journalism students confirmed that they do not believe public relations practitioners help reporters obtain complete news, they do not serve as an extension of the newspaper staff, nor is public relations equal in status to journalism (see Appendix O).

The neutral response by the journalism students to the positive statements about public relations and its practitioners was unexpected. Fifty percent (50%) (9 of 18) of the positive statements: HONEST, MORAL, RELEASE, QUALITY, ACCURATE, PARTNERS, DEPENDS, DAILY, and UNABLE, indicated the journalism students have not formed opinions about these subjects. The journalism students have a neutral opinion about the public relations practitioner's honesty and moral character; on whether they issue news releases on matters of genuine value; if they help reporters obtain accurate news; if they are partners in the dissemination of information; if they are necessary to the production of the newspaper; and,

if they do work the newspaper would otherwise be unable to do. Journalism students are also neutral about the question of whether easily obtained information causes an increase in the quality of reporting; and, if the press depends on information provided by public relations practitioners (see Appendix O).

Only 20% (2 of 10) of the responses to the negative statements were neutral: TRUST and FUNCTION. The journalism students indicate that they have no opinion about the trustworthiness of the practitioner; or, if their prime function is to get free advertising (see Appendix O).

Thirty percent (30%) (3 of 10) of the responses to the negative statements: PARASITE, COMPETITORS, and ERRANDS had the unexpected response of disagreeing with the negative statements. The journalism students do not believe public relations is a parasite on the press; that public relations departments are competitors with the advertising departments of newspapers; nor do public relation practitioners just run errands for whoever hires them (see Appendix O).

When comparing the attitudes held by journalism students to attitudes held by public relations students, the results indicate a major difference in attitude between the two student majors. All but one of the 28 statements WILL indicated a high probability that there is a difference in attitude (see Appendix P).

The public relations students strongly agreed with each positive statement and strongly disagreed with the negative statements (see Appendix P).

When comparing the attitudes held by journalism students to attitudes held by other students the results indicate there is little difference in attitude between the two majors when comparing the positive statements. Only 22% (4 of 18) of the statements: SPACE, DEADLINES, COMPLETE, and EXTENSION, indicate a difference of opinion. Other students believe significantly more than journalism students that public relations practitioners understand such journalistic problems as making the best use of space and meeting deadlines. They also indicated public relations practitioners help reporters obtain complete news and serves as an extension of the newspapers' staff. But, when comparing responses to the negative statements: TRUST, PSEUDO, PUBLICITY, DECEIVE, PROMOTE, GATEKEEPER and ERRANDS, by the journalism and other students the results (70%) (7 of 10) indicated a major difference of opinion between the two groups (see Appendix Q).

Other students strongly disagreed with 40% (4 of 10) of the negative statements: TRUST, PARASITE, COMPETITORS, and ERRANDS. They indicated that public relations practitioners can be trusted, are not a parasite on the press, are not competitors with the advertising departments of newspapers,

and do not just run errands for whoever hires them (see Appendix Q).

Other students also agreed with 44% (8 of 18) of the positive statements: SENSE, WILL, RELEASE, SPACE, DEADLINES, INTEREST, PARTNERS, and TIMELY, that public relation practitioners are people of good sense and good will, typically news releases are on matters of genuine news value, public relation practitioners understand such journalist problems as making the best use of space, meeting deadlines, and attracting reader interest. They also believe the public relations and the press are partners in the dissemination of information and public relations practitioners help reporters obtain timely news (see Appendix Q).

A second analysis was done from the perspective of the number of journalism classes that were taken by the students to investigate whether attitudes shifted with exposure to additional journalism classes or remained the same (see Appendixes R, S, T).

According to the data, journalism students did not significantly change their attitude toward public relations or its practitioners after taking two or more journalism classes. The only statement that indicated a significant shift in attitude from zero or one journalism classes to two or more journalism classes was a positive statement: WILL. Journalism students indicated at the zero or one journalism

course level that they disagreed that public relations practitioners are people of good will. After taking two or more journalism classes, the journalism students indicated that they agreed that public relation practitioners are people of good will (see Appendix R).

Journalism students continue to agree with negative statements: PSEUDO, PUBLICITY, DECEIVE, and COMPETITORS, after two or more journalism classes; and, believe public relation practitioners have cluttered our channels of communication with pseudo-events that confuse public issues, that publicity is disguised as news, that they try to deceive the press by attaching too much importance to a trivial uneventful happening, and are basically competitors with advertising departments of newspapers (see Appendix R).

Journalism students continue to strongly agree with the negative statement GATEKEEPER, after two or more journalism classes. The statement indicates the journalism students strongly question the role of public relations practitioners.

Public relations student's attitude only changed in one incident, in the statement: DAILY. After taking two or more journalism classes they changed their opinion from disagreeing public relations practitioners are necessary to the production of the daily newspaper to agreeing they are necessary (see Appendix S).

Other students after taking two or more journalism

classes only changed their attitude in two incidents, in statements: ERRANDS and DEADLINES. Other students changed their opinion from understanding to not understanding the need to meet deadlines. Other students changed their opinion and went from strongly disagree to disagree that public relation practitioners just run errands for whoever hires them (see Appendix T).

It appears that journalism students do not have a strong negative attitude toward the public relations field and its practitioners, nor do any existing negative attitudes increase during the formal educational process.

CHAPTER 5

CONCLUSION

The study found that the journalism students at San Jose State University (SJSU) perceive their profession to be at a higher status than the public relations field. The journalism student elevated the social status of the journalist above the public relations practitioner, but this perceived status is not increased significantly by the formal education process. Journalism students also inaccurately perceive the news values of public relations practitioners, but these news values are not significantly affected by the formal education process. In addition, journalism students do not hold negative attitudes toward public relations and its practitioners. The journalism students are not negatively influenced by the formal educational process and do not develop increased negative beliefs. In fact, journalism students appear to hold whatever attitudes they embrace before they embark on their formal education.

