THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Effectiveness of Communication in the Administration of the Junior High School in the Cape Coast Metropolis of Ghana

Uriah S. Tetteh
Senior Lecturer, Department of Liberal Studies, Cape Coast Polytechnic, Ghana
Margaret Bernice Tettey
Former Headmistress, Antem Junior High School, Cape Coast Metropolitan Area, Ghana

Abstract:
The purpose of this study was to determine the problem with communication flow that exists in the Junior High School and come out with some suggestions that will help improve communication there. The study sampled randomly from among a population of Heads of Junior High Schools, teachers and prefects from selected schools in the Cape Coast metropolis who responded to administered questionnaires. The data was analysed using the Statistical Package for Social Sciences. The study revealed that apart from few instances when circulars expire before beneficiaries receive them, the Head teachers have been doing well to ensure that vital information needed for consumption by both staff and pupils are properly relayed and some are also spread through rumour mongering. Based on the findings, the study recommends that Head teachers should ensure that circulars are dispatched timely to their respective recipients to inform them about new and existing educational policies and they should encourage staff to make adequate use of notice boards and other designated avenues for information.

Keywords: Effective communication, school administration, Cape Coast Metropolis, teachers.

1. Background

From birth, individuals acquire the means to communicate in particular ways for particular purposes to a particular audience. By talking and listening, writing and reading, people achieve a large number of different aims. In schools, it may be reasonably argued that one of the principal aims of communication is to facilitate learning; that is, the process of constructing meanings. From this perspective, teaching is an interactive exchange which is focused on making sense of new information by the students.

For management of any business organisation to be successful, the most important tool to prevail is effective communication. Studies conducted by (Bratton & Gold, 1999) indicated that managers spend eighty percent of their time on interpersonal communication. This means that in all the activities and functions of the manager, none takes more time than communication. In organizations, management needs to keep employees informed about the general matters affecting their work role as it will enhance the understanding of management's actions, reduce misunderstandings arising from day-to-day activities, and improve trust between employers and employees.

The position of the Headteacher is recognized in a formal way as a leadership position. There are certain functions that seem to be commonly performed by Heads of schools in different institutions. The Head of a school like most leaders in a formal organisation has a dual responsibility to perform; first, to the general public, and secondly, to the internal operation of his or her organisation. The first function usually means creating a good public image of the organization. An example is where the school head tries to establish good relationships with the community in which the school is established. The Headteacher's involvement in Parent-Teacher Association activities is exhibited when information is given to parents and the society about what is being done in the school and what members of the society can do to help in the improvement of the school in all aspects.

The Head of the school has a second duty which involves planning, organizing, controlling, coordinating and motivating both staff and students to achieve the set goals of the school. In the performance of duty, the main function of the head of a school and most probably the crucial element for successful work is effective communication. In fact, the Head of a school actually uses most of his/her working day communicating with his/her subordinates, superiors, students, parents and other stakeholders in education and sometimes extends the communication process to other disciplines.

Fayol (1841-1925) observes that the duty of the Head is to function well for the organisation to succeed in its set goals and standards through planning, organising, commanding, coordinating and controlling. Taylor (1856-1915) on his part thought that there is only one way through which an organisation could be successful and this is when data is collected on the performance of workers; workers

are supervised and motivated as a tool to encourage them work harder to achieve the set goals of the organisation as well as increase organisational productivity.

Accordingly, communication is a pivot around which the head, teachers and pupils/students make their thoughts meaningful. The position occupied by the Head of school makes it imperative for him or her to employ the necessary communication flow to put their thoughts across. In addition, the head of school does not have to take certain decisions all alone but with the staff and students especially when the issue at stake will affect the students most. He or she will have to take cognisance of the views and opinions of the beneficiaries involved in the decision-making process. He or she does so through the use of organisational communication flows-upward, downward, horizontal and diagonal, with regard to the particular situation and people involved.

1.1. Statement of the Problem
In the school, which is a social organisation, one important tool which the Head can use to bring about effective school administration, is the free flow of information. In order to achieve success in terms of educational programmes such as attaining Universal Primary Education (UPE), provision of quality teachers for quality education and academic excellence, it is imperative that good communication prevails in the school.

