

FACTORS INFLUENCING ORGANIZATIONAL COMMUNICATION IN KENYAN PUBLIC UNIVERSITIES: THE CASE OF UNIVERSITY OF NAIROBI

BY

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**(Research Project submitted in partial fulfillment of the requirements
for the award of a Master of Arts degree in Communication Studies at
the School of Journalism, University of Nairobi)**

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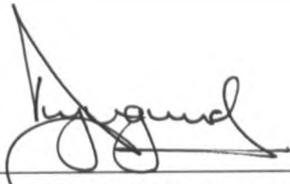


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DECLARATION

THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY

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THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS UNIVERSITY SUPERVISOR

SIGNATURE:  _____ DATE: 28/11/05

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DEDICATION

This work is dedicated to my dear wife, Wangari Njuguna and our children without whose support and encouragement it would not have been possible.

ACKNOWLEDGEMENTS

Sincerely I lack appropriate words to express my joy and gratitude to all those who have seen me through this course. It is not possible for me to single out all those who spared no effort in ensuring that I completed my studies in time. May they be assured that since it is impossible to acknowledge everyone due to space, I take this opportunity to extend a warm *Hongera* to you all! To my beloved wife, Wangari Njuguna and family, my heart goes out to you for the numerous hours you had to cope with my absence when you needed me most as I struggled to meet the supervisor's strict deadline.

To Lecturers and staff of the School of Journalism, University of Nairobi, you are a jewel. For the two times I have graduated from the school, you have made me to always feel at home. I look forward to joining you soon in a different capacity. And as for you colleagues, you always provided a shoulder to lean on whenever things became 'hot'. A million thanks! Special acknowledgement goes to the University of Nairobi management for enabling me realize my academic dreams by granting me study leave and tuition fees waiver. The knowledge acquired will be used to re-position the University in its quest to attain world class distinction.

To you my supervisor, Kamau Mubuu, no words can express my gratitude for your patience and academic guidance that saw me complete the degree course on schedule. Your constant reminder that you are never associated with a failure remained my driving force to excel. May the Almighty Lord grant you strength to serve human-kind.

ABSTRACT

This project set out to determine factors that influence organizational communication in Kenyan public universities. The significance of the study is that universities play a pivotal role in the development of a society and that free flow of information is an important ingredient in decision-making process of any organization. Communication plays a significant role in mobilizing individuals to discharge their roles in harmony, for the achievement of goals and objectives of an organization. Appropriate channels of communication are a prerequisite in communication with different publics in furtherance to an organization's mission. A positive corporate image among the key internal publics of the public universities, students and staff will lead to good will from other publics.

The study was undertaken at the University of Nairobi, which is considered to be an adequate representative of other public universities in Kenya. The University has all characteristics and features of a public university and indeed the rest are modeled along its academic and administrative structures. The findings and recommendations of this study can therefore be generalized to the rest of the public universities in Kenya.

The study was an exploratory Survey that targeted 300 respondents. Questionnaires were distributed in all the six campuses of the University. A total of 291 questionnaires were returned, representing an impressive 97 percent response rate. The sample was derived from a population of 31,047 students and staff from the University of Nairobi.

The main objective of the study was to determine factors that influence organizational communication among public universities in Kenya. The study identified the various channels of communication that exist in public universities and their effectiveness. A review of the relationship between the organizational structure at the public universities and information flow was also made. It also sought to determine the level of corporate image and feeling among the internal publics of public universities. Based on the findings, the study aimed at making appropriate recommendations on how communication and information flow can be improved in public universities.

The findings indicate a poor rating of internal communication in public universities with 72 percent of the respondents rating it as very poor. A number of channels of communication were identified, with the E-mail being voted as the most effective by over 250 respondents. On the ability of the current organizational structures in public universities to support information flow, a 62 percent verdict of no was made. A total of 177 respondents indicated that the organizational structures in public universities required an over haul to enable them permit an efficient information flow.

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Finally, the study investigated the level of awareness about university matters among the respondents. The aim here was to determine the image of public universities as corporate bodies. The findings revealed that 62 percent of the respondents were not aware of the university's mission and objectives while 63 percent of the respondents did not know their Vice Chancellor at the time when the study was undertaken. During the period of study, the University of Nairobi had an acting Vice Chancellor, Prof G A O Magoha.

The findings also indicate the need to evaluate the current organizational structures of public universities to permit a high level of information flow. The need to improve on channels of communication in public universities is demonstrated. Use of E-mail has been embraced by staff and students in public universities and requires strengthening. Connectivity to the Internet is desirable and as such the number of computers for use by both students and staff need to be increased and located in convenient places for accessibility. The need to set up a coordinated communication policy governing the public and private universities is a major recommendation by the researcher.

“Come, let Us go down and there confuse their language, that they may not understand one another’s speech”. So the LORD scattered them abroad from there over the face of the earth, and they ceased building the city. Therefore its name was Babel, because there the LORD confused the language.....” (Genesis 11:7,8,9)

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An organization is a stable system of individuals who work together to achieve, through a hierarchy of ranks and division of labour, common goals (Rogers and Rogers, 1976).

There is however, a contention that an individual's goals and those of an organization are not always in harmony acting as an impediment to the realization of organizational goals.

The formal (established communication channels) and informal (grapevine and workers' groupings) communication systems in an organization are often manifestations of such conflicts between individuals in an organization and their organizations. Communication is regarded as the life-blood of an organization and therefore when it gets clogged up, it can undermine its existence. It is through communication that individuals in an organization understand their roles and how this relates to the wider organizational goals.

From an *Open system* perspective, an organization is seen as an elaborate set of interconnected communication channels designed to import, sort and analyze information from the environment and export processed messages back to the environment. Communication provides avenues for making and executing decisions, obtaining feedback and correcting organizational objectives and procedures as the situation demands. "When communication stops, organized activity ceases to exist and individual uncoordinated activity returns" (Hicks, 1967:130).

Since communication occurs in a highly structured context, the organizational structure tends to affect its communication process; thus, communication from a subordinate to a superior is very different from communication between individuals of equal rank. Communication as a process occurs when an idea is transferred from a source, to a receiver through a particular channel with the intention of influencing his or her behaviour.

Like other organizations, universities are comprised of various publics who rely on communication for coordination to achieve their mission, goal, and objectives. These publics who include students, members of staff, the general public and other stakeholders require relevant information to enable them discharge their roles effectively. Creation of channels of communication in the universities has been identified as one of the key elements of streamlining governance and democratization of education in Africa. (Kilemi Mwiria, Daily Nation, 4th April 2003).

As society looks up for universities to lead the way, public universities in Kenya must manage their communication portfolio in the most efficient manner possible and come up with new ideas for adoption by other organizations.

1.2 Statement of the problem

Communication in an organization plays a very important role in the attainment of its goals and objectives. An efficient communication system and information flow in Kenya's public universities is a prerequisite to making them relevant and relate well with society. Unfortunately, as reported by Mtawali (1987), there seems to lack a coordinated and efficient communication policy in public universities.

Commission for Higher Education (CHE), the body charged with overseeing the management of the public universities in the country does not effectively influence the overall management of these institutions. This is because it is restricted by the respective Universities Acts that grant them a great deal of autonomy in their operations. This leads to lack of a coordinated communication policy for universities in the country.

Numerous inquiries on the affairs of public universities is an indication of an existing information gap between them and the public. Ignorance portrayed by members of staff in public universities on what may be regarded as obvious issues is a clear demonstration of lack of efficient communication structures in these institutions. Further, lack of corporate image and identity among the public universities is also an indication of a missing link among the various publics of these institutions.

The organizational structures of our public universities are molded along foreign western institutions, as the whole idea of universities is new to Africa. This restricts communication flow within the institutions, leading to problems of distortion and

omission and ultimately failing to achieve the goals and objectives of the organization. Not much has been researched locally on organizational communication in public universities. Most of the published studies are based on foreign universities that may not be applicable to the Kenyan situation.

There is need to evaluate the organizational communication structures of public universities in Kenya to find out how relevant and effective they are in this era of information technology. This study therefore seeks to illuminate on organizational communication among public universities. Using the University of Nairobi as a case study, the overall objective of the study was to determine factors that influence organizational communication at the university and other public universities in Kenya.

1.3 Specific objectives of the study

The specific objectives of the study were to:

- Identify the various publics that constitute the University of Nairobi as an organization;
- Investigate the effectiveness of existing channels of communication at the University of Nairobi;
- Review the relationship between internal communication at the University of Nairobi and its organizational structure;
- Investigate how the University of Nairobi as an organization communicates with outside world;

- To determine the level of awareness about the university of Nairobi among the respondents; and
- Based on the findings, to make appropriate recommendations on how to improve information flow and communication in Kenyan public universities.

1.4 Significance of the study

Universities play a pivotal role in the development of any society. Free flow of ideas is an important ingredient in rational decision-making process of any organization, universities included. Communication plays a significant role in mobilizing individuals to discharge their roles in harmony for the achievement of goals and objectives of an organization.

For an organization to facilitate efficient and effective flow of information, appropriate communication channels must be established and maintained within an established organization. It is therefore important to establish the state of affairs on matters of organizational communication in public universities with a view to improving their service delivery and their core mission of teaching, research and dissemination of knowledge.

A positive corporate image among the key internal publics of the public universities, students and staff, will lead to good will from other publics. The study therefore sought to find out the level of corporate feeling among the students and staff at public universities and come up with suggestions on how to improve the image of the public universities in

Kenya. The findings of this study will help in determining the effectiveness of organizational communication in public universities to enable them position themselves in an increasingly competitive world. The findings and recommendations may also guide in the formulation of a national communication policy governing higher institutions of learning in Kenya.

1.5 Scope of the Study

Kenya has six public universities and one constituent university college; the University of Nairobi, Kenyatta, Egerton, Moi, Maseno, Jomo Kenyatta University of Agriculture and Technology and Western University College. The University of Nairobi is the oldest public university in Kenya, having been established in 1957 as the Royal Technical College and thereafter became a constituent College of the University of East Africa. It has six college campuses that are located within the City of Nairobi, save for one that is situated 24 Kilometers North-West of Nairobi.

The organizational structures of public universities in Kenya are governed by the respective Universities Acts. According to the Statutes in the University of Nairobi Act 1972 (now repealed), the Chancellor is the head of the institution who gives general guidance and coordinates fund raising for the university. The chancellor is either the incumbent head of state or his appointee and thus his role is largely ceremonial.

The Act provides for the appointment of a Council that is headed by a chairman who is appointed by the Chancellor. The council's major function is governance, control and

administration of the University. The Senate regulates all academic affairs of the University as provided for in the Act.

