

**ANALYSIS OF COMMUNICATION CHANNELS USED IN THE
EDUCATIONAL BOOK PUBLISHING INDUSTRY IN KENYA**

BY

GITONGA CAROLINE MWENDWA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT FOR THE AWARD OF A MASTERS OF ARTS
DEGREE IN COMMUNICATION STUDIES, SCHOOL OF
JOURNALISM AND MASS COMMUNICATION
UNIVERSITY OF NAIROBI**

DECEMBER 2017

DECLARATION

This project is my original work and has not been presented for a degree in any other university.

Signature.....

Date:

Gitonga Caroline Mwendwa

K50/ 76096/ 2014

This project has been submitted for the examination with my approval as the university supervisor.

Signature.....

Date:

Dr. Samuel Siringi

Supervisor

DEDICATION

This research project is dedicated to my husband, Kenneth Kipruto and my parents Mr.&Mrs. Gitonga for their moral and financial support, throughout the writing process.

To my son Ian Kiprop, who has been my inspiration in pursuing this degree.

ACKNOWLEDGEMENTS

I sincerely appreciate my supervisor Dr. Samuel Siringi for his guidance and timely criticism and corrections that led me through the various stages of this project. My gratitude to fellow students for social and academic support and all staff of the School of journalism and the University of Nairobi at large for all the support they accorded me in the course of my study.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE:INTRODUCTION	1
1.1 Overview.....	1
1.1.1 Evolution of Schools as a Market of Books.....	1
1.1.2 Trends in the Publishing Industry	4
1.2 Problem Statement	7
1.3 Objectives	8
1.3.1 Main Objective.....	8
1.3.2 Specific Objectives	8
1.4 Research Questions.....	8
1.5 Significance of the Study	9
1.6 Rationale and Justification.....	9
1.7 Scope and Limitation of the Study.....	10
1.8 Operational Terms	11
CHAPTER TWO:LITERATURE REVIEW	12
2.1 Overview.....	12
2.2 The Process of Choosing Channels of Communication	12
2.2.1 Press Releases.....	14
2.2.2.1 Web Pages	14
2.2.2.2 Customer Communications	15
2.2.2 Multi-channel Communication.....	15
2.3 Role of Communication Practitioners.....	17
2.3.1 The Evolution of Corporate Communication	18

2.4 A Critique of Previous Related Studies	20
2.5 Theoretical Framework.....	22
2.5.1 Adaptive Structuration Theory	23
2.5.2 Communication as a Critical Component in the Survival of an Organisation...	24
CHAPTER THREE:RESEARCH METHODOLOGY	26
3.1 Overview.....	26
3.2 Research Design.....	26
3.3 Research Approach	26
3.4 Research Method	28
3.5 Data Sources	28
3.6 Population and Sampling	29
3.6.1 Population	29
3.6.2 Sampling	30
3.7 Data Collection Methods	31
3.7.1 Interviews	31
3.7.2 Document Analysis	32
3.8 Data analysis and Presentation.....	33
3.9 Reliability and Validity.....	33
3.10 Research Ethics.....	34
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	36
4.1 Overview.....	36
4.2 Presentation Method	36
4.3 Communication Channels used in the Publishing Industry	36
4.3.1 School Visits	37
4.3.2 Use of Electronic Media	37
4.3.3 Use of Print Media.....	44
4.3.4 Seminars and Workshops.....	46
4.4 The Professional Roles of the Employees involved in the Communication Process .	46
4.5 Feedback from Consumers	51

CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATIONS ...	55
5.1 Summary of Major Findings.....	55
5.2 Conclusion	57
5.3 Recommendations.....	58
5.4 Recommendation for Further Research	59
REFERENCES.....	60
APPENDICES	64
Appendix I: Interview Guide For Marketing Manager	64
Appendix II: Interview Guide for the Sales Lead	65
Appendix III: Interview Guide for Parents.....	66
Appendix IV: Interview Guide for Teachers.....	67
Appendix V: Interview Guide for Booksellers.....	68
Appendix VI: Marketing Tool I	69
Appendix VII: Marketing Tool II.....	70
Appendix VIII: Marketing Tool III.....	71
Appendix IX: Marketing Tool IV	72
Appendix X: Marketing Tool V	73
Appendix XI: Certificate of Field Work	74
Appendix XII: Certificate of Originality.....	75
Appendix XIII: Certificate of Corrections	76

LIST OF TABLES

Table 1.1 Showing titles of series as published by various publishers	3
Table 2.1 Factors to consider when choosing channels of communication.....	13
Table 3.1: The number of employees in the marketing, communication and sales departments of the publishing firms under study.....	29
Table 4.1 Extent to which Publisher X used the Internet as a channel of communication (October 1, 2017)	39
Table 4.2 Extent to which Publisher Y uses the Internet as a channel of communication (October 1, 2017)	40
Table 4.3 Extent to which Publisher Z uses the Internet as a channel of communication (October 1, 2017)	41

LIST OF FIGURES

Figure 2.1: Marketing communications as an aspect of corporate communications	19
Figure 4.1: Structure of employees tasked with the communication function at PublisherX as reported by the respondents	47
Figure 4.2: Structure of employees tasked with the communication function at Publisher Y as reported by the respondents	49
Figure 4.3: Structure of employees tasked with the communication function at Publisher Z as reported by the respondents	50
Figure 4.4: Cycle of communication among the end-consumers of books from publishers.....	54

LIST OF ABBREVIATIONS

EAEP	East African Educational Publishers
E-commerce:	Electronic Commerce
IT:	Information Technology
JKF	Jomo Kenyatta Foundation
KLB:	Kenya Literature Bureau
KOPIKEN:	The Reproduction Rights Society of Kenya
KPA:	Kenya Publishers Association
NDP:	New Product Development
POD:	Print on Demand
SCM:	Supply Chain Management

ABSTRACT

This study sought to investigate communication channels used in the educational book publishing industry. The objectives guiding this study were: To find out communication channels used by school textbook publishing firms to reach existing potential customers; to investigate the professional role of the personnel involved in the communication process and to explore how well the communication channels used suited the clients' needs. Qualitative approach was used to carry out the research. The researcher used interviews and document analysis to collect data. The study focused on three major school text book publishers. Respondents included: employees from each of the three publishing firms; respondents from two bookshops; teachers and parents. This study was guided by the Adaptive Structuration Theory. Data gathered were thematically analysed and presented in the narrative form. Findings from this study show that school textbook publishing firms lack a defined communication department in terms of staff and procedural systems that would provide for informed decision making. As a result, most of the channels used to reach potential customers are unsuitable to the targeted clientele. This study recommends that: trained communication personnel be hired to handle the communication roles of the organisation; the communication practitioners in the organisation should be part of the decision making process; there should be market segmentation that allows for tailored communication involving different communication channels targeting different groups; the organisations should have documents outlining procedures to follow in deciding, implementing and evaluating the success of any communication process targeting consumers. In conclusion, the study sites lack of an elaborate communication department as the cause of this situation, and recommends that its establishment would help in informed and effective decision making on the communication function of organisations.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This section describes the nature of the book publishing industry in Kenya, explaining the various changes that have occurred over the years as well as the impact of the digital era in the book publishing markets. It also gives and explains the problem statement and the rationale behind this study. The objectives guiding the study and the significance of the findings are also elaborated in this chapter.

1.1.1 Evolution of Schools as a Market of Books

For any education process, there are learning materials that are useful in facilitating the learners or interested parties with the knowledge that is being sought after Makotsa and Nyariki (1997). Since independence, there have been changes in education especially the shift from the traditional education of passing knowledge across generations to the current 8-4-4 system of formal education. The number of schools has also increased drastically since 1990's.

In the 1990's, only two publishers dominated the industry, Heinemann and Longman publishers. These were multinationals with representation in Kenya. The following year (1991) importation of textbooks was banned by the then minister for education. As a result, these multinational publishers had to seek other ways of supplying their books to the Kenyan market. One of the options was licensing local publishing. The profit margins however dropped drastically and in 1993, 60% of the company was sold to Kenyans and its name changed to Longhorn Publishers. Its competitor at the time changed its name to East African Educational Publishers. These two majored on educational books meant for

school purposes. Kenya Literature Bureau (KLB) also came to play as a state corporation and in 1980 became a parastatal. Its main function was to produce and distribute books. The fact that all these publishers focused on school textbooks left a gap. There were no reading material for children and religion purposes.

Several local entrepreneurs identified the gaps and as a result so many publishing houses have been established over the years. Some of these ventures concentrate on one area, e.g. The World Alive Publishers whose publications are spiritually oriented among others. As a response to this gap also, in 2006 Longhorn Publishers launched the SasaSema imprint which provides reference books, creative works, biographies and general knowledge books. Most publishers however, produce books for primary and secondary schools. 95% of books published in Kenya are school textbooks followed by religious and children books.

The number of academic publishing is however rising with the establishment of academic publishing firms among them the African Centre for Technology Press (ACTS), African Academy of Sciences, Nairobi University Press, among others. The tertiary colleges and other higher education institutions have negligible locally produced books except for a few research based publications and scholarly writings that are in most cases self-published if not published by the academic publishing firms. Publishers target areas that are concentrated in terms of market, and this is the main reason why primary school, and secondary school books are the most published. Recently however, children literature has attracted several publishers with all publishers developing a readers' series targeting children. The following is a list showing various children series published by various firms.

Table 1.1 Showing titles of series as published by various publishers

Name of the publisher	Children series
East African Educational Publishers	Junior Readers, Sparrow Readers, Sunbird
Oxford University Press	Rhino Readers
Longhorn Publishers	Anchor series

Source; EAEP, Longhorn and oxford 2017 catalogues

The ongoing campaigns about developing a reading culture in the country have contributed a great deal to this development. The numerous publishing houses in the industry today, pose the competing firms with the challenge of establishing a comprehensive structure that provides them with reliable reputation in terms of the quality of the books they publish and their ability to reach wide markets. In the past, there were distributors who had the major role of distributing books all over the country on behalf of the publishers. For example, the Masomo distribution Ltd. was established by a group of foreign publishers in 1971 to handle the distribution of their books countrywide. This distributor collapsed after a fall out of its founders. Later Book Distribution Ltd was founded by yet another group of local book sellers.

Today the only distributor that covers a wide area of the country is the Text Book Centre, but it is also limited to the urban areas. Kenya lacks a book distribution network which can ensure country wide distribution of books and publishers have to develop their own channels to distribute their products. One way to handle this situation is ensuring that the potential market is well aware of the books that are being published and in the same way the publisher should have reliable mechanisms that enhance effective information flow,

into and outside the company. This study is an investigation of the channels used by publishing firms today to reach out to potential buyers in a bid to uphold a reputation that gives them a competitive edge in the market.

1.1.2 Trends in the Publishing Industry

Since the advent of the digital era, a number of studies on how the advancing technology has impacted on publishing industry have been carried out. In a study aimed at finding out the impact of E-commerce on the distribution chain of the publishing industry, Gordon et al. (2008) found out that while independent publishers are coming up with channels to improve on returns, others are struggling with electronic publishing. Most of them are ambivalent about e-books, but still there are others partnering with online information providers and providing print on demand (POD) services. While the cost of POD is a bit high, it has long-term prospects. When prices come down it will be an advantage for independent publishers. Successful large publishing houses find niche areas and those publishing quality books are the most successful.

The transformation of the publishing industry from a single distribution channel mass producer of printed books to multiple distribution channels can be illustrated by examining the effects on the e-publishing industry. Although the e-book may not exceed 10% of the total publishing market over the next decade, as some have predicted, it appears to be here to stay and enhances the reading, experience of the consumer at a potentially lower cost, while providing profits to authors and publishers. Furthermore, a significant strategic move by many key publishing houses today is to acquire specialized media companies who have state-of-the-art electronic publishing or multimedia companies.

