

EXPLORING COMMUNICATION MANAGEMENT ON THE IMPLEMENTATION OF
FREE SENIOR HIGH SCHOOL PROJECT IN GHANA.

By

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requirement for the award degree of

MASTER OF SCIENCE

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no materials previously published or written by another person nor materials which to a substantial extent has been accepted for the award of any other degree or diploma at Kwame Nkrumah University of Science and Technology, Kumasi or any other educational institution, except where due acknowledgement is made in the thesis.

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ABSTRACT

Communication is an important tool within the world of project management. This study exploring communication management on successful implementation of Free Senior High School (FSHS) Project in the Ashanti Region, Ghana. The study is based on the theories of communication as the researcher examines the communication factors constraining the achievement of FSHS objectives. In an attempt to contribute to literature, the present study relied on a sample size of eighty-three (83) employees from two public senior high schools in the Ashanti Region (SIMMS SHS and Serwaa Nyarko SHS), using the purposive sampling technique and structured questionnaire, face-to-face questionnaire administration were used to collect the data. These employees were made up of accountants, subject teachers, headmaster/mistress, housemaster/mistress, etc. Mean score ranking was used to analyze the study. The main research instrument used was questionnaire. The study determined the validity and reliability of the questionnaires used for data collection. The main findings of the study were that communication processes have effect on successful implementation. Again, communication methods have positive effects on project implementation success. In this regard, the study recommends that communicators of the project strategically plan to meet the needs of the stakeholders. Again, stakeholders communicate effectively with educators and school administrators to understand the nature of the programme in that there must be two-way communication between government and stakeholders.

Keywords: Exploring, Communication Management, Implementation, Free Senior High School Project.

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DEDICATION

I dedicate this research work to my parents and all my loved ones.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Though managers in different industries and sectors use most of their time to communicate though they undertake different activities and tasks (Baguley, 1994). Activities involving communication consist of engaging in conversations, collecting information, coordinating subordinates, listening to colleagues, networking, writing letters or transmitting information through electronic devices such as telephones or computers. Superior communication demands superior performance and that communication activities affect managers in diverse ways.

Communication plays a very vital role in all stages of project – initiation, planning, execution, monitoring, controlling and closing. Statistics indicate that over fifty percent (50%) of projects are not successfully completed due to ineffective communication (Drinkwater, 2006).

Drinkwater (2006), suggest that communication is like blood streams, it pushes out oxygen through the body to maintain life. Communication becomes the life wire of projects and institutions like the heart spread oxygen in the body, same as the project manager also disseminates project information to and from project to external stakeholder on the project strategy documentation, as well as to the partners who are internal. He argues that communication and info flow cycle is repetitive and go through the life of the project. Relegating sufficient communication bring challenges - stakeholders and the project team marvel what issues are on the table and what choices are selected. Communication embraces the powerful trade, knowledge and comprehension of data among individuals. Communicating effectively is critical to the project, programme and portfolio success. The specific information is to be disseminated to appropriate parties, consistently and precisely to live up to their desires. Communication should be clear, utilized and appropriate (IPMA Competence Baseline).

Mehra, (2009) argues that communication often consists of one or more persons, that communication channels require to speak with five other team members in a team of six. According to Foley (2005), communication, when poorly managed results in workers being de-motivated and slows down the whole work and failure in production. Hence, it is important to use an appropriate communication management system to resolve issues in project. The Constitution of Ghana (1992) articles 25 (a) to (e) makes training an irrefutable ideal for each Ghanaian. It's significance of instruction is to guarantee important human and socio-economic capital for feasible advancement.

Again, the Constitution has made it feasible for each child to have free and compulsory basic education. Further, it offers access to less expensive tertiary education, skills improvement and training. One of the fundamental human rights is basic education in the sense that citizens can demand state responsibility to ensuring every child from aged 4 to 17 years go to school and receive quality education. This is in consonance with international educational standards. Other worldwide treaties to which Ghana is a signatory is no exception. For instance, Article 17 of the African Charter on the Human and Peoples' Rights, states that an individual, irrespective of his/her status shall have an undeniable right to education; the African Charter on the Rights and Welfare of the Child, Article 11, explains in detail the provisions on the right to free and compulsory basic education for the child and, state's obligation towards that right whilst that of the United Nations International Convention on Social and Economic Rights, Article 13, pronounces the recognition of the right of all to education and the objectives thereof. The Convention on the Rights of the Child, Articles 28, 29 and 30, secure the rights of the child to free and compulsory basic education. The Jomtien Protocols (1990) and the Accra Accord (2002) established the Millennium Development Goals (MDG) and modalities for assessing progress thereof. Ghana is also a signatory to these protocols and accords

UNESCO (2000), posits that illiteracy imposes condemned burden on the socio-economic well-being of its citizens. In this regard, there is a rise in public education expenditure because education plays a significant role in the socio-economic growth of a country. Countries such as USA, Britain, Egypt, Egypt and Sweden began to offer free secondary education in the 1950s.

Regarding the ability of education to changing and empowering lives of thousands of Ghanaians, and the desire of the Ghanaian population, including government and stakeholders in education, there is no doubt that any publication on the implementation of the free Senior High School (SHS) policy will trigger interest of the Ghanaian citizenry.