However, the situation on the ground seems to be different. A casual observation seems to indicate that communication flow between Headteacher and staff, teacher-teacher, and teacher-student is not effective in some schools. Sometimes Headteachers do not pass on vital information to teachers and students. For example, sometimes, teachers complain of not receiving circular letters concerning application for promotion and for attending workshops, adding that such letters get to those concerned when the interview/workshop is long over. Information of such nature is sometimes obtained from the rumour-mill hence the information either becomes distorted or inaccurate.

Teachers, on the other hand, keep important issues away from the head teacher. For example, when a teacher is delegated to a workshop, the teacher does not come back to inform the Head and staff about what transpired. These scenarios usually cause tension and unstable conditions in schools and this adversely affects teaching and learning and as a result students' performance. The study, therefore, wants to find what causes the break in communication in the JHS in the Cape Coast Municipality and at best recommend ways of mending the break.

The study's main purpose is to determine the problem with communication flow that exists in the JHS. It will also find out what causes the Head and teachers alike to keep information away from each other. Finally, the study will come out with some suggestions that will help improve communication in the JHS.

Based on the above purpose identified, the study will be guided by the following questions:
1. What forms of communication exist in the Junior High Schools in the Cape Coast Metropolis?
2. What are the barriers to effective communication in the Junior High Schools in the Cape Coast Metropolis?

It is imperative to note that when the study is concluded it will go a long way to significantly help to identify the problems associated with communication flow in the Junior High Schools. Again, it will help to prevent obstacles that impede effective communication in schools. In addition it will also help in the long term to manage conflicts in schools. Finally, the study will contribute to knowledge on communication flow within first cycle institutions.

2. Some Relevant Literature
The study will review literature along the following sub-headings: the concept of communication, Aristotelian model of communication, forms of communication, routes of communication, barriers to effective communication and ways of improving communication.

Communication involves at least two people, the sender and the receiver. The school administrator does not communicate in vacuum. He communicates with teachers, parents, officers and the public at large. The ancient Greeks were the first to study the communication process systematically. They had a vital interest in communication because of their economic lives. They believed that property rights could be gained or lost depending on the eloquences of a debate. Aristotle the Greek philosopher hence designed the first model of the communication process.
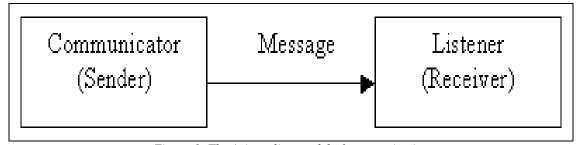

Figure 1: The Aristotelian model of communication

2.1. Aristotelian Model of Communication
This model was based on his theory of communication and focused on the fundamental elements of the communication process in a communicator (sender) transmitting a thought, idea or feeling to another person (receiver). Over the years the model has been

modified to include other terms like encoding, message, medium, decoding, reaction, feedback and noise (Dominick, 1993). "The written words, spoken words, and nonverbal language selected are paramount in ensuring the receiver interprets the message as intended by the sender" (Burnett and Dollar, 1989).

Burnett and Dollar (1989), however, argue that the communication process is made up of four key components. Those components include encoding, medium of transmission, decoding, and feedback. There are also two other factors in the process, and those two factors are present in the form of the sender and the receiver.

2.2. Forms of Communication

The forms of communication within an organization are classified under formal and informal communication.

Formal communication is the officially recognized means of sending a message and it is transmitted along the official laid down lines of authority. It conforms to laid down patterns and procedures in the organization and is imposed on people. Formal communication is dictated by the technical, political and economic environment of the organization. Here, people are required to behave in certain ways simply to get the work done.

March and Simon (1994) postulated that the capacity of an organisation, such as the school, to maintain a complex, higher interdependent pattern of activity is limited by its ability to handle the communication required for coordination. The greater the efficiency of communication within a school the greater the ability to coordinate interdependent activities such as the scope and sequence of curriculum content and instructional procedures is. The school organisation requires formal communication for survival and it maps patterns that typically follow the hierarchy of authority. Formal communication can move upward, downward or horizontally and often involve paperwork, and prearranged and are necessary for performing some task.

