

**ANALYSING INTERNAL ORGANISATIONAL
COMMUNICATION AT THE UNIVERSITY OF NAIROBI
LIBRARY SYSTEM**

BY

Ndinda Mutia

**A Research Thesis Submitted to the School of Information Sciences in Partial
Fulfilment of the Requirements for the Award of the Degree of Master of Science in
Library and Information Studies, Department of Library, Records Management
and Information Studies**

**MOI UNIVERSITY
ELDORET**

OCTOBER, 2017

DECLARATION

I, Ndinda Mutia, hereby declare that this research thesis is my original work and has not been submitted either wholly or in part to this University or elsewhere for award of a degree or any academic research accomplishment.

Ndinda Mutia (IS/MPHIL/073/2010)

Signed: **Date:**

This research thesis has been submitted for examination with our approval as the University supervisors:

Dr. Damaris Odera

Department of Library, Records Management and Information Studies
Moi University

Signed: **Date:**

Dr. Andrew Chege

Department of Library, Records Management and Information Studies
Moi University

Signed: **Date:**

DEDICATION

This work is dedicated to my selfless and ever supportive husband, Dr. Joseph N. Nzomoi, and our beloved children Francis, Moffat and Derrick for upholding communication as the driver of success for our individual and collective aspirations. May the bright light of the sun shine upon them and wisdom of the Almighty God guide their lives always.

ABSTRACT

Internal organisational communication plays an important role in facilitating effective and efficient library operations and service delivery. However, over the years, the University of Nairobi library system, scattered across six campuses, has registered many complaints, both from the Library staff and users of information services, due to poor internal organisational communication. The aim of this study was, therefore, to analyse the existing internal organisational communication at the University of Nairobi library system with a view of suggesting ways in which it can be enhanced. The objectives of the study were: to identify the forms and channels of internal communication used at the University of Nairobi library system in the execution of library operations and services; to determine the effectiveness of the used forms and channels of internal communication on the execution of library operations and services; to establish the internal communication policy framework governing internal communication at the university library system; to explore the challenges associated with the use of the existing forms and channels of internal communication in the execution of library operations and services; and to suggest ways of optimising the use of forms and channels of internal communication to enhance library operations and services. The study population was composed of various cadres of University of Nairobi Library staff stationed at the six campuses. Out of 167 members of the library staff, 45 were purposefully and randomly selected to form the study sample. Data was collected using face-to-face interviews and documentary reviews. Data was analysed thematically and presented by use of descriptive statistics. The study was informed by Adams and Hamm strategic communication model. The findings of the study revealed that internal organisational communication was largely inadequate due to variations in communication practices in the various branches of the Library, and an inefficient internal communication policy. The study recommends an establishment of internal communication policy framework for the library cascaded from the University policy and conducting of regular monitoring and evaluation assessments with a view to establish robustness and build stronger evidence base for internal communication in the libraries. The study subsequently recommends a review of the existing communication policy and streamlining of the internal communication practices to improve library operations and services.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
ACKNOWLEDGMENT.....	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction.....	1
1.1.1 The Context of Organisational Communication.....	2
1.2 Background to the Study.....	5
1.2.1 University of Nairobi Library System	6
1.2.1.1 College of Humanities and Social Sciences situated at the Main Campus.....	8
1.2.1.2 College of Agriculture and Veterinary Sciences Library (Upper Kabete campus)	9
1.2.1.3 College of Biological and Physical Sciences (CBPS) Library (Chiromo campus)	9
1.2.1.4 College of Health Sciences Library (Medical Library)	9
1.2.1.5 College of Education and External Studies Library (CEES) - Kikuyu Campus	9
1.2.1.6 College of Architecture and Engineering Library	10
1.2.1.7 Mission and vision of the University of Nairobi Library System	10
1.2.1.8 Accessibility and Users	10
1.2.1.9 Functions of University of Nairobi Library System.....	11
1.3 Statement of the Problem.....	12
1.4 Aim of the Study.....	13
1.5 Objectives of the Study	13
1.6 Research Questions.....	14
1.7 Assumptions of the Study	14
1.8 Significance of the Study	15
1.8.1 Theoretical Significance.....	15
1.8.2 Practical Significance	15
1.8.3 Policy-Related Significance	15
1.9 Scope and Limitations of the Study	16
1.9.1 Scope of the Study.....	16

1.9.2 Limitations of the Study	16
1.10 Chapter Summary	17
1.11 Definition of Terms and Concepts	17
CHAPTER TWO: LITERATURE REVIEW	19
2.1 Introduction.....	19
2.1.1 Types of Literature Review	20
2.2 Theoretic Framework.....	21
2.2.1 The Lesswell Model of Communication	21
2.2.2 The Shannon and Weaver Model of Communication	22
2.2.3 Adam and Hamm Strategic Communication Model	24
2.3 Themes Related to the Study	27
2.3.1 Forms and Channels of Internal Organizational Communication	27
2.3.2 Forms of Communication.....	32
2.3.2.1 Formal Forms of Communication	32
2.3.2.2 Informal Forms of Communication.....	39
2.3.3 Internal Organizational Communication Policy Framework.....	43
2.3.4 Challenges Facing Forms and Channels of Internal Organizational Communication....	45
2.3.5 Improving Internal Organizational Communication Practices	47
2.4 Chapter Summary	48
CHAPTER THREE: RESEARCH METHODOLOGY	49
3.1 Introduction.....	49
3.2 Research Design.....	49
3.3 Research Approach	50
3.4 Study Population and Study Sample Size	51
3.4.1 Study Population	51
3.4.2 Study Sample Size.....	52
3.5 Sampling	53
3.5.1 Sampling Methods.....	54
3.6. Data Collection Methods	54
3.6.1 Interviews	54
3.6.2 Documentary Reviews	55
3.7 Data Collection Instruments	55
3.7.1 Interview Schedules	56
3.7.2 Documents.....	56

3.8 Validity and Reliability of Data Collection Instruments.....	57
3.8.1 Validity of Data Collection Instruments.....	57
3.8.2 Reliability of Data Collection Instruments.....	58
3.8.3 Pre-testing Data Collection Instruments.....	58
3.9 Data Presentation, Analysis and Interpretations	59
3.10 Ethical Considerations	59
3.11 Chapter Summary	60
CHAPTER FOUR.....	61
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	61
4.1 Introduction.....	61
4.2 Respondents Rate.....	61
4.2.1 Characteristics of Respondents.....	62
4.3 Forms and Channels of Internal Organizational Communication used	63
4.3.1 Forms of Internal Organizational Communication used	64
4.3.2 Channels of Internal Organizational Communication Used.....	65
4.3.3 Formal and Informal Internal Organizational Communication used in the Library System	66
4.3.4 Preferred Forms and Channels Internal Organizational Communications	68
4.3.5 Channels used by Heads of Section to Receive and Issue Instructions	69
4.3.6 Merits and Demerits of using Forms and Channels of Internal Organizational Communication	70
4.3.6.1 Merits using Forms and Channels of Internal Organizational Communication	71
4.3.6.2 Demerits of using Forms and Channels of Internal Organizational Communication	71
4.4 Specific Channels and Forms of Internal Organizational Communication used	71
4.4.1: How Forms and Channels of Internal Organizational Communication helped to improve on Library Operations and Services	77
4.5 Internal Communication Policy Framework and Library Service Functions	82
4.6 Challenges of Forms and Channels in Internal Organizational Communication.....	84
4.7 Respondents Suggestions for Improvement.....	93
4.8 Chapter Summary	95
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	96
5.1 Introduction.....	96

5.2 Summary of the Findings.....	97
5.3 Conclusion	107
5.3 Recommendations.....	108
5.3.1 Recommendations for Immediate Implementation.	108
5.3.2 Recommendations for Long-Term Implementation	110
5.4 Suggestion for Further Research.....	112
5.5 Chapter Summary	112
REFERENCES.....	113
APPENDICES.....	120
APPENDIX 1: INTRODUCTION LETTER.....	120
APPENDIX 2: INTERVIEW SCHEDULE FOR UNIVERSITY LIBRARIAN AND DEPUTY UNIVERSITY LIBRARIANS	121
APPENDIX 3: INTERVIEW SCHEDULE FOR COLLEGE LIBRARIANS.....	123
APPENDIX 4: INTERVIEW SCHEDULE FOR HEADS OF SECTIONS (Main Library)	125
APPENDIX 5: INTERVIEW SCHEDULE FOR NON –MANAGEMENT STAFF.....	127
APPENDIX 6: INTERVIEW SCHEDULE FOR DEPUTY VICE CHANCELLOR (ADMINISTRATION AND FINANCE)	129
APPENDIX 7: PRE-TEST CHECKLIST.....	130
APPENDIX 8: ORGANIZATIONAL STRUCTURE OF THE LIBRARY	131

LIST OF TABLES

Table 3.1.Study Population.....	52
Table 3.2 Study Sample	53
Table 4:1 Respondents' Job Designation.....	62
Table 4.2: Channels used by Heads of Section to receive and Issue Instructions	69
Table 4.3: Specific Channels of Internal Organizational Communication used.....	73
Table 4.4: Forms of Internal Communication Distributed through Identified Channels..	75
Table 4.5: How Forms and Channels of Internal Organizational Communication helped to improve on Library Operations and Services	77
Table 4.6: How to Determine Channels and Forms used in Internal Organizational Communication is in the Library System	79
Table 4.7: Forms of Internal Communication used by Library Assistants and Library Attendants to University Librarian, Deputies, College Librarians and Librarians	80

LIST OF FIGURES

Figure I.1: Organization Structure of the Library	7
Figure 2.1: Lesswell Model of Communication	22
Figure 2.2: Shannon and Weaver Model of Communication	23
Figure 2.3: Adams and Hamm Strategic Communication Model.....	26
Figure 2.4: Communication Process	28
Figure 4.1: Forms of Internal Organizational Communication used	64
Figure 4.2: Channels of Communication	66
Figure 4.3: Formal and Informal Internal Organizational Communication used in the Library System.....	67
Figure 4.4: Policy in Relation to Internal Organizational Communication	83

LIST OF ABBREVIATIONS AND ACRONYMS

CAVS	College of Agriculture and Veterinary Sciences
CBPS	College of Biological and Physical Sciences
CEES	College of Education and External Studies
CL	College Librarian
DUL	Deputy University Librarian
DVC	Deputy Vice-Chancellor
EMC	Extra Mural Centre
HS	Head of Section
IAGAS	Institute of Anthropology, Gender and African Studies
IC	Internal Communication
ICT	Information and Communication Technology
IDS	Institute of Development Studies
JKML	Jomo Kenyatta Memorial Library
NMS	Non-Management Staff
PSRI	Population Studies and Research Institute
UL	University Librarian
UoN	University of Nairobi
UoNLS	University of Nairobi Library Services or Systems
YMCA	Young Men's Christian Association

ACKNOWLEDGMENT

Several people helped me in diverse ways towards this accomplishment. The list is so long that any attempt to single them out here would be definitely impractical. To all of them I say, thank you.

Special acknowledgement goes to my supervisors, Dr. Damaris Odero and Dr. Andrew Chege, who shared great insights with me and whose guidance, dedication and strong commitment to excellent scientific research were both a constant challenge and indelible drivers of encouragement to me. Thank you very much for being available to me every time I knocked at your doors for better thoughts on the research journey.

Special gratitude also goes to my beloved husband, Dr. Joseph N. Nzomoi, and children Francis, Moffat and Derrick who provided the most conducive immediate-family environment I needed to reach this destination. Special appreciation is extended to Mr. Peter Wellington Ohon, whose useful and logically rich comments on my draft results of analysis I cherished.

I also recognise all my lecturers at the School of Information Sciences of Moi University for the valuable skills and knowledge gained during the period of my graduate studies. Much thanks also go to Catherine Wachira for always printing out my works; and to my classmates Christine, Dickens and Too for the words of encouragement that gave me a sense of hope in teamwork.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Internal communication is critical in the running of modern libraries. In the recent years, there has been emergence of trends essential in improving workability of libraries. Some of the emerging trends include use of intranet to enhance communication between different departments and floors of the library, mobile device usage in the access of catalogues, use of auditory and visual cues such as voice recording and drawing of pictures. Library Journal (2016) emphasizes on gratification as a more useful trend since they enable communication and problem solving in a much more engaging and fun way, for example, the use of badges and social networking leader boards to enable forging ahead by the users.

The relevance of the libraries in the 21st century continue to be measured by the degree to which they drive the teaching, research and training agenda of their affiliate institutions (Wawrzaszek and Wedaman, 2008). Yet, as noted by Ifidon and Ugwuanyi (2013), to effectively execute their tasks and maintain balance in such an environment, libraries must demonstrate proficiency and effectiveness in communication at all levels. Analysis of the literature shows notably gaps in library internal organisational communication research such as development of library internal communication practices, monitoring and evaluation of effectiveness of internal communication practices in libraries and communication channels and forms that lead to satisfactory functioning of staff in the both public and private academic library systems amongst others Ifidon and Ugwuanyi (2013). Failure to address the gaps would lead to more slow development of effective

library communication practices aimed at enhancing their operations and service delivery. It can be argued that internal communication is a significant and independent function of successful execution of library services and operations. In its definition, it delineates the process used to provide employees with information about their individual roles as well the overall objectives and goals of the organisation. The argument therefore advanced by this study which forms the thesis of the work is that internal organisation communication practices is precedent to its effective execution of its services and operations. Irrespective of evidence of positive correlation between effective internal communication and employee performance, there still is a dearth of empirical studies of its influence in the library context.

1.1.1 The Context of Organisational Communication

Communication is defined as the exchange or imparting of information or ideas from one person to another (Baker, 2010, Guffey and Almonte, 2009). It involves a sender transmitting an idea to a receiver. Effective communication occurs when the receiver understands the exact meaning of the message or ideas that the sender intends to convey. Communication comprises various elements such as the sender, the message itself, the recipient, the channel, the meaning and the feedback.

Organisational communication is both the informal and formal flow of information in organisational context and involves informing, persuasion and promotion of goodwill (Redding, 1985). As organisations, academic libraries have long recognised the need to strengthen the art of communication in their organizations. A combination of various channels including written verbal and visual communication can be applied to internal organizational communication within a university library system. In some instances,

focusing especially on issues of internal forms and channels in organizational communication, development have been associated with the articulation of other more general theories of organizational communication including cultural based views, applied ethics and professional codes.

Looking into cultural based views, organisational communication is categorised into cross-cultural communication and intercultural communication. It is noted that people from different cultures have difficulties in communication due to various differences in the interpretation of the messages. On the other hand, people from similar culture easily communicate due to similarities in their interpretations (Redding, 1985). In applied ethics view, communication is based on ethical reasoning putting interpretation as either moral or immoral according to ethics of the individuals (The University of Utah, 2015). On the other hand, professional codes view organisational communication as a formal way of communication and try to criticize informal communication in an organisational setting. This latter view is motivated by the work of Tourish and Hargie, (2004) which argues that interpretive and culture based views of organizational communication have become a dominant paradigm for inquiry.

A combination of various channels including written verbal and visual communication can be applied to internal organizational communication within a university library system. Despite this, Ifidon and Unguanyi (2013) observe that few libraries follow effective internal communication hence leading to inefficiency. They attribute this trend to the fact that some of the libraries not only serve the intellects but also the average consumers who sometimes do not understand the available codes in information hence a problem. They further note that in spite of librarians campaigning for the use of verbal

communication in the library settings; this has rarely been acted upon particularly when it comes to service delivery. They recommend closing of credibility gap where both use of actions and words would increase chances of believing and acting on the conveyed message. Internal organisational communication is a process used to provide employees with information about their individual roles as well as overall objectives and goals of the organisation.

Zerfass (2012) identifies three core elements of internal organisation communication constitutes: consistent communication, every employee as a communicator and holistic perspective. Consistent communication enables maximisation of information so that the librarians / staffs are conversant with the current information hence avoids lacking behind. This has made each to be informed of the services and operation and changes as they occur. Every employee needs to be a communicator so as to cover a large spectrum of information at hand. Given that the employees will encounter different people and data, it is expected that there will be different conveyed messages and methods of conveyance. Increase of employees in the communication processes ensures effectiveness of carrying out library services. Holistic communication ensures there is more professional focus to increase competencies in the library sufficient enough to ensure that the employees know their roles in the communication process (Verhoeven, 2011).

Communication in a library organisation is majorly in five forms. These include leadership communication, peer-to-peer communication, team and project collaboration, informal and resource libraries. Leadership communication is applied when giving employees guidelines on how their roles should be applied as well as when congratulating them on achievements. This brings a sense of belonging to the employees.

Peer-to-peer communication is employed to ensure the library team engage with one another for support both professionally and emotionally and also sharing their interests at the workplace. Team and project collaboration is suitable for simple organised tasks and for discussing general issues. It does not need updates and streams in the work given. Informal communication involves small group chats that need to be inclusive of various departments in any given institution, Ifidon and Unguanyi (2013).

Zerfass(2012) adds that internal communication creates more access to dissemination of important documents, both published and non-published and that web 2.0 usage increases the aspect of information sharing, translation and relays messages to be relevant for a long time. Unfortunately, he notes, there is a dearth of literature on communication channels and forms that lead to satisfactory functioning of staff in the both public and private academic library systems.

It was against this background that this study has taken, as its crux purpose, examining the problem of studying internal communication in the context of the University of Nairobi library system. The study was founded on the premise that by drawing on personal experiences of the librarians, it is possible to evolve an analysis which reflects the pragmatics of the prevailing and desired internal communication practices upon which related policy interventions can be built in the search for a viable path to library operations and services.

1.2 Background to the Study

The evolution of the University of Nairobi libraries system in Kenya dates back to 1956 with inception of the Royal Technical College into the realm of higher education. The

Royal Technical College was transformed into the second University College in East Africa in 1961 under the name Royal College Nairobi and was admitted into special relations with the University of London whereupon it immediately began preparing students in the faculties of Arts, Science and Engineering for award of degrees of the University of London. Royal College Nairobi was renamed University College Nairobi as a constituent college of inter-territorial, Federal University of East Africa, and henceforth the enrolled students were to study for degrees of the University of East Africa and not London as was the case before. In 1970, the University College Nairobi transformed into the first national university in Kenya and was renamed The University of Nairobi.

From 1970 to 2011, the University had great expansion. This has led to the decentralization of its services into 6 colleges, each of which is served by departmental libraries which are centrally managed from the Jomo Kenyatta Memorial Library. The six libraries work in unison to provide information services, driven by a common purpose of supporting the university to achieve its core mandate of teaching, research, consultancy and learning.

1.2.1 University of Nairobi Library System

University of Nairobi library system is a library system with a downward organisational structure. It consists of few interdepartmental links with a stronger intra-departmental communication system. The most common type of communication in the library system is therefore upward and downward communication. Figure 1.1 below shows the organisational structure of University of Nairobi library system.

