

A COMMUNICATION AUDIT OF KENYA INSTITUTE OF MASS
COMMUNICATION

by

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APPROVAL

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DECLARATION

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I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit

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LIST OF ABBREVIATIONS

BBC	British Broadcasting Corporation
CA	Communication Audit
EDMS	Electronic Document Management System
Email	Electronic Mail
GoK	Government of Kenya
GTS	General Systems Theory
HoD	Head of Department
KBC	Kenya Broadcasting Corporation
KIMC	Kenya Institute of Mass Communication
KIMCSO	Kenya Institute of Mass Communication Student Organization
KNH	Kenyatta National Hospital
MCK	Media Council of Kenya
PR	Public Relations
SAGA	Semi-Autonomous Government Agency
SPSS	Statistical Package for Social Scientists
USA	United States of America
UNESCO	United Nations Educational Scientific and Cultural Organization
VoK	Voice of Kenya

ABSTRACT

Internal communication is crucial for the wellbeing, success and failure of an institution. A Communication Audit (CA) is frequently used for assessing the strengths and weaknesses of an institution's internal communication structure and to suggest approaches for improvements. This study was done to investigate the opinions held by the internal publics of Kenya Institute of Mass Communication (KIMC) regarding the effectiveness of the existing communication channels. The study used general systems theory and the stakeholder theory. The study objectives were; to identify the formal and informal communication channels used for internal communication at KIMC, to find out the opinions held by the internal publics of KIMC towards the effectiveness of the existing communication channels, to investigate the direction of information flow at KIMC and to identify the information needs of the internal publics of KIMC. Descriptive survey design was used; 118 questionnaires were administered and 13 staff interviewed. It was established that the internal publics of KIMC communicated to each other both formally and informally using both synchronous and asynchronous communication channels depending on the situation. The student respondents (77%) preferred written communication, face-to-face and group meetings for their internal communication practices. These methods were effective in communicating the vision and mission statement of the institution to the students. However, the channels were not effective in communicating same to the staff. The study also revealed that information at KIMC flowed through upward, downward and horizontal communication. The upward flow was minimal while downward flow was authoritative. The study recommended that middle level media training institutions ought to explore new technology and social media communication platforms in their internal communication practices.

DEDICATION

To my husband Peter Mutui, daughter Michelle Mutheu, sons Sean Mumo and Trevor Mwendwa, you are the reason and inspiration I embarked on this academic journey. To my father Bernard Kilonzo Kamuta, mother Lenah Kilonzo and my elder brother Onesmus Kilonzo, without your love and support I would not have been where I am today.

May God bless you all abundantly.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Internal communication plays a crucial role in an institution's wellbeing. It is an approach to strategic leadership as it builds staff morale, motivation and engagement, fosters organizational culture, facilitates change and delivers bottom-line results for the organization (Ruck, 2015). Internal communication is known to be one of the key problems which affects an institution's general performance and shareholder's satisfaction within any organization (Carvalho, 2013). Hence, well-informed employees feel part of their organization and are in a better position to identify with its day-to-day operations.

Evaluating internal communication allows one to gauge the satisfaction considered to be a significant indicator of organizational stability and functioning (Downs & Adrin, 2012). A Communication Audit is frequently used for assessing the strengths and weaknesses of an institution's internal communication structure and to diagnose communication hitches and suggest approaches for improvements (Zwijze-Koning & de Jong, 2015).

In this study, a CA of Kenya Institute of Mass Communication (KIMC) was conducted in order to investigate the opinions held by the internal publics regarding the effectiveness of the communication channels used in the institution. The study helped ascertain the direction of flow of information at KIMC in addition to finding out the communication needs of the students and staff.

Background to the Study

The process of communication helps an organization discover a shared purpose, settle on objectives and work together (Yeomans and Fitzpatrick, 2017). Internal communication, as Babatunde (2015) argues is probably one of the most frequently cited sources of interpersonal conflict when it is poorly carried out. As institutions grow bigger and more complex, so does the challenges of engaging employees in the numerous challenges, threats and opportunities faced by the institution as a whole (Yeoman's & Fitzpatrick, 2017). Hence, managed internal communication helps employees interact and have the job done by ensuring that the internal publics understand the overall goals and priorities.

Internal communication has advanced as a growing specialism within the larger fields of Public Relations (PR), strategic communication and corporate communication and just as the concerns of PR have advanced beyond one-way broadcast messaging, so has internal communication developed an interest in maintaining inside dialogues inspiring staff to debate amongst themselves and with top management (Yeomans & Fitzpatrick, 2017). Evidently, in the same manner that PR is not just about media relationships, internal communication is about much more than institution newsletters or gatherings. Lack of effective communication is a grave problem in an institution, and this can lead to misunderstanding and cause a great idea to fail. This is because communication is the source of information utilized by managers in making resolutions that affect the institution (Babatunde, 2015).

Internal communication helps create engagement through satisfying staff communication needs (Welch, 2011). It enables two-way communication when staff are encouraged to share thoughts and views to administration, thus leading to engagement (Karanges, Beatson, Johnston, & Lings, 2015). Communication is crucial

when an institution of whichever size or sector is experiencing some form of transformation so that the publics can have a clear understanding of what is expected of them (Yeomans & Fitzpatrick, 2017). Hence companies ought to explain client requirements; government institutions need to promote understanding of service priorities and every organization need employees who are devoted and inspired about the task at hand.

Until recently, internal communication received minimal attention from PR theorists since their emphasis was on external communication. Equally, internal communication is now of great significance for numerous institutions, and academics are re-examining it in the lights of advances such as employee engagement (Welch, 2011; Karanges, Beatson, Johnston, & Lings, 2015). Engagement is also specially connected with few employees exiting their jobs willingly (often called employee turnover), few absenteeism or sicknesses levels and lower accident rates (Bridger, 2015). Hence, impactful internal communication procedures through the right communication channels permit internal publics to ask questions and possibly deliberate of news (Yeomans & Fitzpatrick, 2017).

Consequently, there has been a renewed energy in both the academia and professional bodies for utilization of research and assessment in internal communication work and within all PR programs and specialties (Gregory, 2010). A CA is frequently used for assessing the strengths and weaknesses of an institution's internal communication structure and to diagnose communication hitches and suggest approaches for improvements (Zwijze-Koning & de Jong, 2015).

Goldhaber and Rogers (1976) trace the origin of CAs to two distinct, but similar research efforts conducted in Finland (Theorist Osmo Wiio) and United States of America (Charles O'Reills & Karlene Roberts) in the 1970's. According to the

authors, these dual efforts were brought together in the development of a particular CA tool, which was intricate, multifaceted but extremely instructive. Accordingly, several public sector institutions in the USA opened up to academic researchers who spent approximately one and a half months in every organization carrying out research into worker opinion, formation and procedures, opinions about administrators and communication experiences (L'etang, 2010).

CAs were significantly heightened in 1975 owing to a study funded by the International Communication Association in the US. From 1971-1975, more than 100 scholars from across the globe worked together to devise a standard measurement for accessing communication in institutions (Henderson, 2005). The author however argues that over the years, the pioneering collaboration has been verified, polished, and modified, but remains one of the models for CAs, with a number of definitions having emerged.

The growth of media training institutions in Kenya arose owing to the need for Africanise mass media in East Africa which gave rise to professional journalism training in the 1960's (Kenya Broadcasting Corporation, 2016). The International Press ran six months series training in Nairobi for English speaking African countries, setting standards for the syllabus content in the training institutions that were been set up (KBC, 2016).

KIMC and School of Journalism and Mass Communication in the University of Nairobi established in 1965 and 1968 respectively then dominated Kenyan training in journalism (United Nations Educational Scientific & Cultural Organization, 2004). Later, private universities like United States International, Daystar, Catholic University of East Africa through Tangaza College and Moi University began offering generalised courses in Journalism and Mass Communication with a

specialism during the final year in either broadcast or print journalism, PR or development communication (UNESCO, 2004).

Were it not for the 1990s liberalization of media, middle-level journalism training institutions may not have sprung to a level of control, all in an attempt to meet the demand for trained journalists (Media Council of Kenya, 2008). The media industry witnessed stiff competition that resulted in poaching and counter poaching of experienced and popular journalists, more so within the stream media houses (British Broadcasting Corporation, 2003). Later many complaints from the public were raised against journalisms training in Kenya prompting the Media Council of Kenya in 2005 to facilitate the formation of Media Educators and Trainers Association whose objective, among others, is to facilitate high calibre educators with emphasis on producing thinkers at University level and Technical Middle Level Training (MCK, 2008).

As the media industry developed, characterized by a surplus of media houses, demand for journalism and mass communication education followed (Ireru, 2017). And with growing recognition that private colleges can play a crucial part in meeting surplus demand for media training, Kenya currently has over 30 private media training colleges within Nairobi, and over 500 across the country which either operate with an authorization from the Ministry of Higher Education or have affiliation to local universities (Allen, 2014).

Kenya is currently leading the East African countries in the number of private higher learning institutions. Such private media colleges in Nairobi comprise the Nairobi Aviation College, East African school of Media studies, Zetech College, Nairobi Institute of Business Studies among others (MCK, 2017). Since the technocratic mission of the state middle level media training colleges has declined,

these journalism courses have arisen very powerfully within private colleges, with Nairobi Aviation College competing with KIMC, Kenya's oldest and most esteemed media trainer which performs much better as compared with most of the other middle level media colleges, both public and private (Allan, 2014). Over a quarter of Kenyan news people studied at KIMC followed by the University of Nairobi with Kenyan institutions accounting for 88.6 percent of training of local journalists while 11.4 percent were trained in foreign colleges (Allan, 2014).

KIMC was founded in 1961 when it was christened the then Voice of Kenya Training School. The institution has undergone major changes given that its initial mission was to train engineering and electronic technicians for the then, Kenya Broadcasting Service that was later re-branded as the Kenya Broadcasting Corporation in 1962 and Voice of Kenya in 1964 (KIMC, 2016).

The institution has experienced major infrastructural changes given training programs at the institution commenced from a modest wooden building adjacent to the Kenyatta National Hospital. In June 1967, the institute received government funding to build Mass Media Communication Training Institute in South B (Mariakani) and the institution christened KIMC. In November 1968 the first group of learners was relocated from the VoK Training School in KNH to complete their trainings at the institution (KIMC, 2016).

Television and radio production studies were introduced in 1969 while film production and print journalism commenced in 1970 and 1975 respectively. In 2010, the institution collaborated with the School of Journalism and Mass Communication at the University of Nairobi in offering specialized Broadcast Degree program in radio, television and film production. In addition, the institution also offers post-

graduate, evening /part time programs and has also developed tailor made courses to cater for special needs (KIMC, 2016).

To ensure that the institution continues to match with the changing media market and produces the desired personnel, the Kenyan government in 2011, changed KIMC into a Semi-Autonomous Government Agency (SAGA) under Legal Notice No. 197 of 2011. Subsequently, the institution's Council became the top policy organ that guides KIMC's management on all policy and decision making matters. In addition, the position of the Principal was replaced with that of the Director and Deputy Director (GoK, 2011).

The Kenya government having identified the Information, Communications and Technology sub-sector as one of the drivers of the country's long-term development blue print, popularly referred to as the Vision 2030, the role of middle-level colleges like KIMC in making the country a middle-level economy cannot be over emphasized. According to the vision's second Medium Term Plan 2013-2017, the social and economic blue print's crucial primacy and commitment is the delivery of sufficient high-end skilled personnel to support and manage numerous segments of the economy including the media and broadcasting industry (Ministry of Devolution and Planning, 2016). The Vision's social pillar perceives education and training as the prime means for social-economic development, upward social mobility and national cohesion.

The role of middle-level training institutions entails the involvement of all important stakeholders in the development of a logical nationwide skills training strategy (GoK, 2011). The institutions ought to have a competitive education, training and research for Kenya's Sustainable Development agenda. To attain this, the government must invest a lot of resources which are scarce and the training

institutions like any other organization are surviving with meagre resources apportioned by the government or from any other sources (Kiptoo, Kyambo, & Awuor, 2014)). Hence, these resources must be efficiently managed for maximum returns.

Ogenga (2010) states that the media in liberal democratic countries like Kenya is expected to play a watchdog role by acting as a custodian of human rights. Hence, these democracies denote freedom from political control of the media in addition to a high degree of open-mindedness amongst political elites on the works of both the electronic and print media. Given the critical role that the media industry plays, the training of competent media professionals in middle-level media institutions like KIMC cannot be overlooked.

The media practitioners and or/journalists are expected to understand the crucial role they play in fostering their countries' development agenda and the attainment of their institution's overall mandate. This can only be achieved if an organization's internal publics are effectively communicated to on the vision, mission, values, culture and any ongoing transformations within their organization. The IPs of KIMC therefore ought to be actively involved in the attainment the institution's mission of training high quality mass media personnel to serve in the local and international communications industry as well as in the realization of its vision of becoming a center of excellence in professional mass media training in Africa and its environs (KIMC, 2016).

Kiboiy (2013) argues that some of the salient issues responsible for violent strikes in Kenyan institutions of higher learning include; failure to identify with progressive change agents, critical state problems, faulty global policies and societal pressures. Other issues comprise social identity and threats of students well-being

from organized groups and unrests related with the prevalence of organizational catalyzing factors.

Additionally, change implementation is primarily a communication problem as it presents a communication gap which needs to be addressed (Simoes, 2013). Hence, communication efforts during change attempt to persuade the internal publics to adopt a new perspective of the future. When an organization fails to communicate during a period of transformation, the publics start making up their own information, challenge goals set for the organizational change, criticize the entire change process and start to visualize the worst that can happen and believe what they want (Carol, 2015). Effective internal communication during change also helps avert cases of employee turnover which is characteristic of job dissatisfaction owing to poor communication practices within the institution (Adu-Oppong & Agyin-Birikorang, 2014).

Since changes are expected to create uncertainty and confusion among institution's publics, there is need to effectively communicate the reforms taking place at KIMC following its transformation to a Semi-Autonomous Government Agency. Therefore, conducting a CA to help improve internal communication at KIMC will help reduce the uncertainty which can lead to anxiety and even panic, because the employees and students are not certain of how they will fit in once the institution becomes a fully-fledged parastatal.

Furthermore, for KIMC to continue to have a globally-competitive training and research for Kenya's Sustainable Development and the attainment of vision 2030, it must learn to effectively utilize the scarce government resources allocated to it in terms of funding, manpower among other forms of backing (Adu-Oppong & Agyin-Birikorang, 2014). Hence, conducting a CA to help improve Internal Communication at KIMC will help seal any communication gap in the institution.

Whenever an organization conducts a CA, it is not possible to assess all the mentioned items. For the purpose of this study, the researcher made use of a CA to find out the opinions held by the internal publics regarding the formal and informal communication channels used for internal communication at KIMC. This CA's findings and recommendations will be used to formulate a written down communication policy for KIMC in an effort to improve its internal communication practices at the institution (Cenere, Gill, Lawson & Lewis, 2015).

Statement of Problem

Each institution ought to understand that its internal publics are its most treasured reserve and they are entitled to quality internal communication. Organizations should therefore overcome the tendency to pay attention to communication only after a problem arises, by periodically monitoring their communication processes (Downs, 2012).

KIMC has undergone major changes since it became a Semi-Autonomous Government Agency in September 2011. Change implementation as Simoes (2013) argues is primarily a communication problem as it presents a communication gap which needs to be addressed. Records at KIMC library and the Public Relations' Office revealed that the institution did not have a written down communication policy and that no Communication Audit had been conducted in the institution.

Hence, conducting a Communication Audit of KIMC will help improve internal communication at the institution and possibly avert any imminent riot like the one witnessed in 2013 when the students rioted over an alleged land grabbing in the institution which was indicative of a communication gap (Mwangi, 2013). KIMC has also witnessed several cases of both teaching and non-teaching employee turnover

which could be characteristic of job dissatisfaction owing to poor communication practices within the institution.

For KIMC to better utilize the scarce government resources allocated to it every year and to retain its stature as the leading specialized middle-level media institution in the region, an atmosphere of good internal communication is a needed. Therefore, this CAs findings and recommendations will be used to formulate a written down communication policy which will help improve internal communication at the institution.

Research Objectives

- i. To identify the formal and informal communication channels used for internal communication at KIMC.
- ii. To find out the opinions held by the internal publics of KIMC towards the existing communication channels.
- iii. To investigate the direction of information flow at KIMC.
- iv. To identify the information needs of the internal publics of KIMC.

Research Questions

- i. Which formal and informal communication channels did KIMC use for internal communication?
- ii. What opinions did the internal publics of KIMC hold towards the existing communication channels?
- iii. What was the direction of information flow at KIMC?
- iv. What were the information needs of the internal publics of KIMC?