Informal communication, on the other hand is more unofficial. It is communication outside the organisation's formally authorized channels. Informal communication refers to interpersonal relationships that affect decision-making in the school but either is omitted from the formal structure or is not consistent with the scheme. Informal channels commonly called grapevines exist in all organisations regardless of how elaborate the formal communication system happens to be. According to Bateman and Snell (1999) the grapevine is the social network of informal communications that helps people interpret the organisation, translates managements' formal messages into "employee language" and conveys information that the formal system leaves unsaid. They, however, explain that the grapevine can be destructive when irrelevant or erroneous gossip and rumours proliferate and harm operations.

To Kinard (1988) information passing from one person tends to be modified in three ways. The first change is leveling, in which details are dropped or the information is simplified. The second change takes the form of sharpening, which people dramatize selected parts of the data. The third change is assimilation, in which information is shaped to serve the records of a grapevine. When large volumes of information are transmitted through the grapevine, administrators and managers must learn to adapt to it and manage and use it wisely. They need to understand that the existence of the grapevine does not mean that something is wrong in the organization. Because most of the grapevine information is accurate, managers need to listen to it attentively. The grapevine cannot be suppressed or eliminated; it should be used as a means to disseminate useful information accurately and quickly.

2.3. Routes of Communication

According to Campbell, et al. (1977) in any formal organization, it becomes necessary to establish channels for communication and participation. Through adequate communication, members of an organization remain aware of organizational goals and their contributions to these goals and suggestions for the improvement of operational procedures in the organization. This suggests clearly that communication in an organisation is not one way directional but must flow up, down and across.

For information to effectively reach its target, proper channels of communication must be developed through which intended messages would be transmitted and in turn a feedback sent to the source. The routes of communication in any organisation as well as the school are:

→ Vertical – Up and down the line of command
→ Horizontal – Between people at similar levels in different departments or sectors
→ Diagonal – Information is passed on directly to persons concerned.

Successful communication means talking to people in a language and terms they can comprehend. It means carrying messages in the most readily understandable and acceptable forms of words, with due appreciation of the environment and circumstance of those who receive them. There are modern communication tools such as computers, email, fax and Internet.

The main different types of communication flow that exist in organisation like the school are downward, upward, diagonal and horizontal. These directions of communication demonstrate the structure within which communication in an organization takes place. The knowledge of these communication flows help the school administrator to know which type to apply and at what time to do so. For downward communication, Stoner and Freeman (1989) explain that this type of communication flow poses problems for development planning. They, however, consider the purposes of the downward communication to include offering advice, information, instructions and helping to evaluate subordinator. Bateman and Snell (1999) find three problems associated with the downward communication including information overload, lack of openness between managers and employees and finally, filtering

Upward communication, on another hand travels from lower to higher ranks in the hierarchy. This is the flow of opinions, ideas, complaints, suggestions and other information from someone at a lower level (subordinate) to another at a higher level (superior) in the organization. This channel is used mainly to give feedback to superiors on what happens at the lower level of the organization. Upward communication may come in the form of reports, grievances, collective bargaining appeals or even suggestion boxes. For example in a school, students may send their grievances to the school authorities through their prefects or class teachers, or assistant

head teachers. According to Himstreet, Baty and Lehman (1993) the factors below are important to consider when upward communication flow is involved: Upward communication is primarily feedback to request an action from superiors; Subordinates often tell the superior what they think the superior wants to hear even though their message might contradict their true observations and perceptions; Upward communication is based on trust in the supervisor; Upward communication frequently involves risk for an employee.

Middlemist and Hitt (1981) observed that while upward communication is necessary to provide feedback on downward communication, it does not occur where subordinates do not trust superiors. A disturbing feature in this type of communication is that subordinates are unable or fail to report objectively or accurately their findings to Management for incorporation into policy formulation and implementation.