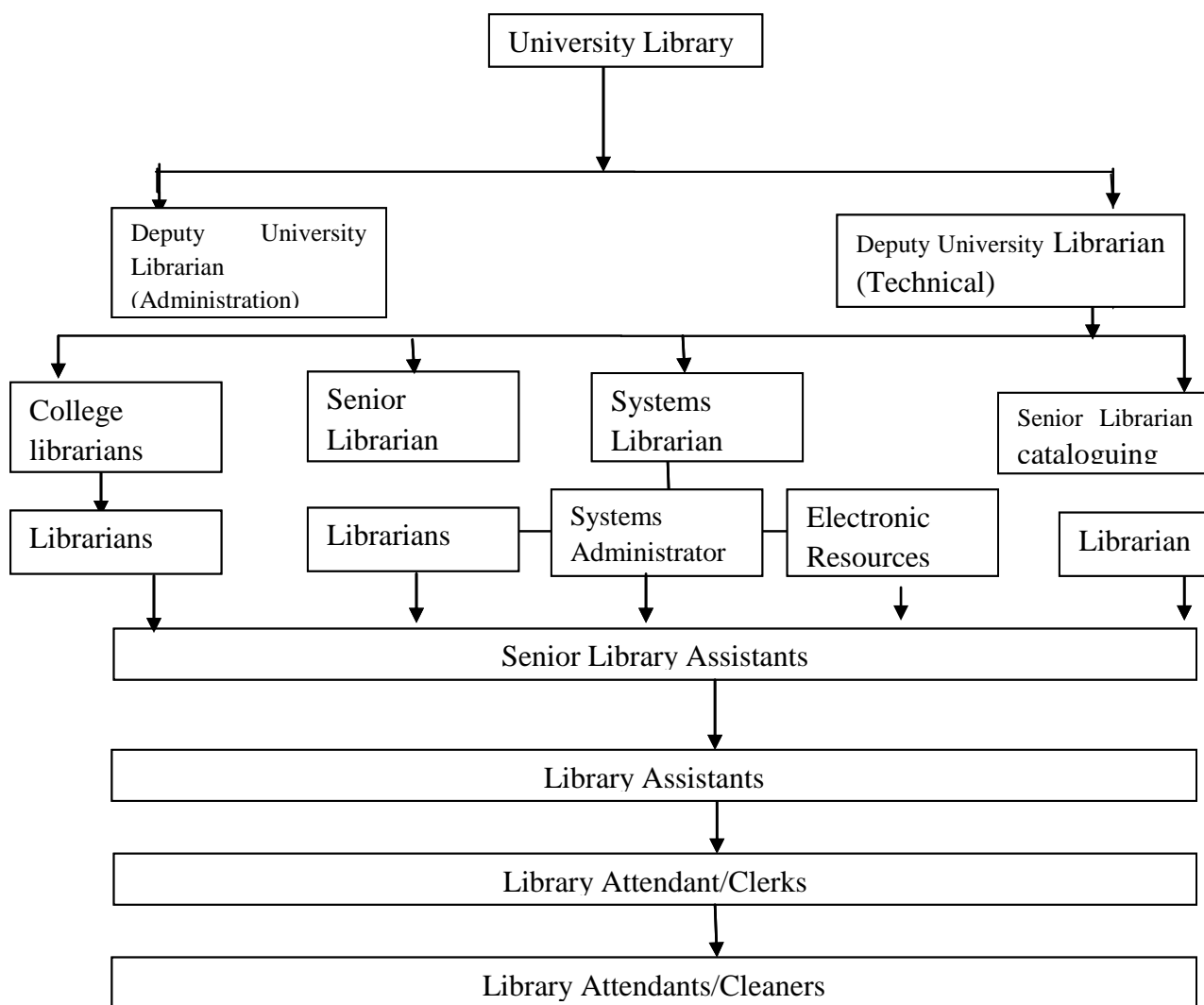


Figure 1.1: Organization Structure of the Library

Source: University of Nairobi ISO report of 2009

The University of Nairobi Library is made up of different categories of staff with different academic levels in different campuses and branch libraries within the University of Nairobi Library system. The following are the Colleges and their Faculties;

- College of Agriculture & Veterinary Sciences situated at Upper Kabete Campus
- College of Architecture & Engineering situated at the Main Campus

- College of Biological & Physical Sciences situated at Chiromo Campus
- College of Education & External Studies situated at Kikuyu Campus
- College of Health Sciences situated at the Kenyatta National Hospital
- College of Humanities and Social Sciences situated at the Main Campus - Faculty of Art

1.2.1.1 College of Humanities and Social Sciences Situated at the Main Campus

The College of Humanities and Social Sciences houses four branch libraries of UONLS: Jomo Kenyatta Memorial Library which serves, Faculty of Arts; Parklands-Faculty of Law; and Lower Kabete -Faculty of Commerce. Below is a brief discussion of branch libraries which fall under the main campus, College of Humanities and Social Sciences.

- **Jomo Kenyatta Memorial Library-JKML (main library)** is situated at the main campus; this library caters for both College of Humanities and Social Sciences and College of Architecture and Engineering. It also houses the University Library Administration offices. The following are libraries that fall under the main library.
- **School of Business Library (lower Kabete campus)** Serves the School of Business campus and builds collections for the other Satellite campus libraries in Kisumu and Mombasa. It is located along Lower Kabete road.
- **School of Law Library, (Parklands campus)** is located at the School of Law Parklands Campus, and supports the Mombasa and Kisumu branch libraries of school

- **Institute for Development Studies (IDS) Library** is located in the University of Nairobi's Main Campus, Administration Block.
- **Population Studies and Research Institute (PSRI) Library** is located in the second floor, Administration Block, Main Campus.
- **Institute of Anthropology, Gender and African Studies (IAGAS)** is situated at the Museum Hill at the Nairobi National Museum in the Institute of Anthropology, Gender and African Studies Building.

1.2.1.2 College of Agriculture and Veterinary Sciences Library (Upper Kabete campus)

The Kabete library is within the College of Agriculture and Veterinary Services (CAVS) located off Kapenguria Road, 14 KM to the Northwest of Nairobi.

1.2.1.3 College of Biological and Physical Sciences (CBPS) Library (Chiromo campus)

Chiromo Library is in the College of Biological and Physical Sciences (CBPS) library. It is located about 2 kilometers from the Nairobi Central Business District off Riverside Drive and near the old Chiromo Mortuary.

1.2.1.4 College of Health Sciences Library (Medical Library)

The College of Health Sciences has two libraries, Medical Library which is situated at Kenyatta National Hospital along Ngong Road and Dental Sciences Library in the School of Dental Sciences along Argwings Kodhek Road opposite the Nairobi Hospital.

1.2.1.5 College of Education and External Studies Library (CEES) - Kikuyu Campus

The CEES Library is located 27km away from Nairobi. It is the base library for the College of Education and External Studies. The College has three libraries namely:-

Kikuyu Campus Library, Kenya Science Campus Library and Kisumu Extra Mural Center (EMC) Library.

1.2.1.6 College of Architecture and Engineering Library

This Library is located off State House Road, opposite Young Men's Christian Association (Y.M.C.A.) Hostels. It is surrounded by both the Men's and Women's Halls of Residence. Popularly referred to as the ADD Library, it is conveniently situated within a walking distance to the Nairobi Central Business District. It is housed on the ground floor of the Architecture, Design and Development Building next to the Department of Urban and Regional Planning, but opposite the School of Arts & Design, www.uonbi.com

1.2.1.7 Mission and vision of the University of Nairobi Library System

The mission of the UON library is to provide quality information services that will empower the university in carrying out its core activities of teaching, learning, research and community services/consultancy whereas its vision is to be a world class information centre committed to excellence in the provision, dissemination and preservation of knowledge.

1.2.1.8 Accessibility and Users

According to the University of Nairobi website, Library system is open from Monday to Saturday to staff, researchers, consultants and students (both undergraduate and post graduate) for reference and borrowing. The libraries are networked and provide both print and electronic information materials for use by all the users. Members of public are not allowed to use the library except for specific categories such as researchers from

authorised agencies such government agencies. This is done at the discretion of the University librarian.

1.2.1.9 Functions of University of Nairobi Library System

The following functions have been established in line with the university objectives to guide all library staff in discharging quality information services to customers and stakeholders;

- (i) To put a system in place that will ensure that library users have access to relevant information at appropriate time to support teaching, learning, research and consultancy programmes.
- (ii) To develop systems for the preservation and conservation of valuable and rare information resources for posterity.
- (iii) To increase and update library facilities for improved information delivery.
- (iv) To put measures in place that will lead to the existence of a proactive, transparent and accountable management system.
- (v) To ensure provision of secure, clean and conducive environment for library resources, users and staff.
- (vi) To strengthen and increase collaboration and partnerships at national, regional and international levels.
- (vii) To realize the above stated functions the university management monitors and reviews its performance on a regular basis benchmarking against the ISO 9001 standards.

The Library branches carry out operations such as cataloguing, photographic services, dissemination of information, classification of information materials, user studies, housekeeping, and retrieval of information, conservation and security of information among others. To ensure the smooth operation of these activities, there is need for effective internal organizational communication practices which involves sending, receiving, analysing and synthesizing information for effective library operations and service delivery. At the time of this study, the University of Nairobi Library System had a total 167 staff, constituting of the University Librarian (1), Deputy University Librarians (3), Senior Librarians (14), Librarians (23), Senior Library Assistants (44), Library Assistants (53) and Library Attendants (29).

1.3 Statement of the Problem

The University of Nairobi has expanded from a one campus university to the current six campuses. Each campus is served with a campus library under the management of the Jomo Kenyatta Memorial Library. Based on the growth in size and geographical distribution of the university library and the diversity of operations and services carried out and provided, internal communication of the Jomo Kenyatta Memorial Library has faced a number of challenges. Analysis of the complaints and complement registers of the various branch libraries shows that over the years, the library has increasingly been receiving complaints of delayed or no feedback particularly from higher to lower cadre of staff.

Similarly, both library users and staff have criticized library management's ineffectiveness in communicating essential information to them. For instance, in circumstances when there are changes in opening hours of the library (whether temporary

or permanent), or changes in the operational procedure of delivering a particular service, there has always been poor communication of such information (Internal and external ISO audits reports of 2009). Additionally, amongst the cited reasons for collaborative projects, poor communication mechanism between the parties involved has been cited to be a common practice.

Cumulatively, these have contributed to dissatisfaction, demoralization and low rating of the library performance by both its staff and other stakeholders. Despite these indicators that point to gaps in the internal communication of the library system, empirical investigations to establish the root causes are yet to be undertaken. An understanding of the range, form and flow of internal communication practices and their potential impact on the library operations and services is therefore crucial if the library is to continue meeting its objectives.

1.4. Aim of the Study

The aim of the study was to analyse internal organizational communication at the University of Nairobi with a view of suggesting ways in which it can be enhanced.

1.5. Objectives of the Study

The objectives were to:

- (i) Identify the forms and channels of internal communication used at the UoN library system in the execution of library operations and services;
- (ii) Determine the effectiveness of the used forms and channels of internal communication on the execution of library operations and services;

- (iii) Establish the internal communication policy framework governing internal communication at the university library system;
- (iv) Explore the challenges associated with the use of the existing forms and channels of internal communication in the execution of library operations and services;
- (v) Suggest ways of optimizing the use of forms and channels of internal communication to enhance library operations and services.

1.6 Research Questions

The following research questions were derived from the study's aim and objectives;

- (i) Which forms and channels of internal organisational communication are utilized by members of the university of Nairobi Library system in their execution of library services and operations?
- (ii) How do the specific forms and channels of internal organizational communication affect the operations and services of the Library system?
- (iii) Are there any provisions in the internal organizational communication policy framework of University of Nairobi that promote or inhibit the internal communication practices of the library?
- (iv) What are the challenges associated with forms and channels of internal communication used in the execution of library operations and services?
- (v) How can forms and channels of internal communication be effectively deployed to enhance library operations and services?

1.7 Assumptions of the Study

This study was based on the following assumptions:

- The organisational communication policy does not explicitly address the international communication needs and practices of the library.
- Effectiveness of a library operation or service is dependent on the form and channel of communication used.
- The form and channel of communication will differ according to the flow of information based on structure of the organizational hierarchy.

1.8 Significance of the Study

The findings of this study are significant in several dimensions as stated below;

1.8.1 Theoretical Significance

The study will make an additional contribution to the existing body of knowledge on the internal organizational communication practices in University libraries.

1.8.2 Practical Significance

The findings and recommendations of the study can be used to provide practical solutions to the challenges found in the internal organizational communication of the University of Nairobi library system.

1.8.3 Policy-Related Significance

Findings of the study can be useful in informing directions for development of internal organizational communication policies at the University of Nairobi library system based on their operations and services.

1.9 Scope and Limitations of the Study

1.9.1 Scope of the Study

The scope of the study was to analyze of internal organizational communication at the University of Nairobi Library System and its 167 members of staff. The conceptual boundary of this study is restricted to the forms and channels of internal organizational communication practices at the University of Nairobi library system as used in supporting library operations and services.

1.9.2 Limitations of the Study

The study limited itself to the internal communication practices at the university of Nairobi library system which limits the other section being explored. To eliminate this, the researcher recommended that a comprehensive study be carried out so that the problem are identified and collected for the whole system.

Generalising the results; care should be taken when attempting to generalise the results for formal and informal forms and channels of internal communication practices in other public university library systems since they may present scenarios different from those obtained in the University of Nairobi library system.

There was an element of bias by some of the respondents when giving their views. To address this, the researcher counter-checked with other respondents to get their view about the real situation.

Secondly some of the identified respondents were not readily available when the researcher needed them. The researcher therefore had to make several trips to their office to get them.

1.10 Chapter Summary

This chapter provided an introduction to the study by giving its background information that relates to internal organizational communication, University of Nairobi library system. In addition, a statement of the problem, aim of the study and research questions, relevance of the study, scope and limitation of the study has been presented. Lastly, key operational terms used in the study were explained based on the context of the study.

1.11 Definition of Terms and Concepts

Channel of communication--A medium through which a message is transmitted to its intended audience.

Channel--Means through which information, ideas and messages are passed over, obtained or received.

Communication content--The message to be conveyed.

Communication direction--Flow of communication in an organisation.

Communication frequency--How often information is conveyed.

Communication mode--The medium through which a message is conveyed.

Communication process-- Sharing of meaningful information between two or more people.

Communication quality-- Distinctive attribute of communication output.

Communication—An activity of information exchange between two or more people purposely for receiving of message meaning through a certain shared system of semiotics and signs. **Communication barriers**--Circumstances that result into failure of the communication process.

Conference--A meeting for consultation or discussion.

Ethnocentrism--Many of the misunderstandings that occur in the internal communication between the institution headquarters and the branches.

Form of communication--The way in which communication is carried out. It includes verbal, non-verbal and visual forms.

Information flow--Passage of information or message in an organization.

Internal organization communication--A process used to provide employees with information about their individual roles as well as the overall objectives and goals of the organization

Internal organization--The conditions, entities, events, and factors within an organization that influence its activities and choices.

Library operations – A series of interrelated activities aimed at enabling staff perform the role of promoting users' satisfaction of their access, use and dissemination of information across disciplines.

Non-verbal communication--The process of conveying meaning in the form of non-word messages.

Oral communication--Communication through the word of mouth.

Public address--Communication that involves a speech by one person to a large group of people.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theoretical framework on which the study is based and also reviews themes related to internal organizational communication forms and channels. It also reviews theories related to this study. A literature review is an examination of the research that has been conducted in a particular field of study. Several scholars at Singapore Management University, (2011) defined it as “the selection of available documents (both published and unpublished) on the topic, which contain information, ideas and evidence”. This selection is written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated. The rationale of incorporating literature review in a research undertaking is to assist the researcher to substantiate the authority of the relevant literature read in the course of the study especially that which has direct bearing on the problem under investigation. Several information materials were used such as printed books and journals, electronic journals and books, and documentary reviews (Vision and Mission of the University of Nairobi, information policies among others).

There are a number of reasons why literature review is undertaken: Literature review enables understanding the expectations and purposes of the research so as a proper emphasis on analysis is established; it integrates past works on the research topic; brings about something new about the topic; demonstrates the researcher’s knowledge on the field of study; and helps to identify research gaps in a given field which ought to be filled by the current study, Kombo (2006). The following themes informed the study; Forms and Channels of Internal Organizational Communication, formal and informal channels of

communication, policy framework, challenges of internal organizational communication and the way forward to address them.

2.1.1 Types of Literature Review

There are different types of literature reviews according to University libraries, (2011) online. These include meta-analysis, narrative, systematic and meta-synthesis literature reviews.

- (i) A Meta-analysis review is a systematic literature review that takes its findings on the same subject from several studies and uses statistical procedures in the analysing of the data .It then integrates findings from a large body using quantitative analysis. So it can not good for the study because the study was a case study based on one institution, hence not a comparative study.
- (ii) Narrative review is a type of literature review that summarises and critiques a body of literature, identify the gaps and inconsistencies in the knowledge body focusing on a specific research question. This was not used because the study was a case study not a critique.
- (iii) On the other hand, systematic review is a type of review that focuses on the research question for identification, appraisal and selection of quality evidence in the research field. It is comprehensive and deals with a particular study area. It details the time frame of the selected literature review and also shows details of the methods used to evaluate and analyse the studies in the research question hence good for scientific researcher but not a social research.
- (iv) Lastly, the meta-synthesis review which is a non-statistical technique used in integration, evaluation, and interpretation of findings of qualitative research

studies. Themes and elements are identified and use findings from graphical studies. It involves analysing key elements and aims at transform individual findings into interpretations, University Libraries, (2011). The study has adopted the meta-synthesis literature review which was non-statistical technique, however deals with qualitative findings based on the themes and objectives of the study.

The chapter presents a review of the literature germane to internal organisational communication practices with special reference to staff operations in the delivery of library services. The chapter is divided into two parts. The first part explores the theoretical propositions that underpin the analysis of internal communication practices ventured into in the study. The second part explores the themes derived from the objectives of the study.

2.2 Theoretic Framework

There are various theories and models that help to explain the Internal Organizational Communication as well as its effect on the library operations. This study reviews three models commonly used in similar studies for their strength, weakness and potential application for the study. They were Lesswell Model, Shannon and Weaver Model of Communication and Adams and Hamm Strategic Communication Model.

2.2.1 The Lesswell Model of Communication

The Lesswell is linear model in that it has no feedback. It is ideal in representing mass media communication where one for instance may be reading a newspaper or listening to the news so no feedback can be made.

Suggested by Harold Dwight Lasswell Model, (1948), that the best way to describe communication is by answering the following questions;- Who; Says What; In Which Channel; To Whom and With What Effect? The model is illustrated in Figure 2.1.

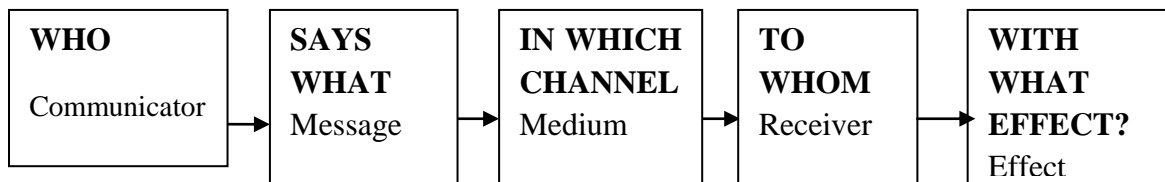


Figure 2.1: Lasswell Model of Communication

Source: Lasswell H. (1948).

The Lasswell Model of Communication has its own relevance to the concept of internal communication. Notably, the model helps in understanding cultural concept of communication. With respect to this study, the model helps in understanding the spread of formal and informal language cultures. It put forth poor relation between the workers, therefore there is no less communication thus less sharing of ideas, new inputs, a lot of duplication of duties, grape vine among others. This model was not a good for the study because it does not allow interaction, exchange of ideals, and no feedback.

2.2.2 The Shannon and Weaver Model of Communication

This information theory was developed in 1949 by an engineer called Shannon at Bell Laboratories drawing from mathematical theories. The aim of the theory was signal transmission from source to destination through transmitter and receiver across the channel with minimal interference or error. The information theory was initially developed to separate noise from the signals carrying the information. Later on Weaver extended and applied Shannon's information theory for different kinds of communication.

While Shannon was focused on engineering aspect of his theory, Weaver developed the philosophical aspects of this theory related to human communication. The elements of the theory are illustrated in Figure 2.2.

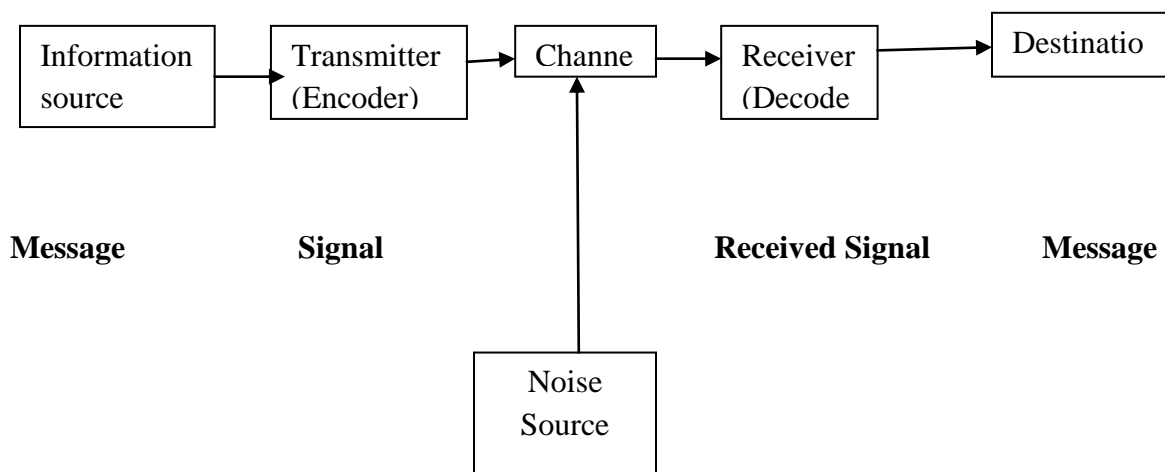


Figure 2.2: Shannon and Weaver Model of Communication
Source: Shannon and Weaver, (1949)

Shannon and Weaver, (1949) states that the main ideas drawn are that information source will always choose a desired message from a set of possible messages in any form: written, spoken or image; and uses the transmitter to convert the message into the encoder. The encoder feeds into the channel where the messages are decoded and reach the destination. It is a linear theory and hence there is no feedback. The Shannon and Weaver Model of Communication was less relevance to the study. Paramount to the study, this theory tries to explain challenges in a communication system as noise. Data like noise is highlighted and therefore contributes to the theme of challenge in communication hence it was not good model for this study because it was linear, no

interaction and does not provide feedback according to chain of command of the institution also.

2.2.3 Adam and Hamm Strategic Communication Model

This communication model was made for business organizations. Adam and Hamm, (2006) states that, “every day you and your organization communicate, but is this communication well-planned to achieve its goals? Is it sufficiently strategic?” This interpretation offers a means of communication within organizations and can be executed through workshops, seminars, training, and meetings among others. It is designed to help executives and senior managers harness the power of communication to accomplish business goals.