Purpose of the Study

The purpose of this study was to conduct a communication audit on the opinions held by the internal publics of KIMC regarding the existing formal and informal communication channels.

Significance of the Study

Internal communication has been treated as a minor activity within an institution's communication system given that it has utilized communication techniques and instruments directed towards external publics (Fernandez, 2009). This study therefore contributed to address the gap in internal communication literature by conducting a CA to establish the opinions held by the internal publics towards the existing internal communication channels at KIMC in addition to identifying the information needs of its diverse internal publics. In addition, the study will form the basis for other follow up studies on internal communication audits in middle-level media training institutions as it will highlight any existing communication gaps.

The study is likely to help other middle-level media institutions, particularly those that have not previously conducted a CA by pointing out the importance of conducting periodic internal communication assessments. This was achieved by providing an insight into how a CA can be used to assess internal communication using the general system's theory and the stakeholder theory.

In addition, the findings of this study could help KIMC by providing the institution with details of the internal publics' opinions regarding its existing formal and informal communication channels. The assessment has also highlighted other structural communication changes that KIMC may need to make so as to communicate effectively with its internal publics. Hence, the results obtained from the

CA will enable the institution to develop a new communication strategy that will help it to carry out its communication practices more effectively.

Justification of the Study

Organizations should overcome the tendency to pay attention to communication only after a problem arises, by periodically monitoring their processes (Downs, 2012). KIMC is at the crossroad of transforming to a fully-fledged parastatal thus investigating the communication channels it utilized assisted the institution communicate more effectively with its internal publics by identifying the communication channels that best suited each of its internal public's needs.

A CA offers the essential diagnosis not only to attain better internal market orientation but also job satisfaction (Carvalho, 2013). It is also frequently used for assessing the strengths and weaknesses of an institution's IC structure and to diagnose communication problems and suggest approaches for improvements (Zwijze-Koning & de Jong, 2015). Given that KIMC is in the cross road of being a semi-autonomous government agency, a CA of its internal communication will be a useful research tool as the findings will help the institution formulate a new strategic communication policy.

Local colleges are faced with numerous challenges such as lack of resources and that a majority of the public and well-established colleges were frequently dysfunctional, archaic or not conversant with up-to-date technology((Allen, 2014). Middle-level colleges like KIMC therefore ought to compete for students and ensure that they retain their staff through effective internal communication. Hence this study addressed this breach by bringing out the communication gaps within KIMC and

offering recommendations on how to communicate effectively in order to advance the quality of education at the institution.

Lastly, several CA studies have been conducted by Daystar students on universities, privately-owned secondary schools, parastatals, private companies, churches and theology schools. However, no CA has been conducted on government-owned middle-level media training institutions.

Limitations and Delimitations of the Study

Some of the limitations of a CA include the use of opinion based quantitative data and voluntary participation (Northern Michigan University, 2011). Given that KIMC is partly a government-owned institution, some respondents (particularly the employees) were unwilling to participate in the study. The researcher mitigated this by clearly assuring them of their confidentiality.

Secondly, CA may be faced with limitations of low survey response rate, limited focus group participation rate, low institution forum and the under representation of some units (Northern Michigan University, 2011). The researcher alleviated this by creating a good rapport with the top management, staff and students beforehand which helped increase the survey response rate to 90 percent. The researcher also ensured that all sections were well represented by using a stratified sampling procedure.

In addition, CAs serve management ends since they use organizational psychology as their underpinning tool (L'Etang, 2010). The researcher mitigated this by listening to both the opinions of the top management of KIMC, academic and non-academic staff as well as those of students before drawing a conclusion.

Assumptions of the Study

- i. That the top management, staff and students of KIMC communicated with one another through both formal and informal communication channels.
- ii. That the internal publics of KIMC held varied opinions on the institution's formal and informal communication channels.
- iii. That information at KIMC flows in both upward, downward and diagonal directions
- iv. That all internal publics of KIMC had varied information needs.

Scope of the Study

CAs may be focused internally or externally where internal communication audits focus on the internal publics while external communication audits focusing on the external publics. This study conducted a Communication Audit on the internal publics of KIMC. The institution has only one campus located at Nairobi's south B estate where the study was conducted.

Definition of Terms

Communication

Keyton (2011) defines communication as the procedure of conveying data and shared understanding from one individual to another. The author further defines concept as the vehicle that licenses people to remember the historical, reason within the contemporary, and strategize for the future. Communication in the institution is the sending and receiving of messages amongst interconnected individuals in a particular setting to attain a singular and communal goal (Muhamedi & Ariffin, 2017). In this study, communication means the procedure of conveying information and shared understanding from the sender to the receiver.

Communication Audit

Kopec (1982, p. 24) describes a CA as;

A complete analysis of an organization's communications- internal and /or external-designed to 'take a picture' of communication needs, policies, practices, and capabilities, in addition to uncovering necessary information to permit top management to make informed, economical decisions about future objectives of the organization's communication.

In this study a CA refers to an analysis of an institution's communications intended to 'capture a picture' of communication needs, policies, practices, abilities, and to expose essential data to allow senior management to make knowledgeable and cost-effective choices about future purposes of the institution's communication. However, this study shall exclude the external communication.

Internal Communication

Ruck (2015) refers internal communication as the planned management of relations and dealings among internal shareholders across various interrelated dimensions comprising communication among line managers, corporate communication, team and project peer communication. In this study, internal communication shall refer to all managerial, work, and academic related communication that takes place among the students, academic, non-academic staff and senior management of KIMC.

Communication Channels

A communication channel is a means through which message is transmitted from the sender to the receiver. Richmond (2009) states that the channels can take the form of mediated systems such as instant message, electronic media, internet, film, billboards, telephones and cell phones. In this study, communication channels will be defined as any medium through which non-verbal and verbal messages are shared

both formally and informally among the students and staff of KIMC. For the purpose of analysis, the communication channels will be categorized as written communications, face-to-face, group meetings, telephone and social networks such as WhatsApp, Facebook, twitter and email.

Internal Publics

Internal publics refer to persons who are employees of a firm or members of an organization (Curtis, 2011). According to Park and Reber (2011), internal publics of an institution of higher learning comprise students, alumni, faculty, and staff. In this study, the term internal public shall mean students, academic and non-academic staff. However, alumni shall not be included as part of internal publics.

Academic Staff

Teaching staff refers to all employees of KIMC who are working as lecturers either on a full time or on a part time basis.

Non-academic Staff

In this study, non-academic staff refers to all staff of KIMC who are not working as lecturers either on a full time or part time basis.

Summary

This chapter has presented the background and introduction to the study, the statement of the problem, purpose and research objectives, significance of the study, its rationale, limitations and delimitations, the underlying assumptions of the research, the scope of the study and definition of key terms used. The study indicates the need for organizations to undergo periodic checks of their communication systems, similar to the need for human beings to undergo frequent medical checks. These periodic internal CAs will aid an organization to discover any problem within their system that

may affect their day-to-day operations. This research established the opinions of the students and staff regarding the existing formal and informal communication channels of KIMC in addition to establishing the direction of flow of information and the information needs of its diverse internal publics. In the next chapter, we review literature and discuss the theoretical and conceptual framework of this study.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the variables that informed the study and the theoretical framework that guided it. In addition, the functions of internal communication will be discussed and a review on the CA tool will be done. Finally, the study will analyze previous communication audit studies before drawing a conclusion on the literature review.

Theoretical Framework

A theory can also be defined as a system of concepts and variables in which the concepts are connected via propositions and the variables are interrelated to each other by hypothesis (Wacker, 1998). A theoretical framework as a cluster of interconnected ideas regarding the nature of phenomenon which attempts to explain why things are the way they are (Kombo & Tromp, 2006). There are various theories that have been employed as a framework when conducting Communication Audits. The suitability of these theories relies on the particular institution's culture, structure and communication systems utilized.

Stakeholder Theory

The stakeholder concept initially appeared with the work of Freeman (1984) who describes a stakeholder as any grouping or person who can affect or is affected by the attainment of the organization's intentions (Ali & Abdelfettal, 2016). The theory has been advanced and vindicated within the management literature on the

foundation of its normative validity, descriptive accuracy and instrumental power (Donaldson, 1995).

Descriptive accuracy defines the dealings among the managers, corporations, and stakeholders while the instrumental stakeholder theory which is related to instrumental power, assumes that if administrators desire to maximize the objective purpose of their organizations, they ought to take stakeholder interests into account (Ali & Abdelfettal, 2016). In addition, the normative validity derives a normative sense of stakeholder theory that proposes what administrators should do

A fourth dimension could be added to this framework, the metaphorical use of stakeholders identified by (Mitroff, 1983; Freeman, 1984) which defines the notion as a figure in a wider narrative regarding corporate life. These dimensions can be distributed into two approaches namely the analytical approach of stakeholder theory which regroups the descriptive and instrumental dimension of stakeholders and the narrative approach of stakeholder theory which regroups the normative and metaphoric dimension (Ali & Abdelfettal, 2016).

In a instructive note, Freeman (1984, p. 218) emphasizes the necessity for institutions to keep an external focus; “internal stakeholders must be seen as the conduit through which managers reach other external stakeholders.” Freeman’s study identifies a variety of internal publics comprising line management (manager and manager’s boss), team members, in addition to other internal groupings (associated sections, subordinate managers). In later works, Freeman (1998) advocates for more theory on diverse, but valuable ways to comprehend institutions in stakeholder terms and endorses Jones’s (1995) work on instrumental stakeholder theory which identifies employee stakeholder groupings and sub-groups.

Like with any branch of communication, practitioners ought to have a good understanding of its internal publics with whom they are working with (Vercic, A. Vercic, D. & Sriramesh, 2012). It may be argued that the staff are naturally more knowledgeable about the history of the organization and what works and does not work as a result they are the most demanding consumers of inside information and possibly more critical or sceptical of organization “spin” (Theofilou & Watson, 2014).

Yeomans and Fitzpatrick (2017) further asserted that though they may work for the same institution, employees may not perceive information in a uniform manner. Marketers for instance may view the world differently from finance officers. Hence, communicators ought to understand the diversity that exists in their institution and be prepared to assist leaders tailor messages that reflect the needs of individual internal publics. They also need to know what motivates their colleagues and begin to shape communication that appeal to them and inspire the relevant actions that back the institutional culture.

Ali and Abdelfettal (2016) argue that the primary epistemological concern within the stakeholder literature is the problem of justification. One question that arises from the theory is whether it will be accepted or favored over alternative conceptions. This is however answered by the distinct aim that the stakeholder theory is intended to serve.

This study focused on the analytical approach of stakeholder theory which regroups the descriptive and instrumental dimension of stakeholders. It used the stakeholder theory to segment the internal publics of KIMC and identify their information needs. Through this theory, the top management of KIMC will get to know what motivates their staff and students and start to tailor messages that appeal

to them and motivate the relevant actions that help meet the vision and mission of the institution.

General Systems Theory

The main proponent and founder of the General Systems Theory (GST) is Karl Ludwig von Bertalanffy. The theorist sought to develop a theory which was appropriate to all disciplines concerned with systems and which offered exact handling of problems such as individuality and competition, basic to sociological and biological science (Bertalanffy, 1950).

The systems theory is premised on the notion that there exists a symbiotic correlation between an institution, its sub-systems and surroundings. Consequently, if an organization fails to adjust to changes within its surroundings, it has a tendency to move to a state of severe conflict amongst its internal sub-systems. Basically, the key propositions of GST involve wholeness, open and closed systems, equifinality (which refers to final stages being reached from dissimilar initial conditions and in diverse ways), feedback and hierarchy (Bertalanffy, 1950).

Wholeness entails interpreting people-organization relations in terms of the entire person, group, organization and whole system. The main goal of the theory is to incorporate amassed knowledge into a clear and realistic framework, which involves an institution being perceived as an integrated whole (Niemann, 2005). An institution as a whole that cannot be separated without the loss of its essential characteristics; hence ought to be studied as a whole (Narayanan & Nath, 1993).

In addition, though an institution is comprised of humans and artifacts such as constructions and industrialized complexes, it is not reducible to the sum of its parts. An organization comprises attributes and functions which are characteristic of its own level. For instance, it has the ability to substitute its parts both mortal and artifacts in

addition to modifying its structure according to internal and external fluctuations (Skyttner, 2001).

Katz and Kahn (1978) argue that openness involves viewing organizations as open systems which import energy from the surroundings which is then converted into services and products. The services and products are then released into the environment, hence revitalizing the system and bringing about balance. As an open system, units in an institution affect and are affected by other entities and the entire institution is responsive to environmental change.

An organization has greater chance of survival when it responds to change since organizations exist within a changing environment and hence they ought to continually adapt in order to uphold a state of stability (Soha, 2010). For instance, changes within the organizational structure and management of an academic institution affect the way it will respond to its surroundings and its relationship with its various publics. Thus, all personnel need to know that anything they say or do, in addition to any verdict they make, will influence the other sections of the institution. This shows a need for institutions to uphold an equilibrium among the different parts of the organization and between the institution and its changing environment.

Weick (1969) argues that such an equilibrium can be achieved through employees carrying out positive actions within the institution, which strengthen the organization. It also entails institutions making modifications where and when necessary and responding positively to changes within its surroundings. Dissimilarities within the sensitivity of institutions to its environs offer a beneficial foundation for additional system examination of their PR functions (Soha, 2010).

Hierarchy denotes to a ranking system ordered in accordance to authority or status. The parts of the institution comprise persons, groupings, departments and

divisions, each of which occupy a certain hierarchy. According to GST, complex systems comprise of several levels that are interrelated to hierarchically. These levels, are in continuous interaction with one another and with the environs, leading to an open system (Narayann, 1993).

Lastly, feedback, according to Narayann (1993) takes place when a system perceives change within any of the system's external or internal states and data is fed back into the system's behaviour-directing centres. This feedback will cause the organization to increase its deviation from its goal states in case of positive feedback, or decrease.

Despite the strengths, GST has several limitations. Critics of the theory argue that institutions can be perceived as isolated units that conduct interorganizational affairs for the purpose of exchange. Fiol (1989) however maintains that the systems theory approach seems to prevent the creation of interorganisational hybrids. As it demands the instituting of robust organisational boundaries. Institutions with robust boundaries are not likely to take part in joint decision-making procedures that hybrid developments needs, since managers in these institutions are expected to dread loss of control.

Secondly, Baker (2005) states that boundary spanning entities are not necessarily perceived as institutional managers and as involved in hybrid formation. Rather, their managerial role is seen as one of facilitating exchange between the institution and the environment. Additionally, if an institution hybrid was studied under a systems approach, the theory would necessitate that the institution should be perceived as a new system, a distinctive administrative entity that would in the pursuit of effectiveness, employ its individual committed boundary spanners.

Finally, the growing interdependence between the institution, the surroundings and the system within which the institution operates, emphasises the crucial role of communication for an institution's survival (Nieman, 2005). It is contended that internal communication is the novel role of communication in such a changed surroundings. Communications generates and sustains relations with internal publics and external shareholders and it is driven by the tactical intent of an institution.

This study was modeled on both the General Systems Theory and the Stakeholder theory. This is because GST underscores on the interactions and connectedness of the various components of a system and views institutions as sub-systems within the entire society and not as secluded units (Soha, 2010). In addition, the theoretical framework has been employed in other CA studies such as Ngendo (2014) and Pokumensa (2011).

The stakeholder theory on the other other underscores the necessity to identify and prioritise the needs of stakeholders. It underscores the need to first fulfil the needs of the internal publics as they are the conduit through which the external publics perceive the organization. In addition, it advocates for top managers to tailor messages to fit the diverse needs of each and every individual stakeholders. Bolger (2011) employed the Stakeholder Theory to conduct a stakeholders expectations and perception survey on Internal Auditing.

The study identified the communication channels that KIMC utilizes and assessed whether they promoted wholeness, openness, equilibrium and hierarchy within the internal publics' communication process. The study also investigated the opinions held by the internal publics of KIMC towards the communication channels used in the institution and examined whether the numerous internal publics were of a

similar opinion regarding the channel's efficiency in meeting their information needs. It also examined the manner in which the various positions of power and departments shared information, and how the internal publics, specifically the key decision makers within the institution reacted to feedback. In addition, it segmented and identified the information needs of KIMC internal publics as per the stakeholder theory.

General Literature Review

Importance of Communication

Communication is very crucial as it makes our existence meaningful. It is via communication that we comprehend ourselves, our surroundings, other entities, and the world at large (McFarlane, 2010). In addition, McFarlane further argues that most of us are born with the capability to communicate and ultimately learn the tools of communication. Though, he underscores the need to learn how to communicate given that there is a great dissimilarity between merely communicating and communicating effectively.