With growth of primary education, there are increased calls for free secondary education, internationally (it is one of the SDGs) and in Ghana. Part of the campaign platform of Ghana's new government, many surmise large economic and social impacts, especially for girls. Two thousand and sixty-four (2,064) students admitted to secondary schools are not able to enroll in first term mostly due to lack of fund (UNESCO, 2000). 682 had offers of 4-year scholarships to attend day secondary school. 95% primary school enrolment; 75% JHS enrolment, 70% of JHS students take JHS finishing exam, 60% of test takers pass, 80% of those who pass enroll in SHS (Ajayi 2014). Tuition for day (non-boarding) SHS students in 2011: 500 Ghana cedis (Per capita GDP in 2011: 2400 Ghana cedis). Statistics provided by the FSHS policy document indicates that out of 700 SHS students nationwide (compared to 9000 JHS)- girls constitute (20%) less likely to reach SHS. 2,064 students sampled from 177 SHS across 5 regions of rural southern Ghana admitted into a particular Senior High School (SHS) based on JHS exam score in December 2008.

1.2 Problem Statement

Ghana has a population of about 24.4 million, according to the 2010 census of Ghana. Public investment, not just in economic infrastructure (mainly cocoa and gold), but also in health and education, has been key to achieving human development (UNDP, 2013). The fact that Ghana is a typical Sub-Saharan country, but also an example of heartening progress in terms of human wellbeing among developing countries, can make the study of its special and inclusive education a revelatory or heuristic case for Sub-Saharan Africa (Eckstein, 2000; Merriam, 1988).

Additionally, like most other developing countries in Sub-Saharan Africa, Ghana struggles to achieve goals of the Education for All (EFA) program. In accordance with generic EFA goals, Ghana has worked to come up with the Education Strategic Plan (ESP) 2003–2015 (Ministry of Education, 2003). The ESP has made projections concerning free education to every child in Ghana. Today, there is the question of how close the country is to achieving the goals set in the ESP. Moreover, there is the question of whether the progress in giving free education to every child is comparable to that of HDI or general education. This notwithstanding, how have people understood and embraced free education for every child in Ghana?

It is because of these unanswered questions that the study concentrates on how effective project communication has affected the successful implementation of Free Senior High School (FSHS) programme in Ghana.

1.3 Research Questions

The sought to answer the following questions:

1. To what extent do effective communication processes affect successful FSHS project implementation?
2. To what extent do effective communication methods affect successful FSHS project implementation?
3. To what extent do barriers to effective communication affect FSHS project implementation success?

1.4 Research aim and Objectives

The overall aim of the project is to analyze the impact of effective project communication management on successful implementation of FSHS projects.

1. Determine the communication processes on successful FSHS project implementation.
2. Identify the effective communication methods on successful FSHS project implementation.
3. Identify the barriers of effective communication on successful FSHS project implementation.

1.5 Significance of Study

Regarding the gap in literature on effective project communication management and successful implementation of government projects, the exploratory work will fill in as a valuable literature for other researchers who need to explore in this field of study. The study will contribute new learning to literature regarding effective project communication management and project success. Moreover, the findings from this work will enable organizations, corporations, companies and NGOs to know the strategies of effective project communication management and how these affect project successes. Government and project managers' experts will also benefit from this research work making them aware of the issues in effective project

communication that impact project success. The findings of the study will serve as an essential guide, learning source and reference work for appropriate policy makers, practicing project management professionals, academicians (baseline report), the general public students, development partners, and stakeholders.

Ideally, the study offers both theoretical and managerial indepth understanding on the connection between effective project communication management and project success.

1.6 Overview of Research Methods

With respect to this study, quantitative research method was utilized. Data was gathered from both primary and secondary source. Instrument used to gather primary data was questionnaires.

Data gathered was examined quantitatively using both inferential and descriptive statistics. The data collected was first edited to eliminate errors and then coded for analysis using Statistical Package for Social Scientists, version 21 (SPSS).

1.7 Scope of Study

This study focused on the education sector in Ghana. Given that the education sector in developing-economy markets is noted for its contribution to development, and in view of the argument that the education sector performance in many developing-economy markets like Ghana is poor in terms of quality services provided, this study concentrates on need for effective project communication management and its effect on the successful implementation of Free Senior High School project. The research will be limited to Ghana and therefore the findings from the study will not be generalized to other countries in the world.

1.8 Organization of the Study

The study is structured into the following chapters. The first chapter presents the background, the problem statement, research questions, research objectives, overview of research methods and the significance of the study. Chapter two is all about the literature, while chapter three concentrates on the methodology of the study. Chapter four deals with the presentation and analysis of data. Finally, chapter five contains summary of findings, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the overview of project communication management. The review also touches on the processes and methods of effective communication, and its challenges. The chapter also documents the theoretical and empirical review on communication management. Again, the review displays the conceptual framework guiding the study.

2.1 Free Senior High School Programme in Ghana.

There has been widespread support for the introduction of the Free Senior High School (SHS) Programme in Ghana. The programme, launched in September by President Nana Akufo-Addo, means that education at secondary high school level is now free in Ghana. The move will benefit over 400,000 pupils in senior high schools having passed the basic education certificate examination (BECE), the main entrance examination for secondary or vocational schools. According to the Ministries of Education and Finance, half of the amount needed to fund the Free SHS Programme for the current academic year has been released to the schools with assurances that the remainder would be distributed by mid-term. Free SHS programme is recognised as the most important social intervention programme that has been implemented in our country since independence and that it is the most equitable way to distribute the country's resources to all Ghanaians regardless of their socio-economic background". "This programme provides immense opportunities for young people, increasing the pool of educated young Ghanaians in the labour market, as well as the number of students seeking university education, he said. "Harnessing these opportunities depend on preparations made now, and job creation challenges need to be addressed to ensure that free SHS does not produce a pool of educated and frustrated young people.

2.2 Project Communication Management

Project has been spotted as a temporary organization and that communication is the heart of project management (Kerzner, 2009). Effective communication is a vital function in managing risk, resource and stakeholders (PMI, 2013).