In any organizational level, strategic communication model moves the company in the right direction, getting internal and external audiences “on board” for initiatives or corporate-wide efforts. At the individual level, Strategic communication help an executive to get things done, whether it’s getting a colleague to collaborate, a subordinate to execute a task, or a boss to agree to an idea. All these should be done using a Strategic Communication Model that culminates in a well-thought out communication plan to achieve the desired goals.

This model is effective for all strategic communication tasks, from a one-time communication between bosses and subordinates to communicating a large-scale business change across the organization. Applying the model consistently means you will engage in a disciplined process and be in control of what and how you communicate. It

also helps an individual create a productive communication environment, generating trust and rapport across the organization.

The strategic communication model comprises of six stages. These stages include analyzing and gathering information, dialoging, designing and delivering, checking results, communication plan, and reflection and learning. The first step entails analyzing and gathering information from all levels of staff trying to get what they need and how to achieve it. This best fits the study by providing information that will help them to feel free to interact with the other staff for better service delivery, dissemination of information, processing of information among others.

The second step entail dialoguing with all groups in the business set up. This will be applies in library staff to learn what is important to them. This includes such things as trying to find out whether the computers are enough, the suitability of opening hours, the number of staff required in each service point among others.

Third step involves designing and delivering communication that speaks to other staff. This emphasizes the need to use the right channels of communication to ensure the message so send will be received by all and in good time.

There is also need to clarify the meaning to minimize misunderstanding, wasted time, and negative emotions since different people perceive same message differently so as to avoid conflict and delays in service delivery; and to plan feedback or measurement methods to ensure that communication achieves its goal. This feedback is necessary in this study as it shows that the message so communicated has made change in the business either positively or negatively. Checking results is the fourth step and it concerns the feedback

messages that one may receive. That is, to ascertain how effective the information communicated to different categories of staff. Also it could help to know the understanding of same message to different groups.

The fifth step involves communication planning. After analyzing and gathering information and having dialogue the communicating staff in a business set up, can plan on how to communicate direct to others without designing, delivering and checking the results. This saves the time of the communicator and provides a quick feedback. Lastly, the sixth step concerns reflection and learning that helps one to develop their communication expertise. It involves making judgments on the right channels to use after getting the feedback. This cuts across all the staff within the business institution as they communicate to each other. There is need to ensure that the message is received well and is going to provide good results. The Strategic Communication Model is illustrated in Figure 2.3.

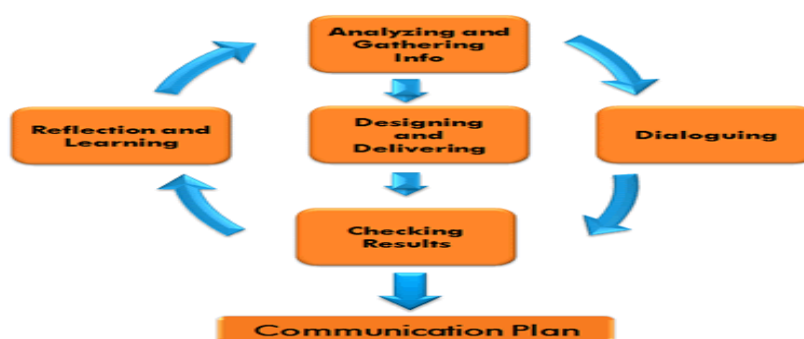


Figure 2.3: Adams and Hamm Strategic Communication Model

Source: Adams & Hamm (2006).

With respect to this study, the Strategic Communication Model most relevant to this study in a number of ways. First of all, the Strategic Communication Model mimics the

plan that one needs to have in mind before communicating to other staff. It shows how one should gather enough information/facts before passing the message, trying to have a dialogue with the other staff especially designing the channel to use, trying to reflect on the type of staff one is passing the message to, among others. In the case of this study, this will be the Library staff planning strategically on which form and channel of internal organizational communication to use to execute their services well. Due to the fact that in the study is dealing with variety of staff with different educational background, thus care should be taken in regards to the category of staff one will be communicating to and the positions in the organization hierarchy.

In addition, in this communication model, relationships between staff in different levels of seniority as communicators, and channels used in each level to fit the receivers of the message are considered. This is also reflected on the steps and flow of information from sender to receiver whereby it has to go through the channels of communication and there is a feedback (reflecting and learning) as a result. According to the study this will help to enhance the effectiveness of the forms and channels to use based on the feedback they get. In addition it will also provide challenges in channels if any by (checking the results in step four Figure 2.3) which will prompt the staff to address them, as a result improve on their services and operations in the library system.

2.3 Themes Related to the Study

2.3.1 Forms and Channels of Internal Organizational Communication

This section was addressing objective two of the study by exploring different forms and channels of communication in the University of Nairobi. Internal communication is key to any performing organization. There different forms such as formal and informal and

channels as written, oral and non verbal as indicated by the Figure 2.4. In this figure the channels were considered as media based, internal and external communication termed as based on parties, others were mass, personal and interpersonal communication, while form was termed as formality.

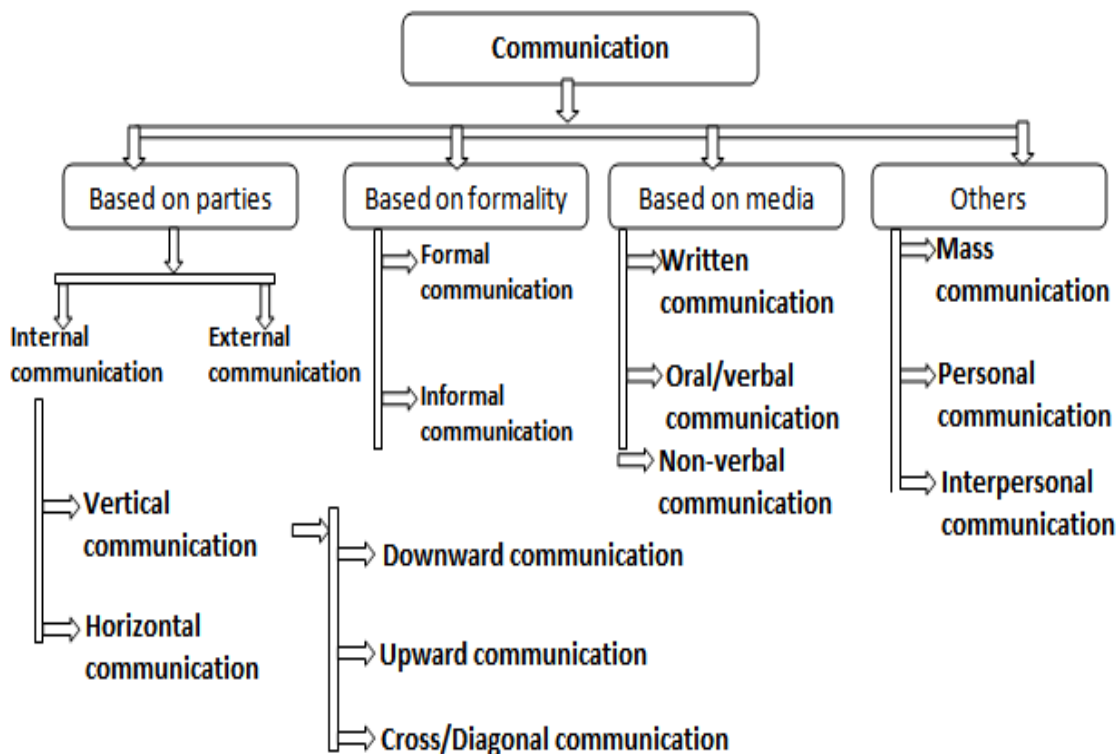


Figure 2.4: Communication Process

Source : Mutia (2016)

Studying the communication process by using forms and channels of communication is important because you coach, coordinate, counsel, evaluate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side-to-side. In the study the Figure 2.4 explains forms and channels of communication based on parties (internal and external

communication), formalities (formal and informal communication), media (written, oral and non verbal communication) and others. This break down into the themes of the study showing forms as formal and informal whereas channels as written, oral and non verbal as shown in the Figure 2.4. Below was a discussion on various forms and channels of communication reviewed by the researcher.

Salmon and Joiner (2005) contend that the world is growing smaller as technology advances and the creation of more advanced technology introduces organizations to different channels of internal communication, spanning both time and geographical distance. Salmon and Joiner (2005) suggest four basic channels are used in workplace communication; face-to-face meetings, audio or telephone exchanges, video mediated conferences, and computer-mediated text transfers. In addition to those four, Zetterquist and Quirke (2007) note that organizational publications, such as the company newsletter, are also a channel for information.

According to Watson and Belanger (2007), face-to-face communication is considered the richest channel primarily due to the ability to give immediate feedback as well as the amount of information shared during the interaction in the form of verbal cues (tone of voice, pitch, volume...) as well as nonverbal cues (Salmon & Joiner, 2005). Non-verbal communication is defined in its broadest sense as “communication that transcends the bare elements of the written or spoken word” (Gabbott & Hogg, 2001). Gabbott and Hogg (2001) identify four key channels of non-verbal communication including “proxemics (the use of personal space and distance); kinesics (body postures and movement); oculusics (the communicative aspects of eye behavior such as gaze and movement) and vocalic (paralanguage such as vocal tone and intonation)”. They

emphasize that non-verbal communication takes place in every interaction, whether intentional or not, and can be impacted by four specific variables: gender, geographical distant, culture and personal traits. These factors can affect the interpretation of the non-verbal cues and often creating misunderstandings. Each of these four key channels of non-verbal communication are particularly important in the context of media richness theory, as the media richness varies depending on the strength and presence of nonverbal and verbal cues (Sheer & Chen, 2004).The proponents of face-to-face communication suggest that it is the most preferred method of communication by employees (Quirke, 2003) with interactions between managers and staff widely commended as beneficial (Gamble & Kelliher, 1999) and more effective than information from a central communication department (Cees, Barends, and Dijkstar, 2006). Face-to-face team briefings are considered a vehicle for sharing the philosophy and values of the organization, and give people the opportunity to ask questions, offer opinions, and give and receive feedback – unique advantages over even the best print publications, video programs and e-mail messages (Howard, 1996). Additionally, the face-to-face can create a closer relationship between a manager and subordinate as well as a more personal focus (Sheer & Chen, 2004).

However, although the literature examining internal organizational communication uses face-to-face communication as the standard, the literature does not adequately consider time-related problems inherent in face-to-face communication. In fact, face-to-face communication relies on participants being in the same place at the same time (Hargie and Tourish, 2009) which is not always possible. In agreement, Quirke (2003) adds that time is “the most limited resource in most organizations, and better use can be made of

precious face-to-face time which is too often used for the wrong purposes like to tell people things they could more easily read about, in meetings which are badly run and boring. In addition to legitimate time constraints, Howard (1996) contends that the presentation skills of the supervisor to confidently articulate the company's goals and plans, in face-to-face sessions, need to be considered when choosing this channel, something which is not always considered.

In addition, the telephone is also used as part of internal communication channel after face to-face communication. However, Salmon and Joiner (2005) state that the telephone “as a mode of transmitting and receiving internal information, has been superseded by the use of email, because of the superior functionality and usability features of email”. In agreement, Markus (1994) also notes that the telephone is not a good choice for equivocal communication with “refuses to answer the phone”. Again, Salmon and Joiner (2005) concur and note that email is lean channels of communication. On the other hand, Shaw (2004) states that organizational intranets, team briefings, e-mail and newsletters are the “bread and butter of modern communication”. Rendering support to this, O’Kane, Hargie and Tourish (2004) argue that traditional communication channels such as memos, letters and phone calls have been replaced by emails, the most preferred communication channel in the business world. The success of email is due in part to its asynchronous nature where the sender and receiver do not have to be present for the communication to occur (Thomas et al., 2006), as well as being able to cross “physical, social, temporal, and psychological boundaries at an astonishingly low cost” (Thomas et al., 2006). In addition, Markus (1994) suggests that email reduces interruptions caused by

face-to-face meetings and telephone conversations thereby improving managerial efficiency as well as having the added advantage of being able be read around the clock.

With respect to the written internal forms and channels of communication such as letters and memos, employees perceive information passed through such channels to be of greater quality depending on the medium (Byrne & LeMay, 2006). In support of this position, Watson and Belanger (2007) point that managers make different choices when choosing a channel to communicate information and that such consideration is made based on contextual factors such as the capabilities and appropriateness of using particular mediums. Furthermore, a particular medium may be deliberately chosen to slow things down. “A manager may deliberately choose a text based medium for emotionally laden information to allow the receiver time and privacy to respond appropriately to the information” (Dennis & Kinney, 1998).

2.3.2 Forms of Communication.

There are different forms or types of communication, which can be broadly categorized as formal or informal forms of communication. Both forms had different channels used convey the intended message.

2.3.2.1 Formal Forms of Communication

Formal forms of communication usually takes written or a recorded form communication (Tourish& Hargie,2009). Written communication can be either print or non-print, hard copy or soft copy. In most cases it applies to communications which are routed through official channels of communication such as memos, reports, letters, minutes, articles, abstract, and press release among others. For example, a memo may be from the University Librarian to Librarians or heads of sections to call for a meeting or written

report from the Deputy University Librarian about the evaluation of the staff at the end of the year. It is used to disseminate an organization's directives and instructions for executions. Examples of these formal forms of communication are hereafter described.

(i) Memos

According to Debasish and Das (2009), memos are generally used in advancing communication within the same departments of an organization. Thus, they are commonly called *inter-office memos*. Memos have been traditionally used by management to issue instructions to the staff, and to keep them informed on new policies, making requests, inviting suggestions, giving information among others (Debasish and Das, 2009).

Usually, memos take the form of short official notes. Among the characteristics to be included in effective memorandums include their clear writing which demonstrates clear thinking. This means that one should aim to put out the message as concisely as possible, while at the same time sticking to courteousness. In addition, effective memos should contain guided words, focus on a single topic, should be concise, and aim to use graphical highlighting (Debasish and Das, 2009). Likewise, it is also vital that the reader includes the *To*, *From*, *Subject*, and *Date* to help readers to immediately understand the memo contents. The limiting or sticking to the subject matter will assist the user to easily act on the subject matter and file the memo appropriately.

Ideally, it is proper that memos should adopt a conversational tone because the receiver and the sender have familiarity amongst themselves as they all work in the same department or organisation. To ensure that memos' ideas stand out at the same time

improve on readability, writers of memos are advised to use graphic highlighting techniques. These include the use of tables, bulleted and numbered lists or headings amongst others (Wright, 2009). While these features of a standard memo are widely acknowledged in the literature, the extent to which their use in the library settings is effective has not been established. During the data collection period the research send a memo through emails as a pilot study to other staff in the same grade commending on some good services on some libraries to see if they read their email regularly. The feedback was very frustrating because some misunderstood the message, other never read it, and other gave a good feedback. This was a clear reflection on the way channels of communication should be selected for different groups of staff to ensure it will reach them in time and no misunderstanding will take place.

(ii) Emails

This is found in both formal and informal communications. The growing demand for information has seen the email replace the use of the hardcopy memos as a channel for exchanging internal communication owed to the fast growth and adoption of the electronic and internet communication technologies (Mullins ,Hardy, and Sulton, 2007; Haliso, 2011; Krubu and Osawaru, 2011; Kadli and Kumbar, 2013). In many learning institutions, instances of staff spending a considerable amount of their time logging onto the internet to check their emails have been on the increase (Akor and Udensi, 2013). A review of the literature on this internal channel of communication revealed that members of staff are now spending close to 15 hours a week just accessing or sending emails within their departmental units (Akor and Udensi, 2013). These have called for the preparations and care to be taken when writing messages for re-routing. This is so

because emails and memos have been characterized by travelling farther than earlier anticipated.

Guffrey and Almonte, (2009) carried out a study (where, aim, respondents?) that established that electronic mail has become an important tool in reducing barriers created by size and distance. To expound on this, they observed that employees working in any learning institution can communicate instantly amongst themselves whether they are undertaking their work assignments in separated rooms, houses or campuses. This can also apply to staff in the University library system set up as in the case of the study. In this study the emails are used mostly by library management to call for meetings, give new instructions and development among others.

(iii) Posters

This is another form of easy and simple way of passing information and keeping the staff informed in a learning environment. Several researchers cited in Wright (2009) have found out that when applied in large departments, their effectiveness diminishes. On the other hand, if they are used by individual or small teams and in areas where the traffic movement is concentrated, then their value is likely to be high. Wright (2009) reviewed posters as one of the internal communication channels in the University of Nairobi library system and found that it was best suited for announcing office events, open day, visiting institution, new regulations or office requirements and other important organizational issues. All these should be kept brief (Monippally, 2001) to avoid confusion and provide better understanding.

(iv) Circulars

Circulars or fliers are a highly effective way of communication within the library among staff (Kreps, 1990). This is because the management can use the internal communication tools to invite staff to meetings and discussions of overall departmental matters. In addition, as Suttle (2011) noted, libraries can use circulars to “advertise” their existing collections.

Based on these works, the following benefits have been identified as benefits likely to accrue from use of circulars as internal communication tools: First, circulars are inexpensive and form an easy way of distributing information. For instance, library managers can create a one-page circular and reproduce 30 copies within a very short timeframe. Second, circulars can be created to be very informative to catch the attention of the target audiences. Organizations as the case of the study, the Library can distribute circulars by posting them on bulletin boards, direct-email-package or from section to section or department to department or branch to branch. These can form effective ways of reaching targeted audiences in different branch libraries as in the case of this study. Circulars are not mostly used in University of Nairobi library system unless when the matter is very urgent and needs immediate action instead they use memo, emails, and phone calls to reach the required staff quickly.

(v) Reports

A report is a self-explanatory statement of facts relating to a specific subject and serves the purpose of providing information for decision making and follow up actions. It is a systematic presentation of ascertained facts about a specific event or subject. A report

also contains a summary of findings and recommendations about an issue. It is used mainly for the guidance of higher authorities including company executives and directors.

It provides feedback to employees and to executives for decision making. Reports are generally submitted to higher authorities. It is an example of upward communication. Similarly, reports are also sent by company executives to the lower levels of management. This is treated as downward communication. In addition, reports are also sent to shareholders and others connected with the company in one way or another. It may be pointed out that report its preparation acts as a backbone of any system of communication. Reports provide for feedback which facilitates evaluation of operations in the library according to the study. Finally, it is useful for future reference and guidance to all the staff in the organization (Robbins, 2005). In the University of Nairobi Library, reports were used to communicate historic happenings, Performance ranking, Web metrics ranking among others and such reports are kept in the University librarian's office for reference.

(vi) Letters

It can be a written or printed communication addressed to a person, company, or any other organization, usually sent by post in an envelope or can be through hand delivery. Letters are used to communicate to a large group of employees who are scattered in different localities. It is a short summary of news with personal reflections. Many employees often appreciate it in communication because of the potential it gives to "what's-in-it-for-us angle" (Suttle, 2011).. There are different types of letters such as weekly letters with news for personal reflection. There are also personal letters

specifically be written to employees to get attention to specific issues. We can also have business letters for matters pertaining to business among others. For this study letters may be for new services, promotion of staff, transfers to other branch libraries or warning to improve on ones working area.

(vii) Minutes

Minutes are formal, also known as protocols, for instant written record of a meeting or hearing. In the University library system they conduct many meetings hence have minutes at the end of each. It is one of the communication channels often used by staff in the library as is mostly used as a records or reference of the issues discussed in the meetings (Tourish& Hargie,2004).

Several advantages with use of written communication forms have been identified by scholars in communication in librarianship as Mowlana and Wilson (1988), Bolarinwa and Olorunfemi (2009) and Kadli and Kumbar (2013). These include proof of record and evidence of despatch and receipt, relaying complex ideas, providing analysis, evaluation and summary, disseminating information to receivers in sparsely located destinations, one can confirming, interpreting and clarifying oral communications, and serving as the basis of contract or agreement.

The disadvantages of written communication particularly printed versions take time to produce, can be expensive, communication tends to be more formal and distant, can cause problems of interpretation, instant feedback is not possible, once dispatched difficult to modify messages and does not allow exchange of opinions, views or attitudes except over period of time (Kreps, 1990).In sum, the advantages and disadvantages of

written communication can be summarized as follows: provides written record and evidence of despatch and receipt; is capable of relaying complex ideas; provides analysis, evaluation and summary; disseminates information to dispersed receivers; one can confirm, interpret and clarify oral communications and forms basis of contract or agreement as it can be applied in this study.

2.3.2.2 Informal Forms of Communication

This is communication which does not follow any set rules. This describes the interleaving branches of a total unofficial communication system which has been constructed informally and which is constantly changing. It involves spontaneous gatherings, exchanging informal information or sending through written emails, reports, and fax. This form of communication can be achieved through these means:

(i) Meetings

The opportunity to get a group of employees together in a room for a meeting can be a very effective form of organizational communication. According to McCord (2002), it offers the power of interpersonal connection and provides an opportunity for employees to listen and learn from each other. A study by Wright (2009) concluded that face-to-face team meetings were some of the most popular forms of internal communication. This was only possible if such meetings were held on regular intervals and in small groups. To expound on this, Monippally (2001) explains that staff were human beings who are social animals that are mainly characterized by interacting with their peers to achieve their set goals as is the case in this study.

