THE CHALLENGES FACING EFFECTIVE COMMUNICATION AS A PUBLIC RELATIONS TOOL IN ACADEMIC INSTITUTIONS. (A CASE STUDY OF UNIVERSITY OF NAIROBI – DEPARTMENT OF EXTRA MUTAL STUDIES)

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REG. NO.: CPR/NBI/2045/2010

THIS RESEARCH PROJECT IS SUBMITTED IN PARTIAL FUFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE IN COMMUNICATION AND PUBLIC RELATIONS

MOI UNIVERSITY

JUNE 2014
DECLARATION

This project is my original work and has never been submitted to any other examination body. This research should not be produced without my consent or that of Moi University.

Name: -------------------------------------------------------------------------------------------------------------------------------------

Date: -------------------------------------------------------------------------------------------------------------------------------------

Supervisor

As a Supervisor I declare that this work is original and has been taken within the stipulated time.

Name: ------------------------------------------ Sign: ------------------------------------------

Date: ------------------------------------------
DEDICATION

I hereby dedicate this project to my parents, Mrs. Benedina Nduku Mutua and the Late Gregory Mutua Mukumbu.
ACKNOWLEDGEMENTS

First of all, I am grateful to God Almighty for guiding me all through the entire period of my project.

I wish to acknowledge most sincerely the professional effort of my supervisor Dr. Stella Chebii who by zeal and persistence made this project fruitful, my sincere regards to University of Nairobi, Department of Extra Mural Studies who provided me with the time and resources to carry out his research.

My sincere gratitude goes to my Head of Department, Professor Peter M.F. Mbithi, the Deputy Vice-Chancellor (Administration & Finance), University of Nairobi for his outstanding support throughout my entire period of study.

I am grateful to many individuals and organizations who have taken part to make this exercise a great learning process. My gratitude goes to my family, Paul, Inno, Diana & Laura for giving me humble time to finish my study.

I would not also forget my colleagues in the Office of Deputy Vice-Chancellor (Administration & Finance) for cooperation they have shown me throughout the entire period of my study.

Lastly, to all people who contributed positively through out my entire period of study.
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ABSTRACT

This research examines the challenges facing effective communication as a public relations tool in Academic Institution a case study of University of Nairobi, Department of Extra Mural Studies.

It used questionnaires and the data was analyzed through qualitative statistics.

From the study and related conclusions, the research concludes that further studies should be undertaken to exploit the use of effective communication strategies as public relations tool.
LIST OF ABBREVIATIONS

UON - University of Nairobi
PR - Public Relations
IT - Information Technology
CEES - College of Education and External Studies
CHAPTER ONE

1.0 INTRODUCTION

1.1. Background of the Study

Public relations is a strategic communication process that builds mutually beneficial relationships between organizations and their publics, according to the PR society of America. Organizations can use public relations tools and techniques to communicate effectively with customers, suppliers, employees, investors and the community. Public relations techniques help organizations market their products and services and influence attitudes toward the organization.

1.1.1 Media Information

Newspapers, magazines, radio and television are important channels for communicating with customers, investors and the community; if you launch a new product, for example, stimulate interest by issuing a press release to newspapers and magazines that reach your target market. When you want to attract investors, send a press release to the business or financial editors of newspapers and magazines that reach your target market. When you want to attract investors, send a press release to the business or financial editors of newspapers describing growth opportunities in your market or significant new business wins. If you want to gain public approval for your new factory plans, explain benefits to the community through press releases to local media.
1.1.2 Opinion polls

Providing the media with opinion or comments on important issues can help raise your company’s profile. Invite editors and journalists to interview your chief Executive on legislation that affects your industry, for example, ask your technical director to comment or write an article on an important new technology materials and offer the content to trade magazines, speaking engagements at conferences or local business events, such as chambers of commerce, meetings, also to provide valuable opportunities to demonstrate your company’s expertise.

1.1.3 Social Media

Participating in social media gives an organization the opportunity to monitor attitudes toward the organization and fine-tune its public relations strategy. One monitors references to the organization or products on social media, such as face book, twitter or product review sites, and negative comments. By engaging in dialogue, you can help to build positive attitudes and manage organization’s reputation.

1.1.4 Employee Communications

Communication with employees is important, even in small organizations keeping them informed about new products, customer wins, important appointments or new business opportunities builds positive attitudes and commitment. You can use newsletters or an employee page on your website to publish relevant organization news. Sending press releases on organizations developments to local newspapers and help attract new employees if you are expanding your organization.
1.1.5 Corporate Social Responsibility

Volunteering for community projects or producing sponsorship for local sports or community events strengthens relationships with the public and demonstrates that the organization is social responsive. If products or manufacturing processes have an environmental impact to the public, the organization’s policies through press releases or public meetings establish good credentials.

Much of the daily routine of organizations entails information exchange and coordination. To the extent that both these activities are dependent upon communication networks, communication thus becomes a plausible focus for comparative organizational analysis. However, while communication has been a recurrent theme in organizational theory (March & Simon, 1958; Blau & Scott, 1962; Barnard, 1938), there has been little empirical research dealing with organizational constraints on communication. The shifting of management focus towards ‘stakeholders’ rather than ‘shareholders’ had lead to the change in business communication and public relations which is defined to be the strategic management function in most cases in now focused on building and maintaining an impeccable corporate reputation.