Henderson, (2004), indicate that in the exhaustive theory of organization, communication occupies a central place for structure, extensiveness and scope of organization are almost entirely determined by techniques of communication. Tai, et al. (2008), argue in favour of future competition. They assert that managerial competition will focus on competition among organizations with effective communication among the members of the organization and with external organizations. According to Ibidem, (2009), project communication management make use of the required procedures to determine opportune fitting collection, storage, recovery, generation, distribution and extreme demeanor of project information. It is one of the knowledge areas regarded as very important. As far as project communication is concerned, it behooves everyone – project manager, project team to develop the project communication management plan. Again, he posits that planning for communications becomes the way toward deciding the project partner data needs and characterizing a correspondence means. The procedure acknowledges the communication and information needs of the project partners. For instance, who needs a specific data, when they require it; in what capacity will the data be given to them, and by whom. There are variations in the information needs and methods of distribution because all projects share the necessity to disseminate project information.

Moreover, he argues that information needs identification and determination is an appropriate means of complying with the important needs factors for project accomplishment. Poor communication plans result in difficulties such as delivery notice delays, wrong audience receiving vital information, or limited communication to most of the relevant partners. Good

communication management plans pave a way for the project director to outline the procedures to effective and efficient communication with partners.

Ibidem, (2009), reiterates that effective project communication is where information is provided with the appropriate format, delivered at the right time, and has the right impact. The outcome of the planning procedure is assessed constantly all through the project and checked on as required to guarantee procedures with relevance. An efficient communication plan answers the following inquiries - who do we have to speak with, when do we convey, how would we impart, what should be conveyed, how frequently do we convey status, when do we meet as a group, when do we speak with other partners and in what design, what sort of media should we utilize and when, for what reason, and team interchanges, inward, outer, initiative groups.

2.3 Effective Communication Processes

Communication processes acquire all-important message, translating this message and efficiently spreading the message to people who may require it. Communication is essential to everybody associated with, and impacted by, project (Emmitt, 2010).

Communication is very imperative to project progress in that, it is the lifeblood of a project (Awati, 2010). Project group members need to collect, collate, team up, share, and incorporate data and learning to achieve project objectives. In this regard, it is very important to understand the communication process. Communication consists of three components: a transmitter/sender, a transmission channel and a receiver. Steyn (2008), documents the fourth segment channel of communication. It could be described as the procedure for which a notice is disseminated. The conveyed notice streams from the sender, he/she encodes the notice through the transmission medium by a verbal or non-verbal strategy, to the recipient who interprets the notice. All components must function to stop misunderstanding to ensure

effective communication (Van der Walt, 1996). The starting point of the communication cycle is the sender. Burk (2007), argue that communication in project management is a demand for data, sending data, making inquiries, giving a guideline, building groups or systems administration. The accomplishment of communication rests upon the sender's capacity to talk, compose, reason and listen efficiently (Van Staden, 2002).

Talukhaba, et al. (2011) acknowledge the basic part of criticism in communication. Where criticism is not present, forthcoming, or delayed mediation is needed to intensify communication. In their execution, communicators need to always screen and audit the achievement of their communication procedures and frameworks with a view to shaping a premise whereupon appraisals can be made. The receiver proves the comprehension of the notice since communication becomes ineffective without comprehending. Project management needs regular dedication and trading of considerations, defining the scope and techniques of the project to differing group of individuals, social, administration, and different partners undermining or bartering with services providers and suppliers, or consulting to settle disagreement or relational clash between project team or different stakeholders. According to Keyton, (2011) the quality of communication is determined by the element of the communication process. Problem occurring in one of the elements can reduce communication effectiveness. For instance, encoded information must be the form of a message for the receiver to understand as the sender proposed. The specific medium chose for disseminating the information can be demanding in that there are numerous decisions. With respect to composed media, managers or association individuals look over memos, letters, reports, notice sheets, handbooks, pamphlets, and so forth. With regards to verbal media, decisions contain eye-to-eye discussions, phone, PC, open address frameworks, television, copied messages, sound/slide shows and email. Nonverbal signals, outward appearances, and even dressing can disseminate notices. Data are specifically decoded by individuals. Keyton (2010), documents that

information are likely perceived by individuals to be favourable in relation to their own values, beliefs and needs. A one-way communication process comes about when feedback does not occur. A two-way communication is when feedback is given.

Research demonstrates that project leaders spend about 70 to 80% of their opportunity in relational communication with different partners (Green, 2010; Lunenburg and Irby, 2006; Matthews and Crow, 2010; Sergiovanni, 2009; Tareilo, 2011; Ubben, Hughes, and Norris, 2011). Efficient project managers know how to convey and that they comprehend the implication of continuous communication, both informal and formal: individual conversations with parents, teachers, education practitioners and students.

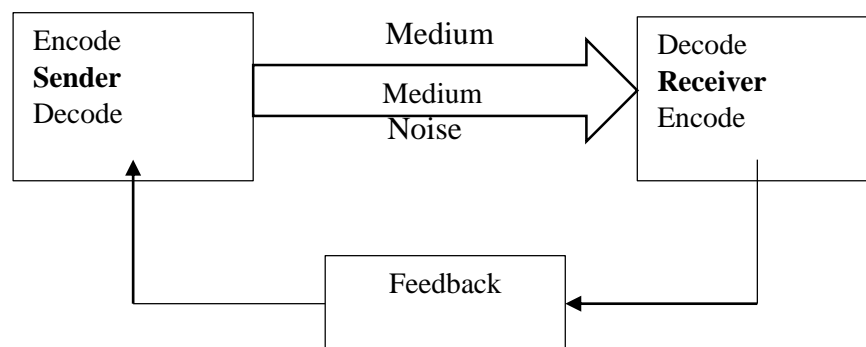


Figure 1: The communication process element Adopted from Chenery, (2011)

2.3.1 Sender's Responsibilities

Communication theorist Tourish, (2010) assert that there are ten decrees of good communication, which are specifically appropriate to the sender. These edicts with fundamental comprehension of the communication procedure ought to give a strong establishment to creating and keeping up an efficient set of relational communication abilities, which project managers utilize when speaking with different partners.