The academic and administrative head of the University is the Vice- Chancellor who is appointed by the Chancellor on the advice of the Council. Two deputy Vice- Chancellors appointed from among the professors of the University to deal with matters of administration and finance and academic affairs respectively assists the Vice- Chancellor.

A Principal who is appointed by the Council in consultation with the Chancellor is the academic and administrative head of each college. Students and staff are represented at various levels of the university management organs.

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The location of the University of Nairobi in the country's capital City, Nairobi, the wide scope of its academic programmes and its population of students and staff gives it all the manifestations of a national public university. It has all characteristics and other unique features of a public university in Kenya. Indeed all the other public universities in the country are modeled along the administrative and academic structures of the University of Nairobi. Nairobi is therefore a good representative of public universities in Kenya and the findings and recommendations of this study can therefore be generalized to the rest of the public universities. The study targeted students and staff who constitute the most crucial publics of any university.

The study surveyed the state of organizational communication in public universities in Kenya and focused on the University of Nairobi. The population of the university at the time of study stood at 26,325 students and 4,612 members of staff. (Source: University of Nairobi 2004.)

1.6 Definition of Terms

Public university: An institution of higher learning in Kenya, established under an Act of parliament to provide university education in the country.

Staff: A person appointed to provide teaching, research or administrative duties at the university.

Student: A person registered by the university for the purposes of obtaining a qualification of the university.

Public: A defined section of the population of the university having similar characteristics in their relationship with the institution.

Corporate image: A collective image that represents an organization usually identified through colour branding, uniform and slogans.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Imagine a world without communication. A world where men live as individuals without interactions, never sharing experience and knowledge. Such a world is inconceivable and impossible to imagine. Communication has a position of such unquestionable primacy in the affairs of mankind. It makes organizations possible and organizations then have enabled us to obtain our present system of organized lifestyle.

One study (Berlo, 1960) showed that the average American spends approximately 70 percent of his active hours communicating verbally, listening, speaking, reading or writing in that order. Organizations require interaction or communication for existence. They are structured to work toward objectives and the organization's communication processes necessarily link the managers, subordinates, peers and the external environment. To achieve its objectives, the organization demands that leadership be exercised; people motivated, decisions made, efforts coordinated and operations controlled. Each of these functions involves interaction between persons and thus involves communication.

Empirical research exploring organizational communication processes has burgeoned over the last several decades. Critics argue that researchers have concentrated on data gathering in the absence of articulated theories of organizational communication. There is

need for those who build theories to be broadly versed in both organizational theory and communication theory.

Organizational structures can restrict communication flow leading to problems of distortion and omission. Existence of informal communication behaviour typified by rumours and of informal communication roles, such as liaisons and gatekeepers in communication networks, suggest that the formal structure in an organization far from completely, determines communication behaviour. This in turn determines the chances of attainment of an organization's mission and goals. On the other hand organizational communication theories posit that communication behaviour can occasionally determine the organizational structure.

One such theory is the "OPEN SYSTEM THEORY" which emphasizes on information exchange with organization's environment as well as communication flow within an organization. Many communication scholars have however avoided studying the way in which structure affects human interaction within an organization and factors that influence organizational communication.

Communication researches prior to 1970's concentrated on the **Source-Message-Channel-Receiver** model and similar models of communication and did not accord much importance to the nature of the social relationships between source and receiver. The research approach of communication – scientists in the past had seriously underestimated the impact of social structure on communication behavior. In survey research on

communication, the role of structure is usually depreciated by the research methods used. The individual is usually the unit of response and is often the unit on analysis (Coleman 1958).

2.1.1 The Role of Communication in Research and Dissemination of Knowledge

Since the early researches on communication largely concentrated on the effects of messages on individual, there is need to find out how information affects organizations and how it flows within them. This might not appear to have any direct application to the immediate problems of the society but eventually opens new frontiers of knowledge that can be applied to solve its problems (Mungai, 1979).

The core function of universities is research and teaching which calls for an efficient organizational structure and communication system that harmonize their functions and society- the recipient of their products. The public universities particularly have an obligation of informing society as their sponsors on how they utilize the taxpayers' money. The future success of universities depend on their capability and willingness to adapt to the dictates of the new information age society and meet the needs of the even more demanding clientele (Kamonde, 2003).

Kenya has six public universities and one constituent college located in various parts of the country. These are; University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Egerton University, Moi University, Maseno

University and Western University College. Our study explores the factors that influence organizational communication among public universities in Kenya.

In underscoring the importance of research and the role of universities, a one time Vice-Chancellor of the University of Nairobi, Professor Joseph Mungai, said: “ One of the features that distinguish university education from the kind of education to be found in all other institutions of post secondary education is research. Research is the art and practice of systematic investigation and experimentation for the purpose of developing frontiers of knowledge. This is necessary for solving pressing problems of society” (Mungai, 1979:26).

The statement mirrors the functions and objects of the university as set out in the University of Nairobi Act, 1985, reproduced in the 2001-2003 University calendar:

- To provide directly or in collaboration with other institutions of higher education, facilities for university education, including technological and professional education and research.
- To participate in discovery, transmission and preservation of knowledge and stimulate the intellectual life and cultural development of Kenya.

The aims and objectives of other public universities in Kenya are closely modeled along those of the University of Nairobi.

2.1.2 Importance of Organizational Communication

We live in an organized society and communication gives life to an organizational structure. Chester Barnard recognized that, “in any exhaustive theory of organization, communication would occupy a central place because the structure, extensiveness and scope of organizations are almost entirely determined by communication technique” (Rogers, 1976).

Katz and Kahn (1966) argues that communication is a social process of broadest relevance in the functioning of any group, organization or society and that it is the very essence of a social system of an organization. Herbert Simon (1956) probably stated it most sweepingly; “ The question to be asked of any administrative process is: How does it influence the decisions of the individual? Without communication, the answer must always be: it does not influence them at all” (Rogers, 1976).

Rogers (1976) sees an organization as a stable system of individuals who work together to achieve, through a hierarchy of ranks and division of labour, common goals. To do this, the individuals require information to enable them make appropriate decisions. Therefore, enough information must be availed to them to dismantle their individuality, “The behavior of people in organizations is still the behaviour of individual, but it has a different set of determinants than behaviour outside organizational roles” (Katz and Kahn, 1966).

Most of these distinctive determinants are variables that involve organizational structure. Organizational communication occurs in a highly structured context: - Thus organization's structure tends to affect the communication process; thus, communication from a subordinate to a superior is very different from communication between equals. It's through communication that individuals understand their organizational roles and integrates them with the organizational goals.

As discussed else where, in an Open System perspective, an organization is seen as an elaborate set of interconnected communication channels designed to import, sort and analyze information from the environment and export processed messages back to the environment. "Communication provides a means for making and executing decisions, obtaining feedback and correcting organizational objectives and procedures as the situation demands" (Rogers, 1976).

Communication is seen as a thread that holds the various interdependent parts of an organization together. If communication were somehow removed from an organization or industry, it would collapse instantly. "When communication stops, organized activity ceases to exist and individual, uncoordinated activity returns" (Hicks, 1967).

We note that not only is communication an essential ingredient in the internal functioning of an organization but it is also vital in the organization's information exchanges with its environment. According to Guetzkow (1965), the communication system serves as the vehicle by which organizations are embedded in their environments.

An organization might emphasize training and development of other managerial skills, but communication often is taken for granted. There is an assumption that if an individual can speak, read and write, then he can communicate. Communication is not just reading, writing and speaking; rather it is the transfer of information and understanding from one person to another.

A survey of about one hundred business firms (Keith Davis, 1961) attempted to determine how much of what management has to say is actually understood. The results of the survey showed the following:

1. At the Vice-presidential level, managers understand about two-thirds of what they hear from the top.
2. At the general supervisor level, managers understand 56 percent of the top-level information.
3. At the manager level, managers perceive only 46 percent.
4. Foremen perceive 30 percent.
5. Persons on the production line understand 20 percent.

From the results, management in organizations can certainly be improved by development of good communication skills. One other fundamental component of communication is words and meanings. Words are symbols that represent our perceptions of reality. A good communicator will seek to select words that are accurate without being either too brief or too 'wordy'.

Another important factor in communication is knowledge as the meaning given to perceptions is governed by the knowledge stored at the moment. We acquire knowledge through a symbolic learning process and the body of knowledge is constantly changing.

If a manager gives a set of highly technical instructions, the manager is failing to consider a basic fundamental of good communication. Our state of knowledge is an important factor in our ability to understand what we perceive.

The importance of communication research as seen by Deutch (1952) thus rests in understanding the requisite pathways by which communication is communicated between different parts of an organization. Further, the research has enabled scholars to determine how communication is applied to the behaviour of the organization in relation to the outside world and we will have gone far towards understanding that organization. At time, communication can cause a problem of information overload. The remedy to this is to computerize the file data or utilize a “problem-oriented” record system in which essential data are isolated and instantly made accessible (Rogers, 1976).

The gist of studying communication in an organization lies in recognizing it as a process by which an idea is transferred from a source to a receiver with the intention of changing his or her behaviour. Communication relates with an organization in that different individuals work together to achieve common goals and objectives. This can only happen in an environment where free flow of information persists.

Much of the attention on organizational communication focuses on communication problems within them and disregards what factors influences the overall information flow. Most writers in the field of communication give the impression that insufficient communication is frequently the main cause of difficulties in organizations. However, what is important as intellectual discourse is to understand the factors causing such problems. Thayer (1967, Pg.80) aptly observed that, “perhaps more has been ‘communicated’ about ‘communication problems’ in organizations than [about] any other single topic in the field. Yet this plethora of commentary has not been conducive either to theory building or to theory-validation” (Rogers, 1976).

Early organizational communication researches consisted of case studies of a single organization. Researchers would stake out in an organization observing what went on in its everyday activities, administering questionnaires to the organization’s members or personally interviewing them. The end result was that the researchers learnt a lot about very little and this did not provide a very sound basis for generalization of the research results.

Later organization scholars subsequently began to conduct comparative studies in more organizations. This provided the researchers with a wider perspective of the dynamics of communication in organizations. Finally, communication researchers began to gather data from larger samples of perhaps a hundred or more organizations. This approach as (Rogers, 1976) observes, provided a more solid basis for generalization of the research

findings but it usually necessitated knowing very little about any one organization in the sample that was studied.