El-Naggar (2000) presents a similar argument that technology presents new realms in marketing, promotion and distribution of books, in either the traditional or the digital formats. However, technology developments always constitute a threat to those who are opposing the natural law of continuous change. Internet could also be viewed as a disruptor as it has helped overcome many hurdles on selling digital content such as adapting to the ever-changing business schemes.

Hane (2002) addresses an end-to-end software solution with an application which enables the secure distribution of Adobe PDF e-books in an article entitled 'Adobe Systems Introduces Adobe Content Server'. This technology allows content providers, libraries and businesses to offer digital subscriptions of PDF content to consumers or users. It gives distributors control over the number of people who access content. For example, users of a library can check out or receive an e-book, without being connected to the Internet to read them. Similarly, the e-book can expire after a designated period by automatically disabling on the user's computer. By linking key functions of the book supply, packaging and encryption, distribution is made easier. It provides protection for copyright holders by allowing them to set rights and permissions, including whether content can be copied, printed, or lent to others (Hane, 2002).

Linda et.al (2008) argue that many publishers are in the revolutionary phase of information from print to electronic. Due to this, capitalizing on the potential of the Internet is a key driver. Every aspect of it is coming down to electronic markets. But, this transformation undoubtedly requires proper organisation and a well thought out investing.

(Christensen, 1997) also found that neither mismanagement nor rapid technological progress was to blame in certain industry failures. Most firms get it wrong in being adamant on the traditional tenets of management for example insisting on doing things the customers' way and capitalising on product changes that impress the top most of the supply chain members. Christensen found that new firms who settle for the lower market tiers get it right with new technologies. As opposed to disruptive technology, Christen advocated for sustaining technology that help improve products that are already preferred by the existing customers. This transformation is also taking shape in the publishing industry due to the electronic distribution of content. In this instance, the consumer is the decision-maker, determining what content he wants, when he wants it, and how he wants it transmitted. Therefore it is up to the publisher to employ skilled tactics to analyse consumer needs and tailor information to suite these needs.

The main goal of supply chain management is to increase the value of products and services to customers through improved customer service and quality, and lower inventory carrying costs. The value created by a firm's supply chain management (SCM) efforts supports organizational strategy. Successful supply chain management can result to companies that respond faster to market changes, and products that more closely match customer expectations.

These arguments on how to leverage technology to enhance distribution of books are however oblivious of the danger of companies misrepresenting their products. This is especially likely to happen when various people involved in communication channels to market products are not in sync on how to consistently brand their products. For example

in a publishing firm where different editors, designers and marketers develop tactics to capture potential buyers of books, there is a likelihood of diverse representation of the company. That is why an information center that censors and facilitates these procedures is highly essential.

1.2 Problem Statement

The educational book publishing is the most developed in the publishing industry in Kenya which is worth Shs12 billion a year. According to a 2012 survey conducted by Goethe Institute, school textbooks alone generated 95% of this total revenue and this trend has not significantly changed ever since. According to an article in the issue 9, March 2013, of the *Copyright News*, a quarterly publication of the Kenya Copyright Board, there are 80 registered publishers in KPA (Kenya Publishers Association). This is with the exception of a few unregistered who are also competitors for the same market. The mainstream publishers in Kenya rely on school textbooks as opposed to general public reading materials (Chakava 1996). This is partly due to the demand patterns in the education sector as compared to other lifestyle publications meant for general public. The textbook industry is also limited to primary and secondary school books with very little material being produced for tertiary education. This makes the market even smaller considering that most publishers are targeting only the primary and secondary schools.

This was heralded recently when the Education Cabinet Secretary suggested a directive to reduce the number of books per subject in the Orange Book from six books to one book. This suggestion spurred a heated debate and was particularly unwelcome among publishers who complained largely on the market access problem in case this policy was upheld.

Considering what's at stake, publishers have the onus to strategise effectively in order to capture these markets and make the best of their products. Advertising may not suffice, effective communication can. Howard (1992).

This study seeks to investigate the communication channels used by these firms to inform customers of their products, through finding out the personnel involved in choosing them and their suitability to target customers.

1.3 Objectives

1.3.1 Main Objective

To investigate the communication channels used in educational book publishing firms and ascertain their suitability in meeting the goals of the company.

1.3.2 Specific Objectives

- i. To find out channels used by publishing firms to reach customers.
- ii. To investigate the professional roles of the personnel involved in the communication process in book publishing firms.
- iii. To explore the suitability of the communication channels used in the book publishing industry.

1.4 Research Questions

- i. Which channels do the publishing firms employ to communicate to customers?
- ii. What is the professional role of the individuals involved in the communication process in the book publishing firms?
- iii. How suitable are the channels used for the target clientele?

1.5 Significance of the Study

This is an applied research that seeks to investigate in a descriptive way and find solutions to an existing situation. The findings from the study will be useful in the management of publishing houses and other organisations that have functional departments with an exception of the communications department. It will provide an insight to the importance of establishing good communication structures within an organisation by elaborating with evidence, the drawbacks that are likely to be experienced in its absence. The results of this study therefore will influence decision making in firms within and outside the publishing industry.

1.6 Rationale and Justification

Reputation is an intangible asset that can't be built just only through advertising Thiessen (2011). To build a strong reputation, the firm must have strong communication plans to communicate with the stakeholders to convince and persuade them to believe in the firm. Most firms have a very poor communication structure and communication plans are devised at the point of need. For example, most firms lack a framework that segments audiences to enable an informed process of tailoring messages to suit the target audience and the messages sent are general and lack an element of research hence the failure to reach the desired audience. An elaborate communication strategy would be highly instrumental in meeting such a need. Several studies have shown that corporate communication has a great role to play in laying strategic plans that guide firms in decision making. (Noor et al. 2013) in his study on the relationship between corporate communication, advertising and corporate social responsibility, concluded that the failure of most companies to maximise communication facilities and personnel in gathering and disseminating useful information appropriately, is a huge hindrance towards achievement of the desired goals. He reiterates the view that advertising is only a tool of communication.

In embracing this conclusion, it is needless to say that a marketer cannot satisfactorily play the role of a corporate communication practitioner as the latter constitutes only a part of the function. In the same breath, a customer care personnel can offer only a part of public relations services for a company. An organisation that depends on either of these for communication purposes therefore leaves a huge gap in the overall need to connect with its stakeholders.

1.7 Scope and Limitation of the Study

This study has focused on three publishing firms: two of the longest serving publishing firms in Kenya and one of the two government publishing firms. It also involved selected teachers and parents. Representatives of two bookshops were also interviewed. The study was conducted at the Nairobi International Book Fair that lasted for five days beginning September 27, 2017 to October 1, 2017. The book fair hosted several stakeholders of the publishing industry. Those present were: various publishing firms exhibiting their books at differentiated book stands, with representative members of staff, visiting school pupils accompanied by teachers and parents with their children. Educationists, associations, authors and book distributors also attended the Fair.

One of the challenges faced during the study is the uncertainty of the truthfulness of the information obtained from the employees of the firms under study. This was however verifiable from the other participants especially clients outside the firm. The methods of data collection and analysis were also triangulated to involve mixed approaches. This was in order to ensure that factual information was gathered and correct conclusion made.

1.8 Operational Terms

The following are the operational definitions of terms as used in this study:

- i. **Communication:** The process through which school books publishing firms reach out to the potential customers with the purpose to inform them on the organisation's new products and any events that boost the organisation's performance.
- ii. **Communication channel:** In this study, communication channels include mediums like radio, TV and internet, which book publishing firms use to communicate information to customers.
- iii. **Corporate communications:** This study uses this term to refer to the strategic management process by which publishing firms communicate with its various audiences to the mutual benefits of both and to its improved competitive advantage.
- iv. **Communication structure:** Communication structure in this study refers to the way in which information flows from customers to the publisher, and vice versa and the procedures established to coordinate this flow.
- v. **Strategy:** A pre-determined process through which publishing firms meet their goals.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter analyses the existing literature on the various channels of communication and role of communication practitioners in an organisation. It further critiques the methodologies applied by other researchers who have studied related topics with a view to identify the existing gaps. Finally, it explains the tenets of the theory guiding this study while giving additional insights to it.

2.2 The Process of Choosing Channels of Communication

Apart from the cost involved in communicating to a mass audience, the most important and consequential factor when choosing a channel through which to communicate to a target audience, is the suitability. This necessitates research, market segmentation and even an evaluation of the process, making it a cycle.

Rodney (1990) posits that specific channels are only suitable for certain circumstances since each of them has their requirements, advantages and disadvantages. His view espouses several other scholars' arguments, on the need for careful scrutiny of the target audience through research and strategic tailoring of messages and choice of channels for specific groups. The table below (Figure 2.1) shows each of these communication channels, their limitations and strengths as outlined by this scholar.

Table 2.1 Factors to consider when choosing channels of communication

Channel of communication	Method of communication	Advantages	Limitations
Interpersonal communication	Seminars and workshops	Viewed as credible Allows for 2-way discussion	Can be expensive Requires time Audience limited
Outreach events	Parades, runs, walks Town hall meetings Workplace campaigns	May be familiar, trusted, and influential Can be motivational Can reach a large audience in one place	Requires a fair amount of coordination from several partners Requires time
Newspaper	Feature articles Advertisements Letters to the editor	Can reach a broad audience rapidly Can convey information more thoroughly than radio or TV Faster than magazine outreach	Item needs to be newsworthy Exposure is limited to one day Article placement may vary
Radio	News Advertisements (public service announcements) Talk shows	May be the main form of media in some locales Range of formats Opportunity to direct messages toward target audience	Need to make topic fit the format of the radio station Difficult for intended audience to retain or pass on information
Television	News Advertisements	Can reach a wide range of audiences, Visual and audio	May not be available in some locales Message can get lost in other commercial messages
Internet	Web sites Social networking sites Newsgroups	Can reach a large number of people rapidly Can be tailored for the intended audience Can be updated quickly and provide information in a graphically appealing way	May not be available in some areas Requires that target audience is connected and looking for the information

Source; themarketinganalysts.com

Larsen (1986), observes that consumers are increasingly being aware of commercials in all communication that is made by companies making it necessary for organisations to employ strategic communication methods for the messages they communicate to attract and hold attention. Below are some of the ways in which organizations today are responding to this trend:

2.2.1 Press Releases

One of the major tasks of public relations in an organization is to come up with communication plans to the market and other public stakeholders about the company's products, and services, and implement them. This is done in the hope that those who receive this message will share it with others detaching it from the original sender; the company PR staff hence contributing to a favourable public opinion.

Since commercials have overtime become the order of the day, receivers of these messages have started to filter them before even reading them. To prevent this, communicators have to come up with alternative ways of relaying these messages, even being more creative when constructing them so that the receivers find them relevant to their day-to-day lives. One of these ways is by placing ads in movies, videos and games so that those watching them have no option other than see them.

2.2.2.1 Web Pages

This is where PR intended messages, commercials and editorial content are dispatched to different recipients through different channels online. Communication through the internet presents flexible options that are even more credible to the target recipients since they tend

to be less formal and more customized to target audience. This explains why blogs have become a mainstream medium of communication to the extent that corporates are hiring competent staff for the specific purpose of creating blogs that market the company.

2.2.2.2 Customer Communications

When communicating directly to particular customers, companies send letters, emails, and messages or even catalogues. Due to the risk of having these messages filtered as earlier discussed, communicators have to tailor the messages they send to suit the needs of the customer to whom these messages are being sent. This means that they convey a business message in a personally compelling way.