The journalism students do demonstrate some superior attitudes about their chosen profession. The low ranking of the public relations profession by the journalism students suggests that journalism students at SJSU perceive their profession to be of higher social worth than the public relations profession; and, with additional journalism classes, their perceived value increases slightly, while the

public relations students' perceived value of their chosen profession decreases.

It appears the journalism students align their career choice with an altruistic group who are concerned for the welfare of others, including: policeman, university professor, farmer, and clergyman; while aligning public relations in an egotistic group who are devoted to their own interests, including: politician, corporate executive, lawyer, and banker.

The results concur with Aronoff's (1975) study and Kopenhaver, Martinson, and Ryan's (1984) study where they found the same general relationship; namely, that journalists gave themselves a higher professional status ranking than the public relations profession. In Aronoff's (1975) study the journalist ranked themselves 1st and public relations 16th (p. 54).

Jeffers' (1977) study did find some cooperation within the relationship. If the journalist knew or worked with a particular practitioner, only then were they perceived as closer in status.

The inaccurate ranking of the public relations practitioner's news values by the journalism students implies that the journalism student is not aware that the public relations news values are not that different from their own news values.

The results of this study are consistent with Kopenhaver, Martinson, and Ryan's (1984) study and Aronoff's (1975) study that found that journalists did not perceive the public relations practitioner's stated position on news values accurately.

The journalism students perceive the biggest gap in ordering the news values; while other students also perceive a gap, public relations students indicate a difference but not as wide as journalism students or other students.

This perception by the journalism students of how public relations practitioners would rank these news values indicates a slight bias as the number of courses increases.

The results in this SJSU study confirm that the journalism students' attitude is not negative toward the public relations field and its practitioners, and as course level increases there was no significant increase in negative attitudes by the journalism students.

The results from this study are not consistent with those of Kopenhaver, Martinson, and Ryan's (1984) study and Aronoff's (1975) study. In the SJSU study, journalism students were not found to have negative attitudes toward the public relations profession and its practitioners as measured by their response to the attitude statements.

These results appear to agree with Ryan and Martinson's (1988) study that concluded that training was not a factor in

the journalist's negative attitude. Though, Ryan and Martinson surveyed only public relations practitioners' perception of the relationship, and these public relations practitioners were projecting what journalists perceived.

Contrary to what Cline (1982) had found in the content analysis of introductory mass communication materials, the reading materials used at SJSU appear not to have influenced the students' attitudes toward the public relations field. This does not prove the materials were not negative, just that the materials appear not to have negatively influenced the students.

The implication that journalists could develop a negative attitude toward the public relations practitioner is enormous. If there is noise in this interpersonal communication channel, it could result in inaccurate information in the mass communication channel. Negative attitudes, or stereotyping, of the public relations profession and its practitioner by the journalist could lead to a communication breakdown and, potentially, contribute to subjective discrimination against the information the public relations practitioner presents for examination and dissemination.

The slanted attitude held by SJSU journalism students could magnify as time goes on and the gap in communications could widen. Because this bias develops so early, before

their formal higher education and careers begin, there is a possibility their bias will intensify throughout their journalism careers, resulting in a breakdown in the communication process. It is possible that public relations students are also biased as well, just in the opposite direction.

This researcher speculates that the negative opinions held by the journalism students are possibly instilled by a combination of factors including: independent reading materials, influence of parents and friends, and limited exposure to practitioners of public relations.

This case study is not conclusive because it was conducted during a short interval, and the study could not be as robust or extensive as the researcher would have liked.

One suggestion that could have improved this study would have been to survey a controlled survey population both at the beginning of the school year and then again at the end of the year.

This study has contributed insight into how early the bias apparently begins but has not found the answer to why this bias exists, just that the attitude exists even before the journalism student begins his or her course of study.

Further Studies

Two future studies are suggested to expand on the

results of this case study. The first study would be a survey of journalism and public relations professors at SJSU using an equivalent survey. This study would investigate whether the professors have negative attitudes.

A second study would detail the results of this study even further by identifying a control group of students who could be surveyed at regular intervals during the formal education process to test for negative attitude development.

These two additional studies would contribute to the knowledge base that has been collected on this sensitive and controversial subject.

References

- Aronoff, Craig (1975). Credibility of public relations for journalists. Public Relations Review, 1(2), 45-56.
- Bernstein, Gail (1988). Meet the press. Public Relations Journal, 44(3), 28-32.
- Bishop, Robert L. (1988). What newspapers say about public relations. Public Relations Review, 14(2), 50-52.
- Cline, Carolyn (1982). The image of public relations in mass communication texts. Public Relations Review, 8(3), 63-72.
- Guilford, J. P. (1965). Fundamental statistics in psychology and education. New York: McGraw-Hill.
- Jeffers, Dennis W. (1977). Performance expectations as a measure of relative status of news and pr people. Journalism Quarterly, 54(2), 299-306.
- Kopenhaver, Lillian Lodge; Martinson, David L.; & Ryan, Michael (1984). How public relations practitioners and editors in Florida view each other. Journalism Quarterly, 61(4), 860-865, 884.
- Rosenberg, Bernard & White, David Manning (Eds.). (1962). Mass culture: The popular arts in America. Glencoe: The Free Press.
- Ryan, Michael & Martinson, David (1988). Journalists and public relations practitioners: Why the antagonism? Journalism Quarterly, 65(1), 131-140.
- Stegall, Sandra Kruger & Sanders, Keith (1986). Coordination of pr practitioners and news personnel in educational news. Journalism Quarterly, 63(2), 341-347, 393.