This extensive, quantitative approach essentially restructured the organization in any meaningful manner, in that, relatively little about the internal nature of each organization could be measured. There was a problem in generalizing the results of scientific research in organizations in the past as they concentrated on industrial business and governmental organizations. Now attention is given on organizational communication research to such other kinds of organizations as schools, hospitals, prisons, labour unions, cities, voluntary organizations and political parties. Universities that constitute a unique category of organizations received little attention if any in these researches.

There are many reasons for the pro-organization orientation in researches of which the most important is to help the executives, employees and clients of the organization understand the organization much better. The general trend in research on organizational communication behavior has been toward greater qualification, toward reducing human behaviour to variables that can assume numerical values.

Survey research methods are not entirely satisfactory for studying communication in organizations. First, interviews or questionnaires tend to isolate the respondent, as an atomistic entry while the very nature of organizational communication is relational, holistic and structured. There is therefore need to undertake a wide approach in the study

of communication in organizations that recognizes both the individual and organizational roles as relates to the goals and objectives of an organization.

The survey research procedures should be structured in such a manner that the position of individual respondents in the organizational structure is taken care of. This will give a true picture on the information flow in the organization and how it affects the individual output. One important modification in survey research procedures is to ask socio-metric questions about communication behaviour. Example would be: “with which other individual in this organization have you talked with in the last one day?” (Rogers, 1976).

2.1.3 The Individual and Organization Communication Research

One approach to research on organizational communication has been to discover and analyze the interpersonal communication pattern within an organization with network analysis procedure. The next step is then to compare these patterns with the formal communication patters that would be expected on the basis of the organizational structure. Network analysis is an essential research tool in analyzing the existing reality; it is used to isolate such key communication roles in an organization as **gatekeepers, liaisons, opinion leadership, and cosmopolites:**

- A **gatekeeper** is an individual located in a communication structure as to control the messages flowing through a communication channel. One function of a gatekeeper is to decrease information overload as he/she filters message flows. The ability of the gatekeeper to filter low-importance messages and allow high-importance messages to pass determines whether or not the gatekeeper is

preventing overload without greatly increasing distortion and omission in an organization.

- A **liaison** is an individual who interpersonally connects two or more cliques within a system without himself belonging to any clique. These are positioned at the crossroads of information flows in an organization. The importance of liaisons lies in their getting communication messages from one subsystem to another within an organization.
- **Opinion leadership** is the ability to informally influence other individuals or behavior in a desired way with relative frequency. Lazerfeld (1948) originally coined the concept of opinion leadership and others as part of the two-step flow model. It hypothesized that communication messages flow from a source, via mass media channels, to opinion leaders who in turn pass them on to followers in the public audience (Rogers 1976, Pg.139). Studies conducted on the role of opinion leadership in organizations conclude their function as, “to bring the group in touch with this relevant part of its environment” (Katz 1957). In most organizations, opinion leadership is not possessed solely by the higher executives but a cross section of the workers in the organization especially the union leaders.
- A **cosmopolite** is an individual who has a relatively high degree of communication with the system’s environment. These are a special type of gatekeepers, found at the operational-level of an organization and control the communication flows by which new ideas enter the system.

While the mechanical perspective towards human communication places primary emphasis on the channels that link communicators, the psychological perspective focuses specifically on how characteristics of individuals affect their communication. This is affected by the informational environment that includes, stimuli far too numerous to process- thus the “conceptual filters” of individuals become the locus of the communication process.

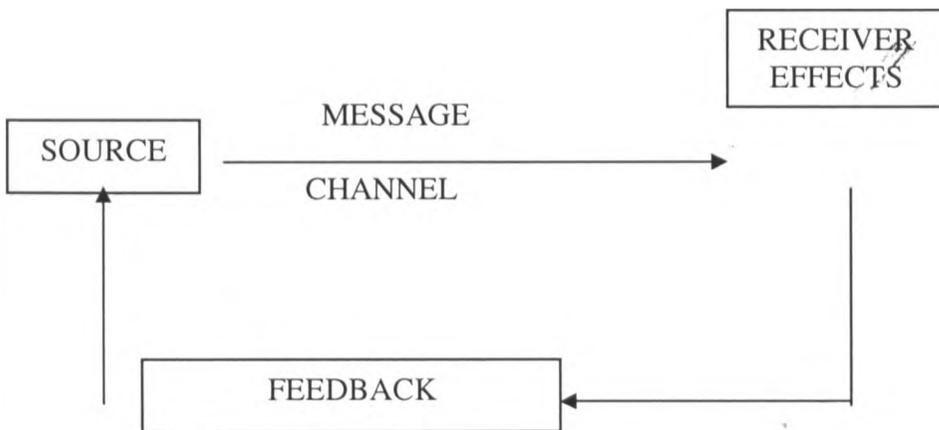
Psychological perspective also embraces assumptions of linear causality, transitivity of communication functions and reductionism. Barriers and gate keeping become forms of selective exposure rather than obstacles in the transmission process. Study by Jablin (1972b) on over 800 subordinates from 15 different organizations found out that subordinates in the lowest levels of their organization hierarchies perceive significantly less openness in superior-subordinate communication than do those subordinates at the highest levels of their hierarchies.

Webber (1970) has shown that supervisors perceive that they communicate more with their subordinates than their subordinates perceive they do. Likewise that the subordinate perceive that they send more messages to their supervisors than their supervisors perceive they do. Webber’s findings indicated that both parties perceive that the other fails to keep them adequately informed. That breakdown in communication result from perceptual differences between supervisors and subordinates.

In summary, these studies clearly reflect the psychological perspective in that conceptual filters of organizational communicators are given central importance. Fulk and Mani (1986) in studies of upward distortion in hierarchical relationships investigated how subordinates' perceptions of their supervisors' downward communication behavior and perceptions of role stress affect subordinates' perceptions of their own tendencies to distort upward communication. Their findings suggest that perpetual and cognitive processes within subordinates determine whether and to what extent subordinates will distort upward communication.

2.1.4 Main Elements in the Communication Process

The main components in the communication process are the Message/Source, Channel, Sender/Receiver, Transmission, Encoding/Decoding, Meaning, Feedback, and Communication effects (Berlo, 1960) as illustrated below:



The system in which communication takes place

Adopted from (Rogers and Rogers, 1976, Pg. 11)

Message- Verbal and non-Verbal cues each communicator conveys.

Channel – the vehicle or medium in which a message travels.

Sender – individual who sends a message or the generalized source of a message.

Receiver- a message's destination or the person who receives and deciphers it.

Transmission- actual sending and receiving of messages through designated channels.

Encoding and Decoding- the process of creating, transforming and deciphering messages.

Meaning – achieved during encoding/decoding process by interpreting or making sense of the message.

Feedback- facilitates interpretation of the message.

Communication effects- the outcome or general results of the message exchange processes.

From a mechanical point of view, human communication is viewed as a transmission process in which a message travels across space (a channel) from one point to another.

Thus the locus of communication is the channel- the channels inter-links all the communication elements. The emphasis on channel in a communication process stems from the fact that lack of it denotes no communication.

Communication concepts are linked together in a chainlike relationship- a source affects a message- sending process, which in turn impacts on message clarity, which subsequently shapes message reception. From a reductionism perspective,

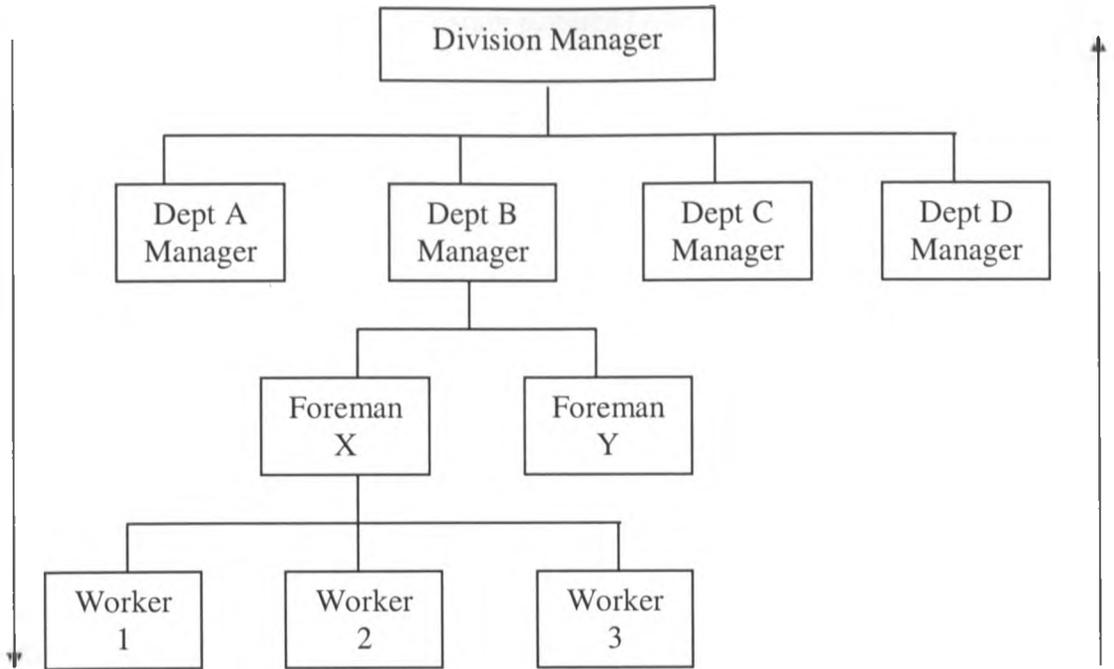
communication is best understood when messages are broken down into smaller and smaller units. Organizational communication network research is almost entirely mechanistic since it focuses primarily on the channels that allow communication to flow among individuals (Rogers, 1976).

2.1.5 The Organizational Structure and Communication

An organization chart, sometimes also called an “organ gram”, is a description of the formal structure in an organization. The lines connecting the boxes show the authority and formal communication relationships among the positions. Argyris (1974) describes an organizational chart as an x-ray of the hierarchical structure through which much about a system’s operation and the organization of its formal communication can be learnt from.