2.2.3 Multi-channel Communication

In most cases, organisations choose to use several channels to communicate to the markets. According to Neslin et al., (2005) multichannel customer management is the design, deployment, coordination, and evaluation of channels through which firms and customers interact, with the goal of enhancing customer value through effective customer acquisition, retention, and development. This must however be done with caution for it to be effective and not a mere waste of resources. One of the most important things to do before engaging in a multi-channel communication is to understand customer behavior, integrate data, evaluate the channels to be used and coordinate them as well.

Use of various channels to communicate has become necessary as customer preferences and accessibility is increasingly differing with evolving technology and media platforms. As different activities undergo changes as a result of evolving technology, so do the people using it. Latest estimates indicate that over 50 billion devices will be connected to the

internet by 2020. This means that customers do not expect to get stuck in the same old ways of interacting with businesses. They expect that this change of more convenience happening in other areas of their lives will also happen in their business transactions. This should compel communication practitioners to align communication interventions to these market expectations.

Multichannel communication not only boosts sales but also helps in growing the business. By reaching more and more categories of customers, it is easier to measure the impact of the communication campaign. It also enables analytics hence more market knowledge based decisions, where different target groups are communicated to via the most suitable channels depending on the analytics from the multi-channel communication. This will in the long-term, be a backdrop to a cost-effective and efficient communication strategy. Cohesive and consistent message across several platforms ensures that the audience is constantly engaged and this increases the popularity of the brand and the organisation culture which could then result to consumer loyalty through customer following.

When doing a multi-channel communication, it is very important that content be tailored for specific audiences, being targeted by specific platforms. This should however not compromise the core message.

It is not enough simply to release a message onto as many platforms as possible. The idea is to reach the business's target market effectively through selective use of the most appropriate and proven channels for that target market. (pg 60)

Recognition of the differences between channels will also aid in building tailored content. For example, Twitter needs to be to the point, within the 140 character limit. Tweets should use links to websites or other channels, directing the flow of traffic to your advantage. Facebook, on the other hand, can be much more visual through posting articles, links to blogs, pictures. The more interesting the content is, the more likely it will be “reposted”, “liked” or “shared”; therefore reaching more people.

2.3 Role of Communication Practitioners

Yin (2000) in an empirical study focusing on the role and status of a communication practitioner in a business organisation, asserts that the place of a communications professional is critical as it is the major conduit through which a business presents itself to the public. The process of branding itself, setting a competitive reputation and consistent standard communication about its products, should have a point of departure which is the corporate communication personnel. White & Mazur (1995) observe that the role of a communications executive in an organisation is the most misunderstood. It is however the most essential in the process of decision making within an organisation.

Howard (1992) stresses how essential it is that the communications director reports directly to the top management. Bowman and Ellis (1969) confirm that the communications director should have a core role in the management structure. Their view is that the particular knowledge and skills of the practitioner justify his place at the decision making table. Lauzen (1995) suggests that the exclusion of communication practitioners from this decision-making process reduces corporate communications to a low category support function. A certain way of confirming the status of the practitioner is to note to whom he reports (Simon, 1986). In most cases, a company’s view of the role of a communication practitioner depends on the view of other organisations in its sector Winner (1993).

Book publishing today is big business in Kenya considering that so many ventures are up coming. Like any other corporate business, publishing firms have to set in place structures that place them at an edge over their competitors. Ying (2000) highlights the pivotal role of a communications executive in a business set up. He observes that however some practitioners consider that communicating presents the very least of their problems Jackson (1995), a communications practitioner serves as the eyes and the ears of an organisation without whom the company is going to operate from an uninformed view and in the same way, remain disconnected from its clients.

Bowman and Ellis (1969) propose that practitioners exist to create and foster relations between organisations and their publics. As Lauzen (1995) suggests they provide cultural cross-fertilisation with their publics and relay organisational values to and from their audiences. Howard (1992) explores the wider aspects of the office. His view is that communications specialists have a myriad of roles in firm; planner, watchdog, catalyst, communicator, savant, stimulant, advisor and confidant. If strategy is one of communication or education he/she must develop messages that reflect the desired behaviours.

2.3.1 The Evolution of Corporate Communication

Originally, the term corporate communication was used to mean the process through which stakeholders of an organization are given messages. This however changed with time as organisations acknowledged the need to constantly keep in contact with not only their markets, but all those who can impact on their operations.

In today's business environment, it is commonplace to find people using the terms marketing communication and corporate communication interchangeably. According to Nagaokar (2006), marketing communication is an aspect of corporate communication. In essence, corporate communication is the shell that encompasses communication in an organisation and marketing communication is one among many other communication functions of the corporate body. Below is a structure illustrating this.

Figure 2.1 Aspects of corporate communications



Source; <https://www.slideshare.net/vinayaka57/corporate-communications>

Corporate communication entails the following: Fundamental element of managing brand's reputation; Media coverage which creates more credibility than only advertising and is mostly used to increase product recognition, establish a brand identity and align with the target segment.

2.4 A Critique of Previous Related Studies

Mbengei (2001), set out to investigate the kind of information publishing personnel look for. He gathered his data through personal interviews with forty two (42) employees of firms dealing with publishing, observation and secondary sources of data such as documents to gather information. The study established that information needs of publishing personnel included the following: information on authors who could write saleable books, market and marketing information, customers' information such as names, addresses and telephone numbers, competitors' information such as their products and the marketing channels they used, pricing information, information on suppliers of raw materials and providers of services, financial information, internal statistical information such as the number of books in stock and internal personnel information. This study also established that publishing personnel attempted to satisfy their information needs by consulting sources of information such as colleagues, books, journals and newspapers. The research showed that these sources of information were not enough to meet their information needs. Introduction of modern methods of information handling and processing was recommended as a result of this study.

This study has one major limitation in the final analysis. The conclusion has been limited to technological advancement leaving out the significance of improving the human resource providing the communication services. Even if advanced technology practices were established, without qualified personnel to develop communication channels that can be implemented using these technological facilities, there would still be a gap in the system.

Oduya Joshua Rume (2012) in a study investigating what factors contribute to textbook preferences in the market, the focus of the study being on the packaging of books in terms of design, he used the following methodology: through a survey design and case study method, he dispatched questionnaires and conducted interviews to 188 respondents who were sampled out from 4 schools and 4 publishers around Nairobi. A representative of KICD was also engaged in this study.

The findings proved that most publishers use cover design to market their books. The findings of this study would however be more accurate if parents of the pupils who purchase the books alongside the teachers were also involved. Despite the fact that course books are provided by schools, parents are also major customers in the market for revision textbooks, and therefore would have played a great role in providing relevant information on effectiveness of proper packaging of books in the market. Another limitation in the methodology applied in this study is that all the respondents involved are based in Nairobi. Mixing the population under study with the rural consumers would have provided higher opportunities for generalisations of the findings.

Another scholar who embarked on a similar study but involving different industries is Buechner (2014) in his analytical study of channels employed by various companies, precisely, the Tom Shoes Company, and Disney Film Company, to thrive in a high competition industry. His study concluded that consistence in branding can earn a company popularity of style and further recommended that companies should strategise around consistent style in branding. This recommendation applies to the book publishing industry since a firm can be known for publishing a certain quality, genre, and style with consistency. These two studies support the use of design as a marketing strategy. However, none of these studies question the disposition of the people tasked with deciding the designs to be adopted.

Hamisi (2011), carried out a study on the factors that influence the decision by publishers to develop a new book with the Kenya Literature Bureau as the case study. The study concluded that factors as governmental policies, technological advancement, changes in readership patterns, governmental policies and frequent review of curricula influenced the decision on whether to produce a new product or not among text book publishers in Kenya. This study therefore, reflected the need for publishers to research on the market characteristics instead of depending on government requirements to revise their books. This further supports the need for publishers to employ qualified personnel to plan and implement effective channels to reach out to their potential market.

In another study by Okutoyi (2011) that aimed at finding out the communication channels employed by the Kenya Publishers Association and KOPIKEN in their fight against piracy in the book publishing industry, and determine their success, the study established that among the channels used were: seminars, workshops and brochures. The researcher used the findings to conclude that these channels were not effective since their campaigns were not in any way successful as piracy is still rife in the book publishing industry. Major recommendations of this study revolved around informed decision making on channels to use for communication based on audience research, segmentation and tailoring of messages for particular target audience. All these recommendations point to one major necessity; the need for a trained and skilled communication practitioner to tactfully implement these strategies.

2.5 Theoretical Framework

This study is built on the Adaptive Structuration Theory. This section discusses tenets of this theory and how the study relates to it.

2.5.1 Adaptive Structuration Theory

Adaptive Structuration Theory developed by M. Scott Poole posits that changes occurring in a group are not a chain of predictable events but a result of social interaction through communication. It is through the communication processes that members of the group deliberately adapt to rules and resources, built as structures in order for them to achieve the company goals. This theory explains how organisations come to be, and how decision making is determined by the members of the group. It seeks to examine how rules are established, resources utilised and patterns achieved. It also examines the adaptation to and evolution of these patterns.

Adaptive Structuration Theory argues that structures within a group are formed from the social-cultural experiences and assumptions of individual in the group. It further states that these assumptions influence how they communicate and how the systems they form evolve over time. It therefore looks at organizations as systems of communication. The first step to creating a group is communication. This communication involves members expressing their expectations, and the decisions made from this interaction make up the rules which become structures. Adapting to these structures and operating by them is an integral part of an organisation.

As members of the group communicate in the process of decision making, weaknesses become visible in the structure. The members are then forced to restructure the rules making them more suitable for their needs. Also, as the members of the group undergo social changes, and change of environmental experience, the structures also require altering to ensure stability. Therefore, AST explains the place of communication in maintaining stability in an organisation even as it evolves.

2.5.2 Communication as a Critical Component in the Survival of an Organisation

Adaptive structuration theory underscores the pivotal role of communication in the evolution of an organisation. Business organisations are pools of resources including human resource, information technology and other assets that support the function of each player towards achievement of the set goals. Various factors come into play in influencing how decisions to use these resources in order to achieve the goals aimed at are made. The only way to align these factors into consistent rules and principles is through communication. Communication therefore unifies all the varying inclinations of individuals to make one set up.

In the absence of a defined communication structure, there is bound to be inconsistencies and organisations can suffer the drawback of interests that are pulling apart. Even as the environment changes, communication helps facilitate a change in these rules and resources that guide the functioning of the organisation. These dynamics not only include the characteristics of the group's members, but also factors like environment, social or organizational power, time constraints and use of technology.

As the environment and other social factors undergo changes, the corporate communication personnel has the mandate to sensitise the members of the organisation in order for the organisation to make the necessary changes to survive in the new environment. AST has been highly instrumental in examining the influence of technology in organizational structures and decision making about these structures.

It considers the resources, rules and structures as the determiners of human activity within organisations. This gives insight to the different views of social structure including: leadership, conflict management and the decision making process.

In conflict management, corporate communication function is the key. Conflicts can at times cause a whole overhaul of how an organisation runs. Depending on how they are resolved, a new set of rules and resources can be established.

While AST is highly essential in understanding the establishment and evolution of groups, it has one limitation; that it is not framed around ethical assumptions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter offers a description of the nature of this study and the research approach adopted. This includes the population of people involved in the study, criteria through which they were selected and the techniques used during data collection. The procedure of analysing and interpreting the data collected is also discussed.