Public Relations (PR) is not a recent invention. The importance of communication with the public and maintenance of positive public image as known as early as in the ancient times but the beginnings of modern public relations are traditionally dated in the 18th century London. One of the first public relations was Georgiana Cavendish, Duchess of Devonshire who heavily campaigned for Charles James Fox and his Whig Party. Public relations in the real meaning of the word, however dates only to the early 20th century. The first real public
relations specialist was according to some Ivy Lee (1877-1934), while the others see Edward Bernays (1891-1995) as “the father of public relations”.

Individuals and organizations use public relations to gain public favor or enhance reputation. Public relations rely on mass media and other communication tools to understand public sentiment and to disseminate information to the public. Successful public relations communication covers the five w’s, who, what, when, where, and why. Organizations often use the company website as a tool for communicating with the public, disseminating information about events, new services, or other topics of public interest. In some cases, an area of the website is specifically designated for PR communication and may include press releases, online press kits, and other traditional PR tools in digital format.

1.1.6 The Concept of Communication

The concept of communication is dynamic and has been utilized and defined differently by different scholars. They have studied communication as it relates to people in various social organizations. The term communication is of Latin origin. It comes from the word, ‘communicare’ which means to common. Communication is the answer to the general need of creating common understanding among people or organizations.

Okumbe (1998:126) defines communication as the “exchange of information and the transmission of meaning.” Durbin (1978:5) has defined it as the transmission of information between and among people in an organization. He further says that interaction between individuals and groups can only occur if there is communication between them. Hebert and Gollet (1967) emphasize, “Talking with people is a process with no permanent sender and no permanent receiver. In communication the role of sending and receiving change hands.
depending on who is talking and who is listening. This implies freedom, equality and shared interests.

Effective communication is important tool in the performance of any organization and therefore communication skills are becoming increasingly important as an organization’s success depends on effective communication. Communication can further be defined as giving, receiving or exchanging information, facts, opinions or ideas by writing, speech or visual means, so that the message communicated is completely understood by the recipient. The key to effective communication is ensuring that your message is understood, stipulating the recipient to take appropriate action, or affecting the way the recipient thinks in some way. Communication helps to achieve interpersonal skills particularly the ability to manage one’s emotions, motivations and behavior. It should also be used as an effective tool for improving an organization’s productivity and performance (Marilyn, 2003).

Effective communication as a public relations tool results in positive interaction. This may be defined as individual’s encouraging and facilitating each other’s efforts to complete tasks and produce in order to achieve organizational goals and objectives. However, poor communication results in low productivity due to workers setting low goals for themselves, lacking confidence in their ability and assuming that they will fail no matter how hard they try.

According to James (2001) managing people in organizations, the principles of communication area as follows: - communication should always add value: This means that each of us should always consider the decision on plan. For instance what the receiver of any communication will make as a result of the communication itself. Basic question we should
ask ourselves before hand is what I am trying to achieve by this communication. Therefore, communication is not just keeping people informed or up-to-date. There should be open-door-policy: The way in which communication is managed is very important. It not enough for manager or team leader to merely have an open-door policy, he or she has to actively take an interest in communication within the institution e.g. outcomes of some discussions, policies etc.

1.2 Statement of the problem

Effective communication as public relations tool has been neglected in many firms or organizations. Majority of the management may fail to make decisions due to communication. Sharing knowledge also achieved through communication, co-operation with each other to do things which we can not do alone. People in organization exist through effective communication and that knowledge, information, attitudes and judgment are shared (Bennet Roger 1998). Some of the variables in an organization fit together in doing something and described communication as an intervening variable that might have several different results. Communication has been improved by introduction of communication network through electronic systems. They reduce constraints of time and space, increasing efficiency of communication process in speed and accuracy.

An institution needs to examine whether its communication with the public is helping to bring a positive image. A positive image leads to public support for and confidence in its goals and objectives.

Public relations used to be about getting positive messages out; it was a one-way communication designed to showcase the best of an institution to gain community support.
Today, PR is less about conveying information but it is about establishing and promoting partnerships within the community. Effective public relations ask for and receive information just as much as they transmit it.

Because today’s public demands accountability, institutions have to provide ever more detailed information about their operations, policies and functions. Institutions must seek input stakeholders’ when formulating their policies. Similarly, institutions must gain the support of the community and decision makers. Education is not the show in town and competition for adequate financing comes from numerous sectors of society. Effective communication and PR is critical in these undertakings.

In an educational environment PR has been defined as: A planned and systematic two-way process of communication intended to encourage public involvement and to earn public understanding and support for the institution. Yet, PR is more than communications in that it is more about relationships with students, staff, parents, community, stakeholders, suppliers, Government, NGO’s, that it is about provision of information.

Therefore this study aims at evaluating effective communication as a public relations tool in a learning institution.

1.3 Objectives of the study

1.3.1 General objectives

The main objective of the study is to investigate challenges of effective communication as public relations tool in an institution/organization.
1.3.2. Specific objectives

The study has the following objectives:

i. To establish the factors which influence on the effective communication strategies and their influence on public relations in the department of extra mural-studies

ii. To establish how the barriers to effective communication influence on public relations in the department of extra mural studies.

iii. To identify the challenges facing the department of extra mural-studies in the implementation of effective communication strategies.

iv. To determine how information technology contribute to effective communication as a public relations tool in a learning institution.