2.3.2 Receiver's Responsibilities

Communication rests upon the capacity to send as well as to get messages. Accordingly, the capacity to effectively listen significantly enhances the communication process. Most people are not good listeners. Effective listening skills can be developed (Kneen, 2011).

2.3.3 Active Listening

Rogers and Farson (n.d.) popularize active listening and supported by advocates and advisers (Brownell, 2009; Burstein, 2010). The sender's message has both verbal and nonverbal substance, and feeling component. The receiver's awareness ought to be made for the two segments with a specific end goal to understand the complete importance of the message.

2.4 Effective Communication Methods

Communication requirements; what, how, and when communication techniques are to be used in a project is decided by the project manager. Communication holds everyone up with the latest on the project progress and encourages purchase in and responsibility for project choices and achievements. To guarantee project achievement, much data comprising goals, desires, resources, needs, status reports, financial plans and purchase demands, must be imparted consistently to all the main partners. Breakdowns in communication delay project. A touch of planning in advance is extremely valuable. Communication must be planned before starting up the project. Planning is an important tool to guarantee efficient communication in the project (Plenković, 2006). Methods of communication used to share information among project stakeholders are classified into:

2.4.1 Interactive communication

This is between at least two people fulfilling a multi-directional exchange of data. It is effective because it ensures a typical comprehension by all members on determined themes, and incorporates meetings, telephone calls, and video conferencing.

2.4.2 Push communication

Information is communicated to particular beneficiaries who need to know the message. This guarantees that the information is circulated. However, it does not ensure that it really came to or was comprehended by the target group. Push communication incorporates letters, notices, reports, messages, faxes, voice messages, official statements and so on.

2.4.3 Pull communication

Utilized for substantial volumes of data and extensive groups of people. It needs the beneficiaries to get the message communicated at their own circumspection. These techniques incorporate intranet locales, e-learning, and knowledge repositories.

2.4.4 Communication planning

The project office is the heart of the project's info and control structure. Not only does the project manager have the obligation on the project's organisational structure, but also to develop the project's communication plan and lines of communication (Burk, 2007). The compilation of a formal communication plan identifies how stakeholder opinions and actions will be managed (Engellbrecht, 2010).

2.5 Project organizational structure

Organizations are structured to achieve their goals and objectives. Two basic structures are identified - political structure and matrix structure. A political structure is organized in a pyramidal order. One moves up in the organization with power rising from one level to the other. The authority rest on the position rather than in the people who occupy it. A matrix structure open the unity of directive. Each worker has one superintendent to report to. This allows adaptability and inclusion, which hint more significant insight and partnership (Van Staden, 2002).

2.6 Project communication plan

The communication plan should outline the following:

Who (lines of communication – sender and recipient – duty and power), What (extent of communication and organization), When (plan), Feedback (affirms message got and comprehended – record control), Filing (recovery, putting away, disaster recovery), How (email, archive, phone, meeting, presentation) (Burk, 2007), and CIOB (2010), argue that for a complex project clear directions to all parties be given in advance and the communication plan must specify that. Again, Burk (2010), posits that communication plan development focuses on helping the procedure of maintaining the important partners educated of the project's development and to advance the project by making it unmistakable always.

2.7 Lines of communication

Fisk (2010), asserts that lines and methods of information in communication are very important to determine at the start of a project. Smit and Cronje (2002), propose two essential lines of communication - formal communication and informal communication. Tubbs and Moss (2008), outline formal communication streams in four ways. Descending communication starts at the top and streams down through the project levels to team members. The purpose behind descending communication is to give information on objectives, procedures and strategies to

subordinates. Descending communication is separated, altered, or ended at each level as supervisors choose what ought to be passed down to workers. Upward communication is providing information to the upper levels about what is occurring at the lower levels. Horizontal communication happens between and among individuals on a similar level of the chain of command to guarantee or enhance coordination of the work exertion. Diagonal communication is among people at different levels of the hierarchy to provide information, coordination or assistance to either or both parties.

Gronstedt (2000) adds external communication. He posits that it takes place among people in the project group and individuals not within the project. The situation in the order of project management is vital, on the grounds that the situation decides the aptitudes expected to impart efficiently.

2.8 Project communication levels

Dow and Taylor (2008) suggest that project communication management is seen on two levels, thus internal and external communication levels.

2.8.1 Internal communication

As indicated by Dow and Taylor (2008), distinct strategies for internal communication exist: Oral communication is seen as discourse gatherings, interviews, talks, declarations and discussions, eye to eye and via phone

Composed communication is by methods for messages, memorandum, letters, brochures, and meetings minutes. Non-verbal communication passes on great messages in the business world through appearance, motions, or dispositions.

Electronic communication makes it conceivable to send messages everywhere throughout the world at a rapid pace. Messages are sent and gotten utilizing workstations, electronic mail and fax. Visual communication is by methods of presentations, DVDs and recordings.

2.8.2 External communication

According to Le Roux (1999), communication in an organization involves every member such as stakeholders, customers, the media and members of the public on a daily basis. The external communication is seen to pass on a specific picture of the organization to the outside world. Communication does not work in confinement but rather inside a procedure. It is in this way imperative to audit internal and external communication levels among individuals from an association to accomplish common objectives.