2.4. Barriers to Effective Communication

To the school administrator, the most important objective of communication is to make his message understood for effective running of the school. Other objectives he aims at include receiving feedback, which could either be positive or negative, and maintaining good relationships with his audience. There are, however, obstacles or barriers against his intentions. Barriers are influencing factors which impede or break down the continuous communication loop. They block, distort or alter information. Certain barriers present themselves throughout the process. Those barriers are factors that have a negative impact on the communication process. Some common barriers include the use of an inappropriate medium (channel), incorrect grammar, inflammatory words, words that conflict with body language, and technical jargon.

Noise is also another common barrier. Noise can occur during any stage of the process. Noise essentially is anything that distorts a message by interfering with the communication process. Noise can take many forms, including a radio playing in the background, another person trying to enter your conversation, and any other distractions that prevent the receiver from paying attention. By identifying the barriers and applying counter measures, team members can effectively communicate.

Amuzu-Kpeglo (1998) shares the same view as that of McShane and Glinow (2000) that communication process begins as soon as one conceives ideas and thought that are sent across. He is of the view that poor transmission of messages distorts the operations of an organisation (p 44).

According to Kotter (1977) communication is a sender transmitting a message through a medium to a receiver who responds, providing an understanding of a situation, which has no problems. If, however, a message sent is not heard as it was transmitted and the feedback demonstrates that the expectations of the transmitted message are satisfactory, then barriers have by all means infiltrated the communication channel.

According to Wright and Noe (1996) the following situations may result in communication barriers: Lack of necessary communication skills, the emotional state of the sender and receiver, use of jargons, use of conflicting signals and lack of credibility and reluctance to communicate. They continued to talk about errors in perception such as overload of information can result in communication barrier (pp 501 – 502). It is as a result of this that Kinard (1988) stated that "if we fail to communicate effectively, our efforts falter because of obstacles and barriers inhibiting the communication process" (p 355).

3. Methodology

The research design used is the descriptive survey. Polit and Hungler (1995) describe descriptive survey as primarily describing, observing and documenting aspects of a situation as it naturally occurs. The advantage of this is that responses can be collected from a very wide range of people, hence the use of school administrators, teachers and students.

The target population of the study was headteachers, teachers, senior prefects and their assistants in the Junior High Schools in the Cape Coast Metropolis of the Central Region of Ghana. The accessible population will be Heads of JHS, teachers and prefects from selected schools in the Cape Coast municipality. The total population of Head teachers in the Cape Coast Municipality is fifty-eight (58). There are four hundred and fifty-three teachers and one hundred and forty-six (146) senior prefects in the Junior High Schools in the Cape Coast Municipality. The total population of senior prefects and their assistants is one hundred and forty-six (146). Thus, the total targeted population in the Cape Coast metropolis is six hundred and fifty-seven (657) and the total respondents for the study is two hundred and fifty-two (252).

All the Junior High Schools in the Cape Coast Metropolis are grouped into six (6) circuits. Six (6) schools were selected from each of the six circuits. The study used simple random sampling to select the six schools out of the six circuits and the respondents. The technique that was used is simple random method. Twumasi (2001) defines simple random sampling as one that takes into account the fact that all the elements or individuals in the population get equal chance of being selected. Each individual has an equal chance of being represented or eliminated and the units involved in the population are seen to be homogeneous. Thirty-six head teachers, One hundred and forty-four teachers, thirty-six senior Prefects and thirty-six Assistant' Senior Prefects were selected. This is because the selected population have special characteristics that made them automatic respondents to the study.

3.1. Research Instrument

The instrument developed and used to elicit relevant data for the study was the questionnaire. Kerliyer (1973) observed that the questionnaire is widely used for collecting data in educational research because it is very effective for securing factual information about practices and conditions and for enquiring into opinions and attitudes of the subject. The questionnaire was used because all the respondents are literates and because the number of the accessible population is large.