1.4. Research Questions

i. What are the influences on the effective communication strategies and their influence on public relations in the Department of Extra Mural-Studies?

ii) How do the barriers of effective communication influence on public relations in the Department of Extra Mural?

iii) How do challenges facing the Department of Extra Murals affect effective communication as a public relations tool?

iv) How does information technology contribute to effective communication as a public relations tool in the Department of Extra Mural Studies?
1.5. **Limitations of the study**

Respondents are usually suspicious of the people soliciting for work related information but the research will attempt to build a rapport with the respondents. Extra Mural Centres are usually busy with students from all walks of life enquiring about courses. This will therefore make me not have much time with the Center Organizers and the students. The research will overcome this challenge by meeting the respondents at their free time.

1.6. **Scope of the study**

This study will be carried out at the University of Nairobi, Department of Extra Mural Center which is under the College of Education & External Studies situated at Kikuyu Location, Kiambu County and all their regional offices located in Nairobi, Mombasa, Kisumu, Nakuru, Nyeri, Kakamega, Garissa, Meru, Eldoret, Busia, Bugoma, Kisii, Thika, Garissa, Kapenguria and Machakos.

1.7. **Significance of the Study**

The Information acquired from this project report can be used by other researchers as a reference in future, by being compelled to carry out further study on the same filed. The findings of this study may help the management and staff members of the Institution to understand the importance of effective communication as a public relations tool in their institution hence able to take it seriously. Not only will this study help this institution but also other organizations to understand challenges facing communication and possible solutions to the problem. Also the findings of this study may help the management in evaluating effective communication as a management function tool within the company’s management and its
publics for improved efficiency with a view to recommending changes that would improve its present communication systems.

The study will add new information to the wide academic knowledge in this area which can be used by other researchers as references in the future.

The significance of his study therefore largely draws from the fact that there are very few other studies that have looked at effective communication as a PR tool any institution/organization.
2.0 CHAPTER TWO

2.1 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. It is commonly divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations’ 1966 International Covenant on Economic, Social and Cultural Right’s recognizes the right of everyone to education. Although education is compulsory in most places up to a certain age, attendance at school often isn’t, and minorities of parents choose home-schooling, e-learning or similar for their children.

2.1.1. History of education

Education began in the earliest prehistory, as adults trained the young for their society in the knowledge and skills they would need to master and eventually pass on. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. As cultures began beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom.

In most countries today, education is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO
has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

2.1.2. Formal Education

Systems of schooling involve institutionalized teaching and learning in relation to a curriculum, which itself is established according to a predetermined purpose of the schools in the system. Schools are also sometimes also based on religions, giving them different curricula.

i) Preschool – Early childhood education

Preschool provide education up to the age of between 4 and 8 when children enter primary education.

Preschool education is important because it can give a child the edge in a competitive world and education climate. This period of education is very important in the formative years of the child. Teachers with special skills and training are needed at this time to nurture the children to develop their potentials.

ii) Primary education

Primary (or elementary) education consists of the first 5-7 years of formal, structured education. Elementary schooling consists of five years of primary schooling and 3 years of upper primary schooling. Schools that provide primary education are mostly referred to as primary schools.
iii) Secondary Education

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for monitors, to the optional selective tertiary, “post-secondary”, or “higher” education (e.g. university, vocational school) for adults.

iv) Tertiary Education

Higher education also called, the tertiary stage, or post secondary education is the non-compulsory educational level that follows the completion of a school providing a secondary education such as a High School or Secondary School. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and Universities are the main institutions that provide tertiary education.

2.1.3. INFROMAL LEARNING

Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society.

Informal learning usually takes place outside educational establishments and does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements.
2.1.4 Open and e-learning education

Higher education, in particular, is undergoing a transition towards open education, e-learning alone is currently growing then the rate of traditional learning.

2.1.5. Brief history of Department of Extra-Murals

The first department of Extra Mural Studies was founded in Makerere in 1953, and under this Department the first resident tutor for Kenya was appointed in 1956. In 1963 the responsibility for organizing the Extra-Mural studies in Kenya was transferred to a new Extra-Mural Department of the University College Nairobi.

In the same year, the college of social Studies, Kikuyu, which had run an independent center for residential adult education since 1961, was absorbed into the University College, Nairobi.

The Centre was then amalgamated with the Extra-Mural Department, thus forming the Institute of Adult Studies. In 1966, the two departments were integrated under one Director and the residential center was renamed the Adult Studies Center.

Meanwhile, a new faculty of External Studies was established. The school of External Studies and the Institute of Adult Education were moved to the new Faculty as departments. The Institute of Extra-Mural Studies also became a department of the Faculty of external Studies.

In 1988, the University of Nairobi revived the Faculty of Education and situated it at the College of Adult & Distance Education. The college was then, re-organized, re-structured and renamed the College of Education and External Studies (CEES). Sixteen years later a center for Open and Distance learning was created. In the year 2006 the college was
restructured into schools of Education, School of Continuing and Distance Education and the Center for Open and distance learning.

Establishment of Extra-Mural Centres and Sub-Centers as arms of the School of Continuing and Distance Education. These have since increased from six in 2000 to 12 in 2013 with 31 sub-centres.

2.1.6 Effective Communication Strategies

Communication strategies are plans for communicating information related to a specific issue, event, situation or audience. They serve as the blueprints for communicating with the public stakeholders, or even colleagues.

These communication strategies should outline the objective/goals of the communication, identify stakeholders, define key messages, pinpoint potential communication methods and vehicles for communicating information for a specific purpose and specify the mechanism that will be used to obtain feedback on strategy.