One means of analyzing an organization is to view it as a communication network. An organizational chart is a diagram of the formal communication flow. In this case the information flows downward from superior to subordinate through the various levels of the organization and it flows upward through the same network as illustrated below:

ORGANIZATIONAL CHART

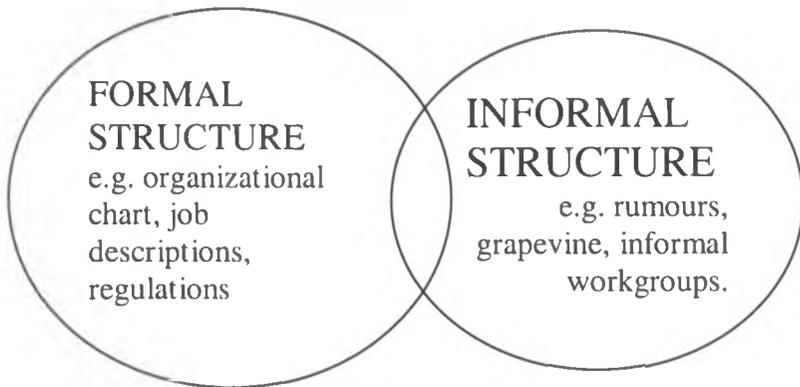


The above however, only represents formal communication network modeled along the formal organizational chart and it is a fact that the members of the organization will form many other communication relationships.

In addition to the formal structure of hierarchical statutes and patterned communication flows, every system has an informal structure that is also very much present. Studies on organizational communications have shown the important role of informal communication relationships in determining workers' productivity (Rogers, 1976).

Informal communication may be vertical-upward or downward or horizontal-in or out of departments (Hase, 1974). The formal and informal communication channels in an organization are usually complementary and substitutable or sometimes quite distinct.

However, sometimes a considerable overlap occurs between the formal organizational structure and the informal communication patterns (Allen and others, 1971).



The formal structure and the informal structure of an organization usually overlap and tend to complement each other as illustrated (Rogers, 1976, Pg.81).

2.1.6 Effect of Structure on Communication

Communication in an organization occurs in a highly structured context. The organizational structure by its rigid nature limits and guides communication flows. Communication structures in an organization determine the effect of such things as centrality, access to other members, open channels, communication linkages and access to information on the group's participation, satisfaction and performance.

The communication system of an organization consist of the process by which requests for information proceed to the point of collection and by which that information is transmitted back to the person requesting it. All organizations are concerned with overcoming communication barriers between them and the members of the public. As discussed elsewhere, an organization is a system of overlapping and interdependent groups and their point of convergence is through communication.

A common misconception about communication problems in organizations is that the main problem is restricted flows and that the solution is to unclog communication channels. "The discovery of the crucial role of communication led to many organizational problems. More and better communication (especially more) was the slogan" (Katz and Kahn 1966).

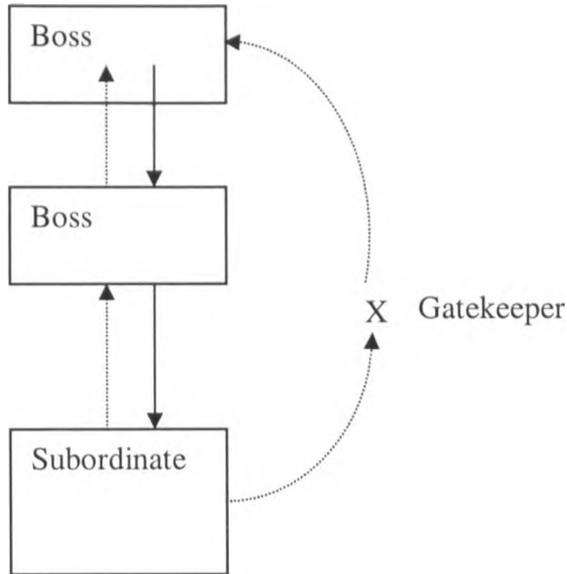
The major communication problem is often information overload to which the solution is obviously less, not more, communication. Indeed communication research has shown that free or less restricted communication flows may cause problems more often than it solves them. An organization's structure must operate so as to condense information and avoid overloading the top management with an avalanche of unnecessary paper work.

Lanzetta and Roby (1957) caution that the overloaded individual is as likely to neglect obligations to other group members, thereby increasing their error, as he is to neglect his own control responsibilities.

The ideal communication system is one which the information flows are at least partially restricted and in which the structure is so designed that information reaches those locations at which it is most needed, and only those (Roger, 1976).

In conclusion, organizational structure can restrict the accessibility of receivers to sources through the introduction of gatekeepers in the communication system and thus

help to deal with the problem of information overload as illustrated below (Rogers, 1976).



2.1.7 Effective Communication and the Grapevine in Organizations

Any solution of a communication problem must be based on an analysis of the particular situation in which the problem occurs and an application of general principles about communication. Communication flows downwards all right in an organization; the problem is to get communication from below. This however is not particularly true as communication is like a piece of driftwood on a sea of conflicting currents that flows depending on the tidal movements (Porter, 1977).

Communication flow in an organization is unidirectional and is directed by diverse motivational forces. People communicate or fail to communicate in order to achieve some goal, to satisfy some personal need or to improve their immediate situation. A study on communication patterns among the personnel of a medium sized government agency (Jackson, 1953) found that people communicated far more to members of their own subgroups than to any other persons. The study also found out that people would initiate and spread rumours when they are confused and unclear about what is happening and when they feel powerless to affect their own destinies.

People have powerful forces that direct them to communicate with those they feel more secure and gratify their needs. Ross (1957) writes that there is evidence that subordinates are often reluctant to ask supervisors for help when they need it because this might be seen as a threatening admission of inadequacy.

The other assertion is that persons in an organization are always communicating as if they were trying to improve their position. The effect of any particular communication depends largely upon the prior feelings and attitudes that the parties concerned have towards one another.

A study undertaken by (Festinger and Kelly 1951) to increase contact between inhabitants of a housing project during the Second World War found that after increased contact, the attitudes and feelings of these people became polarized: those that were

initially positive became more positive, and those that began by being negative became even more negative.

The effect of any particular communication depends upon the pre-existing expectations and motives of the communicating persons. Subjects in an organization were asked how much time they spent on each other (Bums 1954). The results were that the consequences of communication are limited by people's interest in achieving certain effects and their lack of concern about others.

Communication is involved in all human relations. It is the nervous system of any organized group, providing the information and understanding necessary for high productivity and morale (Porter, etal 1977). One big factor which management has tended to overlook is communication within its own group. Communication to the worker and from the worker is dependent on effective management communication; and clearly this in turn requires informal as well as formal channels.

Management communication studies have tended to ignore the informal channel, the grapevine. Whatever happens as a carrier of news and gossip among executives and supervisors, the grapevine often affect the affairs of management. The grapevines usually carry juicy and unverifiable information that is fonder for the employees in the absence of authoritative information.

A study on grapevine by Davis K. (1953) found that if management wants more communication among executives and supervisors, one way is to increase the number and effectiveness of the liaison individuals in an organization. The management should also encourage further research about management grapevines in order to provide managers with a deeper understanding of them and to find new ways of integrating grapevine activities with the objectives of the organization (Rogers, 1976).

Organizational communication research that adopts the interpretive perspective usually seeks to explain communication from the viewpoint of organizational members. A study by Maryan Schall (1983) explored communication rules within work groups and the way these rules depict an organizational culture. The results of the study demonstrated the value of the rules approach in describing organizational cultures and reveal that the rules based on insiders descriptions are more accurate depictions of group culture than those that management prescribes.

2.1.8 Environmental Monitoring and Management of Corporate Affairs

In recent years, a substantial amount of research has concerned “environmental uncertainty” and how this is managed by organizations. Mills and Margulies (1980) use the client-organization interface as a point of departure for their analysis of information flow. This focus allows them to characterize classes of organizations by the feature of interaction that spans the traditional boundary between organization and environment (Jablin, Robers & Porter, 1987).

Public relations officers are necessary contributors to the interface between organization and clients. Their communication activities simultaneously represent the organization to the client and the client to the organization. They are seen as “boundary spanners” whose job is defined as communication. Public relations officers are continually involved in making connections between organizations and environment (Jablin, Roberts and Porter, 1987).

Levinson (1972) explains in powerful terms the need to examine house organs and other periodicals in any thorough investigation of an organization’s functioning. The kinds of corporate communications which include house organs, newsletters, reports to stockholders and various other messages to those considered to be members of the organization in one way or another are important in defining the organization. Levinson (1972) argues that house organs are usually “newsy”, but “tend to hide the realities of the organization and place a smiling organizational façade before the readers. The internal corporate communication such as house organs should be considered in conjunction with external communications that are traditionally labeled as public relations.

A number of early studies in organizational communication focused on employee handbooks, company newsletters, memoranda and “information racks” (Beach, 1950; Mahoney; 1954; Zelko; 1953).

Internal corporate communications particularly those that are disseminated widely, serve to promote select values, foster select images, create select identities and determine the

status of select issues. Public relations today are moving increasingly away from reactive accommodation toward proactive formation. Proactive public relations strategies are attempts to control value, issue, image and identity as terms that also control discussion and enactment of these corporate concepts.

There has been considerable theoretical interest in organizations as information processing entities (e.g. Daft and Macintosh, 1981; Ference, 1970; March and Simon, 1958; Thompson, 1967; Weick, 1969). The researches focused attention both on the flow of information within organizational settings as well as the use of information by organizational members (Jablin, etal, 1987).

Jay Galbraith (1973) proposed that one of the central mechanisms by which organizations adjust to shifting environment pressures is through changes in the information processing capacity of the organization's structure. Tushman and Nadler (1978) have suggested that as complexity and uncertainty increase, organizations have a greater need for information processing. Kan Weick (1969) also using an information perspective suggests that one of the central tasks faced by all organizations is that of importing and processing signals from the environment.

Communication being a complex process has made it difficult for researchers to either operationalize it as an independent or dependent variable to be directly relevant to organizations in the real world. This perspective has taken a dynamic view of information processing rather than a more traditional static of outcome view. In contrast, the decision-

making research has provided insights about how information is used in organizational decision-making.

Janis and Mann (1977) provide numerous examples of how decision makers may selectively seek out information to bolster a preferred position or defensively avoid negative information. If a decision maker requires information to define a problem and to generate a list of alternative solutions, it logically follows that the quantity and quality of information available will be related to the alternatives considered, estimates of probabilities made and outcomes seen as desirable.

In the organizational context, it is important that relevant information be available to the appropriate decision makers. One mechanism by which the total information available to the organization is parceled is through the structuring of activities, best achieved through hierarchy and specialization.

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Nevertheless, there exist explicit variables concerned with the transmission of information that are relevant to the structural constraints of information flow. O'Reilly (1978), drawing from the works of Wilensky (1967), Janis (1972), Kanfman (1973) and others, suggests that hierarchy and specialization may act to encourage the distortion of information among organizational members due to decreasing trust between the senders and the receivers.