3.2 Research Design

The design of the study is explorative as it allows cross-case comparison and analysis of individual's experience of the channels used. According to Sandhursen (2000) exploratory studies are aimed at investigating causes to a situation and result in providing alternative solutions of a specific problem. This study sought to assess the suitability of communication channels used by book publishing firms to their clients. This therefore means that the researcher would have to identify some of the causes of the unsuitability of channels used and further offer recommendations as solutions to the situation. The study leaves the topic open for further research on whether applying these recommendations would actually help in using the suitable communication channels to potential customers.

3.3 Research Approach

Since this is a study of in depth understanding of the subject under study, qualitative approach was applied. Qualitative research is grounded in a philosophical position which is broadly interpretivist in the sense that it is concerned with how the social world is interpreted, understood, experienced or produced. They are meaningful elements in a

complex, multi-layered social world. Qualitative research aims to produce rounded understandings on the basis of rich, contextual, and detailed data. There is more emphasis on 'holistic' forms of analysis and explanation, than on charting surface patterns, trends and correlations. (Mason, 1996).

Qualitative approach was used in order to acquire detailed information relevant in answering the questions pertinent to this study. Since the major objective of this study was to establish the suitability of the communication channels used in publishing firms to reach out to potential customers, techniques that involved respondents in depth and enabled them share their experiences freely in regard to the research problem were employed.

Findings in this study are based on methods of data generation which are flexible and sensitive to the social context in which data is produced rather than rigidly standardized or structured, or removed from real life or natural social context, as in some forms of experimental method.

In qualitative research, methods of analysis and explanation involve understandings of complexity, detail and context. Trisha and Taylor (1990). Qualitative methods aim to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

From what interviewees' responses were, the researcher interpreted to deduce meaning in relation to the study. Customers of books published by the studied firms (teachers and parents) gave their accounts on if and how they get to know about products by publishers. Depending on various factors, their responses were interpreted to produce meaning.

3.4 Research Method

This study employed a case study method. According to Yin, case studies can be used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. The importance of case study method in carrying out research intended to improve policy and improve operations, made it the most suitable method for this study.

An applied field's processes, problems, and programs can be examined to bring about understanding that in turn can affect and perhaps even improve practice. Case study has proven particularly useful for studying educational innovations, evaluating programs, and informing policy (Yin, 1993).

By investigating three publishing firms and their clients closely through interviews and further analysis of their marketing tools, the researcher aimed at finding out the suitability of their communication channels to these clients. These findings are intended to inform decision making in such organisations in order to improve operations.

3.5 Data Sources

The major sources of data for this study were: employees from the three selected publishers, selected employees from two bookstores, parents and teachers. The researcher used data triangulation to enhance accuracy of the findings. Texts from various marketing tools including brochures and catalogues were also used as sources.

Patton (2002) reiterates Yin (2009) view that use of evidence from multiple sources increases confidence that a case study has rendered the event accurately.

3.6 Population and Sampling

A population is a group of individuals, objects, or items from which samples are taken for measurement, while a sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). In this study, it is a set of respondents (people) selected from a larger population.

3.6.1 Population

The population for this study is divided into two: The publishers' side and the clients' side. The publishers' side was composed of all the employees serving in the marketing/communication and sales departments of the three publishing companies under study. These amounted to 60 people in total. The table below shows the total number of people in each department of the companies studied.

Table 3.1: The number of employees in the marketing, communication and sales departments of the publishing firms under study

	Marketing staff	Sales staff	Communication staff	Marketing manager(s)	Communication Manager(s)	Sales Manager(s)/lead
X	8	12	none	1	none	1
Y		6	none	1	none	1
Z	10	15	3	1	none	1

(Extracted from data given by interviewees)

On the clients' side, the population was infinite as it consisted of all the clients who attended the 20th Nairobi International Book Fair at the Sarit Center between September 27, 2017 and October 1, 2017.

3.6.2 Sampling

As earlier stated, the researcher divided the population into two: one for the book publishers and the other for their clients. For the first population; the publishers, the researcher applied purposive sampling, a non-probability method to select respondents for interviews. This is because the leads of the departments composing the population were the most resourceful to the study. The sampling frame for these department leads was the Human Resource staff data base.

To select respondents from the clients' side, the researcher used convenience sampling, another non-probability sampling method in which the researcher uses the subjects that are nearest and available to participate in the research study. To settle on the interviewees, the researcher would identify teachers/ parents since they were easily noticeable, either with their pupils (for teachers) or their children/ child (for parents), approach them and use the field form to explain to them that the researcher was in the field to collect data for academic use. Once they gave consent, then the researcher would take them to a vacant stand where there were seats and tables and interview them, while recording and taking notes. For teachers, the researcher chose to interview three teachers from a public rural school, and another three from a private urban school. Four parents were also selected in this way. The two schools therefore serve as case studies for public and private schools, and rural and urban schools. By sampling schools with these varying characteristics, the researcher intended to find out whether the message communicated by publishers reached all schools as intended.

The same sampling method (convenience sampling) was used to select bookstore representatives. Since each stand was labeled, it was easy for the researcher to identify the book distributors present at the Book Fair. Two representatives of two book stores were sampled for interviews.

In total, 18 respondents were selected and interviewed. Small sample size is the expected norm in qualitative research. Such small studies enable the researcher to gain a deeper understanding of the experience as expressed by each participant and an in depth description of the situation Creswell and Merriam (2009).

3.7 Data Collection Methods

3.7.1 Interviews

One major technique that was applied in collecting data in this study was conducting interviews. The purpose of interviews in research is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters. Gill, et al (2008). The researcher would take the sampled respondents to a quiet place, specifically the vacant stands in the Book Fair, where there were seats and tables and conduct interviews with a set of semi-structured questions as interview guide. With the consent of the respondent, the researcher recorded and took notes of all the interviews conducted. There were no interview questions that delved into specifics about the organisation that made the interviewees unwilling or uncomfortable about participation. This created an atmosphere that allowed them to speak freely. Interviews should be conducted in a quiet, neutral location where the participants are not in danger and there was no intimidation or coercion as this reduces distraction from by-standers, and other factors derailing objective response

from interviewees, Lau et al. (2016). Appendices I and II attached on pages 68 and 69 respectively are the interview guides used during data collection to obtain data from marketing managers and sales leads of the three firms studied. Appendix III attached on page 70 of this document is the interview guide used to collect data from the parents interviewed during study, while appendix IV on page 71 was used to collect data from the teachers selected for this study. To interview bookstore representatives, the interview schedule (appendix V) on page 72 was used. After a day's interviews, the researcher would go into a room and break the data gathered during the day into themes. This took place for the five days that the Book Fair lasted.

3.7.2 Document Analysis

The marketing tools such as brochures and catalogues distributed to potential customers were also analysed to determine the information shared by publishers as compared to the information sought by the buyers. Social media accounts and the company websites were also looked into to gather overall information about them and compare it to the one given. Attached are copies of marketing tools analysed during this study: appendix VI is the brochure used by Publisher X to market reference books and fight plagiarism. Attached also, are 2017 catalogues of Publishers Y and Z (appendix II and III), used by the marketing teams to inform customers of new books and their prices. Appendix IX shows a brochure used by Publisher X to market revision books and appendix X shows the brochure used by Publisher Z to market a dictionary.

3.8 Data Analysis and Presentation

The findings of this study were analysed using thematic analysis approach based on the objectives. Considering the themes arising from the study, data can be systematically analysed, Braun and Clarke (2016). Data obtained from interviews, observation and secondary materials was analysed in the following steps:

- (i) **Transcription:** All the recorded conversations from face to face interviews were transcript, and data from these transcripts organised.
- (ii) **Grouping:** Comments on similar themes were put together to enable analysis of all information from all perspectives available.
- (iii) **Analysis:** An analysis of all data obtained was then done to identify patterns and similarities.

Once the data was systematically analysed in response to the objectives guiding the study, interpretation was made and results presented in the narrative method.

3.9 Reliability and Validity

Qualitative studies face validity challenges but there are applicable channels to enhance validity and reliability, Cresswell and Miller (2010). To ensure that the findings obtained from this study are reliable and can be replicated by any other subsequent research of similar kind, triangulation of methods of collecting data was applied. The research design of this study was framed in such a way that all the parties involved in completing the communication cycle of the publishing firms were represented in the study sample. The main questions addressed by this study are logically correlated; which are the channels used; who designs them; and are they suitable? These questions are framed in a way that ensures validity of the study.

3.10 Research Ethics

Before and during data collection and presentation, various ethical considerations should be taken to account. Vemeylen et al. (2016). This study has followed the following ethical procedures: To begin with, the researcher defended the research proposal before the board of the school in order to get an approval of the study. All corrections recommended on the research proposal were applied and the researcher given a certificate of field work (see appendix XI) to proceed to collect data. The next step was to seek permission from the relevant authorities of the Publishers' staff to interview its employees and gather data on the topic of study from its operations, both present and past. Permission was also sought from Kenya Publishers Association to engage respondents present at the Book Fair in the study.

During data collection, the researcher showed appreciation to the participants by being a good listener and demonstrating courtesy. Also, to maintain anonymity, names of the case studies are not mentioned anywhere in this project, instead, letters X, Y and Z are used to denote the publishing firms. In other instances, the researcher chose to refer to respondents as respondent 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16.

This is because, first, most of the information given are trade secrets better kept from competitors, and secondly, because it would be easy to trace the publishers being referred to if they were named, and this would jeopardize jobs of the participants from these organisations.

On completion of the project, the researcher defended the project before the university board for approval and afterwards effected all the appropriate corrections as recommended. A certificate of corrections (appendix XIII) was awarded to recognise this compliance. Finally, the project report was run for a plagiarism test to establish originality, and scored favourably warranting a certificate of originality. (See appendix XII).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Overview

This chapter discusses the findings of the study while making interpretations. The information analysed here was acquired from respondents through interviews and from texts such as catalogues. Data obtained from links such as social media accounts indicated in these catalogues was also analysed.

4.2 Presentation Method

The researcher analysed the findings using themes arising from the data. Guided by the objectives of the study, the researcher was able to identify themes from the data collected. These themes include: The communication channels used by the publishing firms under study; the professional role of the employees tasked with the communication function in these firms and feedback from consumers explaining whether these messages reach them. Thereafter, the findings were presented in the narrative form, detailing the suitability of communication channels used by the firms under study based on the feedback obtained from parents, teachers, students and book sellers.

4.3 Communication Channels used in the Publishing Industry

The three case studies presented different methods of communication. Among those mentioned include school visits, television adverts, radio shows, print media (newspapers and catalogues) and the internet.

4.3.1 School Visits

All the three publishing firms use school visits as the major channel to reach out to potential clients. Among the three case studies, the most prevalent method of communication was found to be school visits. One of the publishers said that they hold school visits once every year because students need new books for every year. The other reason given was that teachers who intend to change to different teaching books do so with a new set of students, that is in the beginning of the year when students graduate to the next class.

The interviewees said that during these school visits, they exhibit the books to teachers and distribute to them catalogues and brochures. These catalogues and brochures contain information and images of book covers. The information provided in the catalogues highlights the book title which is in most cases catchy, the price and a few features of the books that make them outstanding. The employees involved in this activity were said to be the sales team for the three publishers interviewed.

4.3.2 Use of Electronic Media

The study showed varied use of electronic media including mobile phones, TV, radio and the internet. Below are the findings on use of each of these channels by the publishers under study.

a) Bulk SMS

All the publishers sampled for study reported to have used bulk SMS to reach to their markets. These SMSs are usually sent to book sellers, teachers selected as school representatives and parents. A respondent from publisher X said that the marketing team

has a database with selected people in the supply chain to whom these SMSs are sent.