Communicating with the internal publics is one of the most important things that take place within an institution (Andrei, 2014). As an institution needs people in its operation there is no institution without communication and information plays a crucial role in effective communication (Muhamedi & Ariffin, 2017). As an element of management, communication is "the central means by which individual activity is coordinated to devise, disseminate and pursue organizational goals" (Muhamedi & Ariffin, 2017, p. 1542). Communication in the institution is the sending and receiving of messages amongst interconnected individuals in a particular setting to attain a singular and communal goal.

Communication is utilized as a means to synchronize the exchange of information within the institution in addition to instituting effective harmonization of undertakings between the internal publics (Andrei, 2014). The author further states that communication helps build relationships, promote mutual understanding and enable internal publics to possess a clear vision of the institution in addition to contributing to organizational success.

Therefore, Andrei points that each institution ought to understand that its internal publics are its most treasured reserve and they are entitled to quality internal communication. Being an institution's most crucial publics therefore, internal publics ought to be informed of what's happening so that they can remain conversant and feel that they are part of the institution. Hence, the various sections and employees ought to be communicated to in a timely manner and through the correct channel concerning what they need to know for executing their work efficiently (Andrei, 2014).

Efficient and Effective Communication

In order for communication to accomplish its goal it ought to be both efficient and effective. "Efficient" refers to minimum waste of expertise, effort or time resources whereas "effective" communication means that communication ought to achieve what it was intended to (McFarlane, 2010). He further argues that the necessity and demand for swift or cost-effective communication due to time constraints and narrow-mindedness in the emerging social media world affect the effectiveness of communication. During an era when the whole world appears to be moving towards a universal form of communication, each communication expert therefore should purpose not to widen this gap but to eradicate ineffectual communication.

Effective communication means notifying the internal publics about the crucial news and regarding everything that is of concern to them, offering them with clear criterions and anticipations for their labor in addition to giving them feedback of their performance (Andrei, 2014). Furthermore, it entails attending to internal publics and giving them emotive support whenever they are faced with difficulties, consulting with them when need be, taking into consideration their proposals and permitting them to take the pulse of the institution. In this manner, an institution can make its internal publics feel treasured and assist them uphold a sense of ownership within the institution.

Directions of Communication in a Learning Organization

Information flows institute the framework within which communication within an institution occurs. Staff communicates with administrators, supervisors, clients and outside parties through two way communication procedures that give room for feedback. Muhamedi and Arrifin (2017) state that the structure of a company ought to arrange for communication in three distinctive directions namely downward, upward and horizontal.

Downward Communication

Ancient viewpoints of communication flow in schools have been dominated by downward communication process (Lunenburg, 2010). Downward communication flows from staff who are at top levels of management to those at subordinate levels. Managers, chief office administrators to division level administrators communicate down to group members via speeches, company procedure handbooks, messages in company bulletins and company board policy manuals (Muhamedi & Arrifin, 2017).

Canary (2011) has identified five universal roles of downward communication namely; execution of goals, plans, and aims; work guidelines and rationale; delivery of procedures and practices; performance response and socialization. The downward direction of communication offers a channel for directives and information to employees. Conversely, much data gets lost as it passes from one individual to another and can be slanted if it takes a long channel from its source to the final receiver down through the formal institution's structural ladder (Tourish, 2010).

Upward Communication

An institution's good performance requires effective upward communication as well as it requires downward communication. Intellectuals have put emphasis on the establishment of upward communication flows. In an institution, this denotes information that flows from junior to senior staff. This is needed to meet the personality requirements of employees and to determine whether they have understood messages conveyed downward. The five types of information sent upward in a company comprise problems and exceptions; recommendations for improvement; performance reports; grievances and disagreements, financial and accounting information (Muhamedi & Arrifin, 2017).

Communication ought to travel in both directions through the formal institution chain of command. Regrettably, communication from the lower level does not flow as easily as it is transferred from the upper level. Even though top management can be unwilling to practice grapevine, they would always pay attention to it. It is a customary phenomenon that helps as a means of emotional release for staff and offers the managers with crucial information regarding the attitudes and feelings of staff (Muhamedi & Arrifin, 2017). Hence, the upward flow of messages in

an institution is projected to run channels for the feedback of information up the institution chain of command.

The behaviorists have underscored the institution of upward communication flows. Within institutions of learning, this denotes to communication that travels from an employee to leader and is meant to determine if they have understood information sent down in addition to meeting their ego needs (Muhamedi & Arrifin, 2017).

Some of the barriers to effective upward communication in schools include administrator's failure to reply when employees bring up information or air problems, been defensive, negative attitude, physical barriers and delayed action (Cheney, 2011). Other barriers comprise the top management's failure to respond appropriately, the administrator's defensive approach regarding unsatisfactory actions, physical barriers, delayed action and prolonged delays to approve an employee's recommendation owing to various levels of administration (Verma, 2013).

Effective upward communication in schools can be improved through the open door policy where the administrator's office is always accessible to staff; counseling, attitude questionnaires; and exit interviews; participative techniques through group decision making; usage of union management committees, site-based councils, quality circles, suggestion boxes among others (Keyton, 2011). In addition, organizations can make use of the ombudsperson to offer openings for individuals who have been treated unethically or in a depersonalized manner by huge, bureaucratic government (Muhamedi & Arrifin, 2017; Hyson, 2011; International Ombudsman Institute, 2009; Kusco-Stadlmayer, 2009).

Horizontal Communication

Upward and downward communication flows normally follow the formal chain of command within the institution. However, organizations raise the necessity

for communication diagonally or laterally across the lines of the formal chain of command. This is referred to as horizontal communication (Muhamedi & Arrifin, 2017). Information is primarily for course to link together activities within or across departments on a specific institution or within divisions in a company –wide-ranging management system.

This type of communication falls into one of three categories namely intradepartmental problem solving, interdepartmental coordination and employee advice to line departments (Canary, 2011). Many organizations engage in horizontal communication in the form of job forces, groupings, contact researchers or matrix arrangements to help administrators, taskforces, liaison personnel (Muhamedi & Arrifin, 2017). In summary, horizontal communication flows exist to enable units to have a cordial working relationship without having to adhere to strictly up and down communication channels.

Channels of Internal Communication

Coiera (2006) states that a communication channel refers to the mechanism utilized to conduct the information process. A channel is the ‘pipe’ along which a message is transported and comprises face-to-face conversation, telecommunication channels such as telephone and email, and computational channels like academic records. Channels have certain attributes which determine their appropriateness such as noise and capacity.

There are two main types of communication channels namely synchronous and asynchronous channels. The synchronous communication entails simultaneous communication which involves the participation of two or more parties in the communication process at the same time. This may be interruptive to the persons

involved and these disruptions may have a negative outcome on persons with high cognitive loads such as senior administrative managers, clinicians, among others (Coiera, 2006). This, for instance, can lead to the institution management forgetting to execute a certain task since they were interjected while they were busy, for instance, utilization of social media (facebook, twitter) and telephone can lead to interruptions at work.

The asynchronous communication does not entail simultaneous dialogue since discussions take place through a sequence of message exchanges. This type of communication may entail notes left on a colleague's desk, e-mails, to complex electronic messages. The asynchronous communication has the advantage that it is not intrinsically interruptive and it is better utilized to share information with busy individuals if the information is not urgent. Messages are structured to a specific task to suit the needs of an individual. For instance, for busy persons, asynchronous communication may be better suited than synchronous communication, particularly where messages are not very urgent. The information transmitted may be informal, such as email or voice messages or structured such as letters, memoranda, pay slips, transcripts among others (Coiera, 2006).

Formal communication entails the utilization of communal and permanent vehicles such as monograms, books, and journals. It is crucial within an institution since information can be distributed to an extensively scattered grouping of readers; thorough information, such as explanation of methods, drawings, tables, outcomes can easily be shared. In addition, printed documents comprise data which can be analytically scrutinized and proved; the documents can easily be referred to as and whenever necessary; and published documents contribute to instituting academic merit for the author (Mukherjee, 2009). The informal communication channels on the

other hand are not visually obvious, but they are real and affect an institution (Jensen, 2003).

Muhamedi and Ariffin (2017) states that strong administration in the organization is based on rich communication channels that aid administrators and staff to communicate to each other. When choosing the finest technique to deliver their messages and comprehend their audiences, internal communicators have numerous choices to select from to deliver their messages to their internal publics (Crescendo, 2011). Hence, as Andrei (2014) states, institutions and administrators can select from numerous communication channels such as customary print publications, phone calls, face-to-face communication, intranet and blogs. Muhamedi and Arriffin (2017) state that certain communication channel or tool may be more preferred than the other in specific case or situation.

Face-to-face communication is a channel of communication where two or more individuals interact within a given gathering. It allows one to listen to and realize the non-verbal communication sent by the sender and give the feedback instantly. The author also considers cellular phone calls as one of the most widespread communication channel since it cuts across all age groups. Daft cited in Muhamedi and Ariffin (2017, p. 1547) state that addressed or written documents are the third richest media after face-to-face and telephone. Taylor cited in Muhamedi and Ariffin (2017, p. 1547) defines a memo as written communication from one individual to another or a grouping of persons within the same institution. The author further states that memos serve to notify of resolutions, action, request resolutions or remind someone of an action which is required or provision of certain information.

New Technologies and Internal Communication

Advancement of technology, the growth of data-communication and the internet have had an influence on the manner in which information is exchanged (Andrei, 2014). It also has an effect on how individuals communicate every day in the organizations they work for. The internet, electronic-mail, mobile phones, satellite and wireless have opened novel means of communication permitting all the publics of the institution to be linked and to receive and reply to pertinent information. Hilbert and Lopez (2011) further argue that these technologies permit radical upsurge in capacity, swiftness and intricacy for processing data.

Email is an interactive communication service intended to transfer written messages from one individual to another. It makes the research atmosphere more beneficial and aids individuals handle information more efficiently when it is delivered to them (Muhamedi & Arrifin, 2017). It is cheaper since no printing costs are involved and allows the staff to reply to the message. Generating an in-house list of the publics, everybody can send emails to any other individual within the institution. It is the easiest method to convey consistent and timely information to employees and should be frequently utilized (Andrei, 2014).

The intranet, as Andrei states is a private website accessible only to the internal publics of an organization. It utilizes network technologies as an instrument to enable communication amongst publics or work groupings providing reliable, current information in an appealing visual format. Institutions can use the intranet to publish news bulletins and alerts, to restore policies and work-in-progress, to offer online teaching programs, to host discussions or to carry blogs by employees (Andrei, 2014). In addition, it is a low-cost information reserve, where communal posters, policies are reserved, enhancing the information distribution ability in addition to

decreasing the necessity for online storage since one copy serves numerous publics. In addition, it helps reduce the consumption of paper in an institution.

Thirdly, an institution can use the Electronic Document Management System to store information through electronic records and documents. Utilizing a computer system and software, an EDMS eliminates paper-based processes, eradicating the printing, posting and physical filing of paper booklets. It allows an institution and entities to scan, capture, retrieve, manage, control and dispense official papers securely and steadily (Andrei, 2014). A EDMS is easy to utilize and offers an enhanced way to bring together and stock a huge capacity of digital documents and scanned forms of original paper documents. It offers a relaxed access to documents, facilitating archives searchers to ascertain what they require, whether by chronology, theme, key words or other associative strategies (Andrei, 2014).

News bulletin and company newsletter can also be used to communicate within an organization (Andrei, 2014). An organization newsletter is a means to distribute huge volumes of information to publics and is normally published fortnightly or monthly. Both news bulletins and company newsletters, can be distributed electronically through email or posting on the website instead of printing the copies (Andrei, 2014).

The author further states that the blog is a rapid and casual way to receive news and send reliable information for the subscribers. In addition, blogs can be beneficial for internal communication programs through supporting other communication efforts made by the institution to keep its publics up-to-date. The world over, organizational communicators are abandoning the traditional communication approaches and embracing internet use. The internet has brought

many other developments on the communication landscape via webcasting, wikis and blogging (Baran, 2010).

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Barriers to Effective Organizational Communication

An institute administrator has no bigger obligation than to develop effective communication (Pauley, 2010). Nonetheless, communications do breakdown. Communication breakdown occur if noise exists in any way within the elements of communication. According to Lunenburg (2010), these elements comprise the source, the encoding, the message, the medium, the decoding, the receiver and the response.

Eisenberg (2010) gives four types of communication barriers namely process, physical, semantic and psychosocial obstructions. Numerous communication theorists (Auer, 2011; Larson, 2011; Shettleworth, 2010; Weiss, 2011) argue that the vehicle we select for the message is essential for effective communication and could be one of the reasons why communication breaks down. This is because in most cases the communication channel we select is defined by situation. Babatunde (2015) further states that other than the general distortions in the communication process, additional barriers to effective communication comprise those from the sender's level, transmission/channels' levels, receiver's end and at the feedback level.

Scope of a Communication Audit

The term CA is a general word that was utilized for the first time in the 1950's to explain a number of strategies that were used to investigate the effectiveness of communication within organizations (Tourish, 2010). A CA has its roots in 1952 when the Episdomic Communication Channels in Organizations (ECCO) instruments were initially devised by Keith Davis (Goldhaber, 1976). Intended to evaluate communication networks within organizations, rates of flow, misrepresentation of messages and communication redudancy, the ECCO analysis paved way for what we refer currently as CAs. The examination was based on the utilization of data code

sheets that tracked the flow of information by keeping track of its flow within organization between the source and receiver of the messages (Goldhaber, 1976).

The term CA was developed by Odiorne in 1954 following the work of the National Society of Professional Engineers. Later developments were reported by scholars like O'Reily and Roberts in 1976 after they devised the tool 'The Organizational Communication Questionnaire(OCQ)' resulting from a research for the United States Office of Naval Research (Tourish & Hargie, 2004).

Tourish and Hargie (2004) states that;

The OCQ was composed of 35 elements and made use of the Likert scale formulated to gauge communication practices in various organizations to cover issues of trust, influence in relation to supervisors, accurateness, gate keeping, summarization, overload and importance of upward flow of communication (p. 51).

In a school setting, a CA gives a methodical and rigorous methodology for evaluating, not only the amount but more essentially the quality of communication between internal publics and management (Tourish & Tourish, 1996). It offers school managers with solid information on the effectiveness of their institution's communication behaviours. In addition, Tourish and Tourish (1996) state that there are two approaches to conducting CAs namely the diagnostic and the prescriptive approach. A CA usually identifies key sections of the staff's opinion's on the existing communication channels and the messages they contain then offer practical recommendations for improving communication within that organization (Hargie & Tourish, 2009). Hence, conducting a CA helps assess an organizations current state of communication which will help reveal what is working (or not), which communication methods are working and which are being distorted.

Communication Audit Methodologies

Methodologies for collecting CA data normally comprise interviews, surveys, critical incident technique, network analysis, participant observation, document review and focus groups (Zwijze-Koning & Jong, 2015). The authors recommend using multiple techniques so that the findings can be more reliable since the methods supplement one another. Similarly, Hart, Tony, Karin & Margo (2017) propose that both quantitative and qualitative information ought to be gathered during a CA procedure so that it accurately assesses the institution's communication health. Hence, the methods complement one another so that the reliability of results can be verified. The CA for this study comprised two methods namely interviews and questionnaires.

Qualitative tools like in-depth interviews are used for senior management while quantitative tools like questionnaires are applied to employees who are randomly selected at various positions and levels (Zwijze-Koning & de Jong, 2015). A questionnaire is used to examine the information movement or the communication channels as well as the relationship through which information is shared within the organization (Townsend, 2010). In this study, questionnaires were utilized to collect data from the students while interview schedules were used to collect data from the academic staff, non-academic staff and HoDs.

Empirical Literature Review

Communication Audit Studies

Since the 1990s, CAs have entered the mainstream of many institutions currently and are extensively taught to scholars of organizational communication (Hargie, Tourish & Wilson, 2002). During the 21st century, there has been a new interest in this field leading to an upsurge in the number of institutions undertaking

CAs (Hargie, Tourish & Wilson, 2002). The following is a review of some of the CA studies conducted particularly in Africa and Kenya.

Scott, Shaw, Timmerman, Frank and Laura (1999) carried out a study on utilizing CAs to teach organizational communication to students and employees. The study established that CAs serve well as educational tools for both students and staff of an institution. The authors asserted that a successful audit relies on the commitment of numerous important stakeholders, the most crucial being the top management. In addition, the findings of a CA ought to be reported back in an efficient and timely manner so that they can be implemented. Hence a brief executive summary and a full audit report featuring the contextual and history leading to the assessment, approaches utilized, findings and conclusions with appropriate recommendations ought to be reported back to the top management and all staff for deliberation (Scott, et al, 1999).