Communication strategy can help organize the information that needs to be communicated, identify concerns that may be raised, and ensure proper audiences are reached.

i) The Purpose of the communication

The first step towards developing a communication strategy is to determine the reason why the communication is necessary and defining the desired objectives like providing information, increasing awareness and encouraging action.
Once the reason for communicating is determined you can focus on defining the audiences you need to reach and how to reach them. One should ask, who is involved, is there an obvious audience, what information does each stakeholder need etc.

ii) Messages

There is the identification of key messages, after identifying; there is need to determine the vehicles for delivering the messages. We have different stakeholders needs so its upon you to choose different options like, open days, electronic media, face to face meetings, focus group, public meetings, social media to workshop.

iii) Communication methods

One should indicate the most appropriate channels for communicating with the audience which might include en e-bulletin, conferences, workshop, leaflets, press release, event or broader methods such as media and website.

2.1.7. Barriers of effective communication

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message.
i) **Physical Barriers**

An example of a physical barrier to communication is geographic distance between the sender and receiver(s). Communication is generally easier over shorter distances as more communication channels are available and less technology is required. Although modern technology often serves to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers.

ii) **Language barriers**

Clearly, language and linguistic ability may act as a barrier to communication. However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a message that includes a lot of specialist jargon and abbreviations will not be understood by a receiver who is not familiar with the terminology used. Regional colloquialisms and expressions may be misinterpreted or even considered offensive.

iii) **Social Barriers**

Social barriers to communication include the social psychological phenomenon of conformity, a process in which the norms, values, and behaviours of an individual begin to follow those of the wider group. Social factors such as age, gender, socioeconomic status, and marital status many act as a barriers to communication in certain situations.
iv) **Cultural Barriers**

Culture shapes the way we think and behave. It can be seen as both shaping and being shaped by our established patterns of communication. Cultural barriers to communication often arises when individuals in one social group have development different norms, values, or behaviours to individuals associated with another group. Cultural difference leads to difference in interest, knowledge, value and tradition. Therefore, people of different cultures will experience these culture factors as a barrier to communicate with each other.

v) **Technological failure**

Message not delivered due to technical failure (e.g., receiver was not in mobile network area and the sender has not active delivery report in message setting.

vi) **Unclear messages**

Effective communication starts with a clear message. Unclear messages in terms of meaning, grammar and words may act as a barrier to communication because the receiver may not be able to intercept the actual meaning of the message.

vii) **Stereotypes**

Stereotypes are beliefs or generalizations about characteristics or qualities that are felt to be typical of a particular group (Funk & Wagnalls, 1996). Stereotyping is a barrier to communication because people with stereotype thoughts either will not read the message completely or will read it at all because of their thinking that they already know everything.

viii) **Inappropriate channel**

Variation of channels helps the receiver understand the nature and importance of a message. While making a choice for a channel of communication, the sender needs to be sensitive to such things as the complexity of the message; consequences of a misunderstanding
xi) **Lack of Sensitivity to Receiver**

A breakdown in communication may result when a message is not adapted to its receiver. Recognizing the receiver’s needs, status, knowledge of the subject and language skills assists the sender in preparing a successful message. If a customer is angry for example, an effective response may be just to listen to the person vent for a while.

x) **Insufficient knowledge of the subject**

If the sender lacks specific information about something. The receiver will likely receive an unclear or mixed message. Have you shopped for an item such a computer, and experienced how some sale people can explain complicated terms and ideas in a simple way! Other s can not!

**2.1.8 Challenges facing the Department of Extra Mural Center**

Poor effective communication strategies by failing to plan for ones communication may lead to poor communication due to vastness of the geographical areas of operation. As a result, it is very difficult for the Resident Lecturer to effectively run the programs in different centres. Another challenge is the language of communication. Instruction in all learning institutions is in English. The University insists on having a prospective participants in its programs, people who are able to speak and write in English.

In these Extra Mural Centres, such facilities as libraries and reference materials are not sufficient hence poor learning.

Information Technology is also a challenge, technical problems, and power failure etc.
2.1.9 Information Technology

Information technology has affected every aspect of human activity and has a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. Information technology has helped in promoting opportunities of knowledge sharing throughout the world. These can help the teachers and students having up-to-date information and knowledge.

Students are able to work in collaborative and interactive learning environments effectively communicating, sharing information and exchanging ideas and learning experiences with all in the environment.

i) The need for powerful learning environments

Education should offer conditions needed to optimize learning and promote the transfer of knowledge and skills.

Authenticity is an important issue which should be addressed in the design and development of learning environments (Collins, 1996).

ii) The potential of ICT in powerful learning environments

ICT may contribute to creating powerful learning environments in numerous ways. It provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments. ICT may also make complex processes easier to understand through simulations that, again, contribute to authentic learning environment. Thus, ICT may function as a facilitator of active learning and higher-order thinking (Alexander, 1999). The use of ICT may foster co-operative learning and reflection about the content (Susman, 1998).
Branson (1991) stated that students learn not only by the teacher but they also learn along with the teacher and by interacting with one another. Indeed, now students can learn much more than that the teacher teaches in conventional learning environments.

iii) Information Storage and dissemination

The history of information storage and dissemination indicates that human beings used different things for information storage, its display and transmission. In different ages people used different materials and methods for communication such as rocks and stones, papyrus, palm leaves, animal leather and handcrafted manuscripts for storing and transmitting the information from one place to another and to the next generation. These means of information were truly limited and confined to the elites by “the advent of printing enabled information to be truly widespread throughout the world to move to a more equitable level in terms of access to knowledge” (Menon, B 2000),

At the present, knowledge may be regarded as power and it comes from having information. Information encompasses and relies upon the use of different communication channels or technologies called information technology, for its effectiveness and equal access. Information technology may extend knowledge beyond the geographical boundaries of a state or country providing relevant information to the relevant people round the clock.