About the SMS, he had this to say:

We send one message to these contacts every time we have released a new book or added features to an existing book. The message will usually contain the: title of the book, the highlight features, price and where to get the book.(Respondent from Publisher X 21st Sep 2016)

Considering that bulk SMS way of communicating is a one way channel where there are no responses gotten from the customers to whom these messages are sent, there is barely any means of the firm to ascertain whether these messages get to the intended recipients or whether, they are appealing enough to make them act; that is look for the books described by the SMS.

Larsen (1986) pointed out that use of bulk SMS has to be done in a way that is personalized and compelling enough to make the recipients open. Otherwise, they face the danger of being filtered just like any other advert. Given the response from the verbatim above, the messages sent to customers are product based and lack the personal touch that would draw the recipient to read and act.

b) Internet

Respondents of the three publishers interviewed said that they use the internet through their websites to communicate to potential customers and inform the public about any developments of the organization. There is varied use of social media: Facebook, Twitter and Instagram to advertise and publicise events among the three publishing firms. Below is a table showing the extent of engagement of each publisher on these specific social media platforms.

Table 4.1 Extent to which Publisher X used the Internet as a channel of communication (October 1, 2017)

Company website	Facebook	Twitter	Instagram
Has featured books published by the company, awards, events and other company details	Updates are highly distanced, with an average frequency of a month	Has 922 followers	Has a total of 98 followers
	Very few comments from followers, with a maximum of seven reactions per post.	A total of 3, 022 tweets	Has a total of 88 posts
		A total of 363 likes	A range of 20 – 35 likes per post
		Mostly pictures and videos of events	Mostly pictures of book covers

Source; Publisher X website, Facebook, Twitter and Instagram accounts

From the table above the information shows that the frequency of updates is widely spread between month(s). It is also clear from the reaction by followers that very few take time to read/ view and give a reaction. This goes to show that this channel is not reliable enough and must be augmented or messages sent through this channel should be tailored to appeal to markets that rely on social media either through the language used or timing.

Table 4.2 Extent to which Publisher Y uses the Internet as a channel of communication (October 1, 2017)

Company website	Face book	Twitter	Instagram
Has features of books published and details about events and the company	Updates are frequent, spacing is about 1-2 days	1689 tweets	No Instagram page
	Very few likes, shares or comments with a maximum of 7 reactions on a post	487 followers	
		220 likes	
		Posts of events, mainly videos of book launches and advertorial messages	
		Responses between 1-5 per post	

Source; Publisher Y, website, Facebook and Twitter accounts

Data from Publisher Y shows that there are efforts to regularly update the social media pages but responses from followers are minimal. Of significance is the fact that the firm uses only three social media platforms, with Twitter recording the highest positive reactions. This shows that even though this is an avenue of communication, it cannot be fully depended on. This validates Rodney (1999) view that using the internet as a channel of communication can be limiting in the sense that despite its versatility which allows for specific tailoring of messages, and regular updates, it also requires that the target audience are connected and looking for information on the subject.

While publisher X and Y, uses a variety of internet platforms for communication, Publisher Z uses only one social media page along with their website.

Table 4.3 Extent to which Publisher Z uses the Internet as a channel of communication (October 1, 2017)

Company website	Face book	Twitter	Instagram
Has featured books published by the company, awards, events and other company details.	Regular updates on a daily basis featuring mainly events and specific book adverts with reference to the catalogue	None	None
	Maximum of 3 reactions per post		

Source; Publisher Z company website and Facebook

From the table above, Publisher Z has not leveraged on technology extensively, and neither has it garnered a following on the one platform that it uses. They also use the website to display their books, events and awards. This company has defied the use of multi-channel approach to communication when it comes to social media.

In today's market, consumers expect to be able to interact with an organisation in a number of different ways. In turn, organisations that do not facilitate and optimise such interaction can expect this to have a negative impact on customers and, in turn, on the business. (Pg 220).

The findings from Publisher Z, exemplify this scenario. From the Facebook page used by this firm, each post gets either 1,2,3 or no reaction. This shows that the internet platform for this company is almost ineffective, and cannot be relied on for communication.

c) Radio shows

Two out of the three were found to have used radio, as a channel of communication through radio shows involving competitions of school pupils where the winners are given text books published by the publisher as awards. The respondent from this publisher gave this information about the said radio show:

We have a radio show involving schools in one of the local channels which is aired weekly. The show involves a competition where school pupils compete based on examinable questions, and the winners take home free copies of our books. (Respondent 6, September 29, 2017)

The other interviewee said that in some occasions, especially towards and within the month of January, they run adverts on selected radio stations.

“In the month of January and February, we run advertisement of school books especially the reference books.” (Respondent 4, September 28, 2017)

Timing is crucial in communication and the choice of the time to run these commercials is definitely appropriate given that most school text book buyers purchase books at around this time of the year. However, evaluation must be made to ascertain the impact of this use of radio to communicate, in terms of how many people were reached and how many more customers called in after the communication. The companies interviewed revealed that there are no structures put in place for such follow up. This means that these companies rely on the existing general data of the media firm to plan on communication, and there is barely any information on the goals achieved from this particular communication.

As Rodney (1990) observes, when using radio as a channel of communication, the communicator is forced to make the topic of the message fit the format of the radio station and this can affect the intended meaning of the message. Secondly, it can be difficult for the intended audience to retain or pass on information. The publisher using radio show has

an advantage when it comes to the need to retain and pass on the message since the activity on competition is more memorable than a simple and brief advert that happens abruptly within another program. However, it can suffer from the need to align the show to the radio station's way of doing things. In other words, it lacks autonomy and this can change the originally intended meaning of the show.

d) Television

Publishers X and Y reported to have used TV to advertise reference material such as dictionaries, Atlases and Kamusi. Publisher X said that they run these adverts in months of January to February considering the high demand from the students joining secondary schools. Respondent from Publisher Y said that they only advertise on TV, when they have produced a new reference material that the market do not know exists. The following is a verbatim from the interviewee on the details of the ad:

Usually, we have a school pupil talking to his/her parent about the book or even parents conversing on the new book. The commercial airs in the evening hours when parents are already home from work, and pupils still awake to view it.(Respondent 3, September 28, 2017)

Allen and Hatchett (1986) argue that TV's audio-visuality awakens emotions and creates ideal prerequisites for emotionalising brand name advertising.

In the case of Publisher Y, the consumer's emotional attention is aroused towards the product and the reflection of the consumer's daily life in the cast of the ad also brings about the desired effect.

4.3.3 Use of Print Media

All the publishers X, Y and Z said they advertise through newspapers, catalogues and brochures.

a) Catalogues

The catalogues are distributed in schools and during forums. One of the respondents said the following about the catalogues they distribute in schools:

During school visits, book fairs and other exhibition events, we interact with people coming to our stand, or the teachers we meet in schools informing them about our books, what makes them stand out and then give them the catalogue to peruse through as they view various options and their prices. (Respondent 5, September 30, 2017)

A look at the catalogues shows details of books as follows: book titles, author, ISBN and book prices along with a summary of extra features of the books that make them stand out. One of the catalogues had this to say about its books about the primary books. “These books are presented in simple language, colourful and child friendly manner.” (Publisher Y, catalogue 2017)

For the secondary books the following description was given: “A new and unique revision series that will revolutionize revision in secondary schools (Publisher Z catalogue 2017)

If these catalogues had a more personalized approach in its catalogue messages, there would be more attraction of customers towards their books.

The catalogue would then proceed to show how its product responds to these queries thus showing the potential buyer why they should consider buying this book. A communication tool that personalizes the message is more likely to attract customers than a business termed message. This espouses the view by Rodney (1990) who proposes that despite catalogues

being advantageous in the sense that they can provide a more detailed description about the product, the information provided must suite the customers' perceived need and not a generalized information about the company's products.

b) Newspapers

Apart from the catalogues, media reports of events such as newspaper articles on book launches and award winning events were said to have been publicized through the medium of newspaper. However a close look at these articles does not reveal focus on the publisher but rather the authors of books being launched or those that have won awards. Very little is mentioned on the publisher in an effort to publicize themselves.

Three articles reviewed under this study featuring award winning events had very few mentions of the publishers of the award winning books with most parts of the article discussing the books and the author. The effort of the publisher to produce quality works that scoop awards is not presented. This means that readers of the newspapers are more informed on the books that win these, events and their authors than they get to know about the publisher whose input must have been highly influential in the quality of the work.

This however is most likely an aspect of newspaper as a medium of communication described by Rodney (1990) which he put thus: "For a message to be communicated through a newspaper, it must be newsworthy."

This means that since it is the book that is making news, and which cannot be mentioned without the name of its author being tagged along, then it dominates the feature, and the publisher is only placed as a reference. Of significance is the audience that gets to read

these stories. Considering that the largest market of school books are parents, teachers and pupils, newspaper may not be the best way to reach them since only a small population of this market have the luxury of buying and reading them on a daily basis. The fact that they only remain current for a day is also limiting to the audiences reached.

4.3.4 Seminars and Workshops

The three publishers said that they hold seminars and workshops with teachers in charge of curriculum to exhibit their flagships and discuss any queries the teachers may have about their products.

The seminars are held annually, and distributed across regions. One correspondent had this to say about the seminars they hold:

We have designated venues regionally, where invited persons from schools, educationists and parent representatives come to meet the team sent by our publishing firm, which is mostly constituted by marketing executives. The attendees raise any concerns they have about our books while we present our value added features of the books. (Respondent 1, September 27, 2017)

From the verbatim above, the effort of the publishers to connect with the end consumers of their products is apparent. A one on one communication is indeed the most efficient way of correspondence especially when there is need to respond to concerns about the books they sell.

4.4 The Professional Roles of the Employees involved in the Communication Process

The three publishers interviewed show differing calibers of employees involved in the communication process. In Publisher X for instance, the department tasked with the communication function is the marketing and communication department, headed by the marketing manager. Under the marketing manager is a marketing team and a sales team.

The marketing manager reports directly to the Managing Director of the company. The marketing manager doubles as the communications manager. This shows that there is no personnel tasked with the corporate communication function, but marketing communication is fully fledged.

This shows that the team is made of marketing personnel and the sales personnel. The position of the communication personnel is clearly vacant, which means that all communication functions are handled by either the marketing or the sales team, both of whom report to the communications and marketing manager.

Fig 4.1 Structure of employees tasked with the communication function at Publisher X as reported by the respondents



Source; Researcher, 2017

The fact that the people handling this role are trained for a different function all together, means that there are no skilled employees to handle the communication role. Their decision making ability on matters communication is therefore questionable.

Yin (2000) in an empirical study focusing on the role and status of a communication practitioner in a business organisation, asserts that the place of a communications professional is critical as it is the major conduit through which a business presents itself to the public. The process of branding itself, setting a competitive reputation and consistent standard communication about its products, should have a point of departure which is the corporate communication personnel. The structure of employees in this organization shows a totally relegated corporate communication role, where the marketing manager makes the corporate communication decisions, which are then carried out by the marketing and sales personnel.