Tourish and Hargie (2004) conducted a study on CAs as key to building work class communication systems. The findings established that the first step for effecting a first-class communication system is by rigourously and honestly assessing existing communication practices using CA techniques. In addition, it recommended that all organizations ought to have a focussed communication strategy intended to set up a first-class system for sustaining IC. (Tourish & Hargie, 2004).

Ngendo (2014) conducted a CA of the internal publics of Kenya Highlands Evangelical University (Main Campus) and found out that the primary channel of communication used by the internal publics of KHEU was face-to-face communication. He also found out that the communication channels and networks used by the university did not convey messages in a clear manner. However, the students were of the opinion that the channels were clear, while faculty and staff viewed them as unclear and inadequate in conveying messages. The study

recommended that KHEU should make use of electronic channels of communication to allow for more openness and for future reference of material. It further proposed that the university should carry out regular CAs of both its internal and external publics, in order to periodically check its communication system.

Ombuya (2011) conducted a communication assessment of the internal publics of Privately Owned Secondary Schools (POSSs): The case of Nairobi County, Kenya. The audit found that the government had not enacted legislation to recognise the Kenya Private Schools Association as a regulator of the POSSs under its watch. In addition, a lack of freedom to express opinion by teachers and students was noted. Existing communication gaps such as the non-existence of organizational charts, communication plans, clearness of duties and reporting lines, lack of written down communication policy or even whistle blower amongst teachers and, snitches among students were evident. The study recommended that future studies be conducted to establish whether the status quo of the POSSs has changed.

Njoroge (2013) conducted a CA amongst internal publics of the KBC. The study established that various channels of communication are used for internal communication at the corporation. These included internal memos, emails, telephones, meetings, social media and the notice board amongst others. The study also found out that the employees have numerous information needs related to issues that not only affect the corporation as a whole, but also those that have a direct bearing on their occupations. In addition, the study established that some communication channels such as the email and social media were perceived to be more effective in meeting the employees needs. In order to improve IC in the corporation, the study recommends that KBC puts into practice the organization's communication strategy, along with other measures.

Pokumensa (2011) conducted a communication assesment of the internal publics of Elris Communication Services Limited (ELRIS). The findings established that the IP of the organization used both formal and informal approaches to communicate task-oriented and non task-oriented information through upward, downward and horizontal networks. It also found out that different channels including emails and memos were used to communicate across the upward, downward and horizontal channels that are similar to that of other organizations. The study also revealed that the current operational communication networks and channels were effective in meeting the task-oriented and non task-oriented needs of the institution. The study recommended that the management of the organization in consultation with all internal and external publics design communication policies that meet the needs of all stakeholders.

Kareri (2012) explored the effectiveness of the communication channels used at Nairobi Baptist church. She found out that age, gender and education have a direct or indirect effect on the choice of communication channels. Kareri recommends that people with higher education, like university graduates may more easily become accustomed to the utilization of new technology. However, she established that the church website was not a popular channel of communication since it was identified as requiring to be redesigned and updated frequently.

Wandago (2016) conducted a CA of internal communication at the Mombasa Water and Sanitation Company. The researcher established that an overwhelming number of the internal publics perceived communication between management and staff within MOWASCO to be top-down. This was contrary to the management's opinions as exposed by the corporate affairs and customer care manager that communication between management and employees was two ways (top down and

bottom up). It was also established that the internal publics favored face-to-face over mediated communication within the office while staff e-mail system, organizational website and the internal publication were not popular among the employees. The study therefore proposed that the company should put in place mechanisms that would motivate the employees to give responses to the management (Wandago, 2016).

Gituku (2016) conducted a CA to establish the presence and effectiveness of the communication channels used at Kenya Bureau of Standards. The findings of the study demonstrated that there existed a communication infrastructure at KEBS that facilitated effective communication across the departments. The study further found out that a number of communication channels are utilized to communicate to employees. The widely utilized channel in the company was email. Other channels comprised telephone, memos, and meetings. In addition, the communication within the organization was mostly top-bottom. The study hence recommended that, there is need to inform the staff through training on effective communication and to prioritize official meetings amongst sections within departments and management briefings/presentations (Gituku, 2016).

Ndahimana (2017) conducted a CA of the Catholic diocese of Kabyagi in Rwanda with a view of establishing the effectiveness of the communication strategies used by the diocese in resource mobilization. The study established that there was lack of a resource mobilization strategic and communication plan to support it at the parish and diocese level. It also revealed that the amount of information being received by the laity on local resource mobilization was insufficient and that the information flow about local resource mobilization was predominantly downward communication. The study recommended that a communication and strategic plan be

formulated and that upward and horizontal communication ought to be encouraged. In addition it recommended that the clergy and laity should mobilize local resources frequently and be more involved in decision making.

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Conceptual Framework

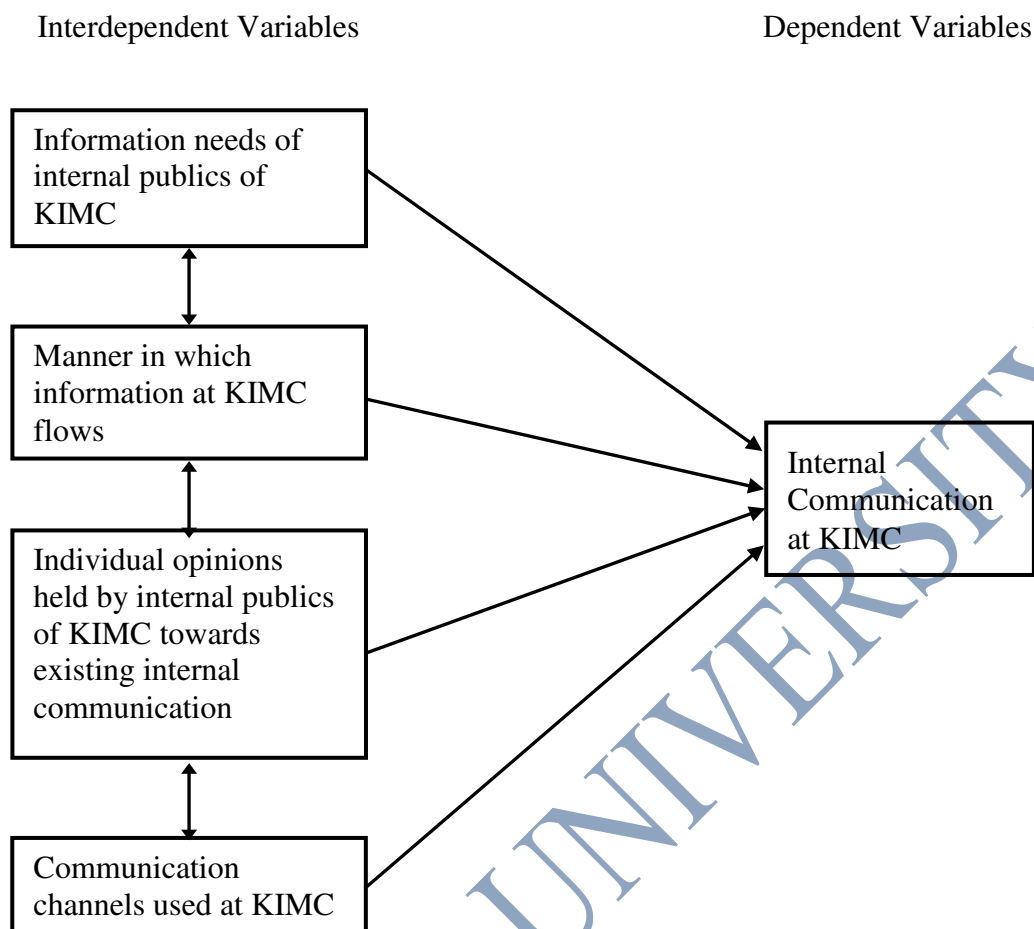


Figure 2. 1: *Conceptual Model for Auditing Internal Communication at KIMC*
 Source: *Author (2017)*

Discussion

A conceptual framework is a configuration the researcher believes can best illustrate the natural advancement of the phenomenon under study (Camp, 2001). The framework is interrelated to the notions, empirical research and vital theories utilized in promoting and systemizing the knowledge embraced by the researcher (Peshkin, 1993).

The framework depicted in Figure 2.1 above shows the variables that the CA will measure. The communication channels used, the individual opinions regarding

the existing communication channels, the direction of information flow and the individual needs of the publics are the interdependent variables which impact internal communication at KIMC.

The researcher took an integrated approach and categorized the variables which the model measured into four communication aspects namely communication structures and systems; aspects impacting on the internal public's own opinion and experiences, those effecting the group situation and the broader institution (Gayeski, 2000). The instrumental stakeholder theory which is related to instrumental power, assumes that if administrators desire to maximize the objective purpose of their organizations, they ought to take stakeholder interests into account (Ali & Abdelfettal, 2016). Hence, the fourth variable of the information needs of the publics of KIMC was derived from this theory

To start with, the communication structures and systems comprise the communication channels used in the institution. The study identified the kinds of communication channels used at KIMC. In addition, it described how the diverse channels utilized affect internal corporate communication at KIMC.

The second category comprises the communication aspects impacting on the individual's own perception and opinion towards the communication channels used within the institution. It also included the job descriptions/occupation, number of years worked at KIMC, the year of study and the course one was pursuing at KIMC. This study also examined how opinions held by internal publics of the institution toward the existing communication channels impacted on communication within the institution. In addition, it established whether the channels used helped the students study well in addition to helping the staff work effectively

Thirdly, the management communication and information sharing elements to be measured comprised the communication aspects impacting on the group situation. This refers to the inter-group and intra-group contact situations in addition to the obstructions impacting on these groupings and the institution as a whole. In this regard, this study stratified the various groups of internal publics within KIMC. It also identify the various levels of hierarchies of the publics. The study further described how the various categories of internal publics within the institution affected the direction of information flow at KIMC. In addition, the study looked at any communication barriers impacting on internal communication.

The last group of elements involved the information needs of the internal publics of KIMC. This study therefore investigated the varied information needs of each of the internal publics of the institution. The researcher also established through which communication channels the needs of the internal publics could be sufficiently met.

KIMC is a system hence the communication channels used and the direction of information flow should help promote wholeness, openness, hierarchical order and stability. The organization should also put the interests of the students and staff first as they are the conduit through which the external stakeholders perceive the institution.

Summary

In this chapter, a review of the General Systems and the Stakeholder theories, the guiding theories of this study, was conducted. A description of the manner in which the theories were utilized as a framework for this study was also carried out. An overview of various research conducted in the field of internal communication was also conducted. In addition, the chapter presented studies carried on internal

communication and examined empirical studies that utilized CAs as an instrument to research communication channels within institutions. The next chapter will examine the research methodology that was utilized in this study.

DAYSTAR UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

In this chapter, the researcher outlines the aspects of methodology employed in collecting data for the study. The frameworks discussed include the research design, target population, sample size, data collection instruments, methods of data analysis and the issues of ethical considerations pertaining to the study. The researcher applied both qualitative and quantitative research methods.

Research Design

Research Approach are strategies and the techniques for conducting a study that span the steps from comprehensive assumptions to thorough procedures of data collection, analysis, and interpretation (Creswell, 2014). Research method is “The arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (Kothari, 2004, p. 3).

This study used descriptive survey design to conduct a CA of KIMC. In descriptive research, the data is normally collected either by interviews or questionnaire and deals with describing, recording, analyzing and interpreting the situations that exist (Association of Educational Communication Technology, 2001). It includes surveys studies, comparative studies, case studies, relationship studies, and normative studies (AECT, 2001).

Surveys are utilized in studies that have individual persons as units of analysis and inferences are made regarding the wider population (Kelly, Brown, & Sitizia, 2003). A survey design will be suited for this study as it gives anonymity to

respondents, minimises biases and makes it possible to study large samples thus making the outcomes statistically important (Mugenda & Mugenda, 2003). This study therefore utilized the survey method to find out the opinions of the internal publics regarding the existing communication channels at KIMC. The methodology was also used to establish the direction of information flow at KIMC and identify the information needs of its internal publics.

Study Population

A population is a grouping of entities, objects from which samples are taken for measurement (Kombo & Tromp, 2006). Records at KIMC's Academic Registrar's office as at May 2018 indicated that, the institution registered a total of 875 students to pursue various courses during the 2017/2018 academic year. According to records at the institution's Human Resource Department as at June 2018, KIMC had a teaching and non-teaching staff capacity of 91. In this study, the potential population included all students on session during the September 2018 semester and employees of KIMC totaling to 966.

Target Study Population

Structurally, KIMC is divided into two divisions namely Finance and Administration section and that of academics. The Finance and Administration section has 10 departments namely: Administration; Human Resources; Corporate Communications; ICT; Supply Chain Management; Library Services; Internal audit; Finance; Hospitality Services (Catering) and Housekeeping (KIMC, 2017).

On the other hand, the academics division has seven departments namely: the Academic Registrar; Information Training; TV/Radio Production Training; Film/

Video production training; Engineering Training Department; Postgraduate Training and Research; and the Dean of student's department (KIMC, 2017). This study targeted the KIMC's internal public population of 966 comprising of 719 diploma students, 69 certificate students, 30 post-graduate students, 40 part-time/degree students, 56 non-teaching staff, 35 teaching staff and 17 HOD's.

Sample Size

In this study, a sample was derived from the target population of 966. Orodho (2003) proposes that 10 percent of the population will be adequate whereas Mugenda and Mugenda (2003) recommend that at least 10 percent would be enough, but for more representative results, a greater percentage would be better. The study therefore borrowed suggestions from the two scholars and sampled 15 percent of the academic staff, non-academic staff, HoD's, post graduate diploma, part time/degree, diploma and certificate student categories.

Sampling Techniques

First, the researcher requested the total number of employees (both academic and non-academic staff from the Human Resource department. The researcher then got the total number of students in session during the September 2018 semester from the Academic Registrar's office. A stratified random sampling technique was then undertaken to obtain the sample. KIMC is stratified according to 17 departments comprising the academic and non-academic staff categories. The staff's work groups were used as the stratum in the study. KIMC offers postgraduate, diploma, certificate courses and part time/degree courses. The bigger the number of staff or students taking a particular course, the more diverse opinions were expected and thus the larger the sample size for that particular strata. Thus while sampling the students, the

four courses were used as the stratum in the study. Each of the student courses and staff groups represented a stratum to ensure that each was represented within the sample in proportion to their number in the population (Kombo & Tromp, 2006).

In addition, purposive sampling technique was used to identify five heads of departments from the 17 departments. Similarly, the study incorporated suggestions from different scholars and sampled 15 percent of the 17 Heads of Departments as recommended by Mugenda and Mugenda (2003) as well as Orodho (2003). Two were selected from the Finance and Administration division while one respondent was drawn from the Academics division. The researcher used HoD's in the study because the standing of top management towards selected publics is important in conducting a CA. Mugenda and Mugenda (2003) argue that in purposive sampling subjects are hand-picked by a researcher because they are informative and have the necessary characteristics for the study. The sample of 145 was distributed as shown in Table 3.1 below.

Table 3. 1: Sample Distribution

Stratum	Population	Sample Size	Percentage
Diploma students	719	108	15
Certificate students	69	10	15
Part time students/ degree students	40	6	15
Post-graduate students	30	5	17
Non-teaching staff	56	8	14
Teaching staff	35	5	14
Departmental heads	17	3	18
Total sample size	966	145	15

Source: KIMC (2018)

Thus, the final sample of the study comprised three HoDs, eight employees from non-academic staff, five academic staff, 108 diploma students, 10 certificates, five post-graduate students and 6 part time degree students totaling to 145. The total

sample size was about 15 per cent of the internal public's populations (Mugenda & Mugenda, 2003).

After determining the stratum sizes, the researcher employed convenient sampling technique to gather respondents who were requested to fill the questionnaire in each stratum. According to Mugenda and Mugenda (2003), convenient sampling entails choosing units of observation as they become accessible to the researcher. In this particular research, sampled subjects within KIMC who were willing to participate in the study were issued with the questionnaires.

Data Collection Instruments

This study used both primary and secondary data. Secondary data was employed to review the related literature pertaining to internal communication at KIMC while primary data was collected in the institution by use of questionnaires and an interview guide. Basically, qualitative research is a method for exploring and understanding the connotation persons or groupings assign to a social or human problem (Creswell, 2014). The researcher collected this type of data by use of in-depth interviews and open-ended questions.

In-depth Interviews

In-depth interviews offer an opportunity for the researcher to get more details and probe questions that may be unclear. In addition, interviews yield very low non-response to questions (Kothari, 2004). Hence, this study used interviews because they allow for more information in greater depth to be collected by use of follow up questions. Interviews were conducted among members of KIMC management i.e. HoD's, academic and non-academic staff using interview schedules. The researcher structured two interview schedules one for all academic and non-academic staff and a

separate one for HoD's (Appendixes 2 and 3). The researcher also met the HoDs beforehand to create a good rapport and clarify to them the purpose of the research.