The questionnaires used were in three different sets; One for the students, another for the teachers and the third for the head teachers. The total items on the questionnaire were 65. Section A, which is the personal data consisted of 5 items each. Section B solicited respondents' views on forms of communication and this was also made up of 5 items. The respondents were requested to rank each item on a Likert Rating Format response. Section C was made up of 5 items and it was meant to find out communication flow in the Junior High School. The respondents were expected to rank each item on a Likert Rating Format response as follows: Strongly Agree, Agree, Strongly disagree, Disagree. The respondents in Section D were asked to indicate the barriers of communication according to their individual views. Here again the following Likert Rating Format was used based on Strongly Agree, Agree, Strongly disagree, Disagree.

The final section, which is the Section E, was on the topic ways of improving communication. Each of the respondents was requested to indicate one of the following responses: Strongly Agree, Agree, Strongly disagree, Disagree. In all instances, Strongly Agree, Agree, Strongly disagrees, Disagree. Strongly Agree carries 4 marks whereas Agree carried 3 marks. Strongly Disagree and Disagree had 2 and 1 mark, respectively.

3.2. Data Collection Procedure

The researcher held brief meetings with the respondents to explain the rationale for the study and solicit their help to respond to the questionnaire. Specific items were fixed for the administration and collection of the questionnaire.

4. Data Analysis

It was clearly established that a majority of JHS teachers in the Cape Coast Municipality are males who constitute more than fifty percent (50%). This presupposes that the teaching force of the Ghana Education Service GES is predominantly male.

It was again established that the vast majority of JHS teachers in the Cape Coast metropolis has not taught for more than ten (10) years. It was also clear that about 96% of JHS teachers have teaching experience of more than 6 years. This suggests that teachers in the Municipality have the experience it takes to impart knowledge taking into account the number of years spent in the profession.

Still on their biodata, it was established that a majority of JHS teachers are Certificate "A" holders. This attests to the fact that JHS schools basically get the teachers from the Colleges of Education (formerly referred to as teacher training colleges). However, it can also be seen that quite a sizeable number of basic schools and JHS teachers are degree holders. This can be attributed to the fact that the metropolis is blessed with a university that trains teachers by name University of Cape Coast.

When respondents were asked to indicate their ranks in the GES, it was revealed that out of the six (6) ranks, majority fall in the Principal Superintendent rank (24.1%) and only (2.3%) were Assistant Directors. Since the number of years taught has a bearing on one's rank and due to the fact that majority of teachers have taught for more than 6 years, majority of teachers are above the rank of Senior Superintendent (2) in the Metropolis.

4.1. Research Question One

.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Head outlines school rules and regulations	55(31.6)	91(52.3)	23(13.2)	5(2.9)	174(100)
Head coordinates between education office and staff	90(51.7)	80(46.0)	4(2.3)	-	174(100)
Head explains educational policies to staff	75(43.1)	87(50.0)	10(5.7)	2(1.1)	174(100
Adequate information is given to staff	47(27.0)	86(49.4)	36(20.7)	5(2.9)	174(100)
Head uses informal and formal communication	48(27.6)	116(66.7)	9(5.2)	1(0.6)	174(100)
Head holds formal meetings with staff	93(53.4)	76(43.7)	4(2.3)	1(0.6)	174(100)
Head uses facial expression	42(24.1)	103(59.2)	24(13.8)	5(2.9)	174(100)
Head uses verbal instructions	48(27.6)	113(64.9)	10(5.7)	3(1.7)	174(100)
Teachers spread false information	18(10.3)	59(33.9)	57(32.8)	40(23.0)	174(100)
Vital information is given through rumour	17(9.8)	108(62.1)	39(22.4)	10(5.7)	174(100)

Table 1: What Forms of Communication Exist in the JSS?
Source: Field Data, February 2015

Effective communication is the hub of any enterprising organization like the school. It is, therefore, necessary for school administrators to deal with problems associated with effective communication in the school. The table shows that majority of teachers (53.3) agree to the fact that Heads of Basic Schools outline the rules and regulations of their schools at the beginning of the term. Less than (4.0%) of respondents, however, disagreed with this question. In response to whether Heads serve as coordination between the Municipal Education Office and staff, as many as (51.7%) of respondents confirmed that they strongly agree. As indicated in the table, only a minority of (2.3%) disagree that their Heads serve as coordinators between staff and the office. According to Von Glinow (2003) employees like teachers are the organization's brain cells and effective communication helps them to make more informed decisions.