APPENDIXES

APPENDIX A

Mass Communications Textbooks Analyzed by Carolyn Cline (1982)

-
- Bittner, John (1980). Mass communication: An introduction.
Prentice-Hall.
- Brown, Charlene, Brown, Trevor R. & Rivers, William (1978).
The media and the people. Holt, Rinehart and Winston
Publishers.
- Cassata, Mary B. & Asante, Malefi K. (1979). Mass
communication: Principles and practices. Macmillan.
- DeFleur, Melvin & Dennis, Everette (1981). Understanding mass
communication. Houghton Mifflin.
- Fedler, Fred (1979). An introduction to the mass media.
Harcourt, Brace, and Jovanovich Publishers.
- Hebert, Ray Eldon, Ungurait, Donald & Bohn, Thomas (1979).
Mass media. Longman.
- Pember, Don R. (1981). Mass media in America. SRA
- Sandman, Peter M., Rubin, David & Sachsman, David B. (1978).
Media: An introductory analysis of American mass
communications. Prentice-Hall.
- Whetmore, Edward Jay (1979). Mediaamerica: Form content and
consequence of mass communication. Wadsworth.
-

APPENDIX B

Mass Communications Selected Readings Analyzed by Carolyn Cline (1982).

Atway, Robert, Orton, Barry & Vesterman, William (Eds.).
(1978). American mass media: Industries and issues. Random House.

Emery, Michael & Smythe, Ted Curtis (1980). Readings in mass communication: Concepts and issues in the mass media. William C. Brown Publisher.

Wells, Alan (1979). Mass media and society. Mayfield.

APPENDIX C

Survey Questionnaire

Please answer the following questions.

1. Indicate your chosen career field (check one).
Other _____
Public Relations _____ Journalism _____
2. Did you transfer from a community college?
Yes _____ No _____
3. If yes to #2, did you take a course specifically called Public Relations
Yes _____ No _____
4. If yes to #2, did you take a course specifically called Journalism/Mass Media
Yes _____ No _____
5. Indicate the number of Public Relations classes taken at:
Community College _____ San Jose State _____
6. Indicate the number of Journalism/Mass Media classes taken at:
Community College _____ San Jose State _____
7. Indicate the categorie(s) that best describe your prior or current Journalism or Public Relations work experience.
None _____
Spartan Daily _____
One Semester of Internship _____
Less than one year of career related experience _____
If one or more years of career related experience, indicate number of years _____

Please indicate your degree of agreement or disagreement with the following questions. (fill in appropriate box)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
1. Public relations and the press are partners in the dissemination of information.	[]	[]	[]	[]	[]	[]
2. Public relations practitioners are basically competitors with the advertising departments of newspapers	[]	[]	[]	[]	[]	[]
3. Public relations practitioners too frequently insist on promoting products, services and other activities which do not have news value.	[]	[]	[]	[]	[]	[]
4. Public relations is a profession equal in status to journalism.	[]	[]	[]	[]	[]	[]
5. Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	[]	[]	[]	[]	[]	[]
6. Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	[]	[]	[]	[]	[]	[]
7. The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	[]	[]	[]	[]	[]	[]
8. Public relations material is usually publicity disguised as news.	[]	[]	[]	[]	[]	[]
9. The public relations practitioner does work the newspaper would otherwise be unable to do.	[]	[]	[]	[]	[]	[]
10. Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	[]	[]	[]	[]	[]	[]
11. The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	[]	[]	[]	[]	[]	[]

APPENDIX C-Continued

Survey Questionnaire

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
12. Public relations practitioners just run errands for whoever hires them.	[]	[]	[]	[]	[]	[]
13. Public relations practitioners are people of: good sense good will good moral character	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []
14. Because of inadequate staff, the press must depend on information provided by public relations practitioners.	[]	[]	[]	[]	[]	[]
15. Public relations practitioners understand such journalistic problem as: meeting deadlines attracting reader interest making the best use of space	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []
16. Public relations practitioners can't be trusted.	[]	[]	[]	[]	[]	[]
17. Public relations practitioners are typically honest.	[]	[]	[]	[]	[]	[]
18. Public relations practitioners help reporters obtain: accurate news complete news timely news	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []	[] [] []
19. Public relations practitioners are necessary to the production of the daily newspaper as we know it.	[]	[]	[]	[]	[]	[]
20. Public relations is a parasite on the press.	[]	[]	[]	[]	[]	[]
21. Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	[]	[]	[]	[]	[]	[]
22. The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	[]	[]	[]	[]	[]	[]

Please rank the following occupational categories from 1 to 16, according to social worth.

_____	Architect
_____	Artist
_____	Banker
_____	Carpenter
_____	Clergyman
_____	Corporate Executive
_____	Engineer
_____	Farmer
_____	High School Teacher
_____	Journalist
_____	Lawyer
_____	Physician
_____	Policeman
_____	Politician
_____	Public Relations Practitioner
_____	University Professor

Please rank the following eight news values twice. First, based on how you perceive the values would be ordered by a public relations practitioner, 1 for the most important, and 8 for the least important. Then rank order the same values from 1 to 8 on how you believe a journalist would order the news values.

A public relations practitioner would rank the values in the following order.

_____	Accuracy
_____	Interest to reader
_____	Usefulness to reader
_____	Completeness
_____	Prompt publication
_____	Depicts subject in favorable light
_____	Mechanical/grammatical
_____	News story style

A journalist would rank the values in the following order.

_____	Accuracy
_____	Interest to reader
_____	Usefulness to reader
_____	Completeness
_____	Prompt publication
_____	Depicts subject in favorable light
_____	Mechanical/grammatical
_____	News story style

Survey Questionnaire

APPENDIX C-Continued

Informed Participation Statement

School of Applied Arts and Sciences • Department of Journalism and Mass Communications
One Washington Square • San Jose, California 95192-0055 • 408/924-3240

INFORMED PARTICIPATION STATEMENT
SAN JOSE STATE UNIVERSITY

RESPONSIBLE INVESTIGATOR: Lynn M. Picinich

TITLE OF PROTOCOL: Educational influence on the relationship
between the news Media and Public Relations

You have been asked to participate in a research study that is investigating the relationship that exists between the news media and public relations practitioners. The results of this study should further our understanding of this relationship.