The researcher conducted interviews with three HoD's marked interviewee one, interviewee two and interviewee three. Departmental heads offer crucial administrative and academic leadership within the various departments at KIMC and form the basis of top management policy management and communication within the institution. In addition the researcher interviewed four academic and six non-academic staff.

Questionnaires

On the other hand, quantitative research is a tactic for testing objective theories by scrutinizing the correlation amongst variables (Creswell, 2014). These variables can, in turn be measured, characteristically on instruments, so that numbered data can be examined utilizing statistical procedures (Creswell, 2014). The researcher collected these type of data by use of questionnaires, which were administered to the target students of KIMC.

There are different types of questionnaires tools, which have been developed for CAs. They comprise the Communication Satisfaction Questionnaire (CSQ) devised by Downs and Haze designed in 1977 whose focus is on the link between communication and job satisfaction (Downs, 1996). The Internal Communication Association (ICA audit survey) examines the flow of information, communication channels and amounts of information internal publics receive via existing channels of communication whereas the Organization Communication Development (OCD) was devised to determine how well the communication system aids the institution to interpret its aims to the anticipated publics (Clampitt & Downs, 1993).

The three questionnaire instruments focus on communication aspects between the institution and its internal public. For the purpose of this study, the researcher integrated variables from the all the three questionnaire tools and designed a questionnaire for the students of KIMC (Appendix 1). This was the case because this study was aimed at identifying the flow of information, the communication channels, quality and amount of information the internal publics of KIMC receive via existing channels of communication and their effectiveness in translating the vision, mission and transformation taking place at KIMC. An example of a question incorporated from the OCD is ‘The mission of KIMC has been communicated to me?’

The questionnaire was used to gather demographic data, opinions on the existing communication channels, direction of information flow at KIMC in addition to the information needs of the students of KIMC. It carried both open and closed-ended questions to capture both qualitative and quantitative data. For the structured questions, the researcher offered exhaustive options comprising the alternative of ‘other’.

The open-ended queries gave the respondents the freedom of reply while the structured questions were used to collect responses that are standardized. The questionnaire was utilized because it allows an enormous quantity of data to be gathered from a huge number of persons within a short time and the results can be quantified. In addition, the questionnaire had sufficient instructions to the respondents that minimized any chance for misunderstanding.

Data Collection Procedures

According to Hargie and Tourish (2009), a researcher intending to conduct a CA ought to consider four key factors namely engagement of top management

commitment; preparing the institution for the audit; information gathering and examination; and action phase. The researcher secured the top administration support by holding discussions with several senior management officers in the initial stage of the study. This also helped the researcher identify some of the existing communication gaps at KIMC and get the goodwill to conduct research in the institution.

The researcher with the help of one research assistants administered questionnaires to the certificate, diploma and post-graduate students. The research assistant who is also conducting her thesis at Daystar also helped the researcher to interview the HoD's, academic and non-academic staff personally.

The data was collected as from the 31st of August, 2018 to the 24th of September, 2018 The researcher administered the questionnaire and interview schedules with the help of one research assistant. Out of the four teaching staff interviewed, only two of them agreed to be audio recorded whereas for the non-academic staff only four out of the six agreed. For the HoD's, only one out of the three agreed to be audio recorded during the interview session.

Pre-testing

The researcher pre-tested the questionnaire on the 26th of August 2018 by administering them to 10 students at KIMC who were not allowed to take part in the survey. Based on the pre-test, necessary changes to the questionnaire were done. For instance, the questionnaires were paraphrased to avoid ambiguity and spelling mistakes, punctuations were made and all leading questions were done away with. In addition, the researcher realized that she had omitted a preliminary question requiring

the student to include the course they were pursuing as well as their field of specialization.

The researcher also pre-tested the interview schedule among three staff at the institution who were also not included in the actual study. This helped the researcher to paraphrase the interview schedule so as to avoid any ambiguity and leading questions. For instance, a follow up question was added to question 9 since many of the respondents in the pretest had sought for clarification on what the researcher meant with the statement 'existing formal communication policies at KIMC'

The researcher took into consideration issues of validity and reliability of the research instruments used. Reliability entails issues of stability and consistency while validity refers to the degree to which the researcher has measured what he intended to measure (Singleton *et al*, 1988). Validity ensured that the queries sought to respond to the study queries in addition to whether the correct method was utilized. Hence, the researcher considered the accurateness, stability, consistency and predictability of the instrument to increase reliability

Data Analysis Plan

Data collected was reviewed in order to correct errors identified in the raw data, which includes duplications in answered questionnaires, incomplete questionnaire responses amongst others (Kombo & Tromp, 2006). Hence the data collected was cleaned, coded and entered for analysis. In this study, both descriptive and inferential statistical methods of analysis were employed to analyze the quantitative data collected.

The analysis involved testing fundamental assumptions, uncovering underlying structures and detecting any anomalies. For quantitative analysis, the non-

numeric responses were accorded numerical codes through generating dummies and having them coded (Mugenda & Mugenda, 2003). The pre-coded data which was grouped according to themes was then analyzed using the Statistical Package for Social Scientists (SPSS) to measure their frequency. These were then presented in tables and charts.

Qualitative data on the other hand were collected through in-depth interviews. The procedure entailed listening and typing word for word what was captured in the audio recorder. The transcription also took into consideration the notes taken by the research assistant during the interviews. The transcribed discussion was then recorded in excel sheets. This ensured that there was a clear researcher-defined column of notes. The researcher then accumulated the emerging issues in the formatted manuscripts into potential themes. Themes from the interview response were then presented according to the research objectives, which were in support of the quantitative results.

Ethical Considerations

Research ethics entail requirements on everyday work, the safety of self-worth of respondents and the publication of the data in the research (Fouka & Mantzorou, 2011). In this study, respondents were informed about the confidentiality of the research, and their rights to decline to participate. In addition, the researcher took practical security measures such as stripping interview answers of identifying information where possible. For instance, the researcher refrained from disclosing personal identifiers such as names, exact number of years worked at the institution and job titles and descriptions.

The researcher explained to the respondents the benefits of the study to the students, teaching, non-teaching staff and senior management of the institution. The

benefits of this research include recommendations on how to improve internal communication within KIMC. She ensured that nobody had access to the interview sheets and the audio recordings. In addition, the researcher got a research permit from the Daystar Ethics Review Board; the National Council for Science and Technology and the Ministry of Education before conducting the research. She also asked for permission from the Director's office at KIMC and the Head of Strategic and Organizational Communication Department at Daystar University.

Summary

In this chapter the researcher has outlined that the descriptive survey design was used. The target population of the study comprised all the students of KIMC, teaching, non-teaching staff and departmental heads of the institution equaling to 966 people. All the internal publics of KIMC were included in the study population where stratified random and purposive sampling was carried out giving a total sample size of 145 respondents.

Data collection instruments used were questionnaires and interviews, with in-depth interviews being used for members of the institute's management and other employees while questionnaires were administered to students. A pre-test of these instruments was conducted and any mistakes found were corrected in the interview schedules and questionnaires. Data obtained was then processed and analyzed using SPSS software package. The researcher then ensured that ethical standards were dealt with by informing respondents beforehand of the purpose of the research, its expected duration, procedures and their rights as participants.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This section presents the analysis and interpretation of results gathered from the questionnaires and interviews. The chapter covers the general information of the respondents, which includes their age limit, gender, year of study, the courses they are pursuing, field of study and the years of staff work experience. The researcher also tackles the research questions whereby each of the questions was addressed by the analysis of the data obtained. The data was then presented through tables, graphs, pie charts and narrative format. The main objective of the study was to conduct a communication audit of KIMC to verify the effectiveness of the communication channels used.

Presentation, Analysis and Interpretation

Response Rate

Table 4. 1: Response Rate

	Target	Response	Percentage (%)
Interviews			
Non-academic staff	8	6	75
Academic staff	5	4	80
Departmental heads	3	3	100
Sub-total	16	13	81
Questionnaires			
Degree/part time students	6	5	83
Diploma students	108	98	91
Post-graduate students	5	5	100
Certificate students	10	10	100
Sub-total	129	118	91
Total	145	131	90

Source: KIMC (2018)

The researcher targeted a total of 16 staff interviewees. However, three of them were not available to take part in the study. For the questionnaires, the researcher targeted a total of 129 students but 11 of them did not return their questionnaires. The study therefore managed to receive a 90 per cent response rate. Bryman (2012) pointed out that a response rate of over 85 percent is excellent, 70 to 85 percent is very good, and 60 to 69 percent is within acceptable limits while 50 to 59 per cent is barely acceptable.

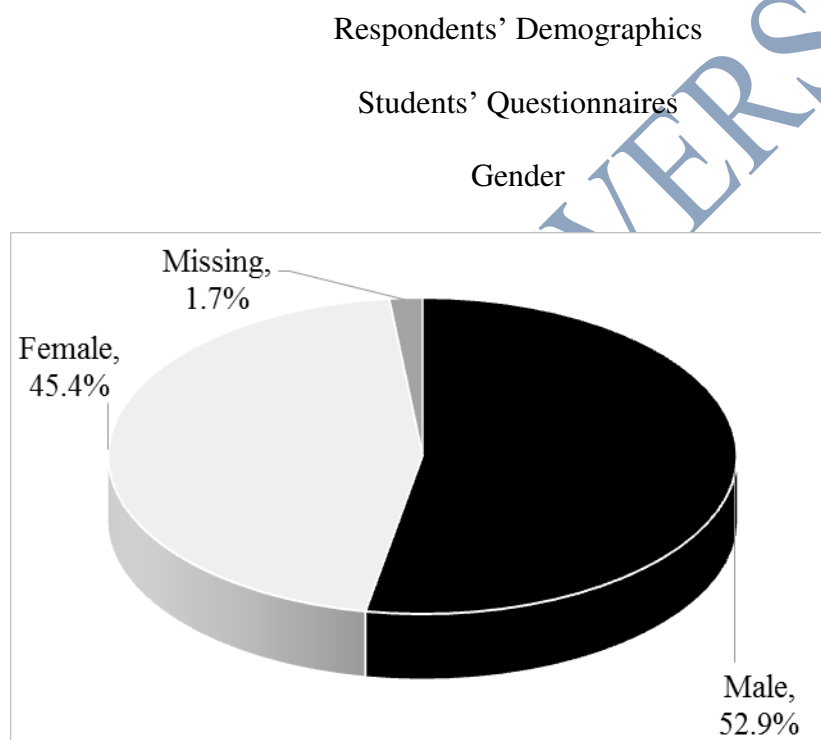


Figure 4. 1: Summary of Respondents by Gender

As the findings show, almost half of the respondents, 45.4% were female while more than half, 52.9% were male. However, 1.7% of the respondents did not indicate their sex.

Age

From the questionnaires, a paltry, 0.8 percent of the respondents were between the ages of 31 and 36 years, 2.5 percent were above the age of 37 years, 3.4 percent were aged 18 years and below while 12.6 were between the ages of 25 to 30 years. However, 13.4 percent did not indicate their age. A majority of the respondents, 67.2 percent were between the ages of 19 to 24 year old.

Year of Study

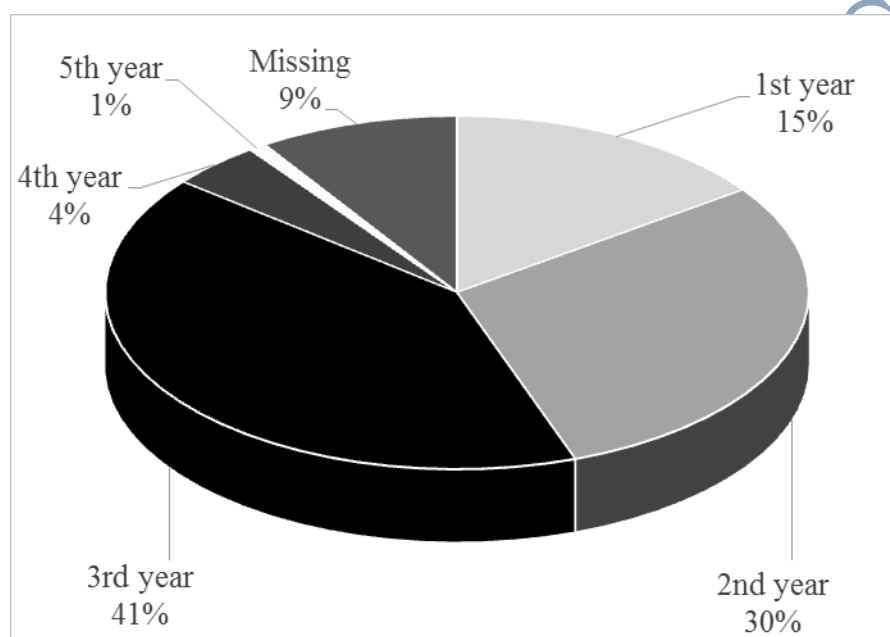


Figure 4. 2: Summary of Respondents by Year of Study

When asked which year the respondents were in, a paltry percentage, 0.8 percent were in their fifth year of study, 4.2 percent were in their fourth year of study while 9.2 did not indicate their year of study. First years were 15.1 percent of the respondents, second years were 29.4 percent and third years were 41.2 percent of the respondents.

From this study, 4.2 percent of the respondents were pursuing their Post-graduate studies, 5.9 percent were taking their undergraduate degree either as full

time or part-time students and 10.1 percent did not indicate what course they were pursuing. Those that indicated that they were taking a certificate course were 12.6 percent of the respondents while a majority of the respondents, 67.2 percent were taking a diploma course.

Field of Study

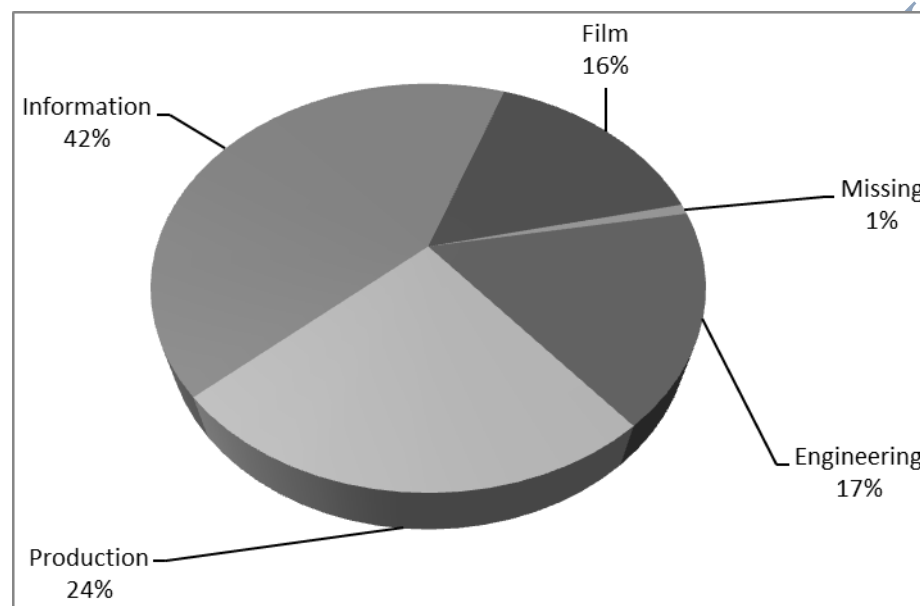


Figure 4. 3: Summary of Respondents by Field of Study

When asked their field of study, a paltry of the respondents did not indicate their field of study, 16 percent indicated that they were taking Film studies, 16.8 percent indicated they were taking Engineering, 24.4 percent and 42 percent indicated they are taking Production and Information courses respectively.

The following are the course the respondents indicated they were specializing in: Radio and Television production; Media Technology; Camera Works; Broadcast Journalism, Electrical and Electronic Engineering in Media; Design; Broadcast Production; Journalism; Directing; Telecommunication Engineering; Sound Option; Technical Operations; Print Media and Digital Journalism (KIMC, 2017).

Interviews

The researcher interviewed four out of the five targeted academic staff. Interviewee one and two had worked at the institution for a period of between 15 to 20 years whereas interviewee four had worked for more than 20 years. Interviewee three had however worked for a period of less than five years. Of the four interviewees, only one was a female.

For the non- academic staff, the researcher interviewed six out of the eight targeted respondents. They included two security officers, a hospitality officer, a secretary, a librarian and a Human Resource Officer. Interviewee one, two and three had worked at KIMC for less than five years while interviewees four and five had worked for between 10 to 20 years. Interviewee six had however worked at the institution for more than 20 years.