Fifty percent (50%) of the respondents agreed that Heads explain new educational policies to staff while (1.0%) disagree. These responses clearly indicate that headteachers of Basic Schools in the Cape Coast Metropolis explain new educational policies to their staff. Table 1 indicates that while a majority of respondents agreed that information given to staff is adequate less than (4.0%) strongly disagree. Adequate information to teachers regarding their school and Ghana Education Service (GES), in general, is very necessary to

ensure effective teaching and learning in school as an organization. These responses support Simon (1968) when he postulated that without communication there can be no organization. The school cannot be managed effectively without adequate information flow to and from staff.

Respondents were asked to indicate the extent to which they agree or disagree to whether headteachers use both informal and formal communication skills to solve interpersonal conflict. While majority (66.7%) agreed that Headteachers use informal and formal communication skills only one person (teacher respondent) strongly disagreed to this statement.

In Table 1, while (53.4%) pointed out that they strongly agreed to the question that Heads hold formal meetings with staff (2.3%) disagreed with the statement. Frequent meetings in the school are very crucial for the success of the school. These meetings provide an avenue for teachers (staff) to air their grievances and it serves as a platform to generate feedback.

In response to item seven (7), which is whether Headteachers sometimes use facial expressions to communicate, while 103 (59.2%) agreed with the statement, 24 (13.8%) disagreed. The responses agree with Himstreet (1987) in his assertion that communication is to inform through verbal and non-verbal means such as facial expression, signs and behaviours.

Kinard (1984) is of the view that communication is one of the administrator's most important tools which, when used correctly, will embody the speaker's objectives. In response to the use of verbal instructions by the Heads of basic schools in the Cape Coast Metropolis (27.6%) said they strongly agree. Sixty four point nine percent (64.9%) reiterated that they agreed. Less than (10.0%), however, indicated that they disagree and strongly disagree with the statement. As to whether teachers spread false information in school or not thirty three point nine percent (33.9%) indicated that they agree, while 32.8% indicated they disagree. Information spread through various means in the school. Some may be true while others may be false.

A majority of the respondents pointed out that vital information is given through rumours. Under the same item, (22.4%) did not agree. The rumour mill is one of the vital means of circulating information in an organization. According to Keith cited in Kinard (1988) rumours spread information rapidly and can be classified as both good and bad.

4.2. Research Question 2: What are the Barriers to Communication in the JHS?

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Head feels reluctant to communicate	8 (4.6)	22(12.6)	91(52.3)	53 (30.5)	174 (100)
Head uses contradictory signals	3 (1.7)	23(13.2)	92 (52.9)	56 (32.2)	174 (100)
Teachers and students accept information	43(24.7)	116(66.7)	9 (5.2)	6 (3.4)	174 (100)
Teacher feels insecure at school	13 (7.5)	35(20.1)	69 (39.7)	57 (32.8)	174 (100)
Head's messages is not clear	5 (2.9)	37(21.3)	69 (39.7)	63 (36.2)	174 (100)
Circulars are received after date	34 (19.5)	70(40.2)	59 (33.9)	11(6.3)	174 (100)
Head gives too many instructions	9 (5.2)	34(19.5)	81(46.6)	50 (28.7)	174 (100)

Table 2: Barriers to Communication at the Basic School
Source: Field data, February 2015

The most important objective of communication is to make one's message understood by the receiver. The school administrator (headteacher), therefore, must deem it necessary to ensure that anything that inhibits effective communication is dealt with. Table 2 shows that majority of respondents disagree with the statement that head teachers feel reluctant to communicate with teachers, while (4.6%) strongly agree with the statement.

In response to a question on whether the headteacher uses conflicting/contradictory signals or not, while 92 (52.9%) which is a majority disagree, 3 (1.7%) strongly agree. The above responses indicate that messages communicated by Heads of School are clear to subordinate in the school. According to McShane and Glinow (2000) communication begins as soon as one conceives ideas and thoughts that are sent across; and that poor transmission of messages distorts the operations of an organisation. One hundred and sixteen (116) representing respondents reiterated that they agree with the statement that teachers and students believe and accept information from the head teacher. However, a minority of 6 respondents representing (3.4%) strongly disagree with this statement.