You are being informed that:

1. You will be asked to fill out a questionnaire that will take about a half hour in class.
2. There are no anticipated risks.
3. There are no discernible benefits expected.
4. There are no alternative procedures.
5. The results from this study will be published, but the information gotten from you will remain confidential because it will be anonymous.
6. You will receive no compensation.
7. Any questions about your participation in this study will be answered by Lynn Picinich 408-374-1216. Complaints about the procedures may be presented to Dr. William Briggs. For questions or complaints about research subjects's rights, or in the event of research-related injury, contact Serena Stanford, Ph.D. (Associate Academic Vice President of Graduate Studies & Research) at 924-2480.
8. Your consent is given voluntarily without being coerced; You may refuse to participate in this study or in any part of this study, and you may withdraw at any time, without prejudice to your relations with SJSU.
9. You have received a copy of this consent form for your file.

APPENDIX E

Oral Statement to Survey Participants

Good morning/afternoon. My name is Lynn Picinich and I am a student here at San Jose State University working on my Masters in Mass Communication. I'm here today to ask for your assistance on my thesis research, which involves the relationship between public relations practitioners and the news media. I would like to ask you to fill out a questionnaire. It is my obligation to inform you that: There is no risk to you and there is no benefit. Your participation is completely voluntary and you may refuse or withdraw at anytime and that refusal will in no way affect you. If you have already filled out a questionnaire, please do not participate. This survey will be anonymous, thus reserving your confidentiality. Thank you very much for your assistance.

APPENDIX F

Summary of Survey Population

<u>Major</u>	<u>Total</u>	<u>%</u>
Journalism (JR)	84	37.0%
Public Relations (PR)	44	19.4%
Other	99	43.6%
Total	227	100.0%

APPENDIX G

Journalism (Mass Comm) and Public Relations Classes Taken at
San Jose State University and at Other Colleges

School	Majors					
	JR	%	PR	%	Other	%
JR & Mass Comm Classes						
@ SJSU						
0 classes	01	01%	03	07%	19	19%
1 class	09	11%	08	18%	17	17%
2+ classes	74	88%	33	75%	63	64%
Total	84	100%	44	100%	99	100%
JR & Mass Comm Classes						
@ Previous college						
0 classes	50	59%	27	61%	83	84%
1 class	10	12%	07	16%	11	11%
2+ classes	24	29%	10	23%	05	05%
Total	84	100%	44	100%	99	100%
PR Classes						
@ SJSU						
0 classes	65	77%	06	14%	56	57%
1 class	16	19%	06	14%	36	36%
2+ classes	03	04%	32	72%	07	07%
Total	84	100%	44	100%	99	100%
PR Classes						
@ Previous college						
0 classes	81	97%	43	98%	90	91%
1 class	02	02%	01	02%	05	05%
2+ classes	01	01%	00	00%	04	04%
Total	84	100%	44	100%	99	100%

APPENDIX H

Ranking of Professions by Major in General

Majors						
JR			PR		Other	
Rank	Career	Mean	Career	Mean	Career	Mean
1	Physician	3.640	Physician	4.025	Physician	3.500
2	HS Teacher	4.293	HS Teacher	4.750	Univ Prof	5.302
3	Policeman	4.747	Policeman	5.175	HS Teacher	5.313
4	Univ Prof	5.547	Univ Prof	5.500	Policeman	5.990
5	Journalist	6.267	Farmer	7.575	Engineer	6.865
6	Farmer	6.587	Engineer	7.625	Farmer	7.615
7	Clergyman	6.747	Architect	8.375	Architect	8.448
8	Engineer	8.760	Clergyman	8.425	Clergyman	8.568
9	Artist	9.733	Journalist	8.950	Journalist	9.042
10	Carpenter	9.853	PR	9.550	Lawyer	9.323
11	Architect	9.880	Corp Exec	10.625	Carpenter	10.000
12	Banker	11.069	Artist	10.775	Artist	10.313
13	Lawyer	11.413	Lawyer	10.800	Corp Exec	10.656
14	Corp Exec	12.387	Carpenter	11.000	Banker	10.667
15	Politician	12.533	Politician	11.050	Politician	11.958
16	PR	12.680	Banker	11.450	PR	12.135

APPENDIX I

Journalism Students' Ranking of Professions by Number of
Journalism (Mass Comm) Classes

Rank	<u>Zero or One Classes</u>		<u>Two or more Classes</u>	
	Career	Mean	Career	Mean
1	Physician	3.800	Physician	3.615
2	HS Teacher	3.800	HS Teacher	4.369
3	Policeman	4.100	Policeman	4.846
4	Farmer	5.500	Univ Prof	5.354
5	Clergyman	6.700	Journalist	6.169
6	Univ Prof	6.800	Farmer	6.754
7	Journalist	6.900	Clergyman	6.754
8	Engineer	8.100	Engineer	8.862
9	Carpenter	9.200	Artist	9.354
10	Architect	10.200	Architect	9.831
11	Lawyer	11.200	Carpenter	9.954
12	Politician	11.500	Banker	11.446
13	Banker	11.500	Lawyer	11.446
14	Corp Exec	12.100	Corp Exec	12.431
15	Artist	12.200	PR	12.662
16	PR	12.800	Politician	12.692

APPENDIX J

Public Relations Students' Ranking of Professions by Number
of Journalism (Mass Comm) Classes

Rank	<u>Zero or One Classes</u>		<u>Two or more Classes</u>	
	Career	Mean	Career	Mean
1	Physician	3.220	Physician	4.258
2	Univ Prof	4.550	HS Teacher	4.645
3	Policeman	4.889	Policeman	5.258
4	HS Teacher	5.111	Univ Prof	5.774
5	Clergyman	7.778	Farmer	7.484
6	Farmer	7.889	Engineer	7.484
7	Engineer	8.111	Architect	8.194
8	PR	8.222	Clergyman	8.613
9	Architect	9.000	Journalist	8.839
10	Journalist	9.333	PR	9.936
11	Lawyer	10.222	Artist	10.613
12	Corp Exec	10.556	Carpenter	10.613
13	Politician	10.889	Corp Exec	10.645
14	Artist	11.333	Lawyer	10.968
15	Carpenter	12.333	Politician	11.097
16	Banker	12.556	Banker	11.129