The quality or the effectiveness of this media is always driven by persons who are in charge of the session. As such, library managements are supposed to advance training as well as support materials to assist such team leaders carry out effective sessions. These are in most cases unplanned meetings like corridor meetings, and round table meetings among others. In such meetings users and distributors of grapevine sources of information find their material in form of confidential letters left unattended on the desks, accidental careless remarks, loud voices coming from round doors or sudden changes in established routines and practices of formal communication. In such circumstances, it is not easy to establish whether the message relayed is authentic or is sheer rhetoric (Lewis, 1995).

(ii) Telephone conversations

Today, the telephone has become the fastest and readily available channel for interpersonal communication (Bowman, 2002). In most learning institutions, this communication mode has been branded as ubiquitous since it has virtually been connected to almost every desk. Research from Bowman (2002) has also gone ahead to conclude that persons working an organisation that uses telephones spend approximately two hours a day receiving or calling on phone. This shows that the use of this internal communication channel can make fundamental contribution to individual productivity as well as institutional. Telephone calls used mostly in library system are mobile phone calls unless other areas where landline are used.

(iii) Interviews

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. This is mostly done when recruiting new staff to the library. It is also done by the staff to gain inside of the user's needs among others (Bowman, 2002).

(iv) Training workshops and seminars

This acts as a way of communication to the entire staff in that it provides new information on new ways of information delivery, dissemination, and services among others to enhance Library operations.. The goals of the training programmes in a library environment are varied and include but not limited to: enhancing the ability of the Library system and field activities to carry out their mandate, strengthening the performance of the library staff and improving its effectiveness particularly in the field activities.

(v) Conferences

A conference is a meeting for consultation or discussion. In other words, it is a meeting for consultation, exchange of information, or discussion, especially one with a formal agenda. For example, a conference for training, this provides that a trainee and a trainer hold one-to-one discussions on the subject matter to be imparted or taught. In this study, conferences are used to discuss issues in relation to better library operations. Such conferences may be held in the library boardroom or outside the university to avoid any possible interruptions.

(vi) **Public address**

This public communication involves a speech by one person to a large group of people at a time. This is one-way communication as the speaker gives speech and the audience listens only. This is done mostly when there is a strike or large gathering to address or give instruction to the library staff. The advantages of this form of communication include: direct medium of communication; advantage of physical proximity and, usually, both the sender and receiver; allows for instant interchange of opinion, views, attitudes, instantaneous feedback; easier to convince or persuade and allows for contribution and participation from all present. On the other hand, there are a number of limitations which include being more difficult to hold ground in face of opposition; more difficult to control when a number of people take part; lack of time to think things out thus quality of decision- making may be inferior; often no written record of what has been said and sometimes dispute results over what was agreed.

(vii) **Visual Communication**

This involves presentations such as in training sessions and conferences among others. This allows staff to have direct exchange of opinion, views, attitudes and one gets instantaneous feedback, easier to convince or persuade. It allows for contribution and participation from all. Sometimes the person chairing the meeting may fail to control it, depending on the reactions of the members (McCord, 2002). As per the study this may be in form of a performance graphs, tables etc showing how each department performed in the past evaluation of staff in the library, web matrices ranking of use of electronic resource in the library among others.

(viii) Nonverbal Communication

This reinforces oral communication in most cases. It provides additional visual stimulus and simplifies the written or spoken word. It provides ideas in a number of forms, illustrates techniques and procedures, and provides visual record in one's mind. On the other hand it is difficult to interpret without written or spoken word, requires additional skills for comprehension and interpretation. Under non-verbal communication, storage of information may be expensive and does not allow time for evaluation (Theaker, 2004). In this study an example of nonverbal communication could be the University librarian coming very early in the morning and standing at the door so see other staff as they come late. It may also be in terms of tables and charts representing service delivery in the library among others,

2.3.3 Internal Organizational Communication Policy Framework

Examining the policy frame work, good internal communication is one of the vital ingredients in making an organization successful in achieving its goals. According to Cees, Berens, Djikstar, (2006), effective communication within an organization significantly improves morale and performance. He continued to say, internal organizational communication policy framework should outline the internal communications framework which the organization intends to adopt, the principles and objectives which underpins it, and the roles of staff, supervisors and managers in establishing really effective internal communications within its structure.

Byrne and LeMay (2006) noted that a good internal organizational communication policy should address both downward and upward communication in the organization. With

regard to downward communications, Shaw (2004) points that the policy should ensure that every employee receives formal communications such as a copy of the strategic plan, employee handbook, a set of procedures for how routine tasks are conducted, yearly performance reviews among others. These help in streaming organizational message downwards to help in its implementation and adherence. Again, Gabbott and Hogg (2001) that the policy should have defined provisions for upward communications. Watson and Belanger (2007) note that such a policy should ensure employees give regular reports to their superiors. In support of this position, Shaw (2004) opines that organizations that operate without putting in place proper internal organizational communication framework in place leaves room for grapevine even on matters that are central such as organizational strategic plan.

In addition, Markus (1994) points that lateral communication need to be catered in the policy framework to promote communication across employee in the same cadre and how seniors relate with their juniors. For instance, Cees, Berens, Dijkstra, (2006),acknowledges that communication between supervisor and his or her junior employees is critical in building the synergy that is fundamental in advancing the core objectives of any organization. He continued to say, supervision is often considered to include designing the job, hiring someone to fill the job, training them, delegating to them, guiding them via performance reviews, helping them develop their career, noting performance issues, and firing them, if needed. For all these activities to succeed in the best interest of an organization, it is important that internal communication policy should adequately address how every activity should be communicated to the parties involved.

Furthermore, it was pointed out by Meissner (2010) that an internal organizational communication policy framework should have a provision that provides for a communications plan. According to Meissner, whether planning for internal or external communications, it is important to develop a communications plan that should be formal. In support of this position, Salmon and Joiner (2005) notes that such a plan should consider key messages to be conveyed, key stakeholders do be targeted by the messages for instance clients, funders, community leaders, service providers among others and the best approach to be used in reaching out to each key stakeholder by having a well spelled policy frame work addressing all the issue hence a guideline. According to Salmon the study was based on a business set up to bring together all parties, improve on their business and avoid conflict. In this study such literature will be used to reduce conflict among the library staff and strengthen their communication hence improve of their services as in the case of this study.

2.3.4 Challenges Facing Forms and Channels of Internal Organizational Communication

Early definitions of organizations focus on groups of individuals working together in a coordinated way in the pursuit of production related goals, Morgan (2006). Communication then becomes “the central means by which individual activity is coordinated to device, disseminate and pursue organizational goals” (Gardner et...al., 2001). In the study objective three explores the challenges faced by staff as they communicate internally, below were literature review based on those challenges;

In spite of the best intentions of a sender and a receiver to communicate, several challenges inhibit the effective exchange of information. These challenges can be broadly

categorized as technical or human inhibitors. With respect to technical inhibitors, technologies present themselves as a challenge to internal organizational communication. Meissner (2010) points that the use of technologies has remained a challenge to many due to technological hitches such as up which in turn can result to ignoring urgent information (White and Chapman, 1996). Poor network that in some cases distorts the quality of the message especially is the channel being used is a telephone. In addition, technological channels such as email are exposed to information overload where unwarranted information is received (Thomas et al., 2006). Such overloading of communication channels causes the network to be jammed.

On human related challenges, there are a number of inhibitors that affect internal organizational communication. With respect to this, Meissner (2010) points that misinterpreting the meaning of a message is a big inhibitor to internal communication process. Interpretation of the meaning by different people may result to distortion of the message in that the same word may have different meaning to different people depending on either level of education, culture, or the situation they are in (Porter and Roberts, 1997). In addition, in some organisations, people trust has been eroded by unfulfilled promises. According to Markus (1994), such erosion of trust poses challenges for internal organizational communication.

Furthermore, internal organizational communication is affected by cultural differences. According to Watson and Belanger (2007), all communication is cultural as it draws on ways people have learned to speak and give nonverbal messages. Watson and Belanger (2007) point that people do not always communicate the same way from day to day, since factors like context, individual personality, and mood interact with the variety of cultural

influences people have internalized that influence their choices. In support of this position, Salmon and Joiner (2005) points that the challenge is that even with all the good will in the world, miscommunication is likely to happen, especially when there are significant cultural differences between communicators. Miscommunication may lead to conflict, or aggravate conflict that already exists. People make whether it is clear to them or not - quite different meaning of the world, their places in it, and relationships with others. Same applies to the University of Nairobi library system.

2.3.5 Improving Internal Organizational Communication Practices

To improve on internal communication there is need to increase employee's engagement, improve company competitiveness to build strong team, online. For effective communication at work, employees must be able to easily find the information they need and know exactly what actions they required to take at any one given time. Below are some of the strategies that are reviewed by this study in regards to objective five.

There are a number of strategies that can be employed an organization to improve internal organizational communication practices. Gabbott and Hogg (2001) provides that a successful internal communication to be attained, it is important to develop mutual trust among stakeholders. For the smooth functioning of an organization and for higher productivity there must be mutual trust between the management and the employees to realize successful internal communication.

In addition, Watson and Belanger (2007) provide that motivation of employees is paramount in the realization of effective internal communication in an organization. However, it is important to appreciate that motivation is closely related with internal

communication. This is ascribed to the position of Markus (1994) that to be able to provide proper motivational measures management, there is need to have a clear view regarding the attitude of the employees which cannot be brought into context without continuous internal communication.

On the other hand, Salmon and Joiner (2005) acknowledges that participation of the employees in the decision making process not only increase the quality of decision but also ensure the better implementation of decision and also enhances internal communication. This is ascribed to the fact that employees feel part of the system and hence, they become free in communicating their feelings in a correct manner. Finally, Gabbott and Hogg (2001) pointed that the high level of transparency in organizational processes promotes internal organizational communication. A transparent working environment assures stakeholders that any process is undertaken above board thus feeling free to share freely in their internal communication processes.

2.4 Chapter Summary

The chapter provides literature review to the study where a theoretical framework and themes underpinning internal organizational communication are covered. Under the theoretical framework, the Lesswell model of communication, the Shannon and Weaver model, the Strategic communication model are discussed. In addition, the themes derived from the study's objectives were covered. These included the forms and channels of internal communication, internal communication policy framework and how it can promote or inhibit the internal communication practices and ways of improving internal organizational communication practices.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was applied in conducting the study. It discusses the research design, research approach, study population, sampling size, data collection methods, data collection instrument, determination of the validity and reliability of data collection instruments, the data analysis presentation and interpretations, ethical considerations and chapter summary.

3.2 Research Design

The research design was a case study of University of Nairobi Library System. Research design refers to the method used to carry out a study. Stinchcombe (2005) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. Research design is an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures, which helped to understand the problems more adequately. The research design was preferred because case study methods were sufficient by themselves to capture the trends or the complexity of study problem (Creswell, 2003).

Research design refers to the structure of an enquiry: it is a logical matter rather than a logistical one. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. Research design 'deals with a logical problem and not a logistical problem' (Yin, 1989: 29). There are many research designs but they depend on the research topic, area of study, population among others. For example Quantitative design experiments (survey) can be difficult and

expensive and require a lot of time to perform. They must be carefully planned to ensure that there is complete randomization and correct designation of control groups. Quantitative studies usually require extensive statistical analysis, which can be difficult, due to most scientists not being statisticians thus it was not good for this study being a case study.

This study employed a case study research design and its procedures for collecting, analyzing, and presenting data in the study process. This research design was used because of its ability to obtain detailed information about internal organizational communication channels and their effectiveness at the university of Nairobi library system.

3.3 Research Approach

There different approaches that a researcher can use such as quantitative, qualitative or both. The researcher adopted qualitative approach using University of Nairobi library system. This approach use methods which give participants a certain degree of freedom and permit spontaneity rather than forcing them to select from a set of pre-determined responses (of which none might be appropriate or accurately describe the participant's thoughts, feelings, attitudes or behaviour) and to try to create the right atmosphere to enable people to express themselves. This may mean adopting a less formal and less rigid approach than that used in quantitative research, (Alzheimer- Europe, Online) .

This study was a Qualitative research often involves a smaller number of participants (51 out of 167). This was because the methods used in-depth interviews which are time and

labour intensive but also because a large number of people are not needed for the purposes of statistical analysis or to make generalizations from the results.

Primarily, the methodological approach to this study parts with the “conventional view that qualitative studies are only good for exploratory forays, for developing hypotheses and that strong explanations including casual attributions, can be derived only through quantitative studies” and, instead, takes as its major assumption the stand taken by Miles and Huberman (1994) that qualitative evaluation research is capable of identifying causal mechanism, dealing with complex local networks and sorting out temporal dimension of events. Thus, this approach was adopted because of its ability to obtain nuanced aspects of internal organizational communication practices at the University of Nairobi Library System.

3.4 Study Population and Study Sample Size

3.4.1 Study Population

Kothari (2004) defines population as the total number of units from which data can be collected such as people, events, artifacts or organizations. On the other hand, Nachmias and Nachmias (2004) describe population as the element that meets the criteria for inclusion in a study.

The study population comprised the 167 members of staff in the University of Nairobi Library System. They include University Librarian (1), Deputy University Librarians (3), Senior Librarians (14), Librarians (23), Senior Library Assistants (44), Library Assistants (53) and Library Attendants (29) and Deputy Vice chancellor (Administration and Finance). The number of other staff from small libraries which were not sampled for the

study but used in the pilot study were; 4 senior library assistants, 3 library assistants, and 9 library attendants. The following was the distribution of the population in the six branch libraries as shown in Table 3.1

Table 3.1.Study Population

Branch Libraries	D.V.C (Adm&Fanance)	University librarian	Deputy U.Librarians	Senior Librarians	Librarians	Senior L.Assistants	Library Assistants	Library Attendants
Main Library	1	1	3	6	8	10	16	3
Kikuyu Library	-----	-----	-----	2	3	8	7	4
Art&Design Library	-----	-----	-----	1	2	4	6	4
Chiromo Library	-----	-----	-----	2	3	5	8	5
Medical Library	-----	-----	-----	1	3	7	6	2
Kabete Library	-----	-----	-----	1	4	6	7	2
Totals	1	1	3	14	23	40	50	20

Source: Researcher, 2016

3.4.2 Study Sample Size

The sample is a part of whole measurement drawn from the defined population in which the researcher was interested in since it was not possible to include the entire population in the study due to constrain of time and costs (Silverman, 2010). Connaway, 2010 states that it is advisable to use a large sample size as the rule of the thumb in research in Oder

to ensure better presentation as the study population, statistical analysis and accuracy. The study sample size was 51 respondents. The sample was selected from the six branch libraries as shown in the Table 3.2. The researcher used both probability sampling technique to select University Librarian, Deputy University Librarians, College librarians, Head of Sections and non-probability sampling technique to select Non-Management staff to arrive at this sample as shown in the Table 3.2.

Table 3.2 Study Sample

Branch Libraries	Deputy Vice Chancellor(A&F)	University librarian	Deputy U.Librarians	College Librarians	Head of sections	Non-Management staff	Totals
Main Library	1	1	3	1	6	5	16
Kikuyu Library	-----	-----	-----	1	3	3	7
Art&Design Library	-----	-----	-----	1	2	3	6
Chiromo Library	-----	-----	-----	1	3	4	8
Medical Library	-----	-----	-----	1	2	3	6
Kabete Library	-----	-----	-----	1	3	3	7
Totals	1	1	3	6	19	21	51

Source: Researcher, 2016

3.5 Sampling

This is a process of choosing sample frame. It is a method of studying from a few selected items, instead of the entire big number of units to pick a sample as a representative. A sample is a set of respondents selected from a larger population for the

purpose of determining parameters or characteristics of the whole population, (Kombo, 2006). Kothari (1990) argues that if well chosen, samples of about 10% of a population can often give good reliability. On the other hand, Stinchcombe (2005) notes that sample size selection to a great extent are judgmentally. However, the study used the recommendation of Bell (1993) that one-third sample size is an adequate representative of the population that is less than 1000. This resulted to a study sample of 51 respondents.

3.5.1 Sampling Methods

As shown in the table 3.2 the respondents were divided into six groups by their seniority. From top management of the library, the study purposively (and in some cases – by census if the numbers were so few) selected the university librarian and the college librarian from all the six campuses. Random sampling was used in selecting representatives from the other category of library staff here in referred as non-management staff. Additionally, the study purposively selected the Deputy Vice-Chancellor (Administration and Finance) to represent the overall university management.

3.6. Data Collection Methods

There many data collection methods such as face-to-face interviews, direct observations, documentary reviews and focus group discussions. The study used interviews and documentary reviews.

3.6.1 Interviews

The study employed face to face interviewing method to all the fifty one (51) respondents in the sample. The data collection instruments included structured interviews. The reason for selecting the interview as the main data collection instrument was its superb ability to

obtain in-depth information. To many researchers interviews are normally considered to be powerful tools for research data especially for qualitative investigation such as in this study. Face to face interviews allowed sufficient interactions between the interviewer and the respondent. This enabled the respondent to give information freely the way they wanted since interviewee confidentiality was assured.

3.6.2 Documentary Reviews

Documentary review as used to obtain information in documented records. In this study there were documents with information about internal organizational communication but for the whole University but not for the library system. There was no policy neither to cater for the same. The information which was provided in the documents, University websites and downloads was about policy in relation to plagiarism, copyright, public relation among others to the entire university. Documentary reviews were used but did not give sufficient information as compared to interviews.

3.7 Data Collection Instruments

Data collection is the process of gathering and measuring information related to study variables in an established and systematic fashion that helps in answering research questions, aid in testing hypotheses and evaluating outcomes (Konar, 2009). As in case of this study there are various data collection methods (interview schedules, questionnaires, and documents) that vary along a continuum which include quantitative and qualitative data collection methods. The quality of a study is determined by how well the research design was well understood and formulated. Based on this assertion, the study used qualitative research design where interviews and documents were preferred data collection instruments. Interview schedule and documents were used in collecting data

from library staff and one Senior Administrator (Deputy Vice chancellor Administration and Finance).

3.7.1 Interview Schedules

Interview is an oral inquiry of a topic. It is an interaction of face-to-face between the interviewer and interviewee with a purpose of collecting data. The reason behind it is that interviews provide an in-depth understanding of phenomena. Kombo, (2006) came up with three types of interviews that are used in research and they include structured, semi-structured and unstructured interviews. The researcher used semi-structured interviews, based on interview guide. Semi-structured interview guide are flexible as they contain both open and closed-ended questions thus allowed for in-depth and comprehensive information to be gathered.

The interview schedule were useful in leading questions but additional questions were asked where clarification was needed, or otherwise was required during the interview sessions as the need arose (Too, 2014).

3.7.2 Documents

The documents used were both printed and electronic. The information which was provided in the documents, University websites and downloads was about policy in relation to plagiarism, copyright, public relation among others to the entire University. There was no policy in relation to this study thus, documents were used but did not give sufficient information as compared to interviews.

3.8 Validity and Reliability of Data Collection Instruments

Validity encompasses the entire experimental *concept* and establishes whether the results obtained meet all of the requirements of the study. *Reliability*, like validity, is a way of assessing the quality of the measurement procedure used to collect data in a dissertation. In order for the results from a study to be considered valid, the measurement procedure must first be *reliable*. (online)

3.8.1 Validity of Data Collection Instruments

This is the tendency of a method to give similar results at different times and by different researchers. This brings about viability which is the method reliably answers the questions in an accurate way. Therefore without reliability, there is no validity. The validity of the research instruments is judged according to the extent to which they accurately measure the object. According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of the data are a true reflection of the phenomenon under study. This was done by having the instruments pretested in pilot interviews of ten percent of the sample size (five respondents). In this study, content and face validity was undertaken to determine whether the content of the questions was apt and relevant to the purpose. This was done in consultation with the supervisors and a panel of experts in the study area to help improve the interview schedules

3.8.2 Reliability of Data Collection Instruments

According to Stinchcombe (2005), reliability of the study can be determined through undertaking a pilot study while using a 10 percent of the sampled population. In addition, reliability was controlled by enhancing rigor in terms of asking similar questions with different respondents with a view to detect arising variations in the responses. Also by having preliminary interviews to some of the respondents not selected for data collection exercise of the study. The questions were critically reviewed to ensure that they were in line with the aim and objectives of the study..

3.8.3 Pre-testing Data Collection Instruments

Each interview schedule was developed such that a check list preceded the actual questions on the study attributes. The check list was instrumental in mapping out demographic and socio-economic background characteristics of respondents.

The interview schedules were pre-tested on five staffs (which was ten percent of the sample size) of respondent drawn from two branch libraries (Kisumu and Mombasa) not included in the study by using the pre- test check list in Appendix 7. The following were some of the Issues addressed by the pilot study;

Checking the spelling mistakes to ensure that all words were well spelled. The language and grammar used were appropriate by different categories of respondents. Clarity of questions in the interview schedules to ensure that they are understood by the respondents and interpreted well to avoid wrong answers. To ensure that the objectives were comprehensively addressed in the data collection instruments and identifies the missing ones for corrections.