Read (1962) also demonstrates the restraining effect hierarchy and status impose on the transmission of information by subordinates to superiors. More recently, researchers have found other effects of hierarchy and status differences on information flow. Bradley (1978) found that high power and high status people receive more upward communication than high power but low status people.

Since many important decisions in organizations are made at higher levels, these decision makers need accurate, reliable and relevant information to define problems, generate alternatives and ultimately make choices. This exchange of information takes place between subordinates and their superiors. Unfortunately, subordinates seek to present themselves in favourable light that may influence the decision outcome by affecting the content and quality of information transmitted.

Pettigrew (1972) documented how a single individual, acting as a gatekeeper for information flowing to a policymaking group was able to determine the outcome of a purchasing decision, by carefully allowing only certain types of information through to the decision makers.

Feedback should be encouraged so that the source will know how accurately his message has been received. Basic fundamentals of communication enable us to detect when communication is not perfect and that we are limited in our ability to perceive and communicate about reality.

2.1.9 Effective Communication within Organizations

The vision and mission of an organization defines its essence of existence and differentiates it from others. To achieve this, communication is a prerequisite and the results of effective communication is realised when the intended action is achieved by the first mind over the other. Communication is demonstrated orally, through gestures or even silence.

The main objective of communication in an organization is to make it more effective and is the invisible string that ties it together as one unit. There is great achievement when people work together than when they work as individuals. Appropriate and clear messages must be formulated and then the right medium used to communicate within an organization. In organizational communication, the source of the message must be sensitive to the different audience characteristics.

A crucial stage in organizational communication is the choice of the right source of message that is intended for delivery. Changing sources of information in an organization reduces credibility of the source. Message recipients usually look at the person who has signed the letter and this affects their perception. Any message intended for release in an organization must be made by the most credible source within its hierarchy.

The channel or route identified to deliver the message must be consistent with the intended result. Different channels have unique characteristics for delivery of messages.

A multi-prolonged application of the channels identified for message delivery is advisable.

Little research has been conducted locally on organizational communications in institutions of higher learning. Many of the existing studies have been conducted elsewhere and thus the need to carry out local studies and see how the findings compare with the others.

2.2 Theoretical Framework

Communication studies have come up with various theories and models explaining how information flows in a society. An examination of these models would provide some answers on the role of communication in dissemination of information in an organization. Reviews of pertinent literature in communication literature show that diverse theories converge to provide wider meaning toward organizational communication, the relation between structures and available channels. Early researches have shown that mass media have a powerful effect, a phenomenon that made media act as the 'hypodermic needle' or "Magic Bullet" (Lowery and De Fleur, 1988).

Certain communication and management theories and models such as; the two-step flow theory, the gate keeping theory, the social learning theory, communication theory, open system theory and Taylorism seek to describe how communication takes place in an organization. As communication itself is a process in which participants create and share information with one another in order to reach a mutual understanding, these models

assert that there is selective influence based on social relationships and social categories. The models depict individuals as psychological machines with own perceptions that affect their communication flow and attempt to account for human behaviour.

2.2.1 The Two-Step Flow Theory

The research on how information flows in a society was conducted by Carl Hovland and others in the Erie County, Ohio on the 1940 US presidential elections (Lowery and De Fleur, 1988). Named the Decatur study after the City in which it was conducted, the study sought to evaluate the level and impact of interpersonal communication in the diffusion of campaign messages.

On the basis of that research, it was found that though media, particularly radio had a powerful reach, interpersonal communication plays an important role in facilitating diffusion of campaign messages among members of social groups. Information first reaches the primary group or opinion leaders who subsequently pass it on to other less innovative members of the community. The latter groups are influenced by the former and in the process create social realities especially in the areas of marketing, fashions and movie selection (Lowery and De Fleur, 1988).

This deviated from early communication studies that depicted media as having an all-powerful influence on audiences as the study found out that media effects are selective depending on the selective perception of audiences. Mediated messages are received and

interpreted differently by members of a community depending on their socio-economic status, education level, gender, age and even race.

Harold Lasswell, conducting persuasion research at Yale in 1953 found out that different people are persuaded differently and that interpersonal relations play a pivotal role in creating media realities. Organizations have several cadres of people who are likely to be influenced differently by information that is passed to them from one person to another.

Another study that was instrumental in evaluating the diffusion of information in society was the Project Revere that sought to find out how effective leaflets were in a campaign. In 1945, leaflets had been effectively used to convince the Japanese that further military resistance was futile. The idea of using leaflets was mooted as a way of reaching diverse and disparate communities who could not be reached through conventional media. The limited success that leaflets achieved attests to the fact that print media may not be relied upon as the only medium to reach wide audiences given its vulnerability to distortion and the logistical nature of application (Lowery and DeFleur, 1988).

2.2.2 The Gate Keeping Theory

The gate keeping theory of mass communication deals with three variables; it attempts to understand the interface between information, communication channel and receivers. It can be traced to scholars such as Schramm, Shaw among others and its basic argument is that each time communication passes through various channels; it passes through various gates with certain activities that affects the message. Studies conducted by Schramm,

Shaw; etal (1969), Berkmitts (1990) established that the gatekeeper theory underscores the interface between information communication channels, and receivers who ultimately act on the information.

Information from any of the sources to different gates elicits a lot of action and is influenced greatly in terms of bias, value and credibility. When information flows through a system, a lot of things happen to it due to diverse dynamics of the channels (gates) it flows through.

2.2.3 The Social Learning Theory

This theory was advanced by Albert Bandura and it's basic argument is that, although people can learn through directly experiencing the consequences of their own behaviour, most human behavior is learned observationally through modeling; that is from observing others, one forms an idea of how new behaviour is formed. Later in other occasions, this coded information that serves as a guide action is learned.

Our expectations form around outcomes of behaviour that can be feelings of joy (Bandura, 1986). Social learning theory explains why individuals in an organization shun certain information especially when it is negative. Social learning theory explains why we may generalize bad experiences and come to associate them with the medium rather than the message. Marshall McLuhan (1911-80) exemplifies this well in his famous quote, "The Medium is the Message". People possess self-reactive capacities mainly through self-reinforcement mechanisms that enable them control emotions, feelings, thoughts and

actions. Finally, Social learning theory postulates behavior as being regulated by the interplay of self-generated and external sources of influence (Mbindyo, 1981).

2.2.4 Communication Theory

Developed by scholars such as David Werner, Robert Asby and Karl Deutch, communication theory is centered on information flow and structures as units of analysis. Werner and Asby who were both engineers were concerned with clarity of the channel that carries the message from the sender to the receiver. They argued that there exist various distortions along the message channel, which they termed as noise, that hinder the information flow.

Karl and other social scientists were concerned with information as a basis of decision-making in organizations. He argued therefore for the need of efficient external and internal communication structures to ensure a free flow of information. When there is a continuous flow of information within the established structures, then decision-making is possible. For this to happen, information has to be adequate, accurate, relevant and appropriate. Rational decisions that are the basis of an efficient organization, that translates into productivity and are dependent on constant flow of information. Irrational decisions on the other hand are made when there is little or no information flow within an organization.

Karl advocated for load capacity that determines the efficiency of organizations in decision-making that goes hand in hand with the presence of qualified workforce. Like

other theories, communication theory has serious assumptions in that it places so much faith in the use of information as a unit of analysis in rational decision-making. The truth of the matter is that there are other factors and considerations used to make decisions in an organization.

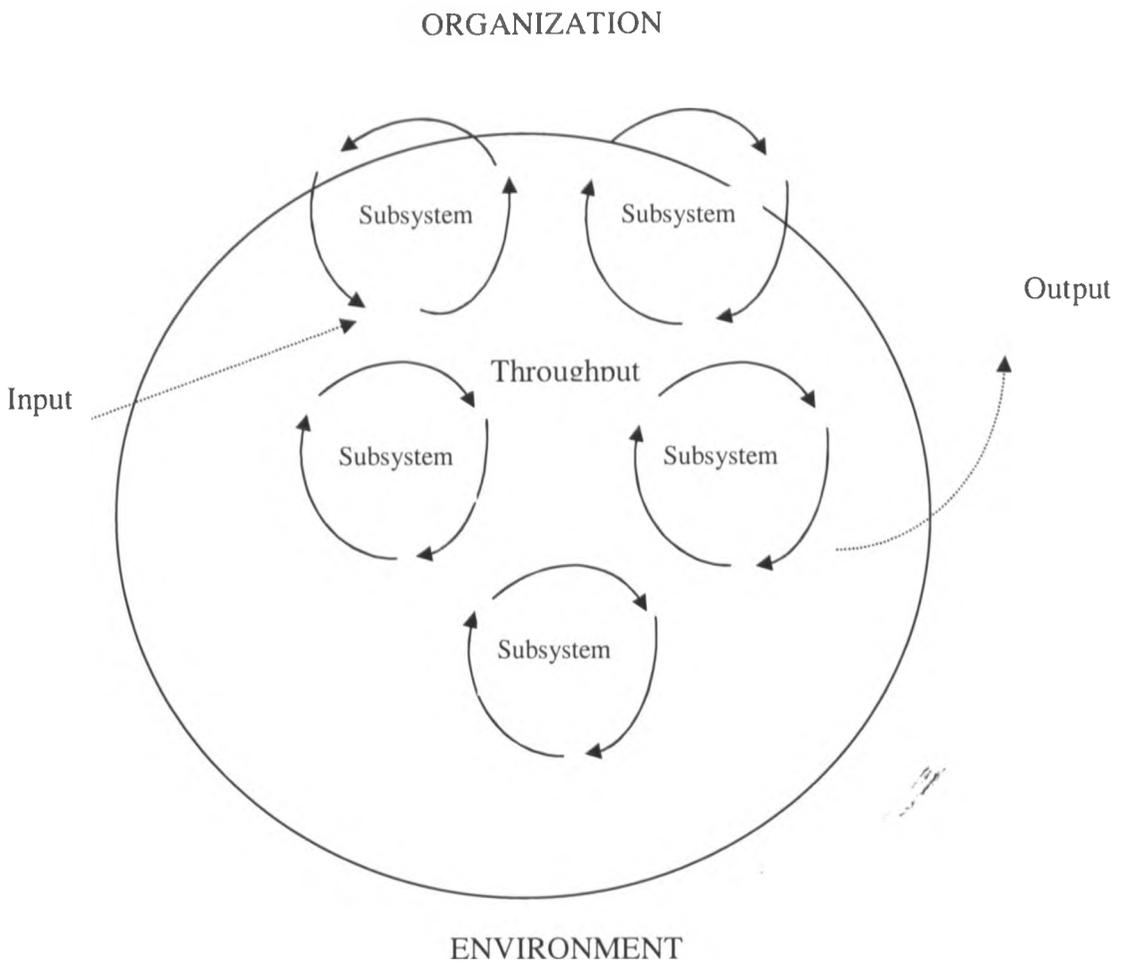
The effectiveness of the structures and channels of communication is also assumed where as it is a known factor that what is put in paper is not what is applicable on the ground. However, communication theory essentially an engineering option, has helped communication scholars have an in depth understanding of the dynamics of organizational communication.