In addition, the researcher interviewed three heads of departments. Interviewee one was from the Academic division while interviewee two and three were from the Finance and Administration division. Interviewee one had worked for a period of eight years whereas the other two had worked for a period of 22 and 31 years respectively.

Table 4. 2: How the Student Respondents Received and Send Information

	Written	Face to face	Group meetings	Telephone	Online apps	Others
From top management	45.4%	30.3%	13.4%	0.8%	4.2%	0.8%
To top management	33.6%	26.1%	26.1%	0%	5.9%	3.4%
From academic staff	40.3%	26.1%	10.9%	5%	7.6%	2.5%
To academic staff	26.9%	28.6%	19.3%	3.4%	6.7%	3.4%
From non-academic staff	23.5%	40.3%	12.6%	5%	10.1%	1.7%
To non-academic staff	9.2%	51.3%	17.6%	2.5%	10.1%	1.7%
From department heads	31.9%	28.6%	16%	3.4%	10.1%	0.8%
To department heads	15.1%	37.8%	17.6%	5.9%	10.9%	2.5%
From student leaders	19.3%	30.3%	23.5%	2.5%	14.3%	0.8%
To student leaders	17.6%	37%	12.6%	3.4%	16.8%	0%

As indicated in Table 4.2, a majority, 77 percent of the respondents indicated that written, face-to-face and group meetings were the most preferred communication channels for both sending and receiving information from and to the top management, heads of departments, student leaders, academic and non-academic staff. Online applications and telephone were the least popular channels of communication.

However, online platforms were noted as a growing source of information from respondents especially among the diploma and degree students. The data on cross tabulation on the courses respondents were pursuing and the channels they used to send information to the different offices, mirrored that of sending information to these offices. Conversely, when it come to sending information, online application appeared to be gaining prominence across the respondents. For example, eight out of 80 respondents indicated to receive messages from non-academic staff through online applications, which include emails, WhatsApp and other social media platforms. In

addition, out of the seven degree respondents, three use online applications to send information to student leaders and 14 out of the 76 respondents enrolled for a diploma course use the same channel to send messages to student leaders.

From the academic staff interviewees however, the formal communication channels commonly used to send and receive information comprised emails, face-to-face and group meetings with the HoDs and class representatives. Mobile phone calls/text messages, office telephone extension services and departmental WhatsApp groups were also quite popular among the respondents. The informal communication channels used comprised daily *kamukunjis* with colleagues particularly at the institution 'power house' during tea break.

For the non-academic staff, the researcher found out that mobile phones, face-to-face and group meetings with supervisors during the weekends were the most preferred channels of communication. The radio call and personal mobile call /text messaging were the most preferred channels of communication among the security officers. For the secretary and Human Resource Officer, the office telephone extension calls and staff emails were very popular. However, amongst the librarians, face-to-face meetings with students and staff were very common. Other commonly used channels of communication amongst the non-academic staff comprised memos and notice boards. The six respondents interviewed said rumors was a very popular channel of communication. "We normally receive rumors everyday as we take our tea at the 'power house,'" said interviewee five.

All the departmental heads interviewed said they used face-to-face meetings, staff emails, internal memos, notice boards, mobile phones, telephone extension services and social media to send and receive information. "We also communicate through annual news magazines. One of the magazines is normally produced by the

information department and the other by the Post-graduate department.” Said interviewee one. According to the interviewees, WhatsApp groups, the KIMC website and Facebook page were some of the social media platforms used for internal communication within the institution. In addition, the respondents also received and sent information from and to particularly to their colleagues through rumors.

Preferred Communication Channels

When the student respondents were asked which communication channels should their information needs be delivered, the following channels were listed face-to-face, group meeting interactions, WhatsApp groups, Facebook and other social media outlets, e-mails, memos, public address system, any written form including billboard notices and during school events.

From the interviews, the preferred communication channels for both the academic and non-academic staff comprised regular face-to-face meetings to air their grievances and get feedback on time. Likewise, all the interviewees preferred the information to be delivered to them by the Director, HoDs and supervisors. One of the security officers for instance preferred this communication channel particularly on issues of reprimand so that his side of story could be heard. However the hospitality officer and secretary preferred mobile phone communications “Responding to calls and text messages should be prompt so that we can know the HoDs and other staff’s whereabouts” said the secretary.

Feedback Mechanisms at KIMC

When asked how often they normally received information from the top management, 4.2 percent of the student respondents refrained from answering this

question, 5.9 and 5.7 percent indicated that they receive information on a daily basis and once a year respectively. Additionally, 20.2 percent indicated that they receive this information on a fortnight basis, a quarter of the respondents, 25.2 percent indicated that they receive information on a weekly basis while 38.7 percent indicated that this is done on a monthly basis.

When asked how frequently they sent information to the top management, 4.2 percent of the student respondents refrained from responding to this question while 6.7 percent indicated that they sent information to the top management on a daily basis. Those who indicated that they sent information to the top management once a year or on a fortnight basis were 15.1 percent and 17.6 percent respectively. Nearly a quarter, 23.5 percent of the respondents, indicated that they sent information to the top management on a weekly basis while nearly a third, 32.8 percent indicated they do the same on a monthly basis.

Table 4. 3: Amount of Time Taken to act on Information Sent

Indication	Very little time	Little time	Much time	Very much time
Top Management	31.9%	41.2%	19.3%	6.7%
Departmental Heads	16%	32.8%	42%	6.7%
Academic staff	16%	27.7%	46.2%	7.6%
Non-academic staff	24.4%	34.5%	32.8%	5%
Student leaders	21%	27.7%	42%	7.6%

As shown in Table 4.3, nearly three quarter, 73.1 percent of the student respondents indicated that very little or little time was taken to act on information send to the top management whereas almost a half, 48.8 percent of the respondents indicated that very little to little time was taken to act on information send to departmental heads. More than half, 53.8 percent of the respondents indicated that much time was taken to act on information sent to the academic staff. Almost a

similar percentage, 58.9 percent of the respondents indicated that very little to little time was taken to act on information sent to the non-academic staff while nearly a half, 49.6 percent indicated that much time was taken to act on information sent to student leaders.

For the academic staff, interviewee one said that there is no way of giving feedback since the staff pull back. “The director only meets with HODs three times a week” said interviewee one. Interviewee two and four however said that the institution had suggestion boxes but nobody used them because they are outdated and no action is taken. Interviewee three said that they did not use suggestion boxes to give feedback. “They are there for formality, we also use meetings with HoDs and WhatsApp groups to give feedback,” Added interviewee three.

Asked on the feedback mechanisms in place at the institution, interviewee two of the non-academic staff said he used the suggestion box 2-3 times a week while interviewee five said he rarely used suggestion boxes to give feedback. However, interviewee three said that he gave feedback through face-to-face communication with his immediate supervisor while interviewee six said he mostly used WhatsApp group to give feedback. Contrary, interviewee four said that she never gave feedback.

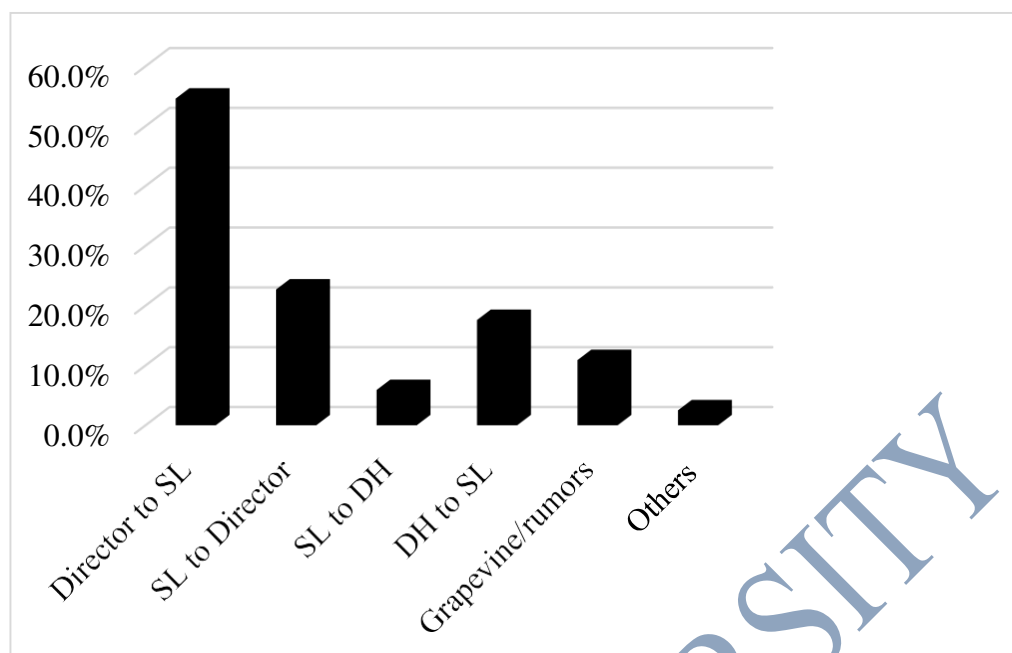


Figure 4. 4: Information Flow at KIMC

Key

SL: Student leaders

DH: Department heads

When asked how information normally flowed at KIMC, more than half, 54.6 percent of the student respondents indicated that information normally flowed from the Director to students while nearly a quarter, 22.7 of the respondents indicated that there was also feedback of information flow from student leaders to the director. When it comes to information flow from student leaders, 5.9 percent indicated that there was information flow in that direction while 17.6 percent indicated that there was information flow from department heads to student leaders. In addition to this 10.9 percent of the respondents indicated that they received information through rumors.

Asked on the direction of flow of information at the institution, interviewee three of the academic staff indicated that information from students to the institution's top management was not well coordinated while that from the top management to students and staff was authoritative. Interviewee two concurred with interviewee three

that information from up downwards happens, but pointed that information from bottom upwards was rare. Interviewee four however differed by indicating that up downwards communication flows freely. “Top to bottom may at times be distracted or people may hold information since there is no clear communication policy on who to communicate what” said interviewee one.

For the non-academic staff however, interviewee one, two and four said there was good information flow with no obstructions from the top management to the staff and students. However, interviewee three, five and six differed. According to interviewee five, the flow of information was not very good and sometimes there were obstructions. “There are delays in conveying some information due to bureaucracy, issues of protocol. “Down-up communication occurs only when there are issues but no action is taken,” Said interviewee six.

Regarding the direction of information flow, all the three HoDs interviewed agreed that information flowed freely in both directions within the institution. Interviewee one said information flew freely with no barriers since he had been provided with different platform for communication which included telephone extension services. In addition, the interviewees pointed that there was a cordial communication relationship between the top management, staff and students.

Table 4. 4: General Communication Issues at KIMC

General Communication issues	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
The mission and vision of KIMC has been communicated to me	26.9%	22.7%	36.1%	4.2%	10.1%
The mission and vision of KIMCSO has been communicated to me	15.1%	27.7%	33.6%	9.2%	14.3%
The instructions I receive from my lecturers are usually clearly explained	30.3%	25.2%	37.8%	3.4%	3.4%
The quality of information I receive from my lecturers is adequate for me to study effectively	27.7%	30.3%	33.6%	5.9%	2.5%
The instructions I receive from the non-teaching staff are usually clearly explained	12.6%	21.8%	50.4%	11.8%	2.5%
The quality of information I receive from the non-teaching staff is adequate for me to study effectively	12.6%	20.2%	43.7%	10.1%	13.4%

Communication of KIMC's Mission and Vision Statement

As indicated in table 4.4 above, nearly a half, 49.6 percent of the student respondents strongly agreed or agreed that the mission and vision of KIMC had been communicated to them. About a third, 36.1 percent remained neutral that the mission and vision had been communicated to them whereas 14.3 percent either strongly disagreed or disagreed that it had been communicated to them.

More than a third, 42.8 percent of the respondents strongly agreed or agreed that the mission and vision of Kenya Institute of Mass Communication Student Organization had been communicated to them. About a third, 33.6 percent remained neutral that the mission had been communicated to them while nearly a quarter, 23.5 percent disagreed or strongly disagreed that the vision and mission of the student body had been communicated to them.

For the academic staff, interviewee one, three and four said they could not recite the mission and vision of KIMC off head while interviewee four said that it had been communicated to them through the KIMC Strategic Plan 2015-2019 booklet. “The vision of KIMC is to become a Center of Excellence in technical and professional mass media training in the region,” Stated interviewee two. On the other hand, interviewees one, two, four and six of the non-academic staff said they were not familiar with the mission and vision statement. “I don’t know the vision but I know KIMC was established a long time ago to train media practitioners,” said interviewee one. Similarly, interviewees four and six said that they could recite the mission and vision off head.

Amount and Quality of Information Received

More than half, 55.5 percent of the student respondents strongly agreed or agreed that the amount and quality of instructions they received from the lectures were usually clearly explained and adequate to enable them study effectively. About a third, 37.8 percent remained neutral that the amount and quality of instructions they received from their lecturers were usually clearly explained and adequate to enable them study effectively. The rest of the respondents, 6.8 percent however strongly disagreed or disagreed that the amount and quality of instructions they received from the lecturers were sufficient to enable them study effectively.

On the other hand, about a third, 34.4 percent of the respondents strongly agreed or agreed that the amount and quality of instructions they received from the non-teaching staff was clearly explained and adequate to enable them study effectively. About a half, 50.4 percent remained neutral that the amount and quality of instructions they receive was adequate to enable them study effectively. Additionally, 14.3 percent of the respondents disagreed or strongly disagreed that the instructions

they received from the non-teaching staff were usually clearly explained whereas about a quarter, 23.5 percent of the respondents disagreed or strongly disagreed that the quality of information they received from the non-teaching staff was adequate to enable them to study effectively.

All the four academic staff interviewees said that they do not get all the information they needed to enable them execute their duties and responsibilities. "I don't get all the information I need immediately, at times there are obstructions," said interviewee four. On the other hand interviewee one, two, four and five of the non-academic staff said they got all the information they needed to facilitate them execute their duties and responsibilities. However, interviewee three and six felt that they did not get all the information they needed. "I don't get all the information I need. Sometimes we get rumors and some information can pass us by," said interviewee three.

Information Needs of the Internal Publics

When asked what kind of information they needed in order to enable them study effectively, the student respondents gave both academic and non-academic kind of information. The academic information included issues like: exam results; institutional progress report; minimum expectation of a student; practical techniques; course outline; institution rules and regulations; calendar of events; lecture and course notes; lecturer whereabouts; new books arrival in the library and information on school fees.

Regarding the non-academic information needs, the student respondents indicated information on matters concerning security; health; the roles of lecturers, president and non-teaching staff; new developments in the institution; food and diet; budget of the institution and their role as students. The respondents further indicated

that they expected to receive this type of information from the director, president of the school, lecturers, student leaders, and head of security, dean of students, the registrar, the school nurse and anybody else who has the relevant detailed information.

Some of the information needs of the academic staff interviewees comprised timely information on staff remuneration, career growth, new developments and changes in the institution, procedure to follow while issuing cameras and other equipment and resources to students.

The non-academic staff information needs on the other hand included information on remuneration, career growth, changes in the institution, counselling, clear information on security patrols particularly by the security officers, explanations on cause of certain delays for example delivery of newspapers to the library, unrepaired buildings, clear information on whereabouts of a staff/HoD. “Sometimes the Director can call and you have no idea where a HoD is” pointed the secretary.

When asked on their information needs, interviewee one and two of the HoD’s interviewee said they have no information need. However, interviewee three said, “I need information from other HoDs, ICT, Finance, Training department and Library.

Freedom to Express Opinions

All the four academic staff respondents said they are not free to express their opinions. Interviewee one said that people avoid talking and are in fear. “We are not free to express dissenting opinions on anything. People prefer to keep quiet” added interviewee one. In addition, all the interviewees agreed that only the pro-administration opinions are valued. On the other hand, only interviewee six of the non-academic staff interviewees disclosed that he is not free to express his opinions.

Likewise, interviewees one, two, three and four felt that their opinions were valued whereas interviewee five and six felt that only some opinions were valued.

Communication of Changes in Policies at KIMC

Asked on the manner in which changes and policies are communicated in the institution, only interviewee four of the academic staff agreed that changes and policies were communicated in a timely manner. “Changes in policies are not communicated in a timely manner. “ We don’t feel as if we are part of KIMC,” said interviewee one. For the non-academic staff, interviewees one, three, four and five said that changes in policies and regulations were not communicated in a timely manner. Interviewee five said “We don’t get to know changes in time. We read notice boards daily to receive alerts while interviewee three said “we don’t know the changes but would like to know.”

Communication Weaknesses of KIMC

According to the academic staff interviewees, some of the communication weaknesses at KIMC comprise delayed communication, lack of clarity on how to pass information from the students to the top management and vice versa, information breakdown and failure to be involved in key decision-making processes. For the non-academic staff however, communication weaknesses comprise delayed information, weak mobile phone communication particularly with the top management and HoDs regarding their whereabouts, failure to involve staff in key decision making, server failures leading to delay in email communication, bureaucracy and lack of freedom to express opinions for fear of being victimized.