3.9 Data Presentation, Analysis and Interpretations

Kombo and Tromp (2006) define data analysis as examining what has been collected in a survey or experiment and making deductions and inferences. After Qualitative data was gathered in a narrative form through interviews it was coded, while other data was merged with themes created from data collected through qualitative means. It was then coded to represent a particular phenomenon (Mugenda and Mugenda, 2003). Straus and Corbin, (1998) define coding as the analytical process through which data is fractured, conceptualized and integrated to form a theory. The researcher paid much attention to the recurring responses that formed the themes of the study. When all the themes, categories and patterns had been identified, data was evaluated and analyzed. The study data analysis was done using Statistical Package for Social sciences (SPSS) which helped to analyse quantitative data that was collected during the interviews conducted. The use of this software was prompted by a need for data reduction through coding. Statistical analyses such as percentages, frequencies and descriptive phrases were also used.

This involves critical look at the results, create meaning out of it, and attach significance to solving the problem at hand. The researcher tried to evade subjectivity and biasness in interpretation and presentation of the data by using evaluation based on the study objectives.

3.10 Ethical Considerations

Ethical issues in research refer to the physical, emotional and intellectual well-being of the respondents (Ridley, 2012). Before setting out to conduct the interviews, an accreditation of a letter was first obtained from the School of Information Sciences, Moi

University, indicating the purpose for which the data obtained would be used. The following are some of the ethical considerations on this study;

- (i) The researcher applied for a research permit and obtains it before data collection process from the National Council of Science and Technology to conduct the study as per the requirements of the Kenya Government.
- (ii) Ensured voluntary participation of the respondents by explaining to the respondent the purpose of the exercise before commencement of the interviews.
- (iii) In addition, confidentiality in order to conceal the identification of the respondents was considered, thus information that was collected was observed and privacy of respondents was guaranteed.
- (iv) Avoided plagiarism by acknowledging authors whose works were used in the study.

3.11 Chapter Summary

The chapter presented the research methodology. Qualitative research design of Case study research approach was applied by the study. The study population, sample size, Sampling methods and sampling techniques used by the study were discussed. In addition, data collection methods and data collection instruments such as interview schedules, questionnaires and documentary reviews were covered in the chapter. The data analysis techniques that were used in analyzing collected information were presented. Lastly, Validity and reliability of the study and the ethical issues were also covered by the chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interprets the collected data. It is divided into two parts. The first part sets the scene by presenting the characteristics of respondents in terms of their job designations in the University Library System. The second part of this chapter describes the results of analysis of the responses obtained from the respondents regarding use of forms and channels of internal organizational communication practices.

4.2 Respondents Rate

Although a total of 50 library staff had been slated for interviews in the study, only 45 plus the Deputy Vice Chancellor (Administration and Finance) were actually interviewed, thereby constituting a response rate of 90%. The other five were not reached for the data collection exercise because they were not present at the time the researcher visited the respective branch libraries for the interviews, and replacing them would have amounted to diversion from the sampling criterion that led to the researcher's choice of them.

The 46 respondents ultimately interviewed were drawn from the main Library, five branch Libraries and Deputy Vice Chancellor (Administration and Finance) in varied proportions based on their numerical strengths as described in the sample frame and sampling procedures.

4.2.1 Characteristics of Respondents

The selected sample exhibited diverse characteristics in terms of their job designations, years of service and academic levels in the University and Library System. Senior Managements were those who had PhDs and masters, middle management had masters, bachelor's degrees and higher diplomas while operational staff had certificates and form four certificates.

Table 4:1 Respondents' Job Designation

Characteristics of the respondents based on Job designation	Number n=46	Percentage %
Senior Management		
D.V.C (A & F)	1	2.17%
University Librarian	1	2.17%
Deputy university librarian	1	2.17%
college librarians	5	10.86%
Middle management		
Librarians	8	17.39%
Senior Library Assistants	10	21.73%
Operational staff		
Library assistants	17	36.95%
Library attendants	3	6.52%
Total	46	100.0%
Duration of service at university library		
1-3 years	4	8.9
3 years and above	41	91.1
Total	45	100.0%

Source: Study findings (2016)

As shown in Table 4.1, the respondents were staff of the library serving in various positions with the majority being library assistants and librarians with total percentage of (35%). There was a great number of middle management 39.12 (%) and operational management (20%) than the senior management (17.35%).

Table 4.1 further shows that a substantial majority of the respondents (41=91.1%) had worked in the University library system for a period of at least three years and above at the time of the data collection with those who had worked for a period of three years and below accounting for (8.9%). This shows that the responses were obtained from staff who had served in the library system sufficiently long to enable their experiences with internal communication practices of the organization favourably bearing on the true picture of the phenomenon investigated into. This was true to this study and it was reflected in the organizational structure in the Appendix 8, thus the seniors are view as compared to juniors.

4.3 Forms and Channels of Internal Organizational Communication used

The first objective aimed at identifying the range of forms and channels of communication used by the library staff in internal organizational communication. To achieve this, all the respondents were required to state the written, oral, and visual forms and channels of communication they used in their execution of services and operations. In addition the respondents were required to identify the forms and channels they used when communicating with either their superiors or subordinates. Further the study sought to identify the preferred forms and channels used by different category of respondents. The researcher began by identifying the findings on forms, channels, informal and informal then preferred forms and channels as shown in the next paragraph.

4.3.1 Forms of Internal Organizational Communication used

The Figure 4.1 had presented the data drawn from the respondents based on the forms of internal organizational communications as written, oral and visual.

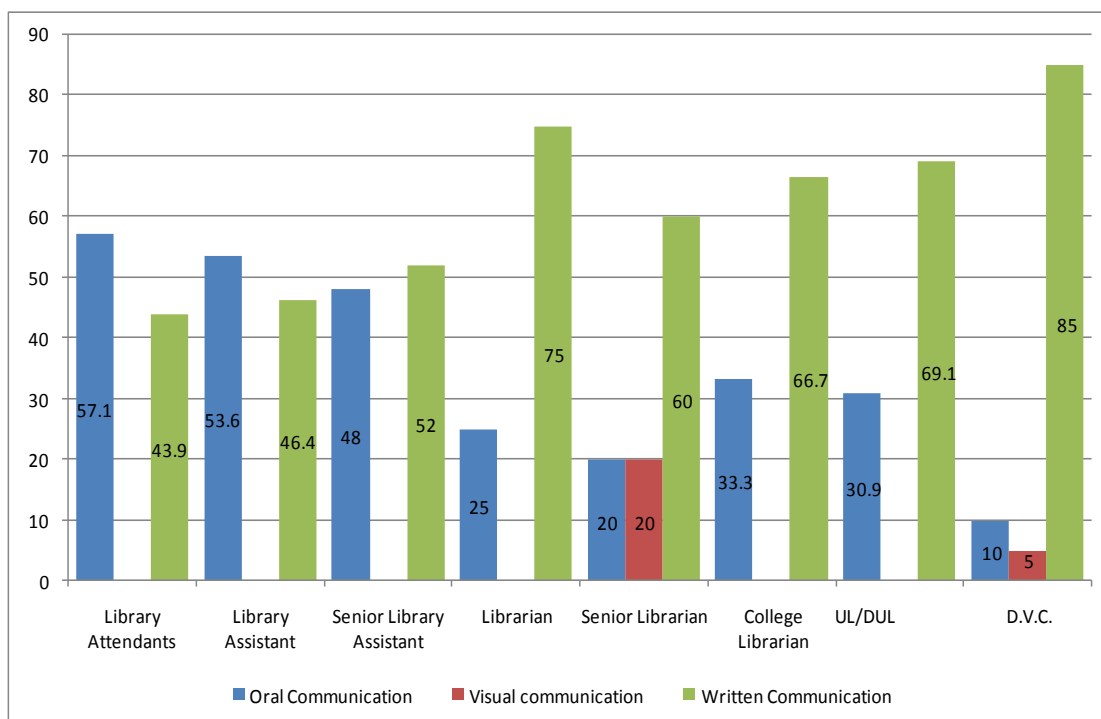


Figure 4.1: Forms of Internal Organizational Communication used

Source: Study Findings (2016)

With reference to the first question on the forms and channels used the analysis of the findings in Figure 4.1 shows that written form of communication was the most popularly used amongst the categories of respondents with the exception of Library Assistants and the Library Attendants. Visual communication was the least popular across the groups with only a handful of the Senior Librarians and the Deputy Vice Chancellor (Administration and Finance) acknowledging that they used this form of communication. On the contrary, oral communication was popularly used amongst the Library Assistants,

Library Attendants as opposed to the Senior Librarians and the Deputy Vice Chancellor (Administration and Finance). Senior Library Assistant was almost equally divided in their use of oral and written communication.

Drawing from these results, the study concluded that the choice of channel and form of communication was dependent on the seniority of the Library staff and their nature of work. In this study the Senior Library staff and senior administrator were more inclined to use written communication whereas the junior staff used oral communication. Visual communications such as graphs were mostly used by Senior Librarians and the Deputy Vice Chancellor (Administration and Finance) in their report writing.

4.3.2 Channels of Internal Organizational Communication Used

When probed further to distinguish between channels and forms of communication used, the findings as shown in Figure 4.2, indicated that the telephone (both landline and mobile phones) is the most used channel of communication followed by memos and meetings respectively. In the library system circulars, conferences, and notice board were least used channels of communication.

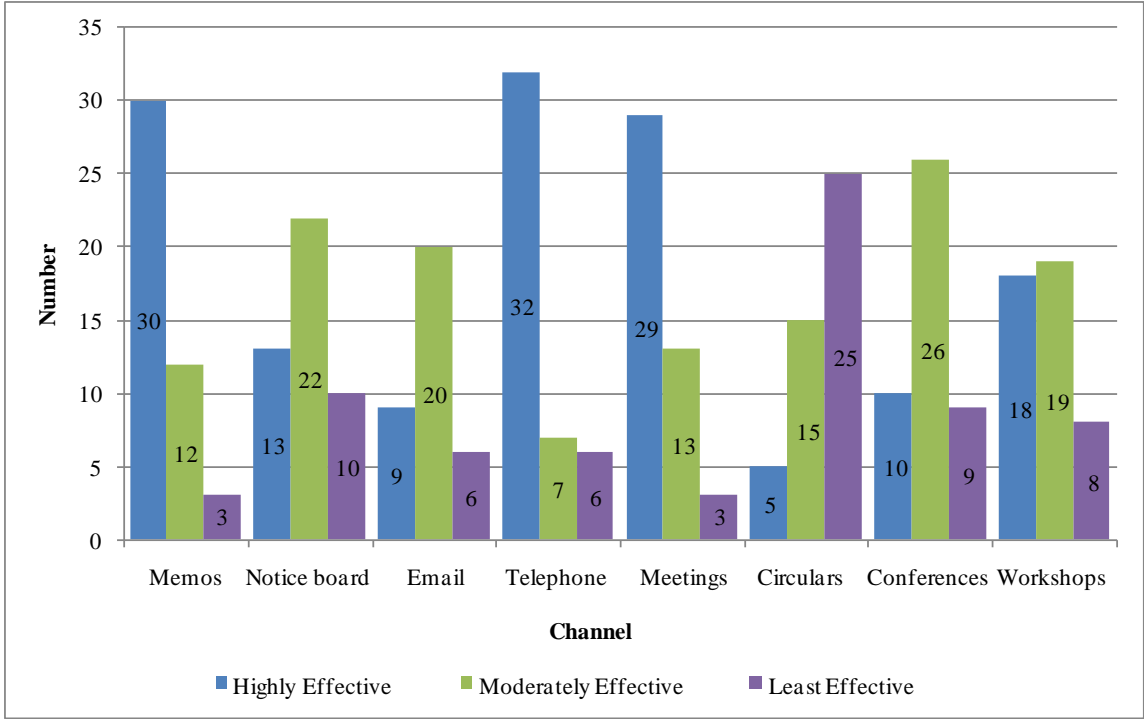


Figure 4.2: Channels of Communication

Source: Study findings (2016)

4.3.3 Formal and Informal Internal Organizational Communication used in the Library System

In this study the channels and forms of internal organizational communication were found to be formal or informal as shown in the Figure 4.3. The study sought to determine the two forms based on different categories of staff as shown in the Figure 4.3.

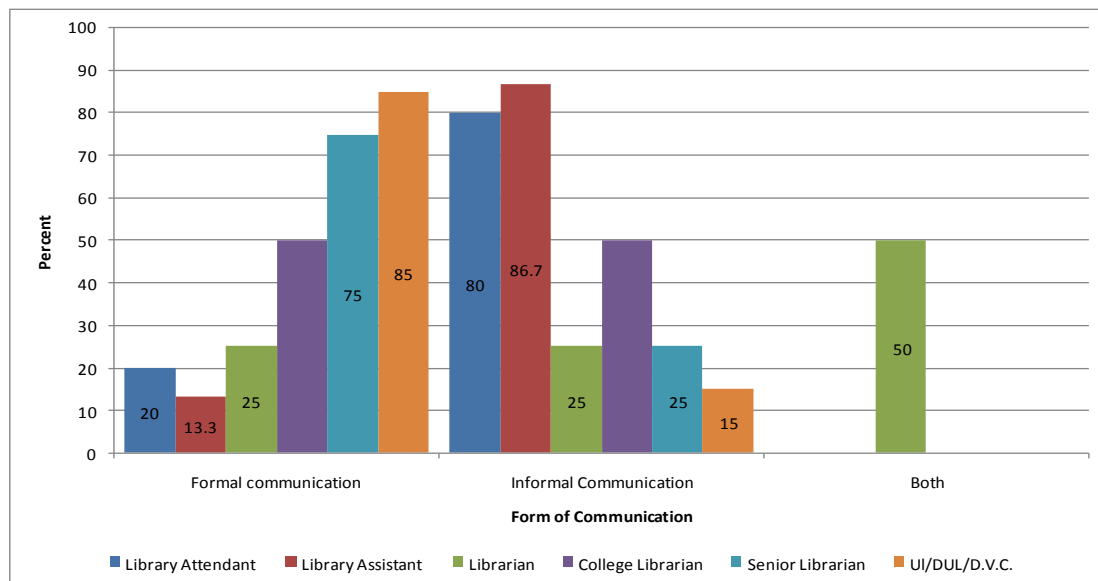


Figure 4.3: Formal and Informal Internal Organizational Communication used in the Library System

Source: Study findings (2016)

The study findings in Figure 4.3 show that senior staff (Deputy Vice Chancellor & University Librarian) were the highest users of formal communication at 85% while library assistants were the least users at 13.3%. Deputy University Librarian (Administration), had this to say;

“I prefer formal communication than informal communication due to the nature of work and mostly when dealing with subordinates for purposes of keeping record”. (R.1)

Another respondent (library assistant) pointed out that she preferred informal communication such as grapevine and unplanned corridor or round table meetings because it provided face to face interactions and immediate feedback of what was going on in other work stations.

This result supports the earlier observation of the relationship between seniority, form and channel of communication used (Figure 4.3). Additionally the results indicated that the category that uses formal communication more, have a tendency to use less informal communication and vice versa. This study agreed with Allison, et al (2012) in their study stated that,

“Different people prefer different communication methods for different purposes and that variety and multiple options of forms and channels of communications are important.”(R.2)

4.3.4 Preferred Forms and Channels Internal Organizational Communications

To address the study question on the preferred forms and channels of communication, the findings indicated that Library Assistants and Library Attendants (53.6% and 57.1% respectively) preferred use of oral communication. In addition, it was revealed that Senior Library Assistants (52%) used written communication channel as well as Library Attendants (43%). One respondent pointed out that Visual communication was used when writing evaluation and performance reports by the D.V.C., University Librarian and college librarian.

The study findings indicated that oral communication was the most preferred channel because of its face to face interaction, immediate feedback and facial expressions. Informal communication was the most preferred form of communication by juniors, while the top management preferred written communication to keep the regulation as in the Figure 4.3.

The study further probed the respondents' on forms and channels of communication they preferred to use when communicating with either their superiors or subordinates. The

respondents in the senior cadre stated that they preferred written which was formal communication when giving instructions and guidance to the subordinates. The junior cadre preferred oral which was informal communication when seeking for assistance from their seniors.

4.3.5 Channels used by Heads of Section to Receive and Issue Instructions

The study sought to find out from heads of sections who are middle level management, channels used to receive instructions from their seniors and issue instructions to their subordinates. This was important since heads of sections were equivalent to heads of departments in this organization and hence important segment in ensuring operation of library activities. The responses are presented in Table 4.2.

Table 4.2: Channels used by Heads of Section to receive and Issue Instructions

Channels of communication	Receiving instruction		Issuing instructions	
	Frequency	%	Frequency	%
Computer Systems	6	31.6	3	14.7
Staff Meetings	4	21.1	5	26.3
Workshops/Seminars	2	10.5	1	05.3
Orientations	2	10.5	4	21.1
Telephone	5	26.3	6	31.6
Total	19	100	19	100

Source: Study findings (2016)

The findings show that orientations, workshops and seminars were the least used channel of communication for receiving instruction from their seniors whereas computer systems, staff meetings and telephones were the channels through which they regularly received

instructions. The study established that issuing instructions were majorly carried out through telephones and meetings as shown in Table 4.2. The study further reviewed that head of sections issue instructions through staff meetings, orientations and telephone. Table 4.2 shows that computer systems were also highly popular because of the need for referencing and archiving. College Librarian from main library (JKML) had this to say:

“I prefer to use computer to communicate because it bridges Geographical barriers, fast, the message is retrievable, archive-able and as a reference tool”.
(R.3).

The study found out that orientations were least used to receive instruction and fairly used to issue the same. The respondents stated that Staff who had experience in the activity found it boring when they were oriented and they felt they were underrated.

The study sought to probe the respondents on how often they obtained feedback from the recipients of their messages. The study findings established that feedback was received depending on the kind of the message that was relayed by the heads of sections.

Head of section in Acquisition Section had this to say: *“Some form of communication does not require feedback”* Giving an example of such a case, the head of technical section said *“a notice pinned on the entrance of the technical section that no unauthorized person is allowed in the section has remained to be observed by library users and staff as well”.* (R.4)

4.3.6 Merits and Demerits of using Forms and Channels of Internal Organizational Communication

The research findings found that there various advantages and challenges experienced by respondents when communicating internally such was indicated in the next paragraph.

4.3.6.1 Merits using Forms and Channels of Internal Organizational Communication

The study established various advantages that were mentioned by the respondents as being associated with the different channels of communication. These included time saving, accuracy, ease of comprehension, facilitating work to be done and the ability to get immediate feedback among others. The findings indicated that the challenges were also experienced as explained in the next paragraph.

4.3.6.2 Demerits of using Forms and Channels of Internal Organizational Communication

The study findings indicated various challenges when using different forms and channels of communication. They included; distortion of information during transit, creating communication barriers, delaying of information and some channels being expensive. The study found out that heads of section as compared to University Librarian, Deputy University Librarians and College Librarians faced more challenges than the other respondents. The reason for these challenges was because of more interactions with greater number of staff compared to their counterparts.

4.4 Specific Channels and Forms of Internal Organizational Communication used

The research question to this objective was ‘What are the specific channels and forms of internal communication practices that have helped to improve on library operations and services?’

The study sought to determine the specific channels and forms of internal organisational communication that have helped to improve on library operations and services at the

University of Nairobi Library. With respect to this, a number of questions on this aspect were asked. Hence when a question was asked on the kind of specific channels of internal communication that were used in the University Library, the Deputy University Librarians and College Librarians affirmed that the University Library uses a number of specific channels for internal communication. The Deputy University Librarian and majority of College Librarian noted that the notice boards were part of the specific channels of communication that had helped to improve on library services. Other channels and forms of communication such as memos, circular were used for communication to various categories of library staff and their stakeholders. One Senior Library Assistant from circulation section stated that:

“Notice boards are located strategically in various library sections depending on the audience being targeted. For example, we have a notice board in the workroom or the technical section which is used to relay information to technical staff working in the section. Also, there is a notice board in the staffroom which is used to relay information to all staff. In the open area, there are a number of notice boards strategically located that help to relay information to our library users”. (R.5)

The respondents further stated that pigeon holes as other specific channels of internal communication that were used by the members of staff. One library attendant in charge of University Librarian office had this to say:

“pigeon holes are critical channel of communication as each pigeon hole is allocated for every staff member and they are required to check them at least once a day where communications such as memos, newsletters, manuals among others are placed for their information”.(R.6)

Other channels of internal communications that were pointed out by the respondents are as illustrated in Table 4.3. As indicated in the table, notice boards as a specific channel was widely used by the library as a channel of internal communication at 26.7 %, followed by computer systems, telephone and staff meetings at 15.6 % , pigeon holes at 11.1 %, orientation at 8.9 % and workshops and seminars at 6.7 %.