2.2.5 Open System Theory

A system is a set of units that has a degree of structure and is differentiated from the environment by a boundary. The system's boundary is defined by communication flows, that of the units in the system as well as with the external environment. An Open System contrasts with a closed system in that it continuously exchanges information with its environment. It imports information from its environment, transforms or processes this "raw material" and exports the finished product back into its environment.

An Open System theory employs feedback mechanisms in order to provide certain degree of self-regulation, so that deviations from equilibrium are constantly being corrected. The Systems school of organization theorists view an organization as an open system that inputs and outputs to the environment across its boundary thus creating a

continuous interdependence between the organization and its immediate environment. The openness of an organization is determined by the degree to which a system exchanges information with its environment as illustrated the figure below:



Main elements in an Open system conceptualization of an organization. (Rogers, 1976, Pg.52)

An organization is viewed as a system composed of a set of subsystem components that each serve certain functions and that are each in interaction with the other subsystems. It inputs information and matter-energy from its environment and after processing these elements, outputs them. The units within subsystems in an organization have more frequent communication with other units in their subsystem than those units not in their subsystem. The point is that every organization is a nesting of systems composed of systems within systems. When these subsystems interact, they form an organization with distinct characteristics that defines it.

The Systems theory recognizes the need to study interactions of the subsystems in an organization and focuses on communication as the key to analyzing and understanding organizations as social systems. Communication serves as the basic process facilitating the interdependence of the parts of the total system; it is the mechanism of co-ordination. According to system theorists, communication plays the role of the “harmonizer” of the organization while information is “the glue” that holds organizations together:

“ Organizations draw their nourishment from information. They depend for their life on networks and systems of communication that make it possible for many people to work in concert. It is this flow of information that binds an organization together into a single coherent unit” (Leavitt etals, 1973 Pg. 57).

2.2.6 Taylorism and Communication

Fredrick Taylor who is credited with the scientific management theory had little to say about communication and his emphasis was on organizational structure and individual behaviour. According to him, communication was to be formal, hierarchical and planned; its purpose was to get the work done, to increase productivity and efficiency. He

advocated for horizontal communication in organizations which he termed more direct especially in crisis situations when rapid action is essential.

The scientific management school recognized that communication problems occurred in organizations at least when certain management “ principles” were not followed correctly. For example, if the span of control of a manager became too wide because of very many subordinates, ability to communicate effectively with underlings was likely to suffer (Gulick and Urwick 1937; Mooney and Reiley 1939).

The solution to this was the delegation of authority by the manager to lower levels in the hierarchy with an accompanying decrease in the span of control. The theory also distinguished between the communication functions of “line” and “staff”. Staff officials were usually specialists in certain matters and their communication function was thought to consist in persuading their executive head to accept their advice. Line officials were cogs in the chain of command and so their function was to communicate orders from their boss to their subordinates and to see that such instructions were properly carried out.

According to Rogers (1976), the scientific management school did not accord a very significant role to communication and it conceived of communication as limited to command and control through vertical, formal channels. The assumption was that those at the top possessed all the relevant information and were willing to share this information with the others and the function of communication was to disseminate their knowledge.

Its other assumption was the psychological and socio-economic dynamics of a human being that individuals would always accept and absorb whatever information is passed to them without any distortion.

From the communication theories discussed above, open system provides the best perspective of defining communication in an organization. Open system communication provides avenues for feedback mechanism that enables individuals in an organization make and executive rational decisions. Public universities like any other organizations rely on communication from various quarters to make decisions touching on their day -to-day functions. For the various publics comprising public universities to co-ordinate their activities, smooth flow of information among them is necessary. Channels used to disseminate information need to address the diversity of the recipients in public universities and the message they wish to deliver.

This calls for effective and appropriate structures to support an efficient information flow in these institutions of higher learning. The need to determine the state of affairs in regard to organizational communication in Kenyan public universities is of paramount importance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Nachmias and Nachmias (1996) perceive methodology as a process: “ Given that criteria for empirical objectivity and the methods of verification are products of the mind, (in contrast to the belief that truth is an absolute given), the term “intersubjectivity” is more appropriate than “ objectivity” to describe the process”. Intersubjectivity, which involves the sharing of observations and factual observations among scientists is indispensable because logical reasoning alone does not guarantee empirical objectivity.

To be intersubjective, knowledge in general- and the scientific methodology in particular- have to be communicable. Indeed a major function of methodology is to help the blind man “see”, to facilitate communication between researchers who either have shared or want to share a common experience. Describing methodology as a system of explicit rules and procedures upon which research is based and against which claims of knowledge are evaluated, they note that this system of explicit rules and procedures defines the “rules of the game” and set the standards to be followed in scientific research and analysis. Furthermore, by making the rules of methodology explicit, public and accessible, a framework for replication and constructive criticism is set forth.

This chapter discusses the research design, the sampling procedures, the data collection instruments, methods of data presentation and analysis and the operational definitions.

3.2 The Research site

The research was carried out at the University of Nairobi, a body corporate established by an Act of Parliament Cap 210 of the Laws of Kenya with six college campuses spread all over the City of Nairobi, save for one that is located 24 Kilometers North-West of the City. These college campuses are;

College of Agriculture & Veterinary Sciences situated at Upper Kabete Campus

College of Architecture & Engineering situated at Main Campus

College of Biological & Physical Sciences situated at Chiromo Campus

College of Education & External Studies situated at Kikuyu Campus

College of Health Sciences situated at Kenyatta National Hospital

College of Humanities & Social Sciences situated at the Main Campus- Faculties of Arts and Social Sciences; Parklands Campus- Faculty of Law; Lower Kabete Campus- Faculty of Commerce.

3.3 Research Design

This was an exploratory survey looking into the management of the university's communication, a very critical area in any organization. Organizational communication like in other countries has not received a lot of focus in Kenya and this is one among the pioneer studies on organizational communication in public universities. The research was motivated by the premise that proper organizational communication in public universities would result into efficiency and achievement of the goals and objectives of these institutions.

3.4 Target Population

The study looked into factors that influence communication among students and staff in public universities with the population of the study being members of staff and students at the University of Nairobi. During the period of study, there were over 26,000 and 4,000 students and members of staff at the university respectively broken down as follows:

1. Students	=	26,425
2. Non-teaching staff	=	3,286
3. Teaching staff	=	<u>1,336</u>
TOTAL	=	31,047

(Source: University of Nairobi Report, 2004)

3.5 Sample Design and Sampling Procedure

A total of 300 respondents from all the six college campuses of the University were reached in this study through a percentage ratio of each of the college's population (see appendix 1). The researcher set out and succeeded in getting respondents from all the colleges of the University. Due to time constraints and similarity in characteristics among the respondents, purposive random sampling was used to get the respondents in each category. Students and members of staff were reached through their respective departments. All disciplines, age bracket, academic levels as well as gender are represented. The sample is representative of students and staff of the University of Nairobi and public universities in Kenya.

3.6 Data Collection Methods

Printed questionnaires were hand delivered and the respondents asked questions with the research assistants filling in the answers immediately. This ensured a high degree of accuracy and return rate and reduced instances of group influence. Those who were not be in a position to answer the questions immediately were noted and requested to hand in their filled questionnaires at their own convenience to the research assistants and had their questionnaires collected later. A pre- testing of the questionnaire was conducted on all categories from a total of 30 respondents of the identified population chosen randomly from all colleges. Their views were incorporated into the final questionnaire and treated as a representative of the potential sample.

3.7 Data Analysis

The data gathered in each category has been expressed in terms of frequencies, percentages, means and averages. Qualitative data, arising out of perceptions, opinions and suggestions is expressed in percentages, indicating choice and satisfaction levels. The basic data was coded as frequencies as per the categories of respondents against the variables and analyzed using the Statistical Package for Social Sciences (SPSS). The study was undertaken during the months of July-December, 2004.

CHAPTER FOUR

DISCUSSION OF FINDINGS

4.1 Introduction

This chapter is devoted to the presentation of the research findings of this study and their interpretation. The findings from each of the research objectives are summarized in tables. Then the summary results are analyzed using frequencies and percentages.

First, the study identified the various publics that constitute the University of Nairobi as an organization. The demographic data from the 290 respondents is summarized in Table 4.1 below.

Table 4.1: Age distribution of the respondents

Age (Years)	Frequency	Percentage %
<19	10	4
20 – 39	234	80
40 – 59	19	7
>60	27	9
TOTAL	290	100

The study revealed that majority of the population at the University of Nairobi comprised of persons within the age bracket of 20-39 years of age representing 80 percent of all respondents. This is attributed to the fact that students who are the majority fall in this age bracket. The importance of this was to determine the majority age group and their most preferred channel of communication as demographic and other psychological factors influence communication to a great extent.

It is noteworthy that most of the respondents (80%) were between 20 and 39 years. Further, research revealed that of the 290 respondents 83% were students while non-teaching staff and teaching staff accounted for 11 % and 6% respectively. See table 4.2 below.

Table 4.2: Category and distribution of respondents

Category	Numbers	Percentage %
Students	242	83
Non-teaching Staff	32	11
Teaching Staff	17	6
TOTAL	291	100

Similarly, findings on their level of education show that most of the respondents had attained University education. Of all the respondents sampled, only 2% had primary education. This would assist public universities to use multi media channels of communication that would be appreciated by majority of their publics given the level of education. In audience survey, determining the literacy levels is crucial to choose the right medium and to ensure that the messages would be tailored to take care of the education levels of the recipients. See table 4.3 below.

Table 4.3: The education levels of the respondents

Level	Frequency	Percentage %
Primary	6	2
Secondary	31	11
University	254	87
TOTAL	291	100

The study secondly investigated the effectiveness of the existing channels of communication at the University of Nairobi. The study also investigated the relationship between organizational structure and the flow of information among its various publics. Results from the sample survey indicate that most of the respondents think that the current organizational structure of the University of Nairobi does not support an effective internal communication flow. Only 38% of the respondents felt the organizational structure supports effective flow of information internally. The respondents were asked to

identify the existing channels of communication at the university and indicate whether the organizational structure at the university supports information flow. See table 4.4 below.