2.9 Project management

Egeland (2010) argues that leadership ability of the project manager is one of the most imperative determinant affecting the accomplishment of a project. Other essential management aptitudes separated from authority are the underlying requirements of the project management abilities (Hoard, 2003).

As per Hoard (2003) project management, aptitudes are arranged as pecking order like Maslow's chain of command. The abilities are viewed as a pyramid, and the possibility that lower abilities must be fulfilled before more elevated amount abilities are attended to. The model contains four levels, thus from the base to the higher level. The main level is authority, followed by administration, the next level demonstrates thirteen regions of the group of learning for project administration and the top level is project management development as outcome. He outlines that project management chain levels are as follows: the base level establishes management, which is the bedrock upon which others are built, and without this developing, other management skills will be less than efficient. Skills of teamwork, communication, motivation and negotiation are built on effective leadership and that these abilities speak to the basic aptitudes adequate to work with individuals in an authoritative setting. The firm establishment of aptitudes built up that a definitive objective of project management development can be efficiently achieved.

Criticisms have been levelled against Hoard's (2003) proposition. Lewis (2002), argues that important features needed to maintain a project are: time, cost, scope, quality, and these are the cornerstones of the project.

Kotzé, Berry and Verster (2008) propose that effective communication and that cost, scope and time are linked and difference in one influences the others. Quality is the result of the link among scope, cost and time. Communication turns into the capacity incorporating cost, scope and time administration to accomplish a value project. Communication is the zone that incorporates a project. Combination cannot be an exchange between the zones without communication supporting. In light of the way that communication unites the territories, it can be viewed as having a foundational work.

2.10 Barriers to Effective Communication

Pauley, (2010), indicates that a manager has no greater responsibility than to develop effective communication. Communication break down because noise exists in the elements - the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback of communication. Shaw (2011) alludes to the fact that enormous difficulty with communication is the deception that it has been achieved. Eisenberg (2010) identified physical barriers, semantic barriers, and psychosocial barriers of communication.

2.10.1 Process Barriers

Sender barrier. A manager with an imaginative thought neglects to talk up at a gathering, led by the director, inspired by a paranoid fear of feedback.

Encoding barrier. A staff member cannot get a manager to comprehend a complaint about working conditions.

Medium barrier. An exceptionally resentful staff member sends a sincerely charged letter to the manager as opposed to transmitting her emotions up close and personal.

Decoding barrier. An accomplished director is not sure what a young department head implies when communication is unclear.

2.10.2 Receiver barrier

A school head who is distracted with the planning of the yearly spending plan requests that a staff member repeat an announcement, since she was not listening mindfully to the discussion.

Amid a gathering, the disappointment of school managers to make any inquiries makes the administrator think about whether any genuine comprehension has occurred.

2.10.3 Physical Barriers

Any number of physical diversions can interfere with efficiency of communication. This incorporate a phone call, drop-in guests, distances between individuals, and static on the radio. Individuals frequently underestimate physical obstructions, yet now and again, they can be expelled. For instance, an awkwardly situated wall can be evacuated. Intrusions, for example, phone calls and drop-in guests can be evacuated by issuing guidelines to a secretary. A fitting selection of media can defeat distance obstructions between individuals.

2.10.4 Semantic Barriers

The words we pick, how we utilize them, and the significance we append to them cause communication boundaries. The trouble is semantic, or the importance of the words we utilize. A similar word may mean distinctive things to various individuals. Words and expressions, for example, effectiveness, expanded efficiency, administration privileges, and worthwhile motivation may mean one thing to a project manager, and completely unique to a project team member. Innovation additionally has an impact in semantic boundaries to communication.

The present complex educational systems are exceedingly particular. Schools have staff and specialized specialists creating and utilizing particular phrasing—language that just other

comparable staff and specialized specialists can get it. What's more, if individuals do not comprehend the words, they cannot comprehend the message.

2.10.5 Psychosocial Barriers

Antos, (2011) recommend three imperative ideas related to mental and social boundaries: fields of understanding, sifting, and mental separation. Fields of experience incorporate individuals' experiences, recognitions, values, inclinations, needs, and desires. Senders encode and receivers translate messages as a rule with regards to their fields of understanding. At the point when the sender's field of experience is unique in relation to the receiver's, communication ends up troublesome. Separating is caused by our own advantage and needs, which manage our tuning in. Psychosocial boundaries regularly include a mental separation among individuals like genuine physical separation. For instance, the school administrator speaks condescendingly to a member, who ignores this disposition, and this hatred isolates them, accordingly blocking open door for powerful communication.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter looks at research method and design. It concentrates on the research design, target population, study population, sample and sampling technique, sample size, data collection method and data analysis.

3.1 Research Design

The study uses survey research design. According to Orodho, (2009a), a survey helps in collecting data from individuals of a populace to ascertain the recent status of the populace in relation to one or more variables. A survey, for that matter is a good method for this research enabling the scientist to obtain data that explains the recent position in free senior high school implementation by asking the respondents questions.

3.2 Target Population

The target population for the study was all department employees of two Public Senior High Schools (SIMMS SHS and Serwaa Nyakoh SHS) in Ashanti Region. These employees were made up of accountants, subject teachers, headmaster/mistress, housemaster/mistress, etc. The two schools were selected based on proximity to the researcher.

3.2.2 Study Area

Ashanti Region, specifically Kumasi was chosen for this study because Kumasi is a cosmopolitan area comprising diverse employees with different ideas and opinions on issues and implementation of public projects.

3.2.3 Study Population

‘Study populace is the total of all components from which the example is really chosen’ (Ruben and Babbie 1989). The research populace for this thesis is hundred and five (105). These are employees of two public senior high schools in Kumasi in the Ashanti Region (SIMMS SHS and Serwaa Nyarko SHS) using purposive sampling technique, which is non-probabilistic. These employees were made up of accountants, subject teachers, headmaster/mistress, housemaster/mistress, etc.