APPENDIX K

Other Students' Ranking of Professions by Number of
Journalism (Mass Comm) Classes

Rank	<u>Zero or One Classes</u>		<u>Two or more Classes</u>	
	Career	Mean	Career	Mean
1	Physician	4.139	Physician	3.117
2	Univ Prof	5.167	HS Teacher	4.900
3	Policeman	5.806	Univ Prof	5.380
4	HS Teacher	6.000	Policeman	6.100
5	Engineer	7.470	Engineer	6.500
6	Lawyer	8.056	Farmer	7.133
7	Clergyman	8.317	Architect	8.250
8	Farmer	8.417	Clergyman	8.717
9	Architect	8.778	Journalist	9.000
10	Journalist	9.111	Carpenter	9.750
11	Corp Exec	9.889	Lawyer	10.083
12	Carpenter	10.417	Artist	10.367
13	Artist	10.222	Banker	10.550
14	Banker	10.861	Corp Exec	11.117
15	Politician	10.861	PR	12.167
16	PR	12.083	Politician	12.617

APPENDIX L

Perceptions by Major of News ValuesJournalism Students' Perceptions of

<u>Public Relations</u>			<u>Journalist</u>		
<u>Rank</u>	<u>News Values</u>	<u>Mean</u>	<u>Rank</u>	<u>News Values</u>	<u>Mean</u>
1	Subject	2.225	1	Accuracy	1.700
2	Promptness	3.237	2	Interest	3.412
3	Interest	3.900	3	Usefulness	4.175
4	Accuracy	4.900	4	Completeness	4.175
5	Grammatical	5.000	5	Grammatical	4.837
6	Completeness	5.075	6	Promptness	5.012
7	Usefulness	5.325	7	Style	5.102
8	Style	6.250	8	Subject	7.675

Public Relations Students' Perceptions of

<u>Public Relations</u>			<u>Journalist</u>		
<u>Rank</u>	<u>News Values</u>	<u>Mean</u>	<u>Rank</u>	<u>News Values</u>	<u>Mean</u>
1	Accuracy	2.349	1	Accuracy	2.674
2	Interest	3.070	2	Interest	2.953
3	Subject	4.163	3	Style	3.674
4	Grammatical	4.488	4	Promptness	4.465
5	Usefulness	4.744	5	Grammatical	4.558
6	Completeness	4.837	6	Completeness	4.767
7	Promptness	5.442	7	Usefulness	5.279
8	Style	6.698	8	Subject	7.628

Other Students' Perceptions of

<u>Public Relations</u>			<u>Journalist</u>		
<u>Rank</u>	<u>News Values</u>	<u>Mean</u>	<u>Rank</u>	<u>News Values</u>	<u>Mean</u>
1	Interest	3.085	1	Accuracy	2.809
2	Subject	3.330	2	Interest	2.979
3	Promptness	3.787	3	Style	4.234
4	Accuracy	4.755	4	Completeness	4.319
5	Usefulness	4.819	5	Promptness	4.553
6	Completeness	4.926	6	Usefulness	4.894
7	Grammatical	5.298	7	Grammatical	4.989
8	Style	6.000	8	Subject	7.234

APPENDIX M

News Values by Number of Journalism (Mass Comm) ClassesJR Perception of Public RelationsZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Accuracy	3.222	Subject	2.028
Subject	3.778	Prompt	3.155
Prompt	3.889	Interest	3.845
Complete	4.111	Grammar	5.000
Interest	4.333	Accuracy	5.113
Grammar	5.000	Complete	5.197
Useful	5.333	Useful	5.324
Style	6.333	Style	6.239

JR Perception of JournalismZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Accuracy	1.667	Accuracy	1.704
Interest	3.333	Interest	3.423
Complete	4.000	Useful	4.127
Grammar	4.444	Complete	4.197
Useful	4.556	Grammar	4.887
Style	5.222	Prompt	4.972
Prompt	5.333	Style	4.986
Subject	7.444	Subject	7.704

PR Perception of Public RelationsZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Accuracy	1.373	Accuracy	2.719
Interest	3.818	Interest	2.813
Grammar	4.273	Subject	3.781
Complete	4.455	Grammar	4.563
Useful	4.818	Useful	4.719
Prompt	5.000	Complete	4.969
Subject	5.773	Prompt	5.594
Style	6.773	Style	6.844

PR Perception of JournalismZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Accuracy	1.818	Interest	2.938
Interest	3.000	Accuracy	2.969
Complete	4.000	Style	3.500
Style	4.182	Prompt	4.313
Grammar	4.455	Grammar	4.594
Prompt	4.909	Complete	5.031
Useful	5.727	Useful	5.125
Subject	7.909	Subject	7.531

Other Perception of Public RelationsZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Interest	7.844	Subject	3.177
Subject	3.625	Interest	3.210
Prompt	3.969	Prompt	3.694
Useful	4.438	Accuracy	4.613
Accuracy	5.031	Complete	4.823
Complete	5.125	Useful	5.016
Grammar	5.313	Grammar	5.290
Style	5.656	Style	6.177

Other Perception of JournalismZero or One Classes Two or more Classes

<u>News Value</u>	<u>Mean</u>	<u>News Value</u>	<u>Mean</u>
Interest	2.906	Accuracy	2.597
Accuracy	3.219	Interest	3.016
Style	4.063	Complete	4.307
Complete	4.344	Style	4.323
Prompt	4.688	Prompt	4.484
Grammar	4.875	Useful	4.839
Useful	5.000	Grammar	5.048
Subject	6.938	Subject	7.387

APPENDIX N

Attitude StatementsPositive Character Statements

HONEST	Public relations practitioners are typically honest.
MORAL	Public relations practitioners are people of good moral character.
SENSE	Public relations practitioners are people of good sense.
WILL	Public relations practitioners are people of good will.