Communication Strengths of KIMC

Regarding the communication strengths, interviewee one pointed that KIMC is a small place since all the staff and students know each other hence there is a good

internal public networking. According to interviewee three, KIMC has high standards in media training given that people benchmark from the institution. “KIMC is a government institution and people are careful how to communicate, The Kamukunjis and good use of emails help us update each other” said interviewee four.

Similarly, interviewee five of the non-academic staff commended the institution’s Public Relations Office for organizing successful annual graduation ceremonies through its outstanding public address system installation, circulation of brochures, assorted photos and videos production. According to interview one, there was freedom of expression within the institution while interviewee two said; communication amongst security officers was timely.

For the HoDs, some of the communication strengths of KIMC are word of mouth communication and face-to-face meetings with the institution Director. “The Director attends to staff on Wednesdays afternoon” explained interviewee one. On the other hand, some of the communication weaknesses the interviewees highlighted comprised Internet connectivity challenge, power cuts, lack of a stand-by generator and serve issues. “In some offices there are no internet cables. No landlines for some offices,” Said interviewee three.

Regarding the formal and informal communication policies at KIMC, interviewee one said that there are informal policies and that external communication is done by the director. Interviewee two pointed that there is protocol to follow during communication while interviewee three said the institution does not have a written formal policy on communication. “We follow the government’s policy of communication especially to students and the media. The institution director is the spokesperson,” added interviewee three.

Communication Aspects that ought to be improved at KIMC

According to the academic staff, some of the internal communication aspects, which the interviewees wished they be improved, comprised direct communication with the top management particularly with the director and provision of clear policies on resource allocation and communication procedure. Additionally, the staff looked forward to the enhancement of top to-down communication and the strengthening of the corporate communication department by assigning more staff to offer guidance to all internal publics so that it becomes a one-stop information shop for all.

Similarly, interviewee one of the non-academic staff recommended that information be passed without any delays while interviewee two proposed that mobile phone communication be improved by providing enough airtime to all staff. Interviewee three recommended that the non-academic staff be involved in key decision-making processes whereas interviewee four was of the opinion that changes be communicated in a timely manner and that a WhatsApp group ought to be created for all staff. Interviewees five and six further suggested that face-to-face communication with the top management be improved and that the Corporate Communication department be made more vibrant. In addition, some of the future communication plans the HoD interviewees had for their departments comprised improving on communication promptness as well as the idea of exploring WhatsApp groups as a feedback mechanism in all departments.

Key Findings

Existing Communication Channels at KIMC

Written communication, face-to-face and group meetings were found to be the most preferred communication channels for both sending and receiving information amongst the student fraternity at KIMC. Other preferred communication channels for the students comprised social media platforms, emails, billboard, notices memos, public address system.

For the academic staff, the formal communication channels used comprised emails, face-to-face, group meetings, mobile phone calls/text messages, office telephone extension services and WhatsApp groups. The informal communication channels comprised daily *kamukunjis*. On the other hand, the non-academic staff used varied communication channels depending for instance the security officers mostly used the radio call, personal mobile call, face to face and informal channels like rumor.

All the staff preferred face-to-face communications, mobile phone calls and text messaging with the Director, HoDs and supervisors. The HoDs send and received information via internal memos, staff emails, mobile phones, notice boards, telephone extension services and face-to-face meetings, WhatsApp and student annual magazines and the grapevine particularly with their colleagues.

Opinions on the Existing Communication Channels at KIMC

The existing communication channels were effective in communicating the mission and vision of KIMC as well as that of the student body. However, they channels were not effective in communicating the same to the academic and non-academic staff. In addition, the channels used by the academic staff were efficient and

effective in ensuring that the amount and quality of information sent to the students was clear and adequate to enable them study effectively. However, the amount and quality of information the students received from the non-academic staff was not sufficient to enable them study effectively.

On the other hand, the findings established that the academic staff were not supplied with all the information they needed to execute their duties and responsibilities effectively owing to obstructions. Contrary, a majority of the non-academic staff said that they get all the information they needed and through the right communication channels. Communication between the students and top management was frequently done i.e. on a monthly basis where the student leaders, academic and departmental heads took more time to act on information as compared to the non-academic staff and top management.

The feedback mechanisms at KIMC were found to be weak given that both the academic and non-academic pulled back. For the academic staff, WhatsApp groups were the most preferred channel for giving feedback whereas suggestion boxes were rarely used. Some of the institution's communication challenges comprised delayed communication on changes and policies and lack of clarity on how to pass information from the students to the top management owing to lack of a communication policy.

Other communication challenges comprised weak mobile phone communication with the top management; problems with internet connectivity; server failures; power cuts; lack of a stand-by generator and lack of land line extension services in some non-academic staff offices. Furthermore, the institution did not involve the staff in key decision-making process. As a result, they were not free to express their opinions for fear of being victimized.

Direction of Information Flow at KIMC

Communication within KIMC flowed in both upward, downward and horizontal directions. However, top bottom communication from the Director to HoDs, staff, student leaders and students was more common. This type of information flow was authoritative while bottom up communication was rare. There was also feedback from HoDs and student leaders to the Director in addition to reliance on rumors to receive information. Both information flows were characterized by distractions and withholding of information, delays characterized by lack of action and bureaucracy.

Information Needs of Internal Public at KIMC

The internal publics had diverse academic and non-academic related information needs. The students' academic needs comprised information on calendar of events, course outline, syllabus and fee structure. On the other hand, their non-academic needs comprised information on changes taking place within the institution, school budget, security issues, health, food and diet. They expected the information to be delivered to them through face-to-face communication by the school director, student leaders, school nurse or anybody else who had the relevant detailed information.

Some of the information needs of the academic and non-academic staff comprised timely and accurate information on staff remuneration, career growth, new developments and changes in the institution and procedures to follow while issuing school equipment to students. Other information needs highlighted particularly by the non-academic staff comprised counselling services, clear information on security patrols, explanations on cause of certain delays and clear information on the itinerary of a staff.

Summary

This chapter presented the findings of the study based on the data that was collected. Themes were identified in analyzing the qualitative data. The research established that information at KIMC flowed in downward, upward and horizontal direction with downward communication been more prominent. The findings and interpretation of data showed that the internal publics of KIMC used varied communication channels depending on the situation. It findings also established that the channels used were not effective in meeting the diverse academic and non-academic related information needs of the internal publics. In addition, the channels were not adequate in communication of the vision and mission statement of the institution particularly to the staff fraternity. The next chapter will review the key findings of the study, gives the conclusion and recommend areas for further research.

DAYSTAR UNIVERSITY

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the discussion of the research findings and conclusions arrived at. The discussion is guided by the research objectives. The researcher also gives recommendations for further study.

Discussions of the Key Findings

This study conducted an internal Communication Audit of KIMC. With regard to the existing communication channels, the researcher established that there exists formal and informal communication channels at KIMC. The internal publics of KIMC utilized diverse communication channels depending on the situation. These finding reflects Muhamedi and Ariffin (2017) assertion that strong administration in the organization is based on rich communication channels that aid administrators and staff to communicate to each other. This also supports Andrei's (2014) argument that when choosing the finest technique to deliver their messages and comprehend their audiences, internal communicators have numerous choices to select from to deliver their messages to their internal publics.

Written communication, face-to-face and group meetings were the most preferred communication channels for both sending and receiving information amongst the student fraternity at KIMC. Other preferred communication channels by the students comprised social media, emails, billboard, notice boards, memos and public address system. However, telephone was the least preferred channel of communication. This finding concurs with Muhamedi and Arrifin's (2017) statement

that certain communication channel or tool may be more preferred than other in specific case or situation.

For the staff, e-mails, face-to-face, group meetings, internal memos and mobile phone calls/SMS were the most preferred formal channels for communicating with the director, HoDs, students and their colleagues. In addition, the staff also communicated informally to each other through rumors and WhatsApp groups. This finding coincides with Andrei's (2014) assertion that email is the easiest method to convey consistent and timely information to employees and should be frequently utilized. In addition, the prevalence of the use of mobile phone among the students, staff and HoD's backs Muhamedi and Ariffin's (2017) assertion that cellular phone calls are one of the most widespread communication channel since it cuts across all age groups.

The HoDs on the other hand frequently utilized staff emails, face-to-face, group meetings, telephone extension services, mobile phones, internal memos, notice boards, annual student magazines and rumors to communicate. In addition, the study established that WhatsApp groups, the KIMC website and Facebook page were some of the social media platforms used for internal communication within the institution. This is in line with Andrei's (2014) statement that the internet, electronic-mail, mobile phones, satellite and wireless have opened novel means of communication permitting all the publics of the institution to be linked and to receive and reply to pertinent information.

Opinions Regarding the Existing Communication Channels

For the students, the existing communication channels were effective in communicating the mission and vision of the institution as well as that of the student body. However, they were not effective in communicating the same to the academic

and non-academic staff. Similarly, the communication channels used by the academic staff were efficient and effective in ensuring that the amount and quality of information sent to students was clear and adequate to enable them study effectively.

The research findings also established that communication among the students and top management was frequently done i.e. on a monthly basis. However, the students did not agree that the amount and quality of information they received from the non-academic staff was sufficient to enable them study effectively. On the other hand, all the academic staff interviewed said that they do not get all the information they needed to execute their duties and responsibilities immediately due to obstructions and bureaucracy. These findings do not support Andrei's (2014) assertion that various sections and employees ought to be communicated to in a timely manner and through the correct channel concerning what they need to know for executing their work efficiently.

The non-academic staff however said that they got all the information they needed to enable them work effectively and through the right communication channels. This reflects Nabie's (2016) argument that effective communication is the passing of pertinent data, in a style and form that is evidently comprehensible, to the correct individual and at the right time.

The researcher also established that the staff pulled back from giving feedback. WhatsApp groups were the most preferred channel for giving feedback particularly by the academic staff while suggestion boxes were rarely used. The student leaders, academic staff and HoDs however took more time to act on information as compared to the non-academic staff and the top management. This does not reflect Andrei's (2014) argument that effective communication means

offering internal publics with clear criteria and anticipations for their labor in addition to giving them feedback of their performance.

Additionally, internal communication at KIMC was faced by a multitude of communication barriers. They comprised problems with internet connectivity, server failures leading to delay in email communication, power cuts and lack of a stand-by generator and land lines in some offices. Other challenges included lack of clarity on how to pass information from the students to the top management owing to lack of a written communication policy and a weak mobile phone communication with the top management. These findings reflect Babatunde (2015) assertion that other than the general distortions in the communication process, additional barriers to effective communication comprise obstructions within the communication process, those at the senders level, the transmission/channels levels, receiver's end and at the feedback level.

Additional communication barriers at the institution comprised issues of bureaucracy and the top management's failure to involve staff in key decision making processes. This finding does not support Andrei's (2014) assertion that internal publics ought to be informed of what is happening so that they can remain conversant and feel that they are part of the organization. The study further established that the institution did not have a written down communication policy and that the top management did not communicate changes and policies to all the staff in a timely manner. These findings do not reflect Cenere's (2015) argument that internal communication in an institution can be improved through the formulation of a communication policy.

Direction of Information Flow at KIMC

Communication within KIMC flowed in both upward, downward and horizontal direction. However, up-downwards communication from the Director to HoDs, staff, student leaders and students was more common. This type of information flow was authoritative while bottom-upwards communication was rare. Horizontal flow of information was also common particularly among HoDs who frequently met in group meetings and various school committees. These findings support Muhamedi and Arrifin's (2017) assertion that communication ought to travel in both directions through the formal institution chain of command. It also supports the author's statement that regrettably, communication from the lower level does not flow as easily as it is transferred from the upper level.

The research findings also established that both communication flows were characterized by obstructions and withholding of information and delays owing to bureaucracy and lack of action. These opinions reflect Verma's (2013) argument that some of the barriers to effective upward communication comprise the top management's failure to respond appropriately, the administrator's defensive approach regarding unsatisfactory actions, physical barriers, delayed action and prolonged delays to approve an employee's suggestion owing to various levels of administration.

Information Needs of Internal Public at KIMC

The researcher established that the internal publics of KIMC had diverse academic and non-academic related information needs. Some of the student's school related needs comprised information on calendar of events and course outline. The non-academic related needs on the other hand comprised information on changes taking place in the institution, security alerts, health and nutrition.

Similarly, the staff's work related information comprised timely and clear information procedures to follow while issuing school equipment to the students, information briefs on security patrols, explanations on cause of certain delays and up to date information on HoD's itinerary. The non-work related information comprised information on work promotions and changes taking place in the institution and counselling services particularly for the non-academic staff. This concurs with Yeomans and Fitzpatrick (2017) assertion that internal publics have diverse information needs hence communicators ought to know what motivates their colleagues and begin to shape communication that appeal to them and inspire the relevant actions that back the institutional culture.

Conclusion

Based on the findings and discussions of this CA, the study makes the following conclusion.

The internal publics of KIMC communicated to each other both formally and informally using both synchronous and asynchronous communication channels depending on the situation. Written communication, face-to-face and group meetings were the most preferred formal communication channels by both the staff and students. Other communication channels preferred by all the internal publics comprised social media platforms, mobile phone and rumors. The findings further established that a staff's occupation, student year of study and course one was pursuing had a direct or indirect impact on the choice of communication channels.

For the students, the existing communication channels were effective in communicating the mission and vision statement of the institution as well as that of the student body. In addition, the channels were effective in enabling them study

effectively. However, they were not effective in communicating the institution's mission and vision to the staff and ensuring that they were supplied with all the information they needed to enable them work effectively.

The study also revealed that information at KIMC flows in all directions. However, top to bottom direction of information flow was the most common where the director exercised his authority to pass crucial information to the staff and students. Bottom up communication occurred when students and staff had pertinent issues to raise with the HoDs and the Director. It also took place when the students and staff were required to give their opinions regarding certain issues affecting the institution. Horizontal communication was also utilized where departmental heads communicated to each other on certain aspects affecting their departments.

In addition, the internal publics had diverse information needs. The staff work related information needs comprised timely and clear information on procedures to follow while issuing school equipment to students, information on security patrols and explanations on cause of certain delays and up-to-date information on HoD itinerary. The non-work related needs comprised timely and clear information on promotions and career growth, new developments taking place in the institution and counselling services.

The student's information needs on the other hand could also be classified into both academic and non-academic related needs. The academic needs comprised timely and clear information on calendar of school events, course outline while the non-academic related needs comprised issues of security, health, nutrition and information changes taking place in the institution

Recommendations

Communication Channels

To start with, middle-level media training institutions should improve their internal communication strategies by utilizing a diverse range of communication channels depending on the circumstances. Employing effective and efficient communication channels will enable the staff and students work and study effectively. Secondly, the institutions should explore the idea of utilizing new technology in communication like the intranet, Microsoft outlook and other social media platforms. For instance, they can use WhatsApp to engage all staff and students as a form of feedback mechanism. In addition, the top management ought to utilize face-to-face communication and frequent group meetings with both the students, academic and non-academic staff.

Opinions on Existing Communication Channels

Middle-level media training institutions can improve the effectiveness of their communication by ensuring that they tailor their messages to suit each one of their internal public's information needs. They can also make their communication effective and efficient by avoiding communication barriers. This can be achieved by ensuring that they have good internet connectivity in addition to engaging the services of an Information Technology expert to fix any server failures. They can also avoid delays in communication by having stand-by generators, ensuring that all offices are connected with land line extension services in addition to providing their staff with mobile phone airtime. Furthermore the top management can improve their institution IC by involving the staff in key decision-making processes. This will make them feel part of the organization and be free to express their opinions. It will also help enhance

participatory communication particularly in giving feedback on pertinent issues affecting their institutions. The top management can also make the staff feel part of the organization by employing the open door communication policy where all the staff and students are free to express their opinions.

Direction of Information Flow

Middle-level training institutions should formulate a written down communication policy to guide the manner in which communication is done. The policy should indicate the hierarchy through which the direction of information should follow thus avoid confusion on who should communicate what and to who. This will also help prevent obstructions and other communication barriers brought about by lack of a clear communication procedure.

The top management should also not ignore the grape vine flow of information as it can act as form of feedback mechanism. Rumors and hearsay will for instance supply the top management with crucial information regarding the internal public's views about any transformations taking place within their institution. Hence, the top management will be in a better position to address the rumors before they get out of hand and possibly escalate into a crisis. In addition, the top management ought to be trained on how to give feedback to all the staff and students in the institution.