Data from Publisher Y shows that the sales and marketing team carries out activities to do with brand awareness, corporate image, informing markets, social media communication, bulk SMS and word of mouth. Below is a verbatim from an interviewee from this firm:

The marketing team is charged with publicity activities while the sales people distribute books to the markets and collect feedback from buyers which helps the marketing team to make decisions. These teams report to the marketing manager who then reports to the General Manager. (Respondent 4, September 28, 2017)

Figure 4.2 Structure of employees tasked with the communication function at Publisher Y as reported by the respondents



Source; Researcher 2017

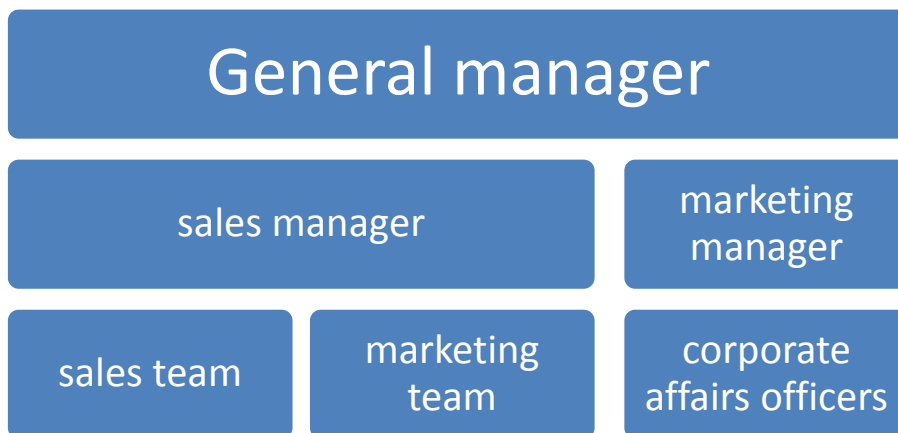
The job description of each employee in this structure seems to involve communication. In other words, the communication role is spread across all personnel in this chain, with no specific employee/ team hired for their communication skills to serve the role of corporate communication.

This shows that the marketing communication in this organization encompasses all forms of communication, including corporate communication. This structure define Nagaokar (2006), discourse which places corporate communication at the apex of the communication hierarchy in an organization. The danger of this kind of set up is that, all messages are dispatched from a marketer's point of view, leaving out the most important part of

communication, which involves reputation building. This scholar's argument that corporate communication remains the pivotal point of message dissemination in an organization from which streams the PR, HR and marketing communication, is indeed practical for a successful communication function in an organization. The case here however is vice versa as the marketer makes the communication decisions.

Publisher Z reported to have a totally different structure, with the General Manager heading the various teams. Reporting to the General Manager is the sales and marketing head, who heads the sales team, the marketing team and the corporate affairs officers. The corporate affairs officers are responsible for the public relations function of the company. The corporate affairs officers do not have a managerial head with whom to coordinate the corporate communication roles.

Figure 4.3 Structure of employees tasked with the communication function at Publisher Z as reported by the respondents



Source; Researcher, 2017

Howard (1992) stresses how essential it is that the communications director reports directly to the top management.

Bowman and Ellis (1969) are of the view that the communications director should have a core role in the management structure. Their view is that the particular knowledge and skills of the practitioner justify his place at the decision making table.

The corporate affairs officers in this publisher are at the bottom most caste in the department employee structure, and the staff at this position report to the marketing manager. The information these officers gather in the communication process could be highly beneficial to the organization if their voices were represented at the decision making table. Instead, their role is relegated to lowest position in the department. This means that they cannot use their skills and knowledge as communication experts to make or implement their own decisions on behalf of the company. Instead, they take orders from the marketing personnel to whom they report.

4.5 Feedback from Consumers

a) Parents

Parents on the other hand stick to the books recommended by the teachers but in case there is a subject they want their children to improve performance in, they consult the book sellers at the book shops. One parent said that she has had to interact with publishers by the virtue of being an educationist and the feedback was fast and satisfactory. One parent said that if she needed to buy revision books for her children, she checks from vendors on the streets to identify the most suitable titles depending on the needs of the child. The study also revealed that depending on the status and occupation of parents, there is a varying level of awareness about publishers but none of the media campaigns conducted by

publishers was reported to have contributed to this awareness. One parent working in the education sector thus said:

“Due to my practice as an educationists I know which publishers are good at what books and I have also interacted with some publishers in my career endeavours” (Respondent 10, September 30, 2017)

Another parent said that she did not know the difference between one publisher and the other and often shops for revision books for her children from street vendors since they are more pocket friendly.

This goes to show that customers belonging to various categories are not reached by the communication disseminated by the publishing firms. Unless a parent is exposed to the publishers’ world by his/her career, then they are left unaware of these publishers.

b) Teachers

Teachers also reported to have been informed about various publishers only through school visits. None of the teachers mentioned having gotten information from the media. When deciding on the books to buy, the teachers said the books brought to the school as samples by the marketing teams of various publishers in most cases influenced their decision on which books to use as teaching aids and which ones to recommend for parents as revision books. All the teachers said that the publisher does not in any way influence their decision, but rather the nature of the content in the books provided does. One teacher said that she once in a while visits the bookshop to check the available books and the content. If a particular book is found to have errors during the teaching process, then a book from a different publisher is picked. One teacher said that this has happened thrice in her tenure as a teacher and there has not been any effort by the publishers involved to rectify the dented image. So the recourse has always been to shift to another publisher.

c) Booksellers

According to respondents from the two selected bookstores, most parents who visit the book shops use the teachers' list to buy books. In most cases as one respondent said, if a parent wants to buy revision books, they inquire from the attendants at the bookshop, on which books to buy. There is barely any knowledge on the publishers' strength among the parents or teachers. One of the representatives of booksellers said:

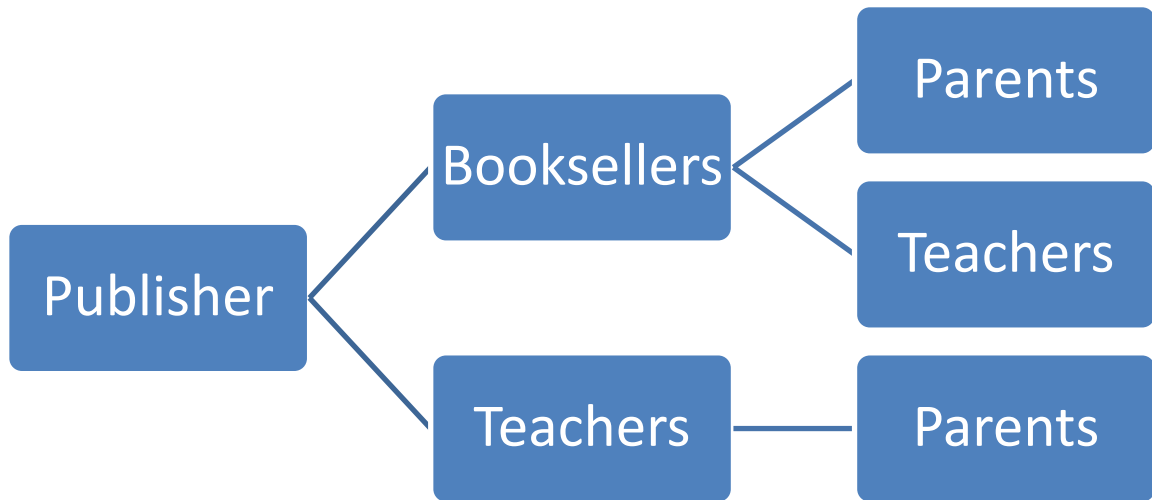
There is no contact whatsoever between the publishers and the end-consumers. Most publishers rely on print to advertise their books, leaving out their target market in darkness about their products as not many parents or even pupils are keen on accessing such information from newspapers. (Respondent 15, October 1, 2017)

The two booksellers interviewed also said that they have never had any researcher from any publisher inquire from them the market patterns.

“We only have had sales people frequenting our shops bimonthly to check the stock.” (Respondent 16 October 1, 2017)

This goes to show that there is hardly any research conducted by the publishing firms to check the market needs, hence these companies maintain the same channels and modes of communication, unaware of any market changes that require custom made communication.

Figure 4.4 Cycle of communication among the end-consumers of books from publishers



Source; Researcher 2017

The study shows that the most effective method of communication starts with teachers, who make the decision based on the marketing communication of the publisher which is mostly during school visits and open forums. The decision made from these meetings is communicated to parents and pupils, who then use the book list recommended to choose what books to buy. Another pattern of communication arising from the study is from the publisher, to the book seller through book distribution. Once books are with the booksellers, teachers, parents and students inquire from the sellers what books they should buy, and depending on the information given at this point, the decision on what book to buy is made. Book sellers therefore act as intermediaries between, the publisher and the end consumer that is the parents, teachers and students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter provides the summary of major findings and the overall conclusion. It further offers recommendations to each finding and suggestions for further research.

5.2 Summary of Major Findings

The findings in this study show that organisations depend entirely on the functions of the marketing department for the communication function. Right from the employee structure, it is clear that the corporate communication function is barely catered for. In the three publishing houses covered under this study, the role of communication sits squarely with the marketing team. The limitation of this set up is seen in the nature of channels employed which are all product oriented, with very little on the brand reputation which is insufficient in terms of attracting and retaining customers. One of the setbacks of this is apparent from the feedback given by consumers (teachers, parents and students) that they have no preference of any publisher but depend on the quality of the books presented. The teachers put it clearly that if they find fault with any book belonging to a certain publisher, they change to another publisher.

This shows that there is no differentiation between the product and the brand hence a failure on the part of corporate communication which patches up the gaps left by the marketing communicator. This espouses Ying's observation that the role of a communication practitioner goes beyond advertising and drawing propaganda against competitors. It depicts the critical role of crisis management which is communication role meant for a communication executive.

Secondly, the study shows that publishers are used to a marketing norm, where at certain periods, they embark on marketing activities for instance to advertise a new product, or to inform buyers on books during the first months of the year. They therefore lack innovative ideas that are guided by market research which would otherwise help meet gaps in the market or reach the unreached. There are no channels targeting parents in the rural for example, as compared to those in urban areas. Neither is there any approach customized for selling digital content to the markets likely to purchase it as this is slowly becoming the trend, and for which, competition is rising, as other companies are coming up targeting this niche. This shows that there is barely any demographic segmentation of markets in their communication strategies.

This study therefore attributes the unsuitability of communication channels used by the publishing firms to these gaps that weaken the communication stake in the overall functioning of the organisation. If the communication function was given its proper place in the organisation, decisions on what channels to use, when and for what markets would have been based on audience research and evaluation of communication projects to arrive at more informed decisions, other than random, marketing based on speculation.

This has constantly rendered their communication initiatives unsuccessful since despite there being efforts to use the media to reach out to consumers, most of them depend on the retailers for information. The students and parents interviewed for instance said to have had no information from the media by any publisher.

The implication of this lapse on the firms include reaching a lesser population than would be reached if suitable communication channels were used and having to face the challenge of plagiarism as the buyers are uninformed about ways of differentiating original books and plagiarized books.

5.2 Conclusion

Therefore, this study showed that there are a lot of gaps in the decision making process of choosing the communication channels to be used, and this has evidently led to unsuitable channels of communication being used. This unsuitability was reflected in the feedback obtained from customers (pupils, teachers and parents), who reported that they could barely distinguish one publisher from the other, and depend on the quality of books sold which they get to know about at the point of sale, and not through the media which publishers say use to communicate to them about their products. The only channel that the study, (through the information obtained from teachers) found suitably used, was school visits, seminars and workshops, which despite being highly costly in terms of time and human resource, could have been more regular than the reported yearly arrangement. The other channels required more research and strategy, for them to be used suitably to the target audiences.

The root cause of this impairment however, lies squarely on the publishers' oversight on the communication function. None of the firms studied have hired trained communication experts for the corporate communication tasks. In cases where there are corporate communication personnel, they are relegated as agents and not managerial functions. In other cases, the corporate communication title is only a tag on the marketing personnel.

Scholars whose work has been reviewed in this study, have profoundly asserted the importance of having the corporate communication function at the decision making table. Data obtained revealed that the people tasked with the communication role are largely untrained as communication experts; they are marketing officers.