3.2.4 Sample Size

The research used eighty-three (83) respondents with an alpha level of 5% and a confidence level of 95% to gather data for analysis. This number constitutes all employees in two public senior high schools in Kumasi in the Ashanti Region. The sample size calculation by Yamane (1967) is given by:

$n = \frac{N}{1+N(e)^2}$, where n is the sample size, N is the population size, and e is the level of precision.

$$\begin{aligned} n &= \frac{105}{1 + 105(0.05)^2} \\ &= 83 \end{aligned}$$

3.2.5 Sampling Frame

Sample frame as per Rubin and Babbie (1989) is "the genuine rundown of sampling units from which the sample is chosen". The sample frame influenced accessible for use was the rundown of school authorities in Ashanti Region.

3.3 Data Collection Instruments

Questionnaires were the fundamental instruments used to gather data for the research work. A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Gujarati, 2002). The use of questionnaire in this study had several advantages, which include the ability to reach all respondents and was economical to use in terms of money and time. The closed ended questions had specific pre-defined options for respondent to choose from, while some of them were structured Likert questions. To design and setup the survey questionnaire, enquiry questions were grouped from the general to the more specific. The first section of the questionnaire was developed to collect information about the demographic characteristics of staff of selected Senior High Schools in Ashanti Region.

3.3.1 Sources of Data

Data was gathered from primary sources. Primary data was acquired through quantitative research technique. Data was assembled through key questionnaires. In collecting the data, close-ended inquiries were utilized to guarantee that enough data from the respondents are sieved.

3.4 Validity of Research Instrument

Three (3) to five (5) respondents were used as pre-test to ensure increased validity, understanding, difficult questions and respondents' willingness to respond to questions (Ghauri et al., 2005; Orodho, 2012). Pre-testing made expression clearer and was tested for precision and viability of instrument. Pre-test respondents were selected randomly from the targeted population.

Ensuring content validity entails giving questionnaire to researchers and academicians to cross check whether or not all educational communication processes and management had been

outlined. Their corrections together with those from the pre-test were included in the questionnaires.

3.5 Reliability of Research Instrument

Best (1981) characterizes unwavering quality as the nature of consistency that an instrument shows after some time. Utilization of questionnaires is solid as it conveys with it consistency of questions to respondents both in their number and dialect development.

3.6 Method of data analysis

Following the objectives and the questions, the study sought to achieve and answer research questions and objectives, mean score ranking was used. After computing the composite scores, we sorted them from highest to lowest within each dimension. The highest score had a rank of number 1 for that dimension and the least score had whatever rank that corresponded to the number of units we ranked in that construct.

3.7 Chapter Summary

This chapter depicted the methodology by which information required for the research was gathered. In particular, it secured the research approach, research design, populace, sampling methods, and research instruments, data gathering methodology, instrument validity and instrument reliability.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the study's results and the discussions of the findings. The key sections of the chapter include: respondent profile, descriptive results, discussions and chapter conclusion.

4.1 Respondents' Profile

The study examined the relationships between effective project communication and project implementation success. The study administered eighty-three (83) questionnaires and sixty (60) were retrieved. Preliminary checks for incompleteness however revealed that fifteen (15) could not be considered usable for the study. Table 4.1, revealed that about 46% are subject teachers, 48.9% have more than three years teaching experience. Majority of the respondents had ages between 30 to 39 years old (73.3%) and 22.2% are between 40 to 49 years old. Also, 55.5% were females and 44.4% males. Moreover, regarding educational background, 51.1% were bachelor degree holders, 24.4% SSCE/OLEVEL holders. Majority of them had spent more than three years (48.9%), and 33.3% has spent 3years with their institutions.

Table 4.1: Breakdown of respondent profile

Variable	Category	Count	% of n
Age	30 – 39	33	73.3
	40 – 49	10	22.2
	50 – 59	1	2.2
	60+	1	2.2
Sex	Male	20	44.4
	Female	25	55.5
Education level	SHS/O LEVEL	11	24.4
	Bachelor's Degree	23	51.1
	Master's Degree	7	15.6
	Others	4	8.9
Education sector experience	One year	5	11.1
	Two years	3	6.7
	Three years	15	33.3
	More than three years	22	48.9
Position	Accountant	7	15.6
	Subject Teacher	21	46.7
	Headmaster/mistress	2	4.4
	Housemaster/mistress	1	2.2
	Assistant Head	3	6.7
	Others	11	24.4

4.2 Descriptive Results

4.2.1 Effective Communication Proecess

Four (4) items were used to measure effective communication processes. These items were adopted from Cheney (2011). The descriptive results on the items and their composite (average) scores are shown in Table 4.2. Of the 4 items, the lowest mean score was 2.53 (standard deviation = .756) and the highest means score was 2.666 (standard deviation = .603). The overall mean score was 2.610 (standard deviation = 0.749). Given a scale of 1 to 4, these results- suggest that the participants in the study believe that communication processes are not effective.