Information technology is any computer based tool that people use to work with information and support the information processing needs of an organization.

(Hagg 1998), It includes computers and its related technology; www, internet and videoconferencing etc. Information technology can be used to promote the opportunities of knowledge dissemination. It can help the teachers and students having up to date information and knowledge.
Accurate and right information is necessary for effective teaching and learning; and information technology (Hagg, 1998) is a “a set of tools that can help provide the right people with the right information at the right time.”

iv) Development of various intellectual skills

Technology has the power to stimulate the development of intellectual skills such as reasoning and problem solving ability, learning how to learn and creativity.

By participating in scientific experiments conducted jointly with students in other schools and by drawing their information from various sources for the execution of their projects, using powerful telecommunications networks, students “learn critical information skills’ and build higher thinking skills” (Newman, 1994).

Mathematics and science are two subjects in which professional associations and teaching staff in schools and faculties of education actively promote the use of technology for teaching. Padron and Waxman 1996 comment on some large scale experiments that illustrate ways of integrating the technology into math and science teaching.

v) Student motivation

Technology manages to develop students’ interest in learning activities, at least for the time being, and to lead them to devote more time and attention to these activities then in regular classes. They increase their confidence in their abilities and in turn this confidence in them explains spontaneously receptive attitude that a large number of them adopt toward an activity in which technology plays a role and the perseverance that they show in accomplishing this activity. This high level of motivation facilitates learning; but it is especially important are
situations like the technologically based learning environments where students are more active in their own learning.

vi) Assessment of learning

For sometime now, the new technology is often used to support or even consolidate existing diagnosis and assessments of learning. With the arrival of the latest technology, we are witnessing a different phenomenon: in many cases, it is the technology itself that is dictating the new forms of assessment, which are more flexible and much more respectful of what learning is, or are used to implement them.

Technology can be viewed as means for improving administration of the types of exams now used, and for storing and communicating their results (Sheingold & Frederisen 1994). Technology, for instance, simulation software and various other computer tools that can represent, draw, analyze, interrelate, record, etc can support students’ work in extended authentic learning activities.

Given the potential of technology, students’ work can easily take other forms than that of written text, or combine various forms, and be transmitted at any time, virtually in an instant, to examiners in another location. Technology also allows students work to be reviewed as often as necessary and allows the student as well as other people or authorized organizations to keep a copy.
CHAPTER THREE

3.0 Introduction

This chapter presents the methodology, which was used to carry out the study. It further describes the type and the source of data, the target population and sampling methods and techniques that were use to select the sample size. It also describes how data was collected and analyzed.

3.1 Research Design

This research will be carried out in University of Nairobi, Department of Extra Mural. Research design is the outline, plan or scheme that is used to generate answers to the research problems. It is basically the plan and the structure of investigation. Descriptive research design was also used in the study. It seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behavior. Descriptive research is a scientific method of investigation in which data was collected and analyzed in order to describe the current conditions, terms or relationships concerning a problem. This method was preferred because it enables in depth study of the case. (Mugenda and Mugenda 1999).

3.2 Target population

Target population as defined by (Borg and Crall 1959), as a universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generate the results. The target population of the study was carried out in university of Nairobi, and the results were as follows:-
Table 1: Target population

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Managers</td>
<td>50</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>200</td>
</tr>
<tr>
<td>Middle staff</td>
<td>50</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

3.3 Sample Design

According to Bowman (1998) a sample is defined as a representative of a large group or entire population. Usually adopted since the entire population can not be adopted due to the size and a complete survey is not economically feasible. The study used a stratified random sampling technique in which the sample size was used represented the whole population as each stratum has an equal chance of being selected. Stratified ensures inclusions of smaller groups which would have alternatively been omitted by other sampling methods.
Table 2: Sample size

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Target Group</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Manager</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Academic Staff</td>
<td>200</td>
<td>10</td>
</tr>
<tr>
<td>Middle Staff</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Support Staff</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>35</td>
</tr>
</tbody>
</table>

3.4. Data collection

Primary data was collected for the purpose of the study. It was collected by the use of self-administered questionnaires which are semi-structured having both open-ended and structured questions. The questionnaire was administered to different categories of the population under study by drop and pick later mode. A Pilot test was undertaken to present the method and tools of data collection which enabled researcher to detect any weaknesses in the design and instrumentation on the basis of the data and information obtained from it.

3.5. Data analysis

Before analyzing the data collected is first edited for accuracy, uniformity, consistency and Emory 1998). Frequency tables were used as a basis of anal sign data and all data displayed
and errors detected and corrected. Pie charts were also used to present data collected. Data was analyzed both qualitatively and quantitatively.

Quantitative analysis includes frequency distribution tables, percentage and pie charts which present information and statistical inferences such as mean and mode where applicable. Qualitative analysis is summary by explanation of the respondents view about a problem and the views compared to come up with an explanation about problem under study.