5.3 Recommendations

In view of the existing gaps, this study gives the following recommendations:

Firstly, publishers and any other organization operating without a communication department should acknowledge the centrality of communication within the organisation and not leave it to the marketing department. This will involve hiring well trained and skilled personnel for the communication role.

Secondly, communication managers should be involved in the decision making processes of the organisations as they are custodians of market knowledge and their skills and expertise in making communication decisions could be highly significant in the overall operations of the organisation. This is because the information obtained from market research would be applied in making informed decisions in the other departments including, marketing and public relations. This would also ensure a coordinated flow of information within and outside the company, followed by research-based communication plans and further monitoring and evaluation of the communication projects undertaken.

Thirdly, publishers should develop a document outlining what communication channels to use from time to time depending on the target markets. This document should be reviewed periodically as the market needs change with time.

Most publishers as depicted by those interviewed, do their marketing and communication interventions during the beginning of the year assuming that this is when parents and teachers are looking to purchase new books. However, the reality is that there is demand all year round which should be planned for in terms of communication in order to capture them. In any case, prior awareness can also influence decisions among teachers and parents when time comes to buy them. Therefore the researcher recommends that the school visits and other campaigns be more frequent than they are.

This study also recommends that publishers should carry out market research to find out the various market needs which will then help them come up with the suitable communication channels for the different market segments.

Finally, considering that suitability of channels vary with the target audience, communication to parents, teachers and other target markets should be done through channels that best suit each of them. Even the demographics of members of these groups, such as status and geographical location, should be considered when choosing the channel through which to communicate.

5.4 Recommendation for Further Research

This study was focused on the suitability of the communication channels used in the educational book publishing industry, and found that most of the channels used do not suit the targeted clientele. The conclusion made was that this could be partly as a result of tasking unskilled personnel with the communication function, and lack of strategy outlining procedures to employ in reaching out to clients. The recommendation therefore is that further research should be undertaken to investigate what other factors contribute to use of unsuitable channels when communicating to potential customers in the book publishing industry.

REFERENCES

- Achabal, D., Melody B., Julian. C., &Kirth, K., (2005).*Cross-Channel Optimization*. New York: Somers.
- Adel, M., (2001). Change Management Channels for successful ERP implementation. *Business Process Management Journal*, 7(3) 266-275.
- Allen, R. L., & Hatchett. (1986). The Media and Social Reality Effects: Self and System Orientations of Blacks. *Communication Research*, 13, 97-123. Print.
- Ancarani, F.,Venkatesh, S., (2004). Price Levels and Price Dispersion within and across Multiple Retailer Types: Further Evidence and Extension. *Journal of the Academy of Marketing Science*, 32 (2), 176-187.
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, University of Nottingham, UK 74(8).
- Ansari.,Asim., Carl Mela., & Scott Neslin (2005). *Customer Channel Migration*. Durham: Duke University Press.
- Ariely, Dan, John Lynch, &Youngme, M., (2002).*Taking Advice from Smart Agents: The Advice Likelihood Model*, New York: Durham.
- Balasubramanian, S. (1998). Mail versus Mall: A Strategic Analysis of Competition between Direct Marketers and Conventional Retailers,” *Marketing Science*, 17 (3), 181-195.
- Baran, Stanley J. (2002). *Introduction to Mass Communication: Media Literacy and Culture*. Boston: McGraw Hill, 2002. Print.
- Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). *Teaching and the case method* (3rded.). Boston: Harvard Business School Press.

- Belk, Russell. (1974). An Exploratory Assessment of Situational Effects in Buyer Behavior. *Journal of Marketing Research*, 11 (May), 156-163.
- Bendoly, Elliot, James D. Blocher, Kurt M. Bretthauer, Shankar Krishnan, & M. A. Venkataramanan (2005). Online/In-Store Integration and Customer Retention. *Journal of Service Research*. 7 (4), 313-327.
- Berger, P., Lee D., & Weinberg (2002). Optimal Cooperative Advertising Integration Strategy for Organizations Adding a Direct Online Channel. *Journal of the Operational Research Society*. 2(4), 226-321.
- Biyalogorsky, E., Prasad N., (2003). Clicks and Mortar: The Effect of Online Activities on Offline Sales. *Marketing Letters*, 14,(6)21-32.
- Bonk, K., Griggs, H., & Tynes, E. (1999) *Designing a Communication Plan. The Jossey-Bass - Guide to strategic communications for non-profits*. San Francisco: Jossey-Bass Publishers.
- Braun, V. & Clarke, V. (2015). Sample size tool for thematic analysis; *Conceptualising Themes and Thematic Analysis and other problems with Fugard and Potts*. 19(7)1-5.
- Champoux J.E. (1996). *Organizational Behaviour: Individual Groups and Processes*: Minneapolis: West
- Cresswell, J.W. & Miller, L. (2010). Determining validity in qualitative inquiry; *Theory into Practice* 139(3)124-130.
- Cresswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rded.). Washington DC: Sage.
- Cresswell, J.W. (2013). *Research Design* (4thed.). Washington DC, Sage.
- Hamisi, B. (2011) *A study of Factors that influence new product development decisions in the textbook publishing Industry: the case study of the Kenya Literature Bureau*, Kenya: University of Nairobi.

- Hane, P. J. (2002). Adobe Systems Introduces Adobe Content Server. *Information Today*, 49(8), 37.
- Hybels, S. & Weaver, H. R, (2001). *Communicate Effectively*, (6thed). Boston: MC Graw Hill.
- Kothari, C.R. (2004). *Research Methodology, Method and Techniques*, (3rded). New Delhi: New Age International Ltd.
- Kreps, G.L. (1990). *Organizational Communication: Theory and Practice*, (2nd ed). New York: Longman.
- Lau., C. & Baker, A. (2016) Bystanders, noise and distractions in face-to-face surveys in Africa and Latin. *International Journal of Social Research Methodology* 19(6)1-15.
- Lesikar., R.V. (2000) *Business Communication in Stoner Management*. (6thed). New Delhi: Prentice Hall.
- Luthans, F., & Larsen, J. K. (1986). How managers really communicate. *Human Relations*, 39, 161–178.
- Mbengei, (2001). *A Study of Information Needs and Information Seeking Behaviour of Personnel in Book Publishing Firms: A case study of Longhorn (K) Ltd*. Master Thesis, Moi University, Kenya.
- Merriam, S., (1998). *Case Study Research in Education: A Qualitative Approach*. California: Jossey Bass Publishers.
- Mutelesi, E., (2006). Constructive Foundations: *Similarities between constructivism and phenomenology* 2(1)6-16
- Noor. K. M., (2008). Case study: A strategic research method. *American Journal of Applied Sciences*, 5(11)1602-1604.

- Oduya. R., (2012). *A Study on the Role of Design in Primary School Textbook Publishing in Kenya: A case study of Nairobi Book Publishing Scene*. Kenya: University of Nairobi.
- Okutoyi, (2011). *An analysis of communication channels used in the fight against piracy in Kenya's publishing Industry: A case study of Kenya Publishers Association (KPA) and Reproduction Rights Society of Kenya (KOPIKEN)*, Kenya: University of Nairobi.
- Onuoha. C.B., (1991). *Fundamentals of Business and Management in Nigeria*. Aba: Unique Press.
- Patton, M. (1990). *Qualitative evaluation and research methods* (pp. 169-186). Beverly Hills, CA: Sage.
- Rotich, D., (2000). *Publishing and Distribution of Educational Books in Kenya: A Study of Market Liberalisation and Book Consumption*, England: Thames Valley University Press.
- Tan, M., & Teo, T. (1997). From Low Technology to High Technology: A Tale of Two Printing Companies. *Information Technology and People*, 10(4), 287-302.
- Twomey, F., (2000). *Constructivism: Theory Perspectives and practice (2nded)* London: Teachers College Columbia University.
- Vemeylen, S. & Clark, G (2016). An alternative ethics to research. *Internal Journal of Social Research Methodology*. 19 (3)1-14.
- Willig, C. (2001). *Introducing qualitative research in psychology*. Buckingham: Open University Press.
- Yin, K. (1993). *Application of Case Study Research*. California: Sage Publication.
- Yin, K., (1984). *Case Study Research: Design and Methods*. Newbury: Park, Sage Publications.

APPENDIX I: INTERVIEW GUIDE FOR MARKETING MANAGER

1. Who is tasked with the communication function in your organization?
2. Who do they report to?
3. Do you carry out market research, if so how often?
4. What communication channels does your organization use to reach to potential customers?
5. Who decides on these channels and on what basis?
6. Is there a strategy outlining the channels to be used for different clientele and in different situations?

APPENDIX II: INTERVIEW GUIDE FOR THE SALES LEAD

1. What is the role of the sales team in the organization?
2. Who do you report to?
3. What guides your sales strategies?
4. Does the sales team carry out market research?
5. Is the sales department tasked with any communication function?
6. What is the procedure followed by your organization to determine factors that improve sales?

APENDIX III: INTERVIEW GUIDE FOR PARENTS

1. Do you prefer books from a particular publisher?
2. What draws you to their books?
3. How do you choose the books to buy?
4. Do you get to hear or see any publishing firm from any media?
5. Have you had any contact with staff of any publishing firm?
6. Do you differentiate one publisher from the other? How?

APPENDIX IV: INTERVIEW GUIDE FOR TEACHERS

1. Do you have any preference of one publisher over the other?
2. Has any team from any publisher ever come to your school? What time of the year? How frequent? What did they say/do?
3. How do you get to know about new books in the market?
4. How do you choose the textbooks to recommend for your students?
5. Have you ever heard about any publisher? Through what medium?
6. Have you made/had any complaint over a textbook and how did you communicate it? Was it addressed? How?

APPENDIX V: INTERVIEW GUIDE FOR BOOKSELLERS

1. Do publishing firms send staff to your store for market research?
2. When customers come to buy books, are they usually decided on the books they want?
3. What is their criteria of choosing books?
4. Which publisher is the most popular among your customers?
5. Do you find your customers aware of the books produced by various publishers?
6. What would you say of the publishers' connection to their customers?

APPENDIX VI: MARKETING TOOL I



BUY ONLY ORIGINAL COPIES of Longhorn Publishers Kamusi ya Karne and Kiswahili Mufti which can be identified by the oval hologram on their covers.

Anyone found in possession of counterfeit copies will be fined Ksh 800,000 and/or jailed for 10 years.