Positive Intent Statements

RELEASE	Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.
---------	--

Positive Knowledge of Mechanics Statements

QUALITY	The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.
SPACE	Public relations practitioners understand such journalistic problems as making the best use of space.
DEADLINES	Public relations practitioners understand such journalistic problems as meeting deadlines.
INTEREST	Public relations practitioners understand such journalistic problems as attracting reader interest.

Positive Role Statements

ACCURATE	Public relations practitioners help reporters obtain accurate news
COMPLETE	Public relations practitioners help reporters obtain complete news
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.
PARTNERS	Public relations and the press are partners in the dissemination of information.
EQUAL	Public relations is a profession equal in status to journalism.
TIMELY	Public relations practitioners help reporters obtain timely news
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.

APPENDIX N-Continued

Attitude Statements

Negative Character Statements

- TRUST Public relations practitioners can't be trusted.
- PARASITE Public relations is a parasite on the press.

Negative Intent Statements

- PSEUDO Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.
- PUBLICITY Public relations material is usually publicity disguised as news.
- DECEIVE Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.

Negative Role Statements

- PROMOTE Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.
- COMPETITORS Public relations practitioners are basically competitors with the advertising departments of newspapers.
- GATEKEEPER Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.
- ERRANDS Public relations practitioners just run errands for whoever hires them.
- FUNCTION The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.
-

APPENDIX O

Journalism Students Attitude Statement Results

		Agreed	Neutral	Disagreed
<u>Positive Character Statements</u>				
HONEST	Public relations practitioners are typically honest.		3.057	✓
MORAL	Public relations practitioners are people of good moral character.		3.058	✓
SENSE	Public relations practitioners are people of good sense.	2.507		✓
WILL	Public relations practitioners are people of good will.	2.662		✓
<u>Positive Intent Statements</u>				
RELEASE	Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.		2.878	✓
<u>Positive Knowledge of Mechanics Statements</u>				
QUALITY	The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.		3.205	✓
SPACE	Public relations practitioners understand such journalistic problems as making the best use of space.	2.211		✓
DEADLINES	Public relations practitioners understand such journalistic problems as meeting deadlines.	1.840		✓
INTEREST	Public relations practitioners understand such journalistic problems as attracting reader interest.	1.430		✓

Note. ✓ = Researcher Expected Response

APPENDIX O-Continued

Journalism Students Attitude Statement Results

Positive Role Statements		Agreed	Neutral	Disagreed
ACCURATE	Public relations practitioners help reporters obtain accurate news		3.074	✓
COMPLETE	Public relations practitioners help reporters obtain complete news			✓ 3.557
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.			✓ 3.532
PARTNERS	Public relations and the press are partners in the dissemination of information.		2.783	✓
EQUAL	Public relations is a profession equal in status to Journalism.			✓ 3.560
TIMELY	Public relations practitioners help reporters obtain timely news	2.325		✓
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.		3.122	✓
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.		2.750	✓
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.		3.051	✓

Note. ✓ = Researcher Expected Response

APPENDIX O-Continued

Journalism Students Attitude Statement Results

		Agreed	Neutral	Disagreed
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	✓	3.133	
PARASITE	Public relations is a parasite on the press.	✓		3.526
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	✓ 1.988		
PUBLICITY	Public relations material is usually publicity disguised as news.	✓ 1.750		
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	✓ 2.128		
<u>Negative Role Statements</u>				
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	✓ 2.146		
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	✓		3.564
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	✓2.037		
ERRANDS	Public relations practitioners just run errands for whoever hires them.	✓		3.526
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	✓	3.000	

Note. ✓ = Researcher Expected Response

APPENDIX P

Journalism vs. Public Relations Students Attitude Statement Results

	JR Students	PR Students	Probability
<u>Positive Character Statements</u>			
HONEST Public relations practitioners are typically honest.	3.057	1.605	<.001
MORAL Public relations practitioners are people of good moral character.	3.058	1.811	<.001
SENSE Public relations practitioners are people of good sense.	2.507	1.450	<.001
WILL Public relations practitioners are people of good will.	2.662	1.865	<.001
<u>Positive Intent Statements</u>			
RELEASE Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	2.878	1.186	<.001
<u>Positive Knowledge of Mechanics Statements</u>			
QUALITY The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	3.205	1.769	<.001
SPACE Public relations practitioners understand such journalistic problems as making the best use of space.	2.211	1.350	.030
DEADLINES Public relations practitioners understand such journalistic problems as meeting deadlines.	1.840	1.140	.030
INTEREST Public relations practitioners understand such journalistic problems as attracting reader interest.	1.430	1.098	.075

Note. Expected Response for Journalism Students is a 5
Expected Response for Public Relations Students is a 1

APPENDIX P-Continued

Journalism vs. Public Relations Students Attitude Statement Results

	JR Students	PR Students	Probability
<u>Positive Role Statements</u>			
ACCURATE			
Public relations practitioners help reporters obtain accurate news	3.074	1.409	<.001
COMPLETE			
Public relations practitioners help reporters obtain complete news	3.557	1.857	<.001
EXTENSION			
The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	3.532	2.048	<.001
PARTNERS			
Public relations and the press are partners in the dissemination of information.	2.783	1.818	.002
EQUAL			
Public relations is a profession equal in status to journalism.	3.560	2.682	.011
TIMELY			
Public relations practitioners help reporters obtain timely news	2.325	1.381	.001
DEPENDS			
Because of inadequate staff, the press must depend on information provided by public relations practitioners.	3.122	2.302	.014
DAILY			
Public relations practitioners are necessary to the production of the daily newspaper as we know it.	2.750	2.095	.046
UNABLE			
The public relations practitioner does work the newspaper would otherwise be unable to do.	3.051	2.200	.010

Note. Expected Response for Journalism Students is a 5
Expected Response for Public Relations Students is a 1