3.6 Data presentation

Data was presented in form of pie-charts, histograms and bar graphs.
CHAPTER FOUR

4.0 DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 INTRODUCTION

This chapter analyses findings, interprets and presents data in line with the objectives of the study. The data obtained is presented in a tabular form, percentages and in descriptive statistics such pie charts, and bar graphs. The chapter further sub-dived into several sections that are pertinent to the subjects under study.

4.2 Quantitative analysis

4.2.1. Response Rate

The analysis of the response rate was as follows:-

Table 3: Response Rate

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>30</td>
<td>84</td>
</tr>
<tr>
<td>Non-response</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As clearly illustrated in Table 4.3 and Figure 4.1 above, 86% of the sampled respondents participated in the study. The total numbers of the respondents who successfully filled and completed the questionnaires to the required satisfaction of the research were thirty (30) of which comprised of 86% while five (5) comprising of 14% of the respondents did not participate effectively. Based on the analysis it can be concluded that the response rate was high.

4.2.2. Gender

The issue of gender was important in the study as it would indicate whether there was gender balance in the responses given. On gender the analyses of the findings were as follows:-
Table 4: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.2. Gender
### 4.2.3. Age of the respondents

**Table 5: Age of the respondents**

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 25</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>25 - 35</td>
<td>5</td>
<td>16.76</td>
</tr>
<tr>
<td>35 - 45</td>
<td>5</td>
<td>16.76</td>
</tr>
<tr>
<td>45 - 55</td>
<td>5</td>
<td>16.76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The analysis of the age was as follows:

According to table 5 and figure 4.1.2, figure above the total number of males who responded were 57% while female were 43% from the study it can be concluded that the number of males who responded were the majority.
### 4.2.4. Highest level of education

#### Table 6: Highest level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>College</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>University</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Figure 4.2.4 Highest level of Education

<table>
<thead>
<tr>
<th>Percentage (%) Highest level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

From the analysis of the education level of respondents the findings were as follows:

Table 6 and figure above shows the level of education of various respondents. According to the analysis it was clear that the most of the respondents were university graduates with a percentage of 50%, while college graduates were 30%, secondary school graduates with 17%. From the study it can be deduced that the majority of the respondents were university graduates. This implies high level of literacy.
4.2.5 Effective communication Strategies

Table 7: Effective communication Strategies

<table>
<thead>
<tr>
<th>Effective Communication Strategy</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.5 Effective Communication Strategies
On the issue of whether the Department of Extra Mural Studies uses effective communications strategies was as follows:-

Table 7 and figure 4.2.5 above indicates that the Department of Extra Mural Studies embraces effective communication strategies from the above analysis. 83% agrees that the Department embraces effective communication strategies by planning of the messages, directing the messages to the right audience and use of proper channels. While 17% of the respondents do not believe that the Department of Extra Mural Studies uses effective communication strategies.

4.2.6. Communication channels used by Department of Extra Mural Studies

Table 8: Communication channels used by Department of Extra Mural Studies

<table>
<thead>
<tr>
<th>Communication Channels</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.2.8 and figure 4.1.6 above show communication channels used by the Department of Extra Mural Studies. According to the analysis, 87% of the respondents agree that proper channels of communication are used, while 13% of the respondents believe that the Department does not use proper channels of communication.

4.2.7 Audience

Table 9: Audience

<table>
<thead>
<tr>
<th>Audience</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 9 and Figure 4.2.7. above show whether the Department of Extra Mural Studies directs its communication to the proper audience. According to the analysis, 83% of the respondents agreed that the right audience is reached while 17% believe that the right audience is not reached.

### 4.2.8 Barriers of effective Communication

On whether the barriers of communication might be the cause for the poor communication in the Department of Extra Mural Studies:-
Table 10: Barriers of Effective Communication

<table>
<thead>
<tr>
<th>Barriers of Effective Communication</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.8 Barrier of Effective Communication

Table 10 and Figure 4.2.8 above show how communication barriers could have been the cause of the poor communication in the Department of Extra Mural Studies. According to the analysis, 83% disagree that barrier of communication might be the cause of poor
communication, while 17% agree that barriers of communication might have contributed to poor communication in the Department

4.2.9 Challenges facing the Department of Extra Mural Studies

On the issue of whether communication is one of the challenges facing the Department of Extra Mural Studies.

Table 11: Challenges facing the Department of Extra Mural Studies

<table>
<thead>
<tr>
<th>Communication Challenges</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 11 and figure 4.2.9 above show whether communication is one of the challenges facing the Department of Extra Mural Studies. According to the analysis, 93% agree that communication is one of the challenges facing the Department, while 7% disagreed.

4.2.10: Distance

On whether the distance between the Department and the sub-centres is a problem this is how the response was:-
Table 12: Distance

<table>
<thead>
<tr>
<th>Distance</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.10 Distance

Table 12 and Figure 4.2.10 above show how the respondents rated distance between the Department and the sub-centres as a problem. According to the analysis above, 93% agree that distance is a problem, while 7% disagree.
4.1.11 Information Technology

To find out whether ICT is one of the challenges facing the Department of Extra Mural Studies, this is how the response was:

Table 13 Information Technology

<table>
<thead>
<tr>
<th>ICT</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.11 Information Technology
Table 13 and figure 4.2.11 above show how the respondents rated ICT as one of the challenges facing the Department of Extra Mural Studies. According to the analysis, 17% agree that ICT is a major problem facing the Department, while 80% disagree.