Communication Needs of Internal Publics

The top management of middle-level colleges should ensure that the diverse information needs of their internal publics are fully met. They ought to identify and prioritize the needs of each of their internal publics and ensure that they are effectively met. The management should also set up a PR department or make the existing one more vibrant by employing experienced communication specialists.

Hence, the office will act as a one-stop shop for all students and staff to make their inquiries and have their information needs met. Furthermore, the top management should ensure that any changes in policies are accessible in a central location using a user-friendly search engine like the intranet. Lastly, they should set up an independent counselling unit where staff and students can seek counselling services.

Areas for Further Research

The study was limited to identifying the internal communication channels used, the direction of information flow and the information needs of the internal publics of KIMC. Despite the success of the researcher in conducting this communication audit, there is need for more studies in the internal communication field as the study relied only on the opinions of the publics regarding the communication channels used at KIMC. Hence, the researcher recommends that an assessment of the effectiveness of the various internal communication channels used in middle level media institutions be conducted. Given that the study established that there was a growing interest the use of social media platforms like WhatsApp, there is also need for a study to explore the use of new technology as channels for internal communication in middle level media training institutions.

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DAYSTAR UNIVERSITY

APPENDICES

Appendix I: Students' Questionnaire

Dear Participant,

My name is Rachael Kilonzo, a postgraduate student at Daystar University. As part of the fulfilment of my Master of Arts in Corporate Communication, I am carrying out a study on "A Communication Audit of Kenya Institute of Mass Communication" whose purpose is to find out the effectiveness of internal communication channels within the institution.

I kindly request for your assistance in filling-in the attached questionnaire. Your response will be held in high confidence and will be used only for academic purposes. Please feel free to read carefully and respond to the attached instructions.

Your assistance will be highly appreciated

SECTION A

Demographic data (Kindly tick the appropriate box)

1. Gender: Male { } Female { }
2. Age: 18 and less { } 19-24 { } 25-30 { }
31-36 { } 37 and above { }
3. Year of study: 1st Year () 2nd Year () 3rd Year () 4th Year () 5th year ()
4. What course are you pursuing? 1. Certificate () 2. Diploma () 3. Post-Graduate ()
4. Degree/part time ()
5. (a) What is your field of study?
1. Engineering () 2. Production () 3. Information () 4. Film ()
(b) What is your area of specialization

SECTION B

Channels of Communication (Tick the appropriate box)

1. I usually receive information from the institution top management through the following manner.
 1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)

2. I usually use the following channel(s) to send information to the institution's top management.
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
3. I usually receive information from the academic staff through the following channels.
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
4. I usually use the following channel(s) to send information to the institution's academic staff.
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
5. I usually receive information from the institution's non- academic staff through the following channels.
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others specify)
6. I usually use the following channel(s) to send information to the institution's non-academic staff
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
7. I usually receive information from the departmental heads through the following channel(s)
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
8. I usually use the following communication channel(s) to send information to departmental heads
1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()

4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
9. I usually receive information from student leaders through the following channel(s)
 1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify)
10. I usually use the following communication channel(s) to send information to student leaders
 1. Written (i.e. memos) () 2. Face to face () 3. Group meetings ()
 4. Telephone () 5. WhatsApp/Facebook/twitter/email ()
 6. Others (specify).....
11. How does information normally flow at KIMC (*Tick where appropriate*)
 a) From director to student leaders []
 b) From student leaders to director []
 c) From student leaders to departmental heads []
 d) From departmental heads to student leaders []
 e) Grapevine/Rumors []
 f) Others []
12. How frequently do you receive information from the institution's top management?
 Daily () Weekly () fortnightly () Monthly () once a year ()
13. How frequently do you send information to the institution's top management?
 (Tick the appropriate answer)
 Daily () Weekly () Fortnightly () Monthly () Once a year ()
14. What is your opinion about the amount of action that is taken on the information that you send to the following groups of people? (Indicate by ticking the appropriate column)

Indication	Very little Time	Little Time	Much Time	Very much Time
1. Top Management				
2. Departmental heads				
3. Academic staff				
4. Non-academic staff				
5. Student leaders				

SECTION C

Please tick the appropriate column that best represents your opinion

5. Strongly Agree (SA) 4. Agree (A) 3 Neutral (N) 2 Disagree (D) and 1 Strongly Disagree (SD)

	General communication issues	SA 5	A 4	N 3	D 2	SD 1
1.	The mission and vision of KIMC has been communicated to me					
2.	The mission and vision of Kenya Institute of Mass Communication Student Organization's (KIMCSO) has been communicated to me					
3.	The instructions I receive from my lecturers are usually clearly explained					
4.	The quantity of information I receive from lecturers is adequate for me to study effectively					
5.	The instructions I receive from the non-teaching staff are usually clearly explained					
6.	The quantity of information I receive from the non-teaching staff is adequate for me to study effectively					

7. (a) What type of information do you need to enable you study effectively?

.....

b) From whom do you need to receive the information?

.....

c) Through what communication channel(s) should the information be delivered to you?

.....

Thank you very much for your time.

Appendix II: Interview Schedule

(for Academic and Non-academic staff)

1. Describe your duties and responsibilities? How long have you worked at KIMC?
2. Through which formal and informal communication channels do you normally receive information at KIMC?
3. Through which formal and informal communication channels do you normally use to send information to other internal publics at KIMC?
4. Which channel(s) do you need to receive information from? From who do you need to receive the information?
5. Is there a provision in KIMC's communication channels to ensure you give feedback to the management? What form of feedback mechanisms do you normally use?
6. How would you describe the flow of information within KIMC?
7. Do you get all the information you need to execute your duties and responsibilities?
8. What type of information do you need to receive from the top management, HOD's, fellow staff, student leaders and students to enable you execute your duties effectively?
9. Are you free to express your ideas and contributions? Are your opinions valued?
10. Do you know the Mission and Vision of KIMC?
11. Are changes in policies, rules and regulations communicated to you in a timely manner?
12. What are the communication weaknesses at KIMC?
13. What are the internal communication strengths at KIMC?
14. What aspects of internal communication do you think ought to be improved at KIMC?

Appendix III: Interview Schedule for Heads of Departments

1. Describe your duties and responsibilities, how long have you worked at KIMC?
2. What channels do you use to communicate to the following groups of publics at KIMC:
 - a) Top Management
 - (b) other HOD's
 - (c) teaching staff
 - d) non-teaching staff
 - (e) Students
3. Please give examples of the formal channels through which you typically receive information from (a) Top Management (b) other HOD's (c) teaching staff (d) non-teaching staff (e) Students. (f) What types of information do you usually receive? How often?
4. How frequently does the organization use online media to communicate to the staff and students? What social media channels does KIMC use?
5. How would you describe the flow of information within KIMC?
6. What information do you need to execute your duties more effectively and from whom should you get it?
7. Describe the communication relationship you have with the top management, fellow HODs, teaching, non-teaching staff and students.
8. How do you receive feedback from (a) top management (b) academic staff (c) non-academic staff (d) other heads of departments (e) Students
9. Are there any informal and formal policies that determine how communication should be done in KIMC? Does KIMC have a written communication policy?
10. What are some of the communication strengths of internal communication at KIMC?
11. What are some of the communication problems that KIMC faces?
12. What future plans do you have in place about communicating with the other internal publics of KIMC?

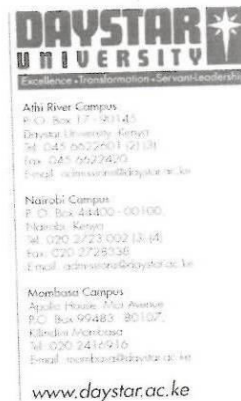
Appendix IV: Reference Letter from Daystar University to NACOSTI

12th July 2018

National Commission for Science, Technology
and Innovation
PO Box 30623 – 00100
Nairobi

Dear Sir/Madam,

RE: RACHEL KAILU KILONZO (14-2545)

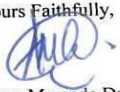


The above-named individual is a student in the School of Communication, Language and Performing Arts at Daystar University. She has completed her course work towards a master's degree in Communication. She is now working on her thesis whose topic is 'A COMMUNICATION AUDIT OF KENYA INSTITUTE OF MASS COMMUNICATION'.

This letter is written to request that you give **RACHEL KILONZO** any necessary assistance to enable her to complete this important academic exercise. We assure you that any information collected will be used for academic purposes and will remain confidential. Upon completion of the research, Ms. Kilonzo's thesis will be available at our library and she will submit copies of her completed work to your department.

We appreciate your support for our student towards the successful completion of her thesis research. Should you require further information, please do not hesitate to contact the undersigned.

Yours Faithfully,


Anne Mwende David, Thesis Coordinator
School of Communication, Language and Performing Arts
amwende@daystar.ac.ke

"...until the day dawn and the da
arise in your hearts"
2 Peter 1.19 KJV

Appendix V: Reference Letter From Daystar University to KIMC

12th September, 2018

Kenya Institute of Mass Communication
PO Box 42422-00100
Nairobi.

Dear Sir/Madam,

RE: RACHAEL KAILU KILONZO (14-2545)

The above-named individual is a student in the School of Communication, Language and Performing Arts at Daystar University. She has completed her course work towards a master's degree in Communication. She is now working on her thesis whose topic is 'A COMMUNICATION AUDIT OF KENYA INSTITUTE OF MASS COMMUNICATION'.

This letter is written to request that you give **RACHAEL KILONZO** any necessary assistance to enable her to complete this important academic exercise. We assure you that any information collected will be used for academic purposes and will remain confidential. Upon completion of her research, Ms. Kilonzo's thesis will be available at our library and she will submit copies of her completed work to your department.

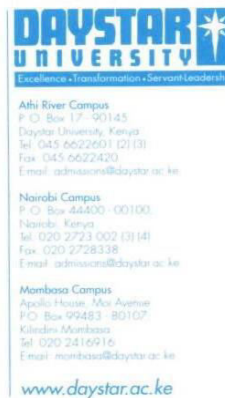
We appreciate your support for our student towards the successful completion for her thesis research. Should you require further information, please do not hesitate to contact the undersigned.

Yours faithfully,


Dr. Kinya Mwithia,

**HOD -STRATEGIC AND ORGANIZATIONAL COMMUNICATION DEPARTMENT
(STOC)**

kinya@daystar.ac.ke



"...until the day dawn and the **daystar**
arise in your hearts"
2 Peter 1. 19 KJV

Appendix VI: Ethical Approval

Daystar University Ethics Review Board

Our Ref. DU-ERB/22/05/ 2018 /000127

Date: 22-05-2018

Rachael Kilonzo

Dear Rachael,

RE: A COMMUNICATION AUDIT OF KENYA INSTITUTE OF MASS COMMUNICATION.

Reference is made to your request dated 15-05-2018 for ethical approval of your proposal by Daystar University Ethics Review Board.

We are pleased to inform you that ethical review has been done and approval granted. In line with the research projects policy, you will be required to submit a copy of the final research findings to the Board for records.

This approval is valid for a year from 22-05-2018

Before proceeding to the next stage, ensure the following attached comments are addressed to the satisfaction of your supervisor. Note that it's an offence to proceed without addressing the concerns of ERB.

This approval does not exempt you from obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Yours sincerely,


Mrs. Purity Kiambi,
Secretary, Daystar University Ethics Review Board.



"...until the day dawn and the daystar
arise in your hearts"
2 Peter 1.19 KJV

Appendix VII: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/72174/24236**

Date: **7th August, 2018**

Rachael Kailu Kilonzo
Daystar University
P.O Box 44400-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*A communication audit of Kenya Institute of Mass Communication*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **6th August, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

Approved

31/9/18

**COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666**

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VIII: Research Permit

**THIS IS TO CERTIFY THAT:
MS. RACHAEL KAILU KILONZO
of DAYSTAR UNIVERSITY, 0-90100
MACHAKOS, has been permitted to
conduct research in Nairobi County**

**Permit No : NACOSTI/P/18/72174/24236
Date Of Issue : 7th August,2018
Fee Recieved :Ksh 1000**

**on the topic: A COMMUNICATION AUDIT
OF KENYA INSTITUTE OF MASS
COMMUNICATION**

**for the period ending:
6th August,2019**



.....
**Applicant's
Signature**

.....
**Director General
National Commission for Science,
Technology & Innovation**

DAYSTAR UNIVERSITY

Appendix IX: Ministry of Education Authorization Letter



Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
 Telephone: Nairobi 020 2453699
 Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
 NAIROBI REGION
 NYAYO HOUSE
 P.O. Box 74629 – 00200
 NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/VOL.1

Date: 16th August, 2018

Rachael Kailu Kilonzo
 Daystar University
 P. O. Box 44400 - 00100
 NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "*A communication audit of Kenya Institute of Mass Communication.*"

This office has no objection and authority is hereby granted for a period ending 6th August, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.



HOTHAN ABDALLA
 FOR: REGIONAL COORDINATOR OF EDUCATION
 NAIROBI

Copy to: Director General/CEO
 National Commission for Science, Technology and Innovation
 NAIROBI

DA

Appendix X : Letter of Consent to Conduct Research From KIMC

Rachael Kilonzo,
P.O Box 149,
Machakos,
90200
0723493301

July 12, 2016

The Director,
Kenya Institute of Mass Communication,
P.O Box 42422,
Nairobi



Dear Sir,

RE: REQUEST FOR CONSENT TO CONDUCT MASTER'S THESIS STUDY AT KIMC

I (Rachael Kilonzo of Daystar University) hereby kindly wish to request for your authorization to carry out my master's thesis study in your institution.

My thesis area of interest is in corporate communication and my proposed topic is "a communication assessment of the internal publics of the Kenya Institute of Mass communication"

As an alumnus of KIMC, I would feel privileged to get the chance to conduct a study that would explore the information needs of the students and employees of KIMC and further recommend measures to the institution's management on how to improve communication within its internal publics.

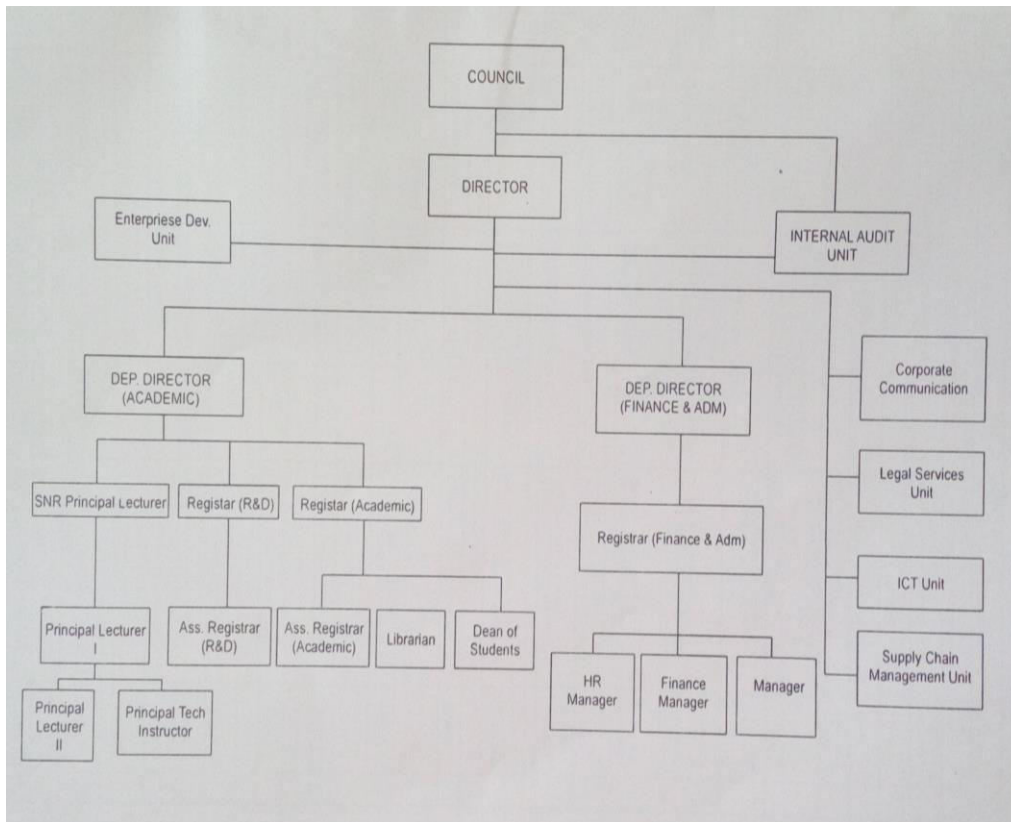
Attached find my thesis concept paper and other academic credentials for your review.

Your kind consideration will be highly appreciated

Yours sincerely,

Rachael Kilonzo

Appendix XI: KIMC Organizational Structure



DAYSTAR UNIVERSITY

Appendix XII: Anti-Plagiarism Report