Table 4.2a Extent of Effective Communication Process

Item Code	Item statement	Mean	Std Dev	Rank
ECP1	There is two way communication between educators and government	2.6666	0.6030	1
ECP3	There is open communication between educators and government	2.6222	0.8059	2
ECP2	There is clear communication on FSHS programme between educators and government	2.6222	0.8336	3
ECP4	Communication plans are reviewed regularly and changed to meet education needs	2.5333	0.7567	4
COMPOSITE AVERAGE SCORE		2.6107	0.7498	

Source: Field study (2018)

4.2.2 Extent of Effective Communication Methods

Three (3) items were adopted from Plenković (2006) to measure project effective communication methods. To make the results easily interpretable, the scores obtained were recoded to reflect individual specific question in effective communication methods. Respectively, the study genuinely designed questions to reflect the issues in the communication methods. Tables 4.3 correctly displays the descriptive statistics of the items and their overall average score. Across the three dimensions, an average participant scored 2.75 (standard deviation = .743). 2.6 (standard deviation = .836) and 2.48 (standard deviation = .815), mean scores were obtained on each question asked. Given a scale of 1 to 4 used to measure the items, these results suggest that an average participant demonstrates slightly above average ineffective communication methods.

Table 4.2b Extent of Effective Communication Methods

Item Code	Item statement	Mean	Std Dev	Rank
ECM2	Information was communicated to specific recipients who needed to know the message through letters, memos, reports, emails, faxes and press releases	2.7555	0.7433	1
ECM1	Parties performed multidirectional exchange of information through meetings, phones calls and video-conferencing	2.6	0.8366	2
ECM3	Information content were received by recipients through intranet sites, e-learning and knowledge repositories	2.4888	0.8152	3

Source: Field study (2018)

4.2.3 Barriers to Effective Communication

Eight (8) items were used to measure barriers to effective communication these items were adopted from Eisenberg (2010). The descriptive results on the items and their composite (average) scores are shown in Table 4.4. Of the eight items, the lowest mean score was 2.244 (standard deviation = .773) and the highest means score was 3.066 (standard deviation = .805). The overall mean score was 3.57 (standard deviation = .436). Given a scale of 1 to 4, these results, suggest that barriers to effective communication are great.

Table 4.2c: Extent of Barriers to Effective Communication

Item code	Item statement	Mean	Standard Deviation	Rank
BEC7	Resources for the programme were limited	3.0666	.6875	1
BEC2	Systems of reporting communication were bad	2.6666	.6396	2
BEC8	School administrators do not ask relevant questions about the programme	2.6222	.8059	3
BEC1	There was an unclear communication objectives	2.6	.6179	4
BEC3	Communication channels were unclear	2.5111	.7574	5
BEC4	Communication between parties on the programme was ineffective	2.5111	.8152	6
BEC6	Poor listerners	2.4444	.8133	7
BEC5	Programme had poor leadership	2.2444	.7732	8

Source: Field study (2018)

4.3 Discussions

Effective project communication is one of the relevant issues in project management that concerns project managers globally. Thus, understanding its drivers, antecedents and outcomes has been at the forefront of research agenda over the years. Communication knowledge reveals that communication is the heart of project management (Kerzner, 2009) and that effective communication is a vital function in managing risk, resource and stakeholders (PMI, 2013). Despite its apparent relevance, very little is known regarding its effectiveness and efficiency in implementing project successfully within the context of government projects in the African context. Standing on the shoulders of Ibidem (2009), project communication management uses the required procedures to determine appropriate generation, collection, storage, distribution, retrieval, and ultimate disposition of project information. It is one of the knowledge areas regarded as very important. In so far as project communication is concerned, it behooves everyone – project manager, project team to develop the project communication management plan. In accepting and upholding the knowledge espoused by Ibidem and again contributing to literature, the present study relied on a sample of 45 senior high school teachers from the education sector of Ghana. The results gleaned are discussed below:

4.3.1 Communication Process on Project Implementation Success

Descriptive results obtained show that there are ineffective communication processes regarding free senior high school programme implementation. On a scale of 1 to 4, a participant in the study, on the average, scored 2.67 on the 4 items (adopted from Cheney et al., (2011). In their study of project communication management, they demonstrated that project leaders spend about 70 to 80% of their time in interpersonal communication with various stakeholders (Green, 2010; Lunenburg & Irby, 2006; Matthews & Crow, 2010; Sergiovanni, 2009; Tareilo, 2011; Ubben, Hughes, & Norris, 2011). Effective project leaders know how to communicate

and that they understand the significance of ongoing communication, both informal and formal: individual conversations with parents, teachers, education practitioners and students.

4.3.2 Communication Methods on Project Implementation Success

The study found among the sampled teachers that effective communication methods are not utilized by authorities. This finding suggests that communication methods affect project implementation positively. These findings are generally consistent with prior studies (Plenković, 2006) that communication must be planned before starting up the project. A plan is a useful tool to ensure effective communication in the project and that methods of communication used to share information among project stakeholders are important for project success. Also, these findings solidify Burk's; (2007) and Engellbrecht's- (2010) argument on communication methods in projects. They posit that the project manager has the responsibility for the project's administrative structure and also for improving the project's communication strategy and ranks of communication. He again compiles formal communication plans, identifying how stakeholder opinions and actions will be managed.

4.3.3 Barriers to Effective Communication on Project Implementation Success

The study also found that barriers to effective communication has significant effect on project implementation success. Ideally, barriers to project activities are the things project managers would like to avoid all the time but regarding these, study barriers to effective communication in the FSHS programme are serious. The positive weak effect of barriers to communication on project implementation success has been established by Pauley (2010) and Shaw (2011), that project or programme managers has no greater responsibility than to develop effective communication. Communication break down because noise exists in the elements - the sender, the encoding, the message, the medium, the decoding, the receiver, and the feedback of communication. The greatest problem with communication is the illusion that it has been

accomplished. Eisenberg (2010), identified physical barriers, semantic barriers, and psychosocial barriers of communication.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to examine the impact of project communication management on successful implementation of projects. This chapter of the study provides a summary of the study findings in congruence with the research objectives. The chapter also presents a conclusion, as well as recommendations based on the findings of the study. The recommendations of the study covered two broad areas namely policy or practical recommendations and future research recommendations. Whilst the practical recommendations cover steps to improve policy development regarding successful implementation of project, future research recommendations cover information for future researchers on the topic under study.