4.1.12: Contribution of ICT to learning environment

On whether ICT has contributed a lot to the learning environment, the response was as follows:

Table 14: Contribution of ICT to learning environment

<table>
<thead>
<tr>
<th>Contribution of ICT to the learning</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 14 and figure 4.2.12 above show the contribution of ICT to the learning environment. According to the analysis, 93% believe that ICT has contributed a lot to the learning environment, while 7% do not believe.

4.2.13: Factors which have influenced the use of ICT in the learning environment

On whether given factors have influenced the use of ICT in leaning environment, the response was as follows:-
Table 15

ICT Influence on learning environments

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>93</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.2.13: Factors which have influenced the use of ICT in the learning environment

Table 15 and Figure 4.2.13 above show how the respondents rated factors which have influenced the use of ICT in learning environments. According to the analysis, 93% agree
that factors like need to powerful leaning environments, student motivation, planning of teaching etc have influenced the use of ICT while 7% disagree.
CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.2 Introduction

The purpose of the study was to analyze challenges facing effective communication as a public relations tool in academic institutions (a case study of University of Nairobi – Department of Extra Mural Studies).

5.2.1 Effective Communication Strategies

As it is shown from the analysis, there is clear indication that the Department of Extra Mural Studies uses effective communication strategies.

By determining the purpose of the message helps the Department to know the information needs to be communicated, identify concerns that may be raised, defining the desired objectives like providing information, increased awareness and encouraging action. In this case, proper communication strategies might be the cause of high growth of Extra Mural Sub-Centes in the country.

The message to be communicated is identified and coined according to different needs of the stakeholders. In this case, the Department uses different medium of communication to reach out to their audiences. There is the use of TV, Radio, Internet, focus Groups, Face to face meetings, open days, public meetings etc.

By the use of the above channels the Department is able to reach out to the local communities all over the country pass out the intended messages.
5.2.2 Barriers of Communication

According the analysis the Department of extra mural Studies faces minimal communication challenges. We have seen that the Department has been able to over come most of the barriers by providing sufficient information to their audiences, being sensitive to them, using proper channels etc.

5.2.3 Challenges facing the Department of Extra Mural Studies

According to the analysis, communication is one of the challenges facing the Department. That is, in terms of distance between the Department and Sub-centers, due to the distance involved this has proved to be a challenge.

Another challenge is the cultural barrier, culture shapes the way we think and behave. Culture barrier to communication often arises when individuals in one social group have developed different norms, values, or behaviors to individuals associated with another group. This leads to difference in interest, knowledge, value and tradition. Therefore, people of different cultures will experience there culture factors as a barrier to communicate with each other.

Another challenge in communication is the technological failure. Most of the messages are not delivered due to technical failure e.g. if receiver was not in mobile network area and the sender has not activated delivery report in message setting.

Time pressures often in an organization have adverse consequences for the employee. In haste to meet the deadline, usually an employee tries to shorten the formal channels of communication that can lead to confusion and misunderstanding among the various levels of supervisors, hence leading to distorted communication.
5.2.4. Information technology

According to the analysis, ICT is not of the major challenges facing the Department of Extra mural Studies and it has contributed a lot to the learning environment. This is because information technology has affected every aspect of human activity and has a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. The need of new technologies in teaching learning process has grown stronger and faster. The information age has become an era of knowledge providing sound an unmatched feasibility for discovery, exchange of information, communication and exploration to strengthen the teaching learning process.

Information Technology has helped in promoting opportunities of knowledge sharing throughout the world. This can help the teachers and students have up-to-date information and knowledge. Accurate and right information is necessary for effective teaching and learning; and information technologies (Hagg, 1998) are set of tools that can help provide the right people with the right information at the right time”. Students are independent and they can make best decisions possible about their studies, learning time, place and resources. Information encompasses and relies on the use of different channels of communication, presently called information and communication technologies (Hussain, 2005). At present, knowledge may be regarded as power and it comes from having information.

5.3. Conclusion

It is evident from the study that communication is a critical function in organizations, from the very small to the very large. Even one-to-one communications can be fraught with challenges and misunderstandings. By communicating purposefully and focusing on results
and relationships, businesses can leverage effective communication strategies to generate solid results with multiple audiences.

Communication barriers can have a large impact on a company's employees and customers. Without communication there will not be efficiency within companies. For example, deadlines won't be met, ideas won't grow, and companies will not evolve. Everything would be at a stand still. Barriers such as Different languages, a sudden change in a company's structure or advertisers business creates havoc.

Most of us desire to communicate effectively, but do not have a keen appreciation of the communication barriers to be faced. Because of these barriers, there is ample opportunity for something to go wrong in any communication. Competent managers develop an awareness of the barriers and learn to cope with them. The principal barriers to effective communication are: noise, poor feedback, selection of inappropriate media, a wrong mental attitude, insufficient or lack of attention to work selection, delay in message transmittal, physical separation of the sender and receiver, and lack of empathy or a good relationship between the sender and receiver.

In any given situation the medium, or media, for communication must be selected. One medium may work better than another. However, in many cases a combination of media may be used for the communication process to function effectively.

Douglas McGregor, one of the leading authorities on management practices, has said: "It is a fairly safe generalization that difficulties in communication within an organization are more often than not, mere symptoms of underlying difficulties in relationships between parties"
involved. When communication is ineffective, one needs to look first at the nature of these relationships rather than at ways of improving communication”.

Organizations have traditionally tried to manage numerous service providers in various regions, leading to escalating costs, delays, multiple points of accountability and poor service delivery.

The importance of having an IT that supports service delivery cannot be overestimated; it is a critical factor in successfully being able to conduct functions of an organization.