Table 4.3: Specific Channels of Internal Organizational Communication used

Specific Channels of Internal Organizational Communication used		
	Frequency	Percent
Notice Boards	12	26.7
Pigeon holes	5	11.1
Computer Systems	7	15.6
Staff Meetings	7	15.6
Workshops/Seminars	3	6.7
Orientations	4	8.9
Telephone	7	15.6
Total	45	100

Source: Study findings (2016)

As indicated in the Table 4.3, notice boards were indicated to be widely used as specific channels of internal communication used by the members of Library staff to improve library operations and services. This was attributed to the fact that some library internal communication requires to reach its users and notice boards provide a platform where information is open to the public. Computer systems, staff meetings and telephones were also noted to be widely used channels. This was attributed to the advancement in technology where most information such as circulars, notices, and memos are communicated through computer systems.

In addition, the study sought to determine specific forms of internal communication that were used by these channels. Thus, when this question was posed to the respondents, it was determined that there were a number of specific forms of internal communications that were channeled through these channels. For instance, the Deputy University Librarian and College Librarians noted that memos, which were regularly communicated to library staff, were channeled through notice boards, pigeonholes and computer systems in form of electronic mails. College Librarians from College of education and external studies was quoted to have said that,

“Most official communications in the University Library were done in memo formats. These memos are channeled through a number of channels which include notice boards, pigeon holes and computer systems as an electronic mail”. (R.7)

Also, it was found that most of staff in processing department sent work instructions on processes such as classifications, indexing, cataloguing among others through electronic mail. This was pointed out by the Deputy University Librarian and Head of Sections as specific forms of internal communication that are widely used. These processes were

designed in form of manuals, which are distributed either through computer systems, workroom notice boards or through pigeonholes. The study findings were as illustrated in Table 4.3.

Table 4.4 indicated some of the communication distributed through identified channels such as minutes, newsletters, notices, manuals or work instructions.

Table 4.4: Forms of Internal Communication Distributed through Identified Channels

Forms of Internal Communication Distributed through Identified Channels		
	Frequency	Percent
Memos	15	33.3
Notices	8	17.8
Newsletters	3	6.7
Minutes	10	22.2
Manuals/Work Instructions	9	20
Total	45	100

Source: Study findings (2016)

As indicated in Table 4.4, memos were widely distributed by these channels at 33.3 %, minutes at 22.2 %, manuals or work instructions at 20 %, notices at 17.8 % and

newsletters at 6.7 percent. In the words of the Deputy University Librarian (Planning) said that,

“Any internal communication that is supposed to be distributed by the University Library is disseminated using a variety of channels to ensure that it gets to intended audience. However, most of the communications were in form of memos either in print or electronic format.” (R.8)

Given the fact that most communications made are usually in form of memos, this explains why memos were the most commonly distributed form of internal communication.

Again, the study sought to establish how these forms of communication help to improve library operations and services in the university library. As pointed out by the Deputy University Librarian, these forms of internal communication have helped a great deal in improving library operations and services in a number of ways. As quoted from College Librarian from College of Health Sciences,

“communications such as alteration of normal library operations during key university activities such as graduation days where a memo is posted on notice boards on closing down of the library has helped to ensure that its users are not inconvenienced”. (R.9)

In addition, as noted by some respondents, guidelines on library processes that are given in form of manuals helps to ensure procedures are followed when undertaking operations such as classification, indexing and cataloguing. The results were as indicated in Table 4.4.

4.4.1: How Forms and Channels of Internal Organizational Communication helped to improve on Library Operations and Services

The study found that there forms and channels that has helped to improve on library processes and operations. The question was asked on “how these forms and channels had helped the library system to improve on their services” The study finding was presented as in the Table 4.5.

Table 4.5: How Forms and Channels of Internal Organizational Communication helped to improve on Library Operations and Services

How Forms and Channels of Internal Organizational Communication helped to improve on Library Operations and Services		
	Frequency	Percent
Customer satisfaction	15	33.3
Standardize operations	8	17.8
Building teamwork	3	6.7
Educating/Awareness	19	42.2
Total	45	100

Source: Study findings (2016)

As illustrated in Table 4.5, majority of the respondents acknowledged that these forms of internal communication have a number of benefits to the university library in a number of ways. For instance, 42.2 % noted that they help to educate and carry out awareness on

library operations and services, 33.3 % noting that they help in advancing customer satisfaction, 17.8% held that they help to standardize library operations while 6.7 %held that they help in building teamwork. All these contributions of various specific forms of communication contribute to improvement of library processes and services.

In addition, the study sought to determine how the University Librarian, Deputy University Librarians and College Librarians determine which communication channels or forms they use to relay information to other members of staff. In the words of the Deputy University Librarian (Technical Services),

“Specific information to be relayed and the intended audience for the message determine to a great extent the channel and form of communication to be used in the Library System. In addition, being an ISO certified organization, there is a library operating procedure that guides official internal communication again depending on the kind of the information to be relayed”.(R.10)

On the other hand, the six College Librarians provided a number of factors that are considered in choosing channel and form of internal communication in the University Library System. This is illustrated in Table 4.5.

Table 4.6: How to Determine Channels and Forms used in Internal Organizational Communication is in the Library System

How to Determine Channels and Forms used in Internal Organizational Communication in the Library System		
	Frequency	Percent
Based on the Standard Operating Procedure	5	35.7
Type Target Audience	4	28.6
Type of Message/Information	5	35.7
Total number of responses	14	100

Source: Study findings (2016)

As illustrated in Table 4.6, it was determined that the channel and the form of formal internal organizational communication in the University Library is largely determined by the standard operating procedure of the University Library and the type of message or information as all six College Librarians mentioned them as key factors. In addition, four College Librarians pointed that the type of target audience is also a factor that is considered in the determining the channel or the form of communication to be used in the internal formal communication.

Again, the study sought to establish which form of communication the University Librarian, Deputy University Librarian and College Librarians receive information from subordinates. The finding of the study established that subordinates communicate to their senior using various forms of communication. As quoted from the Deputy University Librarian (Administration) said:

“*Memos are widely used form of formal internal communication and hence junior staff uses them more often.*” (R.11)to add on this, College Librarians from College of Biological Sciences stated that:

“*Juniors communicate to their seniors in form of reports on a number of library activities*”. (R.12)Thus, the results were as illustrated in Table 4.7.

Table 4.7: Forms of Internal Communication used by Library Assistants and Library Attendants to University Librarian, Deputies, College Librarians and Librarians

Forms of Internal Communication used by Library Assistants and Library Attendants to University Librarian, Deputies, College Librarians and Librarians		
	Frequency	Percent
Memos	5	41.7
Reports	5	41.7
Minutes	2	16.7
Total	12	100

Source: Study findings (2016)

As illustrated in Table 4.7, it was established that memos and reports were the most commonly forms of internal formal communication that are used by the subordinate staff in the university library to communicate with their senior as five respondents mentioned

them. On the other hand, minutes were also used as a form of formal communication especially following meetings as two respondents mentioned them during the interviews.

Also, the study sought to determine from the University Librarian, Deputy University Librarian and College Librarians if lack of adequate information or delivery of untimely information affect their efficiency when performing their duties. From the results obtained, all the respondents affirmed that in deed delay in delivery of information affect their effectiveness in performance of their duties. In the words of the Deputy University Librarian (Planning),

“Delay in the delivery of information will hamper an activity to which the information relates to. For instance, if a report that is supposed to be used by the University Librarian in the senate meeting is delayed, it paints the entire library in a negative way as inefficient”. (R.13)

When asked whether organization structure or hierarchy affect the communication within the library system, it was agreed by all the respondents that the hierarchy has an impact on communication. One of the librarians from Faculty of law said that:

“The University follows a bureaucratic form of management where communication has to follow hierarchy which delays information reaching the top management”. (R.14)

This has a net effect that information takes a long time before reaching the top as any information originating from lower cadre staff has to go through the reporting channel. However, the Deputy Vice Chancellor of administration and finance noted that the internal communication channels have benefited the University staff in a number of ways

which included; sharing experiences, information and knowledge, implementation of internal working processes among others.

The study established that effective internal communication channels are vital to enhancement of Library operations and services. The study found out that deciding on how best to communicate a message to audience can be tricky, but with proper forms and channels of communication there will be smooth flow of information.

4.5 Internal Communication Policy Framework and Library Service Functions

The research question for the objective was ‘Is there any policy in relation to internal organizational communication in library service functions?’

Through the documentary review the researcher found out that lack of a formal structure for how the internal communication was carried out at Library system led to confusion in the communication. The management had not integrated communication within the strategic planning. If the information cannot flow effectively, employees can neither receive horizontal information from co-workers in regards to their work, nor vertical information from management in an efficient manner. There were mixed reactions between the Senior Staff (University Librarian, Deputy University Librarians, College Librarians) and Junior Staff (Library Assistant and Library Attendants) when the seniors said there is policy while the juniors said there was no policy put in place. When the Deputy Vice Chancellor (Administration and Finance) was asked if there was any policy governing the use of internal communication system within the University set up, it was revealed that there are pieces of policies that guide internal communication in the University. The Deputy Vice Chancellor (A & F) owns words said that:

“The University of Nairobi being an ISO certified organization, each department, school and college has a policy and standard operating procedures that guide them including internal communication”. (R.15)

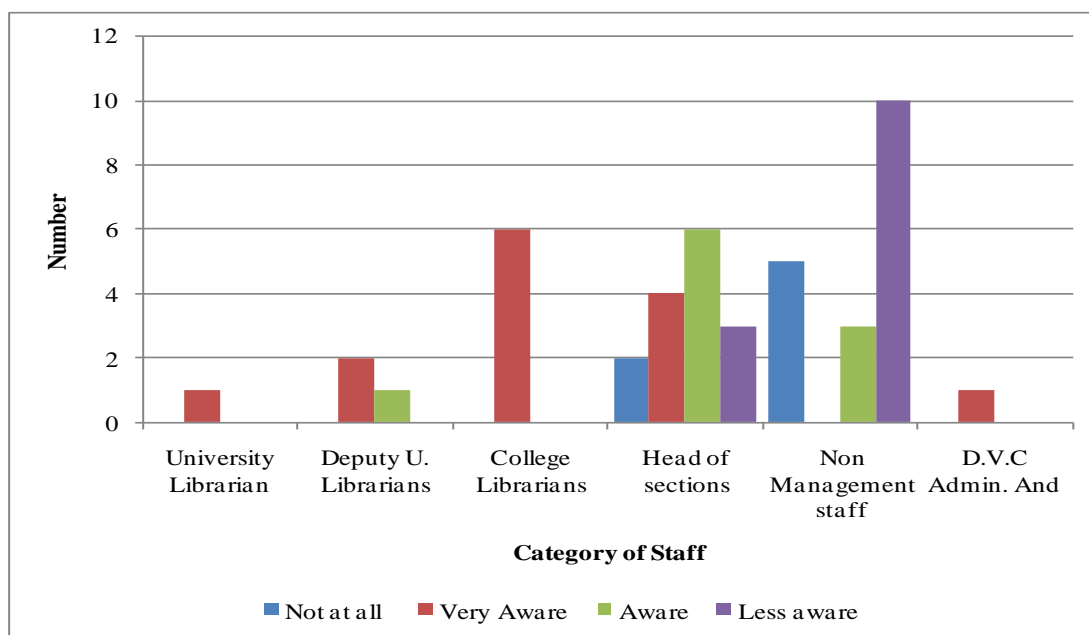


Figure 4.4: Policy in Relation to Internal Organizational Communication
Source: Study Findings (2016)

The findings show that although the university has written information materials to guide the staff on strategies of good communication, they have not sensitized their employees adequately about their existence. When the question of policy was asked only the University Librarian, Deputy University Librarians, College Librarians, and Deputy Vice Chancellor (Administration and Finance) were aware of the policy in relation to internal communication within the University set up. The other staff had an idea but they could not state where it was documented. Those who were aware stated the following documents that contain the policies; Service charter, service guide, code of conduct,

organizational structure, and even University website among others. The question was asked in relation to policy and Deputy University Librarian (Administration) said that,

“Yes there is policy but it’s for the whole university and is more of public relations in work place and marketing of the institution.”(R.16) continued to say:

“The document does not cover things to do with library services yet is one of the core facilities that facilitate teaching and learning as stated in the University of Nairobi objectives.”(R.17)

The study findings reviewed that non-management staff were not aware of existence of policy in relation to communication within the Library System. One of the respondents from non-management staff had this to say when asked about the internal communication policy:

“According to my understanding there is no policy in relation to internal communication.”(R.18)

To conclude the researcher stated that there was policy for the entire University set up but some of the staffs are not aware, thus there was need to have one for the library alone and needs to be communicated to all the staff so as to be effective to serve the purpose.

4.6 Challenges of Forms and Channels in Internal Organizational Communication

The research question on the objective was ‘What are the challenges presented by forms and channels of internal communication? The study found out that there were several barriers to internal communication among staffs in the University of Nairobi Library System. One of the Librarians from school of business had this to say that:

“I prefer the mobile call to inform my fellow librarians of a workshop than to email because some of them they do not read their emails every day others may be on leave and others may misinterpret or misunderstand the message those doing the opposite or wrong thing”.(R.19)

The study established that barriers were found to have direct implications for successful communication among staffs in the functioning of the University of Nairobi Library System. A number of challenges were encountered in the communication process. These included; language barriers among the recipients of information, attitude, and costs associated with relaying information, poor network in the case of internet and cell phones, misinterpretation of the information relayed and absence of feedback mechanisms. These were broadly categorized in the following ways;

(i) **Bureaucracy**

According to the interviews conducted to the university librarian and the deputy university librarian, bureaucratic type of management as a challenge to internal communication. In the words of one Head of section from Graduate Research Library said that:

“Bureaucracy demands that junior staff must follow the chain of command when communicating official matters which delays flow of information that is detrimental in critical issues”. (R.20)

This position was supported by the deputy vice chancellor (finance and administration) who noted in his interview that internal communication was hampered by the traditional bureaucratic system of governance, as there is delayed flow of information especially in the bottom up approach. The other barriers to smooth flow of information can be

grouped into geographical distances, language and the library's organizational structure dimensions.

(ii) **Geographical Distance**

This was found to be valid for both the vertical communication and for the horizontal communication. Robock and Simmonds (1999) also identified the geographical distance of the library branches as one of the factors that prevents the internal communication from flowing effectively. Due to the geographical distance, it was not possible for all of the employees to meet and discuss issues face-to-face. Therefore, instead of having face-to-face meetings, the employees had to communicate via channels such as memo, emails, and phone calls among others. The geographical distance thus demanded a lot regarding choosing the most suitable channel, which Katz (1999) argues to be a key criterion for an effective internal communication.

The study found out that the existing channels of communication within the University of Nairobi Library System were not utilized in the most effective way. An example was the heavy use of internal memos, which sometimes led to overload of information. The major reason cited for overload was that information was not kept concentrated, focused on one point, and that it was sent to more people than the ones who really need to receive the information. These are all factors that Rogers (2010) also identified as being criteria for effective internal communication.

The overload of information in the horizontal communication within system could also be connected to the problem of transmitting irrelevant information that Allen (2009) regarded as a barrier to internal communication. The situation was related to the lack of a

formal communication strategy since people were not sure of whom the information concerns, a scenario which Marschan (2011) refers to as having limited knowledge about the right partner (right information to the right people).

The study further found out that disperse geographical distances meant that employees in the Library were rather unaware of what was going on in the other units. The lack of knowledge regarding what the other departments were doing or had done had not only led to the departments operating as though they are far apart, but also to there being little sharing of experiences between them. Thus they could not benefit from the experiences of each other in discharging their duties. In relation to above one librarian from school of Engineering said that:

“Some of the library staff doesn’t attend some training because either their boss did not tell them or they get the information very late as in there was no time to make arrangement to come” (R.21) to add on the above another non-management staff from Lower Kabete Campus Library said that: *“Sometimes their duty schedule is so tight in that they don’t attend most of meetings or training in main campus unless the ones in their own campus, a distant issue”* (R.22)

(iii) **Cultural Barriers**

The effect of cultural differences on the internal communication of an organization varied with the degree to which the organization was centralized or decentralized. Since Jomo Kenyatta Memorial Library is categorized as the main Library with a lot of communication between headquarters and the branches, this presented organizational cultural barriers. According to Robock and Simmonds (1999), cultural barriers were

likely to affect the internal communication within an organization. The cultural differences among the employees in the University Library system were not really noticed at the management level. This may have been made possible by the fact that most of the high management staff rarely has direct interactions with staff at the operational level, but only with College Librarians. One of the Assistant Librarian from College of Architecture and Engineering Library stated that:

“The information that was transmitted among the management was strategic information that was not influenced to a large extent by cultural clashes”. (R.23)

The study found out that, the main problems that the cultural differences led to were misunderstandings in the horizontal communication. This can be explained by the argument of Vilnanilan (2010) that people in different cultures have different ways of thinking, dealing with problems as well as different ways of communicating. Cultural differences can be observed to various extents in the components of the communication process model developed by Shannon and Weaver since both the sender and the receiver were influenced by the cultural heritage in their possession.

The reason as to why some of the employees did not consider the misunderstandings to be connected to cultural differences can be explained by the argument posited by Evans (1984) that long-distance communication channels can make the need for cultural adjustment less obvious. The researcher based on the observation of Evans (1984) supports the conjecture made in this study that some of the misunderstandings in the University of Nairobi Library System can be explained by cultural differences since the

long-distance communication channels utilized actually can increase the potential for distortion of information hence misunderstanding.

(iv) **Ethnocentrism**

Ethnocentrism as a concept explained many of the misunderstandings that occur in the internal communication between the headquarters and the branches, in this case of this study, will be between the main library (JKML) and branch libraries. Ethnocentrism also was identified in Marchan's (2006) study of KONE Elevators as one of the barriers to internal communication. One trace of ethnocentrism was, according to Meads (1998), when members of one culture expect that their ideal way of communicating is perceived the same way by members of other cultures. The study sought to know the truth about the ethnocentrism in the University of Nairobi probed by question in the interview about culture and ethnocentrism one of the respondents had this to say that:

“Culture and tribal differences brings a lot of distortion of meaning of same message to different groups according to their beliefs and thoughts compared to ethnocentrism.” (R.24)

Ethnocentrism and its consequences for communication can be connected to Rogers and Roethlisberger (1992) barriers to reception, where the receiver's attitude and values influence the way information was received as in the case of this study.

(v) **Language**

The language issue was a root cause to many of the problems in the internal communication within Library staff. Most of the documents/memos/circulars circulating

within the organization were in English. This was an obvious problem because not all of the employees have the same knowledge or common understanding in English phrases, and sometimes there was a lot of information they could not understand, hence needed translation. However, since all top managers in the library had knowledge in the English language, translation had not been a priority. Using a second language in addition offered more potential for misunderstandings due to the fact that employees didn't share the same linguistic systems and had different intonations.

In the case of the University Library staff, the languages used for the informal/oral communication were mainly English and Kiswahili, or sometimes mother-tongue where the concerned staff happened to come from the same ethnic group. Another problem was that even though the same words were used the sender and the receiver attached different meanings to the same message. This could be explained by applying the communication process model developed by Shannon and Weaver. A sender who thinks he or she is being very clear might not be as clear as intended just because the receiver does not interpret the words in the same way. This could be explained as the sender, the receiver had differing encoding, and decoding processes of the same message hence a problem. To address this in the library system, the feedback should be provided in good time to avoid the challenge.

(vi) **Lack of Formal Structure**

The vertical information from the Main Library to the branches was delivered via the college librarians. Consequently, the information that was received by the employees was very much dependent on the college librarian and his or her ability to prioritize the

message into constituent importance. Consequently, not all of the relevant information reached intended receivers. Information was also delayed since the college librarians tended to be out of office when performing coordination roles. From the respondents' views, there was a wish for improving the amount of vertical information since the manner in which it was being communicated was ineffective.

The finding of the research indicated that there was a high level of interaction between departments. According to Baskin and Aronoff (2009) high level of interaction can have the consequence for potential to conflicts due to cultural differences. At the University Library, there was a high level of interaction among the various branches. The internal competition between branches made it important for the information to be well coordinated so that none of the teams felt left out. The general feeling from the responses indicated that some branch libraries and sections received more information and engagement than others, thereby creating tension among the staff. One of the head of section from upper Kabete Campus Library had this to say:

“When the automation system was upgraded the training was done on few staff so the rest was left using the old system for sometimes.” (R.25)

This made some branch library to feel left out but the training continued until all the branches were covered. The study also sought to enlist the suggestions of the respondents about how these challenges could be addressed with a view to improve internal communication practices in the library system. To this end, a number of suggestions were put forward. These included training staff on new technologies and methods of communication, adoption of an open-door approach to communication, increasing the

frequency of meetings with staff, provision of sufficient facilities for communication and discouraging use of grape vine as source of information by the management staff. Other suggestions included management ensuring staff have access to information as well as conducting regular audits of effectiveness of communication practices among staff members.