Table 4.4: The summary of respondents on whether the organizational structure of the University supports information flow or not

Support information flow	Frequency	Percentage %
Yes	107	38
No	177	62
Others	6	2
TOTAL	284	100

Communication scholars are unanimous that an audit of any organization is best determined through its communication network. Individuals are synergized through communication to realize the organizational goals. When there is a breakdown of communication in an organization, a “Tower of Babel” persists. The formal and informal communication in an organization finds the focal point through recognized formal organizational communication channels. Where these are lacking, informal communication, which include rumours and grapevine, takes over with the attendant consequences. From the findings, a sizeable 62% of the respondents were unanimous that the organizational structure of the University does not support information flow.

Similarly, an investigation into the rating of internal communication at the university showed that 72% ranked it as very poor and poor with only 28% ranking it as excellent, as shown below. The need to of an effective internal communication structure in an organization such as a university need not be over emphasized. This signifies an unfortunate scenario resulting to students and staff therefore making uninformed decisions in the absence of reliable internal communication. Those interviewed indicated that they only come to learn about important issues affecting the University through the mass media. Respondents itemized lack of feedback of the on goings in management meetings from their heads of Departments. They indicated that they rely on rumours to know about major management decisions.

Table 4.5: Respondents ranking of internal communication at the University

Internal communication	Frequency	Percentage %
Very poor	175	61
Poor	34	12
Excellent	82	28
TOTAL	291	100

The effectiveness of various channels of communication at the University was measured using three levels: least effective, moderately effective and highly effective. Table 4.6 below summarizes the findings.

Fig. 4.6: The summary of the effectiveness of communication channels

Channel	Effectiveness			
	Least Effective	Moderately effective	Highly effective	Total
1 Colleagues/Grapevine/Rumours	171 (59%)	117 (41%)	2 (1%)	290
Internal memos/letters	40 (14%)	208 (72%)	42 (14%)	290
Notice board announcements	110 (38%)	63 (22%)	117 (40%)	290
Telephone	244 (84%)	83 (29%)	9 (3%)	290
Email/Website	6 (2%)	31 (11%)	253 (87%)	290
Newspaper announcement	71 (23%)	150 (52%)	62 (21%)	290
Radio	120 (41%)	112 (39%)	50 (18%)	290
TV	74 (26%)	145 (50%)	63 (22%)	290
Meetings	133 (46%)	106 (37%)	43 (15%)	290
Brochures/Prospectus	181 (62%)	83 (29%)	18 (6%)	290
Varsity Focus	189 (65%)	79 (27%)	16 (6%)	290
Suggestion boxes	218 (75%)	48 (17%)	15 (5%)	290
Riots/picketing/strikes	88 (30%)	87 (30%)	107 (37%)	290
Head of departments	111 (38%)	142 (49%)	29 (10%)	290
Anonymous letters	203 (70%)	60 (21%)	19 (7%)	290
Staff and students unions	79 (27%)	131 (46%)	71 (24%)	290

The findings indicate that the telephone is the most ineffective means of communication with 84% of the respondents conceding it is the least effective. Suggestion boxes and anonymous letters follow closely with 75% and 70% respectively indicating them as least effective. As means of communication, the use of internal memos, newspaper announcements, television and heads of departments were revealed as moderately effective. Students and staff in public universities as shown by the percentage of respondents who rated riots and unions as being moderately and highly effective communication channels favour interpersonal communication.

Use of E-mail/website was revealed to be the most effective means of communication within the University. Besides email most respondents revealed notice board announcements and riots/strikes were also highly effective means of communication. The universities should therefore invest in Information Technology (IT) which is not only cheap to maintain but also very efficient. There is a correlation between levels of education of the respondents and use of IT.

Thirdly, the study reviewed the organizational structure of the University in relationship to communication. The study here investigated the various issues raised by the publics at the University, the frequency of communication and the main sources of information in the institution. Findings from the sample survey (Table 4.7) indicate that majority of the respondents were unwilling to share information on personal issues, politics and general issues. However, most of the respondents were willing to discuss matters relating to the mission and goals of the University. This was a pointer that if internal communication

were improved in public universities, students and staff would form a crucial mass for raising the profile and image of these institutions. A sizeable proportion of them (42%) were willing to share information on other issues.

Table 4.7: Issues and frequency of communication by respondents

Issue	Rating			
	Lowest	Low	High	Total
Personal Issues	177 (61%)	75 (26%)	38 (13%)	290
Politics & general issues	192 (66%)	73 (25%)	25 (9%)	290
University issues	75 (26%)	153 (53%)	62 (21%)	290
Other issues	121 (42%)	116 (40%)	53 (18%)	290

A survey into the extent of interpersonal communication among with various publics at the University yielded the findings below. The purpose of this question was to determine to what extent the students and staff practice interpersonal communication, an important ingredient for team building.

Table 4.8: Summary of extent of interpersonal communication among various publics

Category	None	Little	A lot	Total
Immediate colleagues	32 (11%)	133 (46%)	125 (43%)	290
Supervisor	40 (14%)	79 (27%)	171 (59%)	290
Senior management	86 (30%)	155 (53%)	49 (17%)	290
Others	43 (15%)	146 (50%)	101 (35%)	290

The findings indicate that at least 89% of the respondents communicate with their immediate colleagues, whether little or a lot. Significantly, most of the respondents (59%) often communicate with their supervisors. There is also a significant level of communication with senior management staff with 53% of the respondents communicating with the management a little. The findings further indicate that at least 11% of the respondents had no communication at all with other categories sampled.

Assigning three rankings; lowest, low and average, the study measured the reliability of various sources of information among the respondents. The student leaders/unions were revealed as the most reliable source of information and accounted for 77% of all the

responses. With approximately 70% of the respondents indicating its reliability, the University of Nairobi website was ranked the second.

The management staff and heads of departments followed in that order. Rumours (Grapevine) were found to be the most unreliable source of information as shown in the table and figures below.

Table 4.9: Summary results of sources of information as ranked by respondents

Source of information	High	Average	Low	Total
Grapevine	80 (28%)	144 (50%)	66 (23%)	290
Colleagues	135 (47%)	108 (37%)	47 (16%)	290
HOD/Supervisor/Lecturers	183 (63%)	85 (29%)	22 (8%)	290
Senior management/UMB/Senate	195 (67%)	80 (28%)	15 (5%)	290
Union/Student leaders	222 (77%)	50 (17%)	18 (6%)	290
The media	92 (32%)	88 (30%)	110 (38%)	290
Notice boards	115 (40%)	145 (50%)	30 (10%)	290
University website	202 (70%)	64 (22%)	24 (8%)	290
Varsity focus	82 (28%)	134 (46%)	74 (26%)	290

The study fourthly investigated the communication of the University as an organization to the outside world. The way an organization communicates with its immediate publics has a bearing on its performance. Goodwill is created where the organization provides information on its service to society. Universities as the conscience of society have a moral obligation to disseminate their findings to the community if at all they would wish not remain 'Ivory Towers'. A survey on how various respondents learnt about the university of Nairobi revealed the findings below:

Table 4.10: How the respondents first learnt of the University of Nairobi

Channel	Frequency	Percentage %
Print media	108	37
Electronic media	174	60
University calendar	16	6
Brochures/prospectus	13	4
University's Community functions	11	4
Public lecture	20	7
Friend/relative	90	31
University website	179	62
Others	22	76

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The findings indicate that the university website, electronic and print media are ranked as the most preferred channel through which respondents first heard about the University. This reinforces the assertion of the immense capability of mass media in disseminating

information. The responses of those seeking employment or admission at the University reveal that majority (83%) never got replies. This does not augur well on social responsibility and corporate image of the public universities that are run through tax payers' money. See figure 4.11 below.

Table 4.11: The percentage of replies to those seeking admission/employment

Got Reply	frequency	Percentage %
Yes	50	18
No	240	83
Total	290	100

The study also revealed that the preferred mode of communication at the University was the E-mail (26%). Use of E-mail by respondents who sought information represented a big majority compared with any other mode of communication. This should act as a wake up call for the public universities to update their websites regularly as they are visited a lot. The electronic media and the print media were the next preferred modes of communication by the university. The results are summarized below: -

Table 4.12: How respondents got their replies

Through	Frequency	Percentage %
Post office	39	14
Telephone	57	20
Newspaper	55	20
Electronic media	58	21
Email	73	26

The study finally investigated the level of awareness about the University among the respondents. The aim here was to determine the image of the University as a corporate organization among the respondents. Of the respondents sample 81% were aware of the university website, yet only 53% of them visited the website rarely while 28% do not visit the website at all. The findings further reveal that 77% of those visiting the website feel its contents was inadequate. Similarly the findings reveal that 55% and 62% of the respondents were not aware of the University's mission and objectives respectively. At least 52% of the respondents did not know the current Chancellor and Vice-Chancellor of the University. In fact, the findings show 63% did not know the Vice-Chancellor of the University. See below:

Table 4.13 Awareness of university website among respondents in percentages

Aware	Frequency	Percentage %
Yes	236	82
No	54	19
Total	290	100

Table 4.14: Frequency of visits to the University website by respondents

Visits	Frequency	Percentage %
Often	97	33
Rarely	111	38
None	82	28
Total	290	100

While over 80 % of the respondents were aware of the University website, a strong 66 % never or rarely visited the University website. Indeed 77 % of the respondents rated the University website content as inadequate and only 9% rated the website content as adequate (See Table 4.15 below). This is a wake up call for public universities to enrich and update their websites.

Table 4.15: Respondents rating of the website content

Content	Frequency	Percentage %
Adequate	25	9
Fairly adequate	42	14
Inadequate	223	77
Total	290	100

Internal publics in organizations greatly influence the perception of the external publics. Public universities need to cultivate good will from amongst its student body and members of staff. Respondents were asked whether they possessed university souvenirs to gauge their level of loyalty to their institution.

A total of 219 respondents representing a 76 % of the total sample did not have a university souvenir only a small 24% had such items (See table 4.16 below). Those interviewed cited ignorance of the availability of such items at the University. Further inquiry revealed that the University Bookshop had a number of university souvenirs such as caps, ceramic mugs, Polo shirts, key holders among others. There is need therefore to determine why staff at the University did not possess such items.

Figure 4.16: Those possessing souvenirs of the university

Have souvenirs	Frequency	Percentage %
Yes	71	24
No	219	76
Total	290	100

The results further point to the role of interpersonal communication among the respondents. The researcher sought to determine the level of corporate identity among the students and staff at public universities. Of the sampled respondents, 63% indicated that they rarely talked about the University with outsiders (see table 4.17 below).