Information Technology is the result of knowledge explosion. These include hardware and software technologies and facilitating teaching process. Using technology, learners are now able to participate in learning communities throughout the world. They are independent and free in choice of their programmes of study and access to the resources. They can learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. Information technology facilitates teaching process.

**5.4. RECOMMENDATIONS**

It is important for any organization to development a communication strategy for guidance on the message, audience, channel and the feedback. The question is why the communication, who is the intended audience, what to communicate, when to communication and how the message is going to reach your audiences.

An organization must be aware of challenges faced in communicating and try to reduce the impact by continually checking, understanding and by offering appropriate feedback.
People of all ages and backgrounds are online and using new media tools for a variety of reasons such as searching for information and connecting with others. For an organization to strive, it needs to embrace social media by integrating social media into communications, getting the most from twitter, building followers and groups, creating and writing blogs, building and refreshing web design etc.

From the study and related conclusions, the researcher concludes that further studies should be undertaken to exploit the use of effective communication strategies as public relations tool.
APPENDICES

Appendix 1

Annah Nduta Mutua

P.O. Box 30197 – 0010

Office of Deputy Vice-Chancellor
(Administration & Finance)

University of Nairobi

Nairobi

Email: annahmutua@yahoo.com

CellPhone: +254734-755889

Dear Respondent,

INTRODUCTION AND REQUEST FOR RESEARCH DATA

I am a Bsc. student at Moi University, School of Human Resource Development and Department of Communication Studies. I am conducting a study on “Challenges facing effective communication as a public relations tool in Academic Institutions. (A case study of University of Nairobi – Department of Extra Mural Studies)”.

I am pleased to inform you that your university falls within the research population of interest. This is to therefore, to request you to kindly spare a few minutes and answer the attached questionnaire for the study.
On behalf of the Moi University and my Supervisor, I state that the information gathered will be used for academic purposes only and that no information about your university shall be shared with a third party whatsoever. Please do not write your name on this questionnaire.

Thank you for your support.

Sincerely,

Annah Nduta Mutua
Appendix 2: QUESTIONNAIRE

Challenges facing effective communication as a public relations tool in academic institutions.

(A case study of University of Nairobi – Department of Extra Mural Studies)

The purpose of this study is to investigate challenges facing effective communication as a public tool in the Department of Extra Mural Centre, University of Nairobi. (The data is to be treated as confidential and solely for the purpose of this study).

Section 1

1. Gender

   a) Male ( )  (b) Female ( )

2. Age (yrs)

   16 – 25 ( )

   26 – 35 ( )

   36 – 45 ( )

   46 - 55 ( )

   Above 55 ( )

3. What is your highest level of education?

   a) Primary ( )

   b) Secondary ( )
c) College ( )

d) University ( )

e) Others ( )

Section 2: Effective Communication Strategies

1. Do you think effective communication strategies applied by Department of Extra Murals have influenced public relations?

   Yes ( )   No ( )

2. Do the Department of Extra Mural studies use any of the following channels to communicate to their publics?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
<tr>
<td>Focus groups</td>
<td></td>
</tr>
<tr>
<td>Face to face meetings</td>
<td></td>
</tr>
<tr>
<td>Open days</td>
<td></td>
</tr>
<tr>
<td>Public meetings</td>
<td></td>
</tr>
</tbody>
</table>
3. Do you believe that the message communicated is directed to the right audience!

Yes ( ) No ( )

Section 3. Barriers of Effective communication

1. Do you believe the following barriers of communication might be cause of poor communication in the Department of Extra Mural Studies.

i) Physical barriers yes ( ) No ( )

ii) Language Barriers ( ) ( )

iii) Cultural Barriers ( ) ( )

iv) Technological Barriers ( ) ( )

v) Unclear Messages ( ) ( )

vi) Stereotypes ( ) ( )

vii) Inappropriate channels ( ) ( )

viii) Insufficient knowledge of

of the subject ( ) ( )

xi) Lack of sensitivity to the

Receiver ( ) ( )
Section 4 Challenges facing the Department of Extra Mural Studies

1. Do you believe that communication is one of the challenges facing the Department of Extra Mural Studies?
   Yes ( )    No ( )

2. Do you believe that the distance between the Department and the sub-centres is a problem?
   Yes ( )    No ( )

Section 5 Information Technology

1. Do you think ICT is one of the challenges facing the Department of Extra murals?
   Yes ( )    No ( )

   If yes above how: -  ____________________________________________________________
                           ____________________________________________________________
                           ____________________________________________________________
                           -
                           ____________________________________________________________

2. Do you believe that ICT has contributed a lot to the learning environment?
   Yes ( )    No ( )
3. Do you believe that the following factors have influenced the use of ICT in learning environments!

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Need for powerful learning environment</td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>The potential of ICT in powerful learning environments</td>
<td></td>
</tr>
<tr>
<td>iii)</td>
<td>Student motivation</td>
<td></td>
</tr>
<tr>
<td>IV)</td>
<td>Planning of teaching</td>
<td></td>
</tr>
<tr>
<td>v)</td>
<td>Intervention with a group of students</td>
<td></td>
</tr>
<tr>
<td>vi)</td>
<td>Assessment of learning</td>
<td></td>
</tr>
<tr>
<td>vii)</td>
<td>Intervention with a group of students</td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU.
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Haag Cummings & Dawkins 1998: Management information systems for the information age, Mcgraw Hill – USA


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