APPENDIX P-Continued

Journalism vs. Public Relations Students Attitude Statement Results

		JR Students	PR Students	Probability
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	3.133	4.571	<.001
PARASITE	Public relations is a parasite on the press.	3.526	4.590	<.001
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	1.988	4.512	<.001
PUBLICITY	Public relations material is usually publicity disguised as news.	1.750	3.605	<.001
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	2.128	4.286	<.001
<u>Negative Role Statements</u>				
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	2.146	4.349	<.001
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	3.564	4.591	<.001
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	2.037	3.698	<.001
ERRANDS	Public relations practitioners just run errands for whoever hires them.	3.526	4.707	<.001
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	3.000	3.976	.003

Note. Expected Response for Journalism Students is a 1
Expected Response for Public Relations Students is a 5

APPENDIX Q

Journalism vs. Other Students Attitude Statement Results

	JR Students	OT Students	Probability
<u>Positive Character Statements</u>			
HONEST Public relations practitioners are typically honest.	3.057	2.865	.322
MORAL Public relations practitioners are people of good moral character.	3.058	2.831	.222
SENSE Public relations practitioners are people of good sense.	2.507	2.224	.125
WILL Public relations practitioners are people of good will.	2.662	2.647	.935
<u>Positive Intent Statements</u>			
RELEASE Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	2.878	2.699	.452
<u>Positive Knowledge of Mechanics Statements</u>			
QUALITY The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	3.205	2.851	.167
SPACE Public relations practitioners understand such journalistic problems as making the best use of space.	2.211	1.644	.009
DEADLINES Public relations practitioners understand such journalistic problems as meeting deadlines.	1.840	1.409	.015
INTEREST Public relations practitioners understand such journalistic problems as attracting reader interest.	1.430	1.222	.126

Note. Expected Response for Journalism Students is a 5
Expected Response for Other Students is a 3

APPENDIX Q-Continued

Journalism vs. Other Students Attitude Statement Results

		JR Students	OT Students	Probability
<u>Positive Role Statements</u>				
ACCURATE	Public relations practitioners help reporters obtain accurate news	3.074	2.758	.198
COMPLETE	Public relations practitioners help reporters obtain complete news	3.557	2.824	.002
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	3.532	2.783	.004
PARTNERS	Public relations and the press are partners in the dissemination of information.	2.783	2.362	.107
EQUAL	Public relations is a profession equal in status to journalism.	3.560	3.111	.096
TIMELY	Public relations practitioners help reporters obtain timely news	2.325	2.055	.230
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.	3.122	3.198	.778
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.	2.750	2.910	.538
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.	3.051	3.068	.946

Note. Expected Response for Journalism Students is a 5
Expected Response for Other Students is a 3

APPENDIX Q-Continued

Journalism vs. Other Students Attitude Statement Results

		JR Students	OT Students	Probability
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	3.133	4.048	<.001
PARASITE	Public relations is a parasite on the press.	3.526	3.957	.061
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	1.988	3.220	<.001
PUBLICITY	Public relations material is usually publicity disguised as news.	1.750	2.217	.029
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	2.128	3.149	<.001
<u>Negative Role Statements</u>				
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	2.146	3.176	<.001
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	3.564	3.723	.536
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	2.037	2.871	.001
ERRANDS	Public relations practitioners just run errands for whoever hires them.	3.526	3.989	.059
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	3.000	2.609	.147

Note. Expected Response for Journalism Students is a 1
Expected Response for Other Students is a 3

APPENDIX R

Journalism Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Positive Character Statements</u>				
HONEST	Public relations practitioners are typically honest.	3.000	3.065	.890
MORAL	Public relations practitioners are people of good moral character.	3.571	3.000	.210
SENSE	Public relations practitioners are people of good sense.	2.429	2.515	.856
WILL	Public relations practitioners are people of good will.	3.571	2.563	.023
<u>Positive Intent Statements</u>				
RELEASE	Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	3.000	2.861	.800
<u>Positive Knowledge of Mechanics Statements</u>				
QUALITY	The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	3.222	3.203	.975
SPACE	Public relations practitioners understand such journalistic problems as making the best use of space.	3.000	2.130	.191
DEADLINES	Public relations practitioners understand such journalistic problems as meeting deadlines.	2.000	1.817	.703
INTEREST	Public relations practitioners understand such journalistic problems as attracting reader interest.	1.250	1.451	.626

Note. Expected Response for Journalism Students is a 5

APPENDIX R-Continued

Journalism Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

Positive Role Statements		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
ACCURATE	Public relations practitioners help reporters obtain accurate news	3.500	3.027	.455
COMPLETE	Public relations practitioners help reporters obtain complete news	3.750	3.535	.721
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	3.000	3.592	.350
PARTNERS	Public relations and the press are partners in the dissemination of information.	3.000	2.753	.672
EQUAL	Public relations is a profession equal in status to journalism.	3.400	3.585	.755
TIMELY	Public relations practitioners help reporters obtain timely news	2.500	2.306	.745
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.	3.000	3.137	.830
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.	3.222	2.690	.395
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.	3.250	3.028	.723

Note. Expected Response for Journalism Students is a 5

APPENDIX R-Continued

Journalism Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	3.000	3.147	.794
PARASITE	Public relations is a parasite on the press.	3.750	3.500	.668
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	2.400	1.930	.352
PUBLICITY	Public relations material is usually publicity disguised as news.	2.111	1.704	.375
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	2.556	2.073	.377
<u>Negative Role Statements</u>				
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	2.111	2.151	.941
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	4.500	3.500	.389
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	2.800	1.930	.076
ERRANDS	Public relations practitioners just run errands for whoever hires them.	3.571	3.522	.940
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	3.222	2.973	.711