The study found out that, it was not about the context, personality and mood that bring challenge in communication mostly but differences in level of education, language, and organizational structure (hierarchy). The researcher disagreed with study by Watson and Belanger (2007) in MIS Quarterly Journal which states that:

“all communication is cultural as it draws on ways people have learned to speak and give nonverbal messages they continued to point that people do not always communicate the same way from day to day, since factors like context, individual personality, and mood interact with the variety of cultural influences people have internalized that influence their choices of understanding a message” (R.26)

In support of the study finding, the researcher agreed with Salmon and Joiner (2005) in their study which stated that:

“The challenge is that even with all the good will in the world, miscommunication is likely to happen, especially when there are significant cultural differences between communicators,”(R.27)

thus it was not about culture as it draws on ways people have learned to speak and give nonverbal messages context, individual personality, and mood interact with the variety of cultural influences people have internalized that influence their choices of understanding a message.

4.7 Respondents Suggestions for Improvement.

The research question for this objective was ‘What are the suggestions for improvement from the respondents?’ Respondents mentioned several issues that required improvement in a bid to enhance the internal organizational communication practices. They included;

- (i) **Improvement in network connectivity.** This was suggested for efficient use of email as a means of communication. To make feedback be done in an appropriate way, this was seen as a great improvement.
- (ii) **Provision of appropriate tools for communication.** The trending communication tools in the Library Systems were also seen as a great way of putting the library to global status, a theme championed by the University’s mission.
- (iii) **Training of staff on effective communication methods and approaches.** This suggestion proved essential as most of the lower staff members were not conversant with the communication approaches available in the Library System, for instance, staff email, LinkedIn, twitter among others.
- (iv) **Giving timely feedback.** This suggestion was meant to the lower staffs who are generally the recipients. Their speed was recommended to be increased, especially with the use of email.
- (v) **Increased frequent formal communication by the management among others.** Formal communication was suggested to be used more because it adhered with the policy of internal communication and also is the most profound used method in organizations.

- (vi) **Encourage free interaction among staff members.** It was found handy that free interaction would improve communication in the Library as it increased practice of the communication forms through team building and fun days, workshop, conferences among others.
- (vii) **Staff taking advantage of the existing avenues of communication for awareness enhancement.** These include emails, University newsletters, blogs, twitter, LinkedIn and University of Nairobi website.

Most notably, the Deputy Vice Chancellor in charge of administration and finance in answering the question on what the administration was doing in financing internal communication programme noted that a number of initiatives were being undertaken to boost internal communication in the University. He continued to say:

“There are a number of initiatives that the University is undertaking to improve internal communication. These include conducting trainings and seminars, conferences and workshops that seek to improve internal communication. In addition, since most communications involve computer technology, the University is improving its ICT infrastructure and increase its reliability”. (R.28) When probed further in to challenges associated with internal communication in the university, the Deputy Vice Chancellor noted that:

“The management was going to put in place or institute a formal internal communication policy that governs the library system and entire University’s.”(R.29) He continued and pointed out that: *“There was a need to improve infrastructure that supports internal formal communication in the University.”*(R.30)

The study findings reviewed that to improve on the channels/forms of communication is a team work which needs input from all stakeholders in the University. There was need to have revised policy to accommodate library issues, training staff on new methods of communication among others.

The researcher disagreed with Watson and Belnger, (2007) on their article in communication media repertories that suggested that a strong social and organizational encouragement for use of e-mail influences the decision to use this medium. The researcher found this untrue because according to the study even if one was encouraged to use e-mail and not trained in new technologies it will never be an effective way of making staff to improve on the channels and forms of internal organizational communication.

4.8 Chapter Summary

This chapter has presented the results of data analysis and interpretations. In addition, information that sought to answer the research questions was also provided. For instance, findings on used forms and channels of internal communication and the specific forms and channels of internal communication practices that have helped to improve library operations and services were presented, analysed and interpreted. Again, findings on the internal communication policy framework and library functions were covered. Lastly, suggestions for improvement of the internal organisational communication in the university library were also presented, analysed and examined.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought to examine the influence of internal organisational communication practices to improve on library operations at the University of Nairobi library system. The aim of the study was to examine the forms and channels of internal communication used in the execution of library operation and services at the University of Nairobi library system with a view of suggesting ways in which their use can be enhanced to advance library operations and services. The objectives of the study were to:

- (i) Identify the forms and channels of internal communication used at the UoN library system in the execution of library operations and services;
- (ii) Determine the effectiveness of the used forms and channels of internal communication on the execution of library operations and services;
- (iii) Establish the internal communication policy framework governing internal communication at the University library system;
- (iv) Explore the challenges associated with the use of the existing forms and channels of internal communication in the execution of library operations and services;
- (v) Suggest ways of optimizing the use of forms and channels of internal communication to enhance library operations and services.

In the previous chapter, internal organisational communication data was collected, presented and analysed. There were a total of 46 respondents making 90% of the original slotted respondents. The respondents were classified according to their work experience

and job designation at the library. Interviews were used to collect the data. Measures of central tendencies such as percentages and frequencies were used to analyse the data.

5.2 Summary of the Findings

The study sought to examine the forms and channels of internal communication used in the execution of library operation and services at the University of Nairobi library system with a view of suggesting ways in which their use can be enhanced to advance library operations and services. As presented in the previous chapters, the study was grounded on five objectives whose findings can be summarised as follows:

(i) Forms and Channels of Communication used at the UoN Library System

The study findings showed that communication forms and channels used in the library system were very appropriate to the senior library staff but very limiting to the junior staff especially to the Library Assistants and Library Attendants. These junior staff lack access to facilities of communication like computers, and although they may have email addresses, they rarely get any information conveyed via emails. To make matters worse, this category of staff is not even allowed to have access to the few available computers during working hours.

While this is understandable, the management may need to reach an understanding with the concerned staff that they can be accessing their mails during working hours, as long as this will not affect the performance of the staff member. This calls for management communication responsibilities to be clearly defined so as to respond to employees communication needs.

However, the latest developments in communication technologies have opened up new opportunities for organizations to manage their internal communication effectively. A general finding from the analysis was that more educated staff in the library was more likely to participate in new communication technologies such as electronic forms of internal organizational communication. By facilitating their relatively less educated counterparts in embracing for example electronic mail as part of internal communication system, the management is likely to succeed in dismantling many of the existing communication barriers.

(ii) **Effectiveness of the Channels and Forms of Internal Organizational Communication Practices used in the Library Operations and Services**

The study determined that, there were a number of specific channels and forms of internal organizational communications that helps improve library operations and services. These include notice boards that were indicated to be widely used as a channel of internal communication. Computer systems, staff meetings and telephones were also identified to be widely used channels for internal communication. This was attributed to the advancement in technology where most information was passed through information systems.

In addition, the study sought to determine specific kinds of forms of internal communication that were used by these channels. Thus, memos were determined to be widely distributed by these channels at 33.3 %, followed by minutes at 22.2%, manuals or work instructions at 20 %, notices at 17.8% and newsletters at 6.7%. It was important to acknowledge that most communications were made inform of memos and that is why

memos were the most commonly distributed form of internal communication both in print and electronic.

On how these forms of communication help to improve library operations and services in the university library, majority of the respondents acknowledged that these forms of internal communication have a number of benefits to the university library in a number of ways. For instance, 42.2% noted that they help to educate and carry out awareness on library operations and services, 33.3% noting that they help in advancing customer satisfaction, 17.8% held that they help to standardize library operations while 6.7 % held that they help in building teamwork. All the contributions of various forms of communication help to improvement of library processes and services.

(iii) **Internal Communication Policy Framework for Library Operation and Services**

The study determined that there was an internal communication policy but it was poorly communicated to different stakeholders. In addition, it was established that there were no formal structure for how the internal communication was carried out at Library system led to confusion in the communication. The management had not integrated communication within the strategic planning. If the information cannot flow effectively, employees can neither receive horizontal information from co-workers in regards to their work, nor vertical information from management in an efficient manner. However, although the study determined that the university had written information materials to guide the staff on strategies of good communication, the staff had not been sensitized adequately.

(iv) **Challenges of the Forms and Channels of Communication used**

As discussed in the previous chapters, all forms and channels of communication have advantages and disadvantages as stated by the various respondents. Regarding the choice of forms used, the informal form of communication was mostly used by supervisors in communicating with their juniors. The senior staff used mainly the formal method, the Deputy Vice Chancellor, the University Librarian, her deputies and other senior library staff.

The study also established that notice boards, internal memos and letters were moderately effective channels/means of communication. These according to Wright, (2009) were typically lower in richness than oral communication when task-related information was objective and certain impersonal means of communication such as objects, signals and written documents were used. Personal face-to-face means of communication were used frequently when tasks were high in uncertainty.

Data collected and analyzed in this study also revealed that face-to-face communication was considered as the most favorable means of communication for heads of section and non-management staff when communicating to their peers and juniors. According to Patton, (2002), face to face media was used more often for information processing when the organization was undergoing change and experiencing uncertainty. This is the case with University of Nairobi library staff where change management brought about employee's uncertainty about their future due to the introduction of information and communication technology (ICT) in the workplace.

Most of the communication especially in workshops and other forms of training were done through face to face media to give employees assurance that everything was okay in the organization. Employee's virtual status appeared to play an important role in the forms and channels of communication that they used. These results perhaps point toward the ease with which employees may be able to be accessed with information using appropriate modes of communication and substantial purpose for which that information is sent to accomplish.

(v) **Ranking of Communication**

The study revealed that internal organizational communication within University of Nairobi library system was rated well by the University Librarian, Deputy University Librarian, Deputy Vice Chancellor, College Librarian and was poorly rated by Library Assistants and Attendants. The reasons they gave was that it was very easy for information to go downwards to all staff but it was a big challenge for Library Assistants' information to reach their top management without distortion. One of the respondents said,

” that their grievances never reached the University Librarian, Deputy Vice Chancellor or College Librarian and if it happens to reach them it is normally altered to suit their supervisors interest but not them as they had requested.”

(R.31)

According to Meherabian (2009), wide internal communication in many organizations occurs infrequently especially when there are major events like an organizational restructuring, transfers, new rules and regulations, training, technological changes,

introducing new staff and the like. In such cases the management feels need to be communicates to all the staff immediately. This is the case with University of Nairobi library system where the decision as to do with, what should be communicated to staff when by who and how, if often, was made by individuals within the organization when need arises.

(vi) **Barriers to Internal Communication**

These barriers had consequences for both the vertical and the horizontal communication within University of Nairobi Library system to various degrees. The consequences were structured after the barriers from which they resulted. Below are some of the barriers that the respondents came up with:

(a) **Geographical Distance**

This was valid for both the vertical communication and for the horizontal communication. Geographical distance as a barrier to effective internal communication in the University Library System was not a new discovery. According to the study findings researcher agrees with Robock and Simmonds, (1999) where they identified the geographical distance of the library branches as one of the factors that prevents the internal communication from flowing effectively. Due to the geographical distance, it was not possible for all of the employees to meet and discuss issues face-to-face. Therefore, instead of having face-to-face meetings, the employees had to communicate via channels such as memo, emails, and phone calls among others.

The geographical distance thus demanded a lot regarding choosing the most suitable channel which Katz (1978) argues to be a key criterion for an effective internal

communication. At present, the existing channels of communication within University Library System are not utilized in the most effective way. An example of misuse was the heavy use of memos, which sometimes led to an overload of information. The reason for overload was that information was not kept concentrated, focused on one point, and that it was sent to more people than the ones who really needed to receive the information. These are all factors that Rogers, (2010) identified as being criteria for effective internal communication.

The overload of information in the horizontal communication within system can also be connected to the problem of transmitting irrelevant information that Allen, (2009) regards as a barrier to internal communication. The situation was related to the lack of a formal communication strategy since people were not sure of whom the information concerns, which was what Marschan, (2011) referred to as having limited knowledge about the right partner (right information to the right people). Further, the geographical distance contributed to the fact that employees in the Library were rather unaware of what was going on in the other units. The lack of knowledge regarding what the other departments were doing or had done had not only led to the departments far apart, but also to there being little sharing of experiences between them. Thus they could not take advantage of each other's experiences leads to duplication of work/ processes.

(b) Culture

The effect of cultural differences on the internal communication of an organization varies with the degree to which the organization was centralized or decentralized. Since Jomo Kenyatta Memorial Library is categorized as the main Library with a lot of communication between headquarters and the branches, there were likely to be some

cultural clashes. According to Robock and Simmonds (1999), cultural barriers were likely to affect the internal communication within an organization. The cultural differences among the employees in the University Library system were not really noticed at the management level. The explanation for this was the fact that most of the higher managers did not have any direct contact with the operational level, but only with managers in Branches. Further, the information that was transmitted among the management was strategic information that was not influenced to a large extent by cultural clashes.

The main problems that the cultural differences led to were misunderstandings in the horizontal communication. This can be explained by Varner and Beamer (2011) argument that people in different cultures had different ways of thinking, dealing with problems as well as different ways of communicating. Cultural differences can be observed to various extents in the components of the communication process model developed by Shannon and Weaver since both the sender and the receiver were influenced by the cultural heritage in their possession. The reason as to why some of the employees did not consider the misunderstandings to be connected to cultural differences can be partly explained by Gundling's (1999) argument that long-distance communication channels can make the need for cultural adjustment less obvious. This argument further supports respondent's opinion that some of the misunderstandings in University Library communication can thus be explained by cultural differences since the long-distance communication channels utilized actually can increase the potential for distortion of information hence misunderstanding.

(c) Ethnocentrism

Ethnocentrism as a concept explained many of the misunderstandings that occur in the internal communication between the headquarters and the branches in this case between the Main library and its branches. Ethnocentrism also was identified in Marschan's (2006) study of KONE Elevators as one of the barriers to internal communication. One trace of ethnocentrism was, according to Meads, (1998), when members of one culture expect that their ideal way of communicating is perceived the same way by members of other cultures. Ethnocentrism and its consequences for communication can be connected to Rogers and Roethlisberger, F. (1992) barriers to reception, where the receiver's attitude and values influence the way information was received by other staff in the library system. Further, ethnocentrism was a barrier to acceptance, since it contained prejudices.

(d) Language

The language issue was a root cause to many of the problems in the internal communication within Library staff. Most of the documents circulating within the organization were in English. This was an obvious problem because not all of the employees have the same knowledge or common understanding in English, and sometimes there was a lot of information they could not understand, hence needed translation. However, since all seniors had knowledge in the English language, translation had not been a priority. Using a second language in addition offered more potential for misunderstandings due to the fact that employees didn't share the same linguistic systems and had different intonations to same English words/phrases.

In the case of the University Library staff, the languages used for the informal/oral communication were mainly English and Kiswahili, or sometimes mother-tongue where

the staff happened to come from the same ethnic group. Another problem was that even though the same words were used the sender and the receiver attached different meanings to the same message. This could be explained by applying the communication process model developed by Shannon and Weaver. A sender who thinks he or she is being very clear might not be as clear as intended just because the receiver does not interpret the words in the same way. This could be explained as the sender and the receiver had differing encoding and decoding of the same message during communication processes.

(e) Lack of Formal Structure

The vertical information from the Main Library to the branches was delivered via the seniors at the branches. As a consequence, the information that was actually received by the employees was very much dependent on the manager and his/her ability to prioritize, which put a lot of pressure on the manager. Consequently, not all of the relevant information reached its intended receivers. Information delayed as managers were out of the office. From the respondent's views, it was clear that there was a wish for improving the amount of vertical information, as the manner in which it was being communicated seemed ineffective. The lack of a formal structure for how the internal communication was to be carried out at Library system led to confusion in the communication. The management had not integrated communication within the strategic planning. If the information cannot flow effectively, employees can neither receive horizontal information from co-workers in regards to their work, nor should vertical information from management in an efficient manner, thus the policy be put in place to address the flow of information.

(f) Communication within Departments and Branches

The finding of the research indicated that there was a high level of interaction between departments. According to Baskin, and Aronoff, (1989), this can have the consequence for potential to conflicts due to cultural differences. At the University Library there was a high level of interaction among the various branches. The internal competition between branches made it important for the information to be well coordinated so that none of the teams felt left out. The general feeling from the findings of the research indicated that some branches and sections received more information and engagement creating tension among the staff. Consequently, improvements were needed in order for the teams to feel that they competed on equal terms.

(g) Lack of Togetherness

The study revealed that lack of togetherness was another major problem to effective communication. The general opinion among the employees in the library was that the management level probably was trying to make the branches as part of the organization, but that the geographical distance will always keep them apart. An additional factor that adds to the problem of creating a feeling of togetherness is that there were a number of employees at Main library that had not met each other in person at branch level.

5.3 Conclusion

The study revealed that the existing communication channels and forms in the university library system were not adequately serving the staff. However with the introduction of electronic-based internal communications, it was shown that it was possible to develop a systematic and integrative approach toward knowledge management and employee development.

The use of Information Communication Technology (ICT) was also identified in this study as providing an effective solution for organizations to improve the efficacy of communication channels, hence the need for the development of an active approach toward training and skill development. Effective and credible communications is essential to build and maintain a knowledgeable, supportive, and productive work force and to keep lines open with external publics. Another key conclusion from the study is that most of the difficulties in achieving an effective internal communication within Library staff are to a large extent related to geographical distance of the branches, ethnocentrism and language skills among the staff. The interrelatedness among the barriers implies that the consequences of the barriers have some similar aspects so if one is addresses it will lead to greater achievement.

5.3 Recommendations

The study recommends the following short term and long term measures on the based on the study findings, which if taken into consideration could help University library system to improve its internal organizational communication:

5.3.1 Recommendations for Immediate Implementation.

(i)A Transparent Internal Communication

The study established that communication particularly from junior to senior staff is often censored. This has resulted in to some communication breakdown between the two levels. Thus, the study recommends that communication between senior and junior staff should be transparent. An open internal communication can be cultivated to display sound management integrity, which can in turn contribute to effectiveness and efficiency

of employees for better library operations. This brings coherence to the workplace, and allows better coordinated actions. This can be achieved through open communication policy where any staff can communicate to another irrespective of the chain of command and team building activities among others.

(ii) Promotion of Downward Communication

In addition, the University Library management needs to: Ensure every employee receives a copy of the strategic plan, which includes the organization's mission, vision values statement, strategic goals and strategies about how those goals will be reached. Ensure every employee receives an employee handbook that contains all up-to-date personnel policies. Ensure every employee has a copy of their job description and the organizational chart.

Regularly hold management meetings, even if there's nothing pressing to report. If meetings are held only when there is an emergency, then communication will occur only when management has something to say – and communication will be one way, and ultimately the organization will suffer. Hold full staff meetings frequently to report how the organization is doing, major accomplishments, concerns, and announcements to staff among others. University Librarian and other seniors should encourage face-to face contact with employees at least once a Month, quarterly among others.

(iii) Promotion of Upward communication

The University Library management needs to: Ensure all employees give regular status reports to their supervisors. Include a section for what they did last week, will do next and any actions/issues to address. Ensure all supervisors meet one-on-one at least once a

month with their employees to discuss how it's going, hear any current concerns from the employee among others. Even if the meeting is chitchat, it cultivates an important relationship between supervisor and the employee. Use management and staff meetings to solicit feedback. Do around table approach to hear from each person. Act on feedback, write it down, and get back to it by saying you can't do anything about the reported problem or suggestion among others.

5.3.2 Recommendations for Long-Term Implementation

(i) Setting Basic Structures and Policies to support Effective Internal Communication

Although the University of Nairobi has an institutional communication policy, this has not been cascaded to the library. This has contributed to uncoordinated forms of communication within the library systems that contributes to the library's communication problems. Therefore, it is important that proper structure inform of library's communication policy and procedure should be developed and adopted by the library. The policy provides the regulatory environment under which internal communication can be undertaken while the procedure defines and outlines how communication within the library should be undertaken on daily basis based on its operations.

(ii) Recommendations to Address Communication challenges

As determined by the study, there were a number of communication challenges that inhibit the UoN Library effective internal communication. To be able to address this, a number of strategies can be adopted. These include:

(a) Use of Modern Forms of Communication

In order to decrease the problems resulting from the geographical distance in terms of the Library branches/departments not receiving the same amount of vertical information, the existing communication channels should be utilized more efficiently. The Internet is an example of a channel that could be made better use of and can be effectively be used to address issues of relating to geographical challenges.

(b) Institutionalization of a more Cohesive and Inclusive Culture

There is need to increase the contacts over the various branches and departments across the University including having more personal contacts in order for employees to get to know each other. To diminish the presently weak feeling of togetherness, which partly has its explanation in the fact that the majority of documents and publications are in English, it should be of top priority for University Library staff to increase the amount of information that is translated into Kiswahili. This is the most obvious way to reduce the barrier that language creates. During meetings and official communication to employees both English and Kiswahili languages should be used.

(b) Formal Structure

In order for Library staff to achieve an effective internal organizational communication between its employees, it would be advantageous to establish a communication strategy. There is a need to have a plan for its internal communication. It is useful to consider Mead's (1998) standardization communication plan. This plan has three parameters:

- The key messages to be conveyed
- To what key staff members want to convey the message

- What's the best approach to reach out to its staff, how should the message be conveyed?
- What medium is appropriate?

(d) Improving staff Communication

The University Library should introduce measures that enhance the ability of employees to participate fully in the co-ordination of work. For instance, use of e-mail as means to improve the participation of employees in shop-floor decision making or training and personal development can be adopted and promoted to improve internal communication.