☎ +254 (20) 6532579/81, +254 (20) 558551 📱 +254 708 282260, +254 722 2046/

APPENDIX VII: MARKETING TOOL II

ISBN	Title	E&OE	Authors	Kshs	QTY
QUICK READING BIOLOGY					
9966 36 038 7	Quick Reading Biology Form 1		J.Macharia, J.Kinuthia	280.00	
9967 36 039 5	Quick Reading Biology Form 2		J.Macharia, J.Kinuthia	280.00	
9968 36 040 9	Quick Reading Biology Form 3		J.Macharia, J.Kinuthia	280.00	
9969 36 041 7	Quick Reading Biology Form 4		J.Macharia, J.Kinuthia	280.00	
QUICK READING CHEMISTRY					
9966 36 042 5	Quick Reading Chemistry Form 1		H. Muriyaga, et al	280.00	
9967 36 043 3	Quick Reading Chemistry Form 2		H. Muriyaga, et al	280.00	
9968 36 044 1	Quick Reading Chemistry Form 3		H. Muriyaga, et al	320.00	
9969 36 045 X	Quick Reading Chemistry Form 4		H. Muriyaga, et al	320.00	
QUICK READING COMPUTER STUDIES					
9966 36 050 6	Quick Reading Computer Studies Form 1		S. Mburu, et al	280.00	
9966 36 051 4	Quick Reading Computer Studies Form 2		S. Mburu, et al	280.00	
9966 36 052 3	Quick Reading Computer Studies Form 3		S. Mburu, et al	280.00	
9966 36 053 0	Quick Reading Computer Studies Form 4		S. Mburu, et al	280.00	
QUICK READING AGRICULTURE					
9966 36 058 1	Quick Reading Agriculture Form 1		P. Sigel, et al	280.00	
9966 36 059 X	Quick Reading Agriculture Form 2		P. Sigel, et al	280.00	
9966 36 093 X	Quick Reading Agriculture Form 3		P. Sigel, et al	280.00	
9966 36 094 8	Quick Reading Agriculture Form 4		P. Sigel, et al	280.00	
QUICK READING PHYSICS					
9966 36 046 8	Quick Reading Physics Form 1		S. Mungai, et al	385.00	
9966 36 047 6	Quick Reading Physics Form 2		S. Mungai, et al	385.00	
9966 36 048 4	Quick Reading Physics Form 3		S. Mungai, et al	385.00	
MARUDIO HIMA - KISWAHILI					
9966 36 133 2	Marudio Hima Form 1		Grace N. Muriithi	510.00	
9966 36 134 0	Marudio Hima Form 2 [Kipya]		Dinah O Osango	510.00	
9966 36 135 9	Marudio Hima Form 3 [Kipya]		D.Osango, M.Wanyama	410.00	
9966 36 136 7	Marudio Hima Form 4 [Kipya]		W.Maina, I.Wachira	555.00	
QUICK READING ENGLISH					
9966 31 044 4	Quick Reading English Form 1		D. Oloo, et al	385.00	
9966 31 045 2	Quick Reading English Form 2		D. Oloo, et al	385.00	
9966 31 046	Quick Reading English Form 3		D. Oloo, et al	395.00	
9966 31 047 9	Quick Reading English Form 4		D. Oloo, et al	395.00	
QUICK READING GEOGRAPHY - NEW					
9966 36 075 5	Quick Reading Geography Form 1		A. Wafula, W. Mutanda	295.00	
9966 36 076 2	Quick Reading Geography Form 2		A. Wafula, W. Mutanda	315.00	
QUICK READING HISTORY & GOVERNMENT					
9966 36 079 4	Quick Reading History & Government Form 1		E. Nyakeri	440.00	
9966 36 080 8	Quick Reading History & Government Form 2		R. Mwaniki	440.00	
9966 36 081 6	Quick Reading History & Government Form 3 [Approved]		E. Cheloti	385.00	
9966 36 082 4	Quick Reading History & Government Form 4		E. Cheloti	440.00	

APPENDIX VIII: MARKETING TOOL III

SECONDARY SCHOOL BOOKS

DESCRIPTION	PRICE KSH
AGRICULTURE	
FOUNDATION AGRICULTURE STUDENTS BK1 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	469
FOUNDATION AGRICULTURE STUDENTS BK2 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	469
FOUNDATION AGRICULTURE STUDENTS BK3 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	568
FOUNDATION AGRICULTURE STUDENTS BK4 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	427
FOUNDATION AGRICULTURE TEACHERS BK1 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	378
FOUNDATION AGRICULTURE TEACHERS BK2 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	223
FOUNDATION AGRICULTURE TEACHERS BK3 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	422
FOUNDATION AGRICULTURE TEACHERS BK4 <i>B Ndalalu, P Waithaka, P Munyao, J Mumina</i>	342
BIOLOGY	
FOUNDATION BIOLOGY STUDENTS BK 1 <i>S Luseno, M Ndwiwa, M Mungai, P W Wabuge, S Yegon</i>	122
FOUNDATION BIOLOGY STUDENTS BK 2 <i>S Luseno, M Ndwiwa, M Mungai, P W Wabuge, S Yegon</i>	519
FOUNDATION BIOLOGY STUDENTS BK 3 <i>S Luseno, M Ndwiwa</i>	158
FOUNDATION BIOLOGY STUDENTS BK 4 <i>S Luseno, M Ndwiwa</i>	515
FOUNDATION BIOLOGY TEACHERS BK 1 <i>S Luseno, M Ndwiwa, M Mungai, P W Wabuge, S Yegon</i>	122
FOUNDATION BIOLOGY TEACHERS BK 2 <i>S Luseno, M Ndwiwa, M Mungai, P W Wabuge, S Yegon</i>	122
FOUNDATION BIOLOGY TEACHERS BK 3 <i>S Luseno, M Ndwiwa</i>	122
FOUNDATION BIOLOGY TEACHERS BK 4 <i>S Luseno, M Ndwiwa</i>	342
BIOLOGY PRACTICAL MANUAL FORM 1 & 2 <i>Dominic Mbugua Wanyoitke</i>	380
BIOLOGY PRACTICAL MANUAL FORM 3 & 4 <i>Dominic Mbugua Wanyoitke</i>	450
BUSINESS STUDIES	
FOUNDATION BUSINESS STUDIES STUDENTS BK 1 <i>M Wainaina, G Nyakembo, D Muya, A Shisia</i>	473
FOUNDATION BUSINESS STUDIES STUDENTS BK 2 <i>G Nyakembo, D Muya, A Shisia</i>	568
FOUNDATION BUSINESS STUDIES STUDENTS BK 3 <i>G Nyakembo, D Muya, A Shisia</i>	585
FOUNDATION BUSINESS STUDIES STUDENTS BK 4 <i>G Nyakembo, D Muya, A Shisia</i>	573
FOUNDATION BUSINESS STUDIES TEACHERS BK 1 <i>M Wainaina, G Nyakembo, D Muya, A Shisia</i>	134
FOUNDATION BUSINESS STUDIES TEACHERS BK 2 <i>G Nyakembo, D Muya, A Shisia</i>	445
FOUNDATION BUSINESS STUDIES TEACHERS BK 3 <i>G Nyakembo, D Muya, A Shisia</i>	378
FOUNDATION BUSINESS STUDIES TEACHERS BK 4 <i>G Nyakembo, D Muya, A Shisia</i>	

APPENDIX IX: MARKETING TOOL IV

Combined Breakthrough Workbooks

- English • Maths • Kiswahili • Science
- Social Studies • CRE

Combined Breakthrough Workbooks Standard 1

Combined Breakthrough Workbooks Standard 2

Combined Breakthrough Workbooks Standard 3

English, Maths, Kiswahili, Science, Social Studies, CRE

For a guaranteed Breakthrough in your exams!

- ✓ Loaded with self help exercises!
- ✓ Revision practice at school and at home!
- ✓ ... and lots of fun!

Separate combined answer books available in bookshops or visit our website for a downloadable copy... www.moranpublishers.com

APPENDIX X: MARKETING TOOL V



I know there's a word for this in English – but what is it?

'OALD contains all of the extra information about the words and the word families that students need to succeed in learning English.'

Paul Keyworth,
St Cloud State
University,
Minnesota, USA



Word Family notes show related words.

WORD FAMILY

happy *adj.* (= unhappy)
happily *adv.* (= unhappily)
happiness *noun* (= unhappiness)

WORD FAMILY

understand *verb* (= misunderstand)
understandable *adj.*
misunderstood *adj.*
understanding *adj., noun* (= misunderstanding)

NEW Wordfinder notes mean you can look up a word you know – and find related words that you don't know.

ad-venture */ad'ventʃə(r)/ noun 1* [C] an unusual, exciting or dangerous experience, journey or series of events: *her adventures travelling in Africa* ◊ *When you're a child, life is one big adventure.* ◊ *adventure stories* **2** [U] excitement and the willingness to take risks, try new ideas, etc: *a sense/spirit of adventure*

WORDFINDER adrenaline, attempt, challenge, enthusiasm, escapade, explore, excitement, kick, thrill

study */stʌdi/ noun, verb*

noun (pl. -ies)

ACTIVITY OF LEARNING 1 [U] the activity of learning or gaining knowledge, either from books or by examining things in the world: *a room set aside for private study* ◊ *academic/literary/scientific, etc. study* ◊ *It is important to develop good study skills.* ◊ *Physiology is the study of how living things work.*

WORDFINDER course, distance learning, education, exam, further education, graduate, higher education, qualification, tertiary

competition */kəmpe'tiʃn; NAmE ˈkɑ:m-/*

noun 1 [U] ~ (between/with sb) (for sth) a situation in which people or organizations compete with each other for sth that not everyone can have: *There is now intense competition between schools to attract students.* ◊ *We are in competition with four other companies for the contract.* ◊ *We won the contract in the face of stiff competition.* **2** [C] an event in which people compete with each other to find out who is the best at sth: *a music/photo, etc. competition* ◊ *to enter/win/lose a competition*

WORDFINDER closing date, disqualify, judge, prize, round, runner-up, submit, tiebreaker, winner

APPENDIX XI: CERTIFICATE OF FIELD WORK



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION**

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: +254-204913208 (Direct Line)
Telex: 22095 Fax: 254-02-245686
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF FIELDWORK

This is to certify that all corrections proposed at the Board of Examiners meeting held on 6/03/2017 in respect of M.A/PhD. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can be allowed to proceed for fieldwork.

Reg. No: KSO/T6096/2014

Name: GITONGA CAROLINE MWENDWA

Title: ANALYSIS OF COMMUNICATION CHANNELS USED IN
THE EDUCATIONAL BOOK PUBLISHING INDUSTRY IN KENYA.

Dr Samuel Siringi
SUPERVISOR

Siringi
SIGNATURE

14/3/2017
DATE

Dr Samuel Siringi
ASSOCIATE DIRECTOR

Siringi
SIGNATURE

14/3/2017
DATE

Dr. Neeti Ndati
DIRECTOR

Ndati
SIGNATURE/STAMP

14.3.2017
DATE



APPENDIX XII: CERTIFICATE OF ORIGINALITY

Turnitin *Originality Report*

- Processed on: 08-Dec-2017 16:59 EAT
- ID: 892608213
- Word Count: 13811
- Submitted: 1

Analysis of Communication Channel used in boo...

By Gitonga C.

Similarity Index

13%

Similarity by Source

Internet Sources:

12%

Publications:

5%

Student Papers:

8%

[refresh](#)

☒ 3% match (Internet from 10-May-2010)

<http://www.iadis.net>

☒ 2% match (Internet from 02-Sep-2014)

<http://bura.brunel.ac.uk>

☒ 1% match (Internet from 01-Sep-2014)

<http://xcitedigital.com>

☒ 1% match (Internet from 18-Aug-2013)

<http://foxrabiesblueprint.org>



APPENDIX XIII: CERTIFICATE OF CORRECTIONS



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
SCHOOL OF JOURNALISM & MASS COMMUNICATION**

Telegram: Journalism Varsity Nairobi
Telephone: 254-02-3318262, Ext. 28080, 28061
Director's Office: +254-204913208 (Direct Line)
Telex: 22095 Fax: 254-02-245566
Email: director-soj@uonbi.ac.ke

P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 29/10/2017 in respect of M.A/PhD. Project/Thesis defence have been effected to my/our satisfaction and the project/thesis can be allowed to proceed for binding.

Reg. No: K50/76096/2014

Name: GITONGA CAROLINE MWENDWA

Title: ANALYSIS OF COMMUNICATION CHANNELS USED

IN THE BOOK PUBLISHING INDUSTRY

Dr Samuel Siringi
SUPERVISOR

[Signature]
SIGNATURE

11/12/2017
DATE

Dr Samuel Siringi
ASSOCIATE DIRECTOR

[Signature]
SIGNATURE

11/12/2017
DATE

Dr. Ndeti Ndeti
DIRECTOR

[Signature]
SIGNATURE/STAMP

11.12.2017
DATE