Note. Expected Response for Journalism Students is a 1

APPENDIX S

Public Relations Students Attitude Statement Results by
Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Positive Character Statements</u>				
HONEST	Public relations practitioners are typically honest.	1.364	1.688	.325
MORAL	Public relations practitioners are people of good moral character.	1.444	1.929	.257
SENSE	Public relations practitioners are people of good sense.	1.182	1.552	.221
WILL	Public relations practitioners are people of good will.	1.444	2.000	.152
<u>Positive Intent Statements</u>				
RELEASE	Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	1000	1.250	.228
<u>Positive Knowledge of Mechanics Statements</u>				
QUALITY	The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	1.889	1.733	.751
SPACE	Public relations practitioners understand such journalistic problems as making the best use of space.	1.000	1.460	.206
DEADLINES	Public relations practitioners understand such journalistic problems as meeting deadlines.	1.000	1.188	.434
INTEREST	Public relations practitioners understand such journalistic problems as attracting reader interest.	1.400	1.000	.078

Note. Expected Response for Public Relations Students is a 1

APPENDIX S-Continued

Public Relations Students Attitude Statement Results by
Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Positive Role Statements</u>				
ACCURATE	Public relations practitioners help reporters obtain accurate news	1.182	1.485	.352
COMPLETE	Public relations practitioners help reporters obtain complete news	1.800	1.875	.879
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	1.444	2.212	.225
PARTNERS	Public relations and the press are partners in the dissemination of information.	1.546	1.909	.457
EQUAL	Public relations is a profession equal in status to journalism.	2.818	2.636	.785
TIMELY	Public relations practitioners help reporters obtain timely news	1.200	1.436	.559
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.	2.636	2.188	.452
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.	3.444	1.727	.003
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.	2.455	2.103	.562

Note. Expected Response for Public Relations Students is a 1

APPENDIX S-Continued

Public Relations Students Attitude Statement Results by
Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	4.600	4.563	.928
PARASITE	Public relations is a parasite on the press.	5.000	4.448	.110
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	4.800	4.419	.375
PUBLICITY	Public relations material is usually publicity disguised as news.	4.200	3.424	.200
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	4.800	4.125	.158
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	4.636	4.250	.446
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	4.273	4.697	.276
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	3.600	3.727	.831
ERRANDS	Public relations practitioners just run errands for whoever hires them.	5.000	4.613	.270
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	4.273	3.867	.466

Note. Expected Response for Public Relations Students is a 5

APPENDIX T

Other Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

		Zero or One JR/MC Classes	Two or More JR/MC Classes	Probability
<u>Positive Character Statements</u>				
HONEST	Public relations practitioners are typically honest.	3.000	2.786	.418
MORAL	Public relations practitioners are people of good moral character.	2.733	2.887	.557
SENSE	Public relations practitioners are people of good sense.	2.273	2.192	.748
WILL	Public relations practitioners are people of good will.	2.500	2.736	.368
<u>Positive Intent Statements</u>				
RELEASE	Public relations practitioners typically issue news releases or statements on matters of genuine news value and public interest.	2.758	2.667	.786
<u>Positive Knowledge of Mechanics Statements</u>				
QUALITY	The abundance of easily obtainable information provided by public relations practitioners has caused an increase in the quality of reporting.	2.657	2.966	.380
SPACE	Public relations practitioners understand such journalistic problems as making the best use of space.	1.774	1.576	.409
DEADLINES	Public relations practitioners understand such journalistic problems as meeting deadlines.	1.645	1.281	.043
INTEREST	Public relations practitioners understand such journalistic problems as attracting reader interest.	1.323	1.170	.277

Note. Expected Response for Other Students is a 1

APPENDIX T-Continued

Other Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

<u>Positive Role Statements</u>		<u>Zero or One JR/MC Classes</u>	<u>Two or More JR/MC Classes</u>	<u>Probability</u>
ACCURATE	Public relations practitioners help reporters obtain accurate news	2.750	2.763	.970
COMPLETE	Public relations practitioners help reporters obtain complete news	2.750	2.864	.727
EXTENSION	The public relations practitioner serves as an extension of the newspaper staff, covering the organization for which he is responsible.	2.807	2.771	.924
PARTNERS	Public relations and the press are partners in the dissemination of information.	2.212	2.443	.543
EQUAL	Public relations is a profession equal in status to journalism.	3.121	3.105	.966
TIMELY	Public relations practitioners help reporters obtain timely news	2.000	2.085	.776
DEPENDS	Because of inadequate staff, the press must depend on information provided by public relations practitioners.	3.000	3.305	.428
DAILY	Public relations practitioners are necessary to the production of the daily newspaper as we know it.	2.813	2.965	.673
UNABLE	The public relations practitioner does work the newspaper would otherwise be unable to do.	2.867	3.172	.412

Note. Expected Response for Other Students is a 1

APPENDIX T-Continued

Other Students Attitude Statement Results by Number of Journalism (Mass Comm) Classes

		Zero or One JR/WC Classes	Two or More JR/WC Classes	Probability
<u>Negative Character Statements</u>				
TRUST	Public relations practitioners can't be trusted.	4.000	4.074	.777
PARASITE	Public relations is a parasite on the press.	4.000	3.933	.830
<u>Negative Intent Statements</u>				
PSEUDO	Public relations practitioners have cluttered our channels of communication with pseudo-events that confuse public issues.	2.938	3.373	.252
PUBLICITY	Public relations material is usually publicity disguised as news.	2.486	2.065	.182
DECEIVE	Public relations practitioners often try to deceive the press by attaching too much importance to a trivial uneventful happening.	3.118	3.167	.896
<u>Negative Role Statements</u>				
PROMOTE	Public relations practitioners too frequently insist on promoting products, services, and other activities that do not have news value.	2.871	3.333	.207
COMPETITORS	Public relations practitioners are basically competitors with the advertising departments of newspapers.	3.424	3.885	.199
GATEKEEPER	Public relations practitioners often act as gatekeepers, keeping reporters from the people they really should be seeing.	3.000	2.793	.570
ERRANDS	Public relations practitioners just run errands for whoever hires them.	4.400	3.772	.056
FUNCTION	The prime function of public relations practitioners is to get free advertising space for the companies and institutions they represent.	2.758	2.525	.553

Note. Expected Response for Other Students is a 5