5.4 Suggestion for Further Research

The study proposes the following areas for further research:

- A study to evaluate the effectiveness of the identified forms and channels of communication in organizations would also be an area worth researching on.
- To examine internal organizational communication in other public university library systems and draw comparisons.

5.5 Chapter Summary

This was the last chapter of this research report and it outlined summary of the key findings based on the objectives. The researcher gave recommendations which can be employed to improve on internal organizational communications at the University of Nairobi Library System. Recommendations for further research were also given.

REFERENCES

- Adams, D. M. and Hamm, M. (2006). *Adam and Hamm Communication Model*. New York : Charles C. Thomas.
- Akor, P.U. and Udensi, J. N. (2013). *Functions of Interpersonal Communication in Rendering Reference Services in two University Libraries in Nigeria. Library Philosophy and Practice*. P.896, Downloaded on July 10, 2014 from <http://digitalcommons.unl.edu/libphilprac>.
- Allen, T.H. (2009). *Bottom Line Communicating in the Organization*. Illinois: Nelson-Hall.
- Allison, V. L., Louise, M. F. and Shu, L., (2013) "Leadership training and development: an academic library's findings", *Library Management*, Vol. 34 Iss: 1/2, pp.96 - 104
- Alzheimer-Europe, (2013) *four main types of research approaches*, downloaded from google scholar on 25thFebruary, 2016. www.alzheimer-europe.org
- Baker, P. (2010). *Social Linguistic and Corpus Linguistics*. Edinburgh : Edinburgh Press.
- Baldrige, J.V. (1983). *Organizational Characteristics of Colleges and Universities*. In J.V.Baldrige and T. Deal (eds.) *The Dynamics of Organizational Change in Education*. Berkeley, CA: McCutchan.
- Baskin, O. and Aronoff, C. (1989). *Interpersonal Communication in Organization*, Santa Monica, Ca: Goodyear.
- Baskin, O. and Aronoff, J. (2009). *Interpersonal Communication in Organization. Behavior in a changing ICT environment. A literature review. LibraryPhilosophyandPractice(ejournal)*, availableonlineat<http://digitalcommons.unl.edu/libphilprac/951>.
- Bell, J. (1993). *Doing Your Research Project*. Buckingham: Open University Press.
- Bodensteiner, W.D. (2010). *Information Channel Utilization Under Varying Research and Development Project Conditions*. Austin, Texas : UOT.
- Bolarinwa, J.A. and Olorunfemi, D.Y. (2009). *Organizational Communication for Organizational Climate and Quality Service in Academic Libraries. Library Philosophy and Practice (e-journal)*. Downloaded on July 10, 2014 from <http://digitalcommons.unl.edu/libphilprac>.
- Bowman, H. (2002). *Telephone Communication Skills*. Retrieved on December 10, 2013 from <http://homepages.wmich.edu/~bowman/phone.html>.

- Byrne, Z. and Lemay, E. (2006). Different Media for Organizational Communication: Perceptions of Quality and Satisfaction. *Journal of business and psychology*. 21 (2), pp 149-173. Accessed on 23rd, May 2016 from: <http://www.jstor.org/stable/125092963>.
- Cees, B. M., Berens, G., and Dijkstra, M. (2006). *The Influence of Employee Communication on Strategic Business Alignment* (Report to Erasmus Research Institute of Management). Rotterdam: Erasmus University.
- Connaway, S. and Powell, R. (2010). *Basic research methodology for librarians*, New York: Libraries Unlimited.
- Corbin, J.M. and Strauss, A. (1998). *Basic of Qualitative Research: Techniques and Procedures for developing Grounded Theory*. United Kingdom: Sage Publishers.
- Creswell J. W. (2003). *Research Design: A Qualitative, Quantitative and Mixed Method Approaches*. Thousand Oaks, California: Sage
- Debasish, S.S. and Das, B. (2009). *Business Communication*. New Delhi: PHI Learning Pvt. Ltd.
- Dennis, A., and Kinney, S. (1998). *Testing Media Richness Theory in the New Media: The Effects of Cues, Feedback, and Task Equivocality*. *Information Systems Research*, 9 (3), 256-274.
- Evans, D. W. (1984). *People and Communication*. London: Pitman.
- Gabbott, M., and Hogg, G. (2001). An Empirical Investigation of the Impact of Non-Verbal Communication on Service Evaluation. *European Journal of Marketing*, 34 (3/4), 384-398.
- Gamble, P., and Kelliher, C. (1999). Imparting Information and Influencing Behaviour: An Examination of Staff Briefing Sessions. *The Journal of Business Communication*, 36(3), 261-279.
- Gardner, R., and P. F. Tremblay.(1994). *On motivation: measurement and conceptual Considerations*. *The Modern Language Journal*, 78, 524-527.
- Gardner, J. et..al.,(2001). An Intergroup Perspective on Communication in Organization: In Giles,
- H., Robinson, W. P. (Eds). *The new Handbook of Language and Social Psychology*. Chichester, United Kingdom: Wiley.
- Guffey, M. E. and Almonte, R. (2009). *Essentials of Business Communication*. Stamford: Cengage Learning.

- Gundlings, E., (1999). How to Communicate Globally. *Training and Development* 53, no.6
- Haliso, Y. (2011). Factors Affecting ICTs Use by Academic Librarians in Southwestern Nigeria. *Library Philosophy and Practice (e-journal)*, Downloaded on July10, 2014 from <http://digitalcommons.unl.edu/libphilprac>.
- Hargie, O. and Tourish, D. (2009). *Key Issues in Organizational Communication*. -2nd Ed.. New York: Routledge.
- Howard, C. (1996). Face-to-Face Communications: Payback is Worth the Effort. *Public relations quarterly*, 41 (1), 11-14.
- Ifidon and Ogwuanyi (2013). *International Journal of Library and Information Science*, 5(7), pp 263-207.
- Kadli, J. H. and Kumbar, B. D. (2013). *Library Resources and Information Seeking Behavior in a Changing ICT Environment*. A literature Review. *Library Philosophy and Practice, a Journal*, available online at <http://digitalcommons.unl.edu/libphil/prac/951>.
- Katz, E. (1999). *Personal Influence*. New York: Free Press.
- Kombo et. al., (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines
- Kombo K. and Tromp, L. (2006). *Proposal and Thesis Writing: an Introduction*. Nairobi: Paulines publications Africa.
- Konar A. (2009). *The Ray Measure: an Alternative Derivation of Marshall's (1890) Elasticity of Demand*. *Journal of Quantitative Economics*, 7 (2), pp 73-79.
- Kothari, C.R. (2004). *Research methodology: Methods and techniques*. 2nd. edn. New Delhi: New Age International (P) Limited.
- Kotler, P. and Keller, K. (2007). *Marketing Management*. -3rd ed., Harlow : Pearson.
- Kreps, G. L., (1990). *Organizational Communication : Theory and Practice* -2nd Ed. Illinois : University of Illinois' Press.
- Krubu, D. E., and Osawaru, K. E., (2011). *The Impact of Information and Communication Technology (ICT) in Nigerian University Libraries*. Retrieved 22nd June 2012 from <http://www.webpages.uidaho.edu/~mbolin/krubu-Osawaru.htm>.
- Lasswell H. (1948). Bryson, L., ed. *The Structure and Function of Communication in Society. The Communication of Ideas*. New York: Institute for Religious and Social Studies.

- Lewis, J. (1995). *The Ideological Octopus: an Exploration a Television and its Audience*. New York: Routledge.
- Marchans, R. S. (2006). *Ethnocentrism*, accessed on 20th April, 2016 online at www.innovateus.net.
- Markus, L. (1994). *Electronic Mail as the Medium of Managerial Choice*. *Organization Science*, (4), pg. 502-527.
- Marschan, R.P. (2011). *Theorizing From Case Studies: Towards Pluralist Future for International Business Research*, *Journal of international of international business studies Vol 42*, pg 720-762.
- McCord, M. (2002). *The Feedback Loop: A Process for Enhancing Responsiveness to Clients*. Nairobi: Micro Save Africa.
- Mead, G.H (1998). *Mind Self and Society*, Chicago: University of Chicago.
- Meherabian, A (2009). *Silence Message*, Belmont, C.A.: Wadsworth.
- Meissner, M. (2010). *Technology and Order*, San Francisco: Chandler.
- Miles, M. and Huberman, A. (1994). *Qualitative Data Analysis :An Expanded Sourcebook*. Thousand Oaks, CA: Sage.
- Monippally, T. (2001). *Business Communication Strategies*. New Delhi: McGraw-Hill.
- Morgan, G. (2006). *Images of Organization* .Thousand Oaks, CA: Sage.
- Mowlana,H. and Wilson, L.J. (1988). *Communication Technology and Development*, Reports and Papers on Mass Communication No. 101, Unesco: Paris.
- Mugenda, O. and Mugenda, A. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mullins, B. J., Hardy, S., and Sulton, W.A., (2007). *Sport Marketing*. 3rd Ed.-Champaign, IL: Human Kinetics.
- Mullins, L. J.,(2007). *Management of Organizational Behavior*.-8th Ed.- online on amazon.co.uk
- Nachmias, R. D., and Nachmias, C. (2004). *Research Methods in the Social Sciences*. London UK: Arnold.

- O'Kane, P., Hargie, O., and Tourish, D. (2004). *Communication without Frontiers: The Impact of Technology Upon Organizations*. In O. Hargie & D. Tourish (Eds.), *Key Issues in Organizational Communication*. London: Routledge.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods*, 3rd Ed. New York: Longman.
- Porter W. Lyman and Roberts, H.K. (1997). *Communication in Organizations*, Middlesex: Penguin.
- Quirke, B. (2003). *Partnering With Human Resources*. *Strategic Communication Management*, 7 (1), 7.
- Ragin, C.C., Nagel, J. and White, P. (2004). *Report of a Workshop on Scientific Foundations of Qualitative Research, July 11-12, 2003*. Arlington, Virginia: National Science Foundation.
- Redding W. (1985). *Communication within the Organization*. New York: Industrial Communication and Purdue University.
- Ridley, D., (2012). *The Literature Review: A Step-by-Step Guide for Students*.-2nd Ed.- London: Sage Pub.
- Robbins, S.P. (2005). *Essentials of Organizational Behaviour*. New Delhi: Prentice-Hall.
- Robock, S. and Simmonds, J. (1999). *Internal Business and Multinational Enterprises*. Irwin: Homewood.
- Rogers, C. and Roethlisberger, B. (1992). *Barriers and Gateways to Communication. Reconceptualizing E-Mail Overload*. *Journal of Business and Technical*
- Rogers, R.M. (2010). *Diffusion of Information*. New Mexico: Simon & Schuster.
- Salmon, S., and Joiner, T. (2005). *Toward an Understanding Communication Channel Preferences for the Receipt of Management Information*. *The Journal of American Academy of Business*, 7 (2), 56-62.
- Shannon, C.F. and Weaver, W. (1949). *Mathematical Theory of Communication*. Urbana: ,
- Shaw, K. (2004). *Revealing the Fault Lines in Communication Measurement*. *Strategic Communication Management*, 8 (5), 20-23.

- Sheer, V., and Chen, L. (2004). *Improving Media Richness Theory: A Study of Interaction Goals, Message Valence, and Task Complexity in Manager-Subordinate Communication*. *Management Communication Quarterly*, 18 (1), 76-93.
- Silverman, D. (2010) *Doing Quantitative Research* .-3rd edition., London :Sage
- Singapore Management University. (2011). *Dissertation/Thesis Research and Writing: Literature Review*, Retrieved October, 18, 2011. from <http://researchguides.smu.edu.sg/content.php?pid=87613&sid=1143193>
- Stinchcombe, A.L (2005). *The Logic Social Research*. USA : University of Chicago press.
- Suttle, R. (2011). *Circulars in Business Communication Demand Media*. Accessed on 24th may 2017. Retrieved from <http://smallbusiness.chron.com/circulars-business-communication-2808.html>.
- Theaker, A.,(2004). *The Public Relations Handbook: Media Practices*.-2nd Ed., New York: Routledge.
- Thomas, F. (2016). *Movers and Shakers; The People Shaping the Future of Libraries*. *Library Journal*, <http://lj.libraryjournal.com/2002/03/ljarchives/ljs-2002-movers-shakers-the-people-who-are-shaping-the-future-of-libraries/> Online accessed on 14th March, 2016.
- Thomas, G. at., al. (2006). *Organizational Climate and Quality Services in Academic Libraries*. Ota : Covenant University.
- Too, R., (2014). *Plagiarism Among Postgraduate Students at Moi University, Nairobi Campus*. Unpublished Masters theses.
- Tourish, D. and Hargie, O. (2004). *Key Issues in Organizational Communication*. Heidelberg: Routledge Publishers.
- University of Nairobi. (2011). *About Us*. Retrieved October 8, 2011, from http://library.uonbi.ac.ke/website/ubwebsite0107_en.html
- University libraries. (2011). Literature Reviews, online accessed on 6th may 2016 at <http://libguides.utoledo.edu/c.php?g=284354&p=1893889>
- University of Utah, (2015). *Legal Methods and Research : S.J. Quinney College of Law*, University of Utah : Walters.
- Varner, I.L. and Beamer, L. (2011). *Intercultural Communication in Global Workplace*._5th ed., New York : McGraw-Hill/Irwin.

- Verhoeven, P. (2011). *Strategic Orientation of Communication Professionals in Europe*; International Journal of Strategic Communication ,P.95-117, Volume 5, Issue 2,2011. Online on; www.tandfonline.com/doi/pdf/10.1080/1553118X.2011.561080
- Vilnanilam, J.V. (2010). *More Effective Communication*. New Delhi: Response Books.
- Watson-Manheim, M. B., and Belanger, F. (2007). *Communication Media Repertoires: Dealing with the Multiplicity of Media Choices*. MIS Quarterly, 31 (2), 267-293
- Wawrzaszek, S.V. and Wedaman, D.G. (2008). *The Academic Library in 2.0 World*. Research Bulletin Issue No.19. Boulder: Educative Centre for Applied Research.
- White, M. and Chapman, W. (1996). *Organizational Communication: An Introduction to Communication and Human Relation Strategies*, Needham Heights, M.A.: Simon and Schuster custom Pub.
- Wright, M. (2009). *Gower Handbook of Internal Communication*. Fanharm, Surrey: Gower Publishing Ltd.
- Yin, F. C (1989). *Case Study Research: a Multi-faceted Research Approach for Information System*; Information Systems Journal, p.58-65, Volume 6, Issue 3.
- Zelterquist, P. and Quirke, B. (2007). *Planning Internal Communication Profile for Organization effectiveness*. - 4th (ed). New York: McGraw-hill.
- Zerfass, A. (2012). *European Communication Monitor: Challenges and Competencies for Strategic Communication in Europe*. Result of an empirical survey in 42 countries, Brussels: EACD/EUPRERA, Helios media.

APPENDICES

APPENDIX 1: INTRODUCTION LETTER

Dear Respondents,

I am a postgraduate student in the school of Information Science at Moi University. As part of the requirements of the Masters in Information Science programme, I am undertaking a research project titled, “*Analysing Internal Organizational Communication at the University of Nairobi Library System*”

You have been selected to assist with data collection by responding to questions in the interview scheduled. Your responses will be treated with utmost confidentiality and will be analyzed for academic purposes only. You will also be provided with a copy of the final report upon your request.

Thank you for your cooperation.

Ndinda Mutia

Email : ndindamutia@yahoo.co.uk

Phone No. 0720803170

**APPENDIX 2: INTERVIEW SCHEDULE FOR UNIVERSITY LIBRARIAN AND
DEPUTY UNIVERSITY LIBRARIANS**

1. Job designation and period in this office.....
2. Highest level of education
 - a) Bachelors Degree
 - b) Post graduate
 - c) Diploma
 - d) Masters
 - e) Doctor of Philosophy (PhD)
3. Which channels of communication do you use?
 - a) Written communication
 - b) Oral communication
 - c) Visual communication
 - d) Combination of the above
4. Which channels of communication do you use mostly?
5. How do these forms and channels of communication help improve library operations and services?
6. Through which form of communication do you receive information from your subordinates?
7. What policy framework guides your internal communication?
8. In your opinion does lack of adequate information or delivery of untimely information affect efficiency when performing your duties as a UL/DUL? If yes, please explain briefly.

9. How does the organization structure/hierarchy affect the communication within the library system?
10. What challenges are faced when communicating internally?
11. What suggestions can you make to improve internal communication for better library operations within the University Library system?

APPENDIX 3: INTERVIEW SCHEDULE FOR COLLEGE LIBRARIANS

1. Job designation.....and duration in office.....
2. Branch library:
3. Highest level of education?.
 - a) Bachelors Degree
 - b) Post graduate Diploma
 - c) Doctor of Philosophy (PhD)
 - d) Post graduate (masters)
4. What channels and forms of internal communication are used in the university library?
5. How do these forms and channels of communication help improve library operations and services?
6. What does your work entail?
 - a) Giving instructions
 - b) Training
 - c) Controlling
 - d) Organizing
7. What channel of communication do you use mostly?
 - a) Written communication
 - b) Oral communication
 - c) Visual communication

8. Which form of communication do you use to communicate to your staff?
 - a) Formal
 - b) Informal
9. How frequently do you communicate to other library staff either by giving Instructions, in meetings, workshops, training?
10. How do you determine which type/form or channel of communication to use?
11. In your opinion, does lack of adequate information or untimely delivery of Information affects efficiency when performing your duties as a College Librarian?
12. How does the organization structure/hierarchy affect the communication within the Library system?
13. In your opinion can there be any improvements needed to make grapevine effective? Please explain Briefly.
14. In the library system is there a policy in relation to internal communication within the Library system?
15. What are the challenges faced by the staff when communicating internally?
16. What suggestions can you make to improve internal communication for better library Operation within the University library system?

**APPENDIX 4: INTERVIEW SCHEDULE FOR HEADS OF SECTIONS (MAIN
LIBRARY)**

1. (a) What is your job designation
 - a). Library Assistant
 - b). Senior Library Assistant
 - c). Librarian
 - d). Senior Librarian(b) How long have you worked in the University of Nairobi Libraries?.....
2. Highest level of education
 - a). Secondary
 - b). Certificate
 - c). Diploma
 - d). Degrees.
 - e). Post graduate
3. What channels and forms of internal communication are used in the university library system?
4. What are the Channels and forms of internal communication used in your section to communicate to other staff?
5. How do these forms and channels of communication help improve library operations and services?
6. In which communication channels do you receive information, instructions from Library management?
7. How would you describe communication in University of Nairobi Library system?
8. How often do you obtain feedback from the recipients of your messages?
9. In the University library is there a policy in relation to internal communication within the library system?

10. What are challenge faced by staff when using communication channels and forms in improving Library operations in the library system?
11. In your opinion what improvements can be made in internal communication to improve on the library operations and services?

APPENDIX 5: INTERVIEW SCHEDULE FOR NON –MANAGEMENT STAFF

1. (a). What is your job designation?
Library Assistant
Library Attendant
(b) Duration worked in the University of Nairobi library.....
2. Highest level of education
 - a) Secondary
 - b) Certificate
 - c) Diploma
 - d) Higher Diploma
 - e) Degree
3. What channels and forms of internal communication are used in the university library?
4. How do these forms and channels of communication help improve library operations and services?
5. Which forms/type of communication do you use to communicate to other staff in the Library?
6. Which is the most commonly used channel/form of communication in your view?
7. Which is the least used channel/form of communication?
8. Through which communication channels do you receive information, instructions from Supervisors/Library management?
9. Do you have a policy in relation to internal communication within your library system?

10. What are challenge faced by staff when using communication channels and forms in improving Library operations in the library system?
11. In your opinion what improvements can be made in internal communication to improve on the library operations and services?

APPENDIX 6: INTERVIEW SCHEDULE FOR DEPUTY VICE CHANCELLOR**(ADMINISTRATION AND FINANCE)**

1. What is the current status of internal communication within the entire university?
2. Are there recommended forms and channels of communication to be used in the University system?
3. Is there any policy governing the use of internal communication systems within the University set up?
4. How does the administration involve itself in financing internal communication programme? e.g workshops, ICT trainings, conferences, etc
5. In what ways does the internal communication channel benefit the University Library staff?
6. What are the challenges experienced in internal communication within the University Library staff?
7. In your view what should be done to overcome these challenges?

APPENDIX 7: PRE-TEST CHECKLIST

1. Are there any words that are spelt incorrectly?
Yes () No ()

If yes, please indicate them in the interview schedules

If no please provide any new suggestions
2. Is the vocabulary used appropriate for different categories of respondents?
Yes () No ()

If no, give suggestions
3. Are there any questions in the interview schedule that are not clear?
Yes () No ()

If yes please mark them in the interview schedules and provide suggestions to improve clarity.
4. Is the sequence on the questions in all interview schedules in good order based on the study objectives?
Yes () No ()

If no, provide suggestions
5. Are all the objectives adequately covered in the questions in the interview schedules?
Yes () No ()

If no, please indicate the specific objective not covered and give suggestions on the kind of questions to ask.
6. Anything to add on the interview schedule?

APPENDIX 8: ORGANIZATIONAL STRUCTURE OF THE LIBRARY