Figure 4.17: The percentage distribution of those talking with outsiders about the university

Talk about university	Frequency	Percentage %
Often	109	37
Rarely	181	63
Total	290	100

The study sought to determine the corporate image of respondents in public universities. What came out clearly was that the level of corporate identity among students and staff in public universities was very low. There is need therefore to work towards making the students and staffs embrace the value of owning their institutions. Clearly a study to establish causes of lack of corporate image and identity in public universities is called for.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary and Conclusion

This Research project set to determine the factors that influence organizational communication in Kenyan public universities taking the University of Nairobi as a sample. The study evaluated the existing organizational communication structures of public universities in Kenya and how effective they were in this era of information technology. The study also determined the levels of awareness about the university of Nairobi among the respondents.

The study achieved the key objective by establishing that the current organizational structures of public universities do not facilitate effective communication among their publics. Further, the study revealed that the existing communication channels were not adequately serving the students and staff in public universities. The study however revealed a great demand for use of the electronic mail as a preferred mode of communication in public universities. A very unfortunate revelation was lack of general information among the respondents on university matters. Indeed a sizeable number of the respondents did not know who their Chancellor and Vice-Chancellor were. This shows lack of corporate feeling among the staff and students at our public universities. The number of students and staff who had university souvenirs further reinforced this lack of corporate feeling.

The efforts being made to improve information flow in public universities are commendable. However, a lot more needed to be done by exploring the most effective channels of communication as identified through the study.

Use of Internet would greatly enhance communication among the staff and students in public universities and ultimately improving their academic life. The implementation of a coordinate communication policy in public universities would enhance dialogue among the publics.

5.2 Recommendations

5.2.1 Improvement of Channels of Communications

The public universities being the conscience of the nation ought to come up with the best channels of communication. The Information Technology should be exploited as the crucial publics are largely literate and can easily adopt this technology. There is need to enhance skills and unlock the full potential of the Internet use among all the publics of public universities through training. Both students and staff should be trained on the use of the Internet so as to fully exploit its use.

To this end, the accessibility of the computers should be made accessible to all students and heads of departments and management should be encouraged to utilize E-mail while communicating with the students and staff. This would lead to IT culture in public universities.

5.2.2 Organizational Structures of Public Universities

These are largely inherited from the colonial government. Therefore, public universities are still seen as government appendages with little room for bottom-up communication. In this era of new political dispensation and democratization of education, these structures need to be reviewed. The organizational structures should be restructured to make them more open and participatory in decision-making. This would ensure a culture of openness and constructive criticism among all concerned.

5.2.3 Corporate Image and Identity

The feeling of corporate identity cannot be forced on any public. For students and staff in public universities to feel part of their institutions, a lot need to be done. Ways of motivating these publics need to be identified through activities that bring them closer to the management. Colour branding would ensure a sense of corporate feeling among them. Items such as hosting university flag at all its functions ought to be made a practice. The management of public universities should come up with corporate days where students and staff come together to cement solidarity amongst them. Days ought to be set aside when the university community wear university branded attire for branding purposes. The public relations offices in respective universities need to be strengthened so as to discharge their responsibilities properly.

5.2.4 Communication Policy in Public Universities

Kenya as a country lacks a well coordinated communication policy that targets public universities. The Commission carries out this role for Higher Education (CHE) which is

greatly inhabited by the universities' respective Acts. There is need for CHE to come up with a communication policy governing both public and private universities in the country. Currently universities operate as lone rangers when it comes to communication and information flow policy. CHE ought to exercise its mandate of not only regulating the academic programmes at universities, but also how they communicate with their publics.

5.3 Suggestion for Further Research

Since this was an exploratory survey, there is need for more research on subject of organizational communication itself. Due to time and resources constraints, the research was only conducted at the University of Nairobi. Though the characteristics of the respondents is representative of those of other public universities, there is need to carry out a full-scale research covering all the public universities in the country. This is because there are emerging unique characteristics in the other public universities that are modeled along the University of Nairobi. There would also be need to carry out a similar research to cover the private universities and establish how their organizational communication operates.

A study to evaluate the effectiveness of the identified channels of communication in public universities would also be an area worth researching on. This study would establish the relationship between efficient communication channels and efficiency in service delivery.

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University of Nairobi Calendar 2001-2003

Appendix 1

BREAK DOWN OF STAFF AND STUDENTS NUMBERS AT THE UNIVERSITY OF NAIROBI –2003/2004 ACADEMIC YEAR

<u>College</u>	<u>Undergraduate</u>	<u>Postgraduate</u>	<u>Non-teaching Staff</u>	<u>Teaching Staff</u>	<u>Total</u>
Central Admin. &					
CHSS	8338	966	1900	327	11531
CBPS	1921	113	357	250	2641
CAVS	2292	50	377	186	2905
CEES	7679	449	116	144	8388
CHS	2018	110	399	265	2792
CAE	2306	133	137	164	2740
Total	<u>24,554</u>	<u>1,771</u>	<u>3,286</u>	<u>1,336</u>	<u>30,997</u>

(Source: Central administration, University of Nairobi, 2004)

***FACTORS INFLUENCING ORGANIZATIONAL COMMUNICATION
IN KENYAN PUBLIC UNIVERSITIES: THE CASE OF UNIVERSITY
OF NAIROBI***

QUESTIONNAIRE

You are kindly requested to spare a few minutes and complete the questionnaire below as soon as possible and return it to the undersigned or hand it back to the research assistant. The purpose of the questionnaire is to *determine the factors that influence organizational communication in Kenyan public universities: The case of University of Nairobi*. The research project is being undertaken in partial fulfillment of the requirements for the award of the Master of Arts degree in Communication Studies at the School of Journalism, of the University of Nairobi.

1. Name.....(Optional)

2. Your designation (Please tick appropriately)

Undergraduate student

Postgraduate student

Non-teaching staff

Teaching staff

(b) What is your highest level of Education

Primary

Secondary

University

3. Age bracket: Less than 25 26-35 36-45 46-55 56-65
Over 65

4. (ii) Gender: Male female

5. How did you learn about the University of Nairobi for the **first time**?

- (i). Through the print media, Newspaper, Magazine
- (ii). Through the Electronic Media; TV/Radio
- (iii). Through the University Calendar
- (iv). Through the brochures/Prospectus
- (v). Through a Community Service Function by the University
- (vi). Through a public lecture
- (vii). Through a friend/Relative
- (viii). Through the University website
- (ix). Others.....

6. If you applied for admission or Employment, did you get a reply?

Yes No

7. If you got a reply, how did you get it?

- (i). Through Post Office Box
- (ii). Through a Telephone call
- (iii). Through the Newspaper
- (iv). Through the Electronic Media (Radio, TV)
- (v). Through the E-mail
- (vi). Others.....

8. (a) .How do you rate the internal communication in the University? (Please tick one)

- Very Poor
- Poor
- Good
- Excellent

(b) In your opinion, do you think the Organizational Structure of the University of Nairobi supports internal information flow? (Please tick one) Yes No

9. Of the following Communication Channels in the University, please rank the given choices in terms of their effectiveness from 1-12

1. Colleagues/Grapevine (Rumours)
2. Internal Memos
3. Notice Boards Announcements
4. Telephone
5. E-mail/ Website
6. Newspaper Announcement
7. Radio
8. TV
9. Meetings
10. Brochures/ Prospectus
11. Varsity Focus
12. Suggestion boxes
13. Others. (Please

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specify).....

10. (a) From the above list, which do you consider being the most three effective and useful communication channels in the University?

- (i).
- (ii).
- (iii).
- (iv). Others.....

(b) Reasons?

.....

11. On a given day, how would you rate your communication with the following categories of people in the University ;(please tick appropriately)

None at all little a lot

- (i). Your immediate colleagues
- (ii). Your Supervisor/ Lecturer
- (iii). The Senior Management staff
- (iv). Others (please specify).....

12. What issues do you communicate a lot with the above? (Please Rank 1-3)

- (i). Personal Issues including health, family e.t.c.
- (ii). Politics and general issues
- (iii). Matters relating to the mission and goals of the University
- (iv). Others

13. What are your main sources of information about the University? (Please Rank 1-9)

- 1. Grapevine (Rumors)
- 2. Colleagues
- 3. Head of Department/Supervisor/Lecturers
- 4. Senior management, Council, UMB, Senate, e.t.c
- 5. Union / Student leaders
- 6. The media, Print and Electronic.
- 7. Notice boards
- 8. University of Nairobi website
- 9. Varsity focus
- 10. Others (please specify)

14. Are you aware of the University Website?

Yes

No

15. (a) If your answer to question 14 was yes, how often do you visit the University Website? Often Rarely

(b) If your answer to question 14 was no, which websites do you visit and why?

.....
.....

16. How would you rate the content of the University Website about the institution?

Adequate

Inadequate

Others (please specify).....

.....

17. If your answer to question 16 were **inadequate**, what extra information would you like to be included?

1.

2.

3.

18. Do you know the vision and mission of the University of Nairobi?

Yes

No

19. (a) Do you know the objectives of the University of Nairobi?

Yes

No

(b) If yes, which ones?

.....

.....

20. How often do you talk about the University of Nairobi with outsiders?

Often

Rarely

21. (a). Do you possess any souvenir (e.g. Caps, T-shirt, Mugs, Calendars, etc) of the University of Nairobi that you display?

Yes

No

(b) If your answer to question 21 were **No** would you wish to get any of these University souvenirs?

Yes

No

22. If your answer to question 21 is **No**, why?

23. Do you know who is the current Chancellor of the University of Nairobi? [If you do, please indicate name]:.....

24. Do you know who is the Vice- Chancellor of the University of Nairobi? [If you do, please indicate name]......

25. How would you rate the University of Nairobi community in terms of information pertaining to the institution? [Please tick one]

Not well served

Well Served

Other [please specify].....

26. Are there channels through which you communicate your views/ suggestions on matters affecting you and others in the University?

Yes

No

27. Which is your most preferred mode of communication with the University Administration in order of priority? (Please Rank 1-7)

1. Riots / Strikes / Picketing

2. Letters / Memoranda

3. Press

4. Meetings

5. Through Heads of Departments

6. Through anonymous letters

6. Through Union and Peer leaders

7. Others {please specify}.....

28. Are you catered for in terms of information flow in the University of Nairobi?

Yes

No

29. If your answer to question 28 is No, what suggestions can you make to improve the information flow in the University?

(i).

(ii).

(iii).

30. Please make any other comment/suggestion regarding communication in the university.

.....
.....

Thank you very much for your time