5.1 Summary of Findings

The assertion that effective project communication influences successful project implementation is ideal to many projects. However, this is not the case in Ghana regarding the FSHS programme. Effective project communication has been indicated to a large extent to determine project success that is project completed on time, within cost and scope. Project managers are encouraged to plan their communication strategies before project commences.

In the light of this the purpose of the study was to examine the influence of effective project communication on successful implementation of projects. The study examined the objectives and tested the constructs of effective project communication on successful project communication in the FSHS project in Ghana.

The first objective of the study was to examine the effect of effective communication processes on successful project implementation. The study found that communication processes have no effect on successful implementation of projects.

The second objective of the study was to examine the effect of communication methods on time, cost and scope. The study found that communication methods significantly predicted successful project implementation. Overall, the study found a significant positive relationship between communication methods and time, cost and scope.

The third objective of the study was to examine the effect of communication barriers on project success. Barriers to communication were found to correlate positively and significantly with time, cost and scope.

5.2 Conclusion

Effective project communication methods are very vital to project success. It is therefore very important for every project to have a communication plan before it begins. Encouraging strategic communication plans development helps facilitates project implementation and leads to project success.

The study has indicated that the FSHS projects in Ghana lacks strategic communication plans and proactive efforts are needed to ensure good communication strategies for the successful implementation of the project. It is clear that without good communication plans the FSHS project will not be implemented successfully.

In as much as communication strategies are to be designed, communicators on FSHS must not lose sight of good and better communication channels to drastically reduce the barriers to effective communication.

5.3 Recommendations

Based on the findings, the study recommends that:

- Communicators of the FSHS project strategically plan to meet the communication needs of stakeholders.

- Stakeholders communicate effectively with educators and school administrators to understand the nature of the programme for there to be a two-way communication process between government and stakeholders.
- Good channels of communication should be designed by education communicators to overcome the barriers to effective communication on the FSHS project.

5.3.1 Recommendation for further studies

For the future, the study recommends that researchers and academicians focus more on the project communication processes, methods and the barriers and how this affect project performance.

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QUESTIONNAIRE

My name is Addai Rita. I am a final year MSC Project Management student from Department of Construction Technology and Management at Kwame Nkrumah University of Science, Kumasi.

The project I am working on: Impact of effective communication management on successful implementation of Free Senior High School (FSHS) project in Ghana.

The study is purely for academic purpose and every information provided is treated with utmost confidentiality.

SECTION A: COMMUNICATION PROCESS

On the scale of 1 to 4, how will you rate the communication process of the programme. Indicate by Indicate by ticking (√)

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly agree

No	Effective Communication Process	1	2	3	4
1	There is two-way communication between educators and government				
2	There is clear communication on FSHS programme between educators and government				
3	There is open communication between educators and government				
4	Communication plans are reviewed regularly and changed to meet education needs				

SECTION B: COMMUNICATION METHODS

On the scale of 1 to 4, how will you rate the communication methods of the programme.

Indicate by ticking (√)

1 **2** **3** **4**

Strongly Disagree **Disagree** **Agree** **Strongly agree**

No	Effective Communication Methods	1	2	3	4
5	Parties performed multidirectional exchange of information through meetings, phones calls and video- conferencing				
6	Information was communicated to specific recipients who needed to know the message through letters, memos, reports, emails, faxes and press releases				
7	Information content were received by recipients through intranet sites, e-learning and knowledge repositories				

SECTION C: COMMUNICATION BARRIERS

On the scale of 1 to 4, how will you rate the communication barriers of the programme. Indicate

by ticking (√)

1 **2** **3** **4**

Strongly Disagree **Disagree** **Agree** **Strongly agree**

No	Barriers to Effective Communication	1	2	3	4
8	There was an unclear communication objectives				
9	Systems of reporting communication were bad				
10	Communication channels were unclear				
11	Communication between parties on the programme was ineffective				
12	Programme had poor leadership				
13	Poor listeners				
14	Resources for the programme were limited				
15	School administrators do not ask relevant questions about the programme				

SECTION D: SOLUTIONS TO BARRIERS OF EFFECTIVE PROGRAMME COMMUNICATION.

On the scale of 1 to 4, how will you rate the communication barriers of the programme. Indicate by ticking (✓)

1 2 3 4
Strongly Disagree Disagree Agree Strongly agree

No	Solutions to effective communication	1	2	3	4
	Process Barriers				
15	Managers of the programme must talk extensively about the programme				
16	School administrators should ask relevant questions about the programme				
	Physical Barriers				
17	Appropriate choice of media to communicate on and about the programme				
	Semantic Barriers				
18	School administrators must endeavor to understand the whole concept of the programme				
	Psychological Barriers				
19	Most school administrators should have experience in school programme implementation				
20	Interests and feelings of administrators guide their understanding of the programme				

SECTION E: DEMOGRAPHIC INFORMATION

16. To which of these age category do you belong?

1. 30 – 39 ()
2. 40 – 49 ()
3. 50 – 59 ()
4. 60+ ()

17. What is your sex?

1. Male

2. Female

18. What is your highest education level?

1. SHS / “O” Level ()
2. Bachelor’s Degree ()
3. Master’s Degree ()
4. Others, please specify -----

19. How many years have been in the education sector?

1. One year ()
2. Two years ()
3. Three years ()
4. More than three years ()

20. In which position do you occupy?

1. Accountant and Finance ()
2. Subject Teacher ()
3. Headmaster/mistress ()
4. Housemaster/mistress()
5. Assistant headmaster/mistress ()
6. Others ()