In an answer to item four of table 2 a majority of respondents contended that they disagree with the statement that teachers feel insecure at school because there is mistrust from the Headteacher. Less than nine percent (9.0%) of these teachers were, however, of the opinion that teachers feel insecure at school due to mistrust from the headteacher. Upward communication is necessary to give feedback on downward communication. However, it does not occur where subordinates mistrust superiors (Middlemist and Hitt, 1981). Effective communication is to ensure that one's message gets to the recipient without distortion.

Table 2 shows that majority of respondents (39.7%) disagree that headteachers use of ambiguous statements which do not make their message clear. A minority of (2.9%) were on the other hand of the view that they agree with the assertion that headteachers use of ambiguous statements does not make their message clear.

The study again wanted to know whether sometimes circular letters for workshops and interviews are received after the said dates. Seventy (70) respondents which represent forty point two percent (40.2%) were of the view that they agree. Eleven (11) respondents, which is six point three percent (6.3%) strongly disagree as indicated in Table 2.

In response to a question on whether headteachers sometimes give too many instructions at the same time, which makes it difficult for teachers to understand, the response by a number of respondents (46.6%) is that they disagree. On this same item, (5.2%) strongly agree. Despite this majority response, it cannot be ruled out that headteachers' instructions are not understood and responded to by teachers.

Table 2 shows that a majority of respondents (39.7%) disagree that headteachers' use of ambiguous statements does not make the message clear. A minority of respondents (2.9%) were on the other hand of the view, that they agree with the assertion that Headteachers' use of ambiguous statements does not make his message clear.

The researcher again wanted to know whether sometimes circular letters for workshops and interviews are received after the said dates. Seventy (70), which represent forty point two percent (40.2%) were of the view that they agreed. Eleven (11) which is six point three (6.3%) strongly disagreed.

In response to a question on whether headteachers sometimes give too many instructions at the same time, which make it difficult for teachers to understand, a majority of respondents (46.6%) disagreed. On this same item (5.2%) strongly agreed. Despite this majority response it cannot be ruled out that headteachers' instructions are not understood and responded to by teachers.

There was also a question posed in the questionnaire as to how feedback is received by respondents and the following table illustrates their responses:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teachers sign circulars after reading	110(63.2)	53(30.5)	10(5.7)	1(0.6)	174(100)
Teachers submit reports after attending workshops	52(29.9)	96(55.2)	25(14.4)	1(0.6)	174(100)
Teachers give their views on issues	74(42.5)	92(52.9)	6(3.4)	2(1.1)	174(100)
Headteacher value feedbacks	60(34.5)	105(60.3)	9(5.2)	-	174(100)

Table 3: Table Showing How Feedback Is Received By Respondents
Source: Field data, February 2015

As part of answering research question three posed by the researcher, respondents were asked to indicate whether teachers sign circular letters after reading to indicate that they have received such letters. While (63.2%) strongly agreed with this statement (5.7%) and (0.6%) stated they disagree and strongly disagree, respectively.

Table 3 again shows that majority of respondents stated that teachers submit reports after attending workshops, seminars and in-service training. Less than seven percent (7%), however, were of the view that teachers do not submit reports after attending workshops, seminars and in-service training.

In response to item three on feedback, the respondents were asked to tick teachers' views on issues raised at staff meetings, 92 representing 52.9% were of the view that they agree. Contrary to this, 8(4.6%) disagreed that teachers give their views on issues raised at staff meetings.

Notably, effective communication is not complete without feedback. After receiving a message it is necessary for a hearer to provide a response. This response may take the form of a spoken comment, a written message and others. Table 3 also shows that as many as (60.3%) of the JHS teachers in the Cape Coast Metropolis who answered the questionnaire agreed that feedback is very important to the Headteachers while (5.2%) reiterated that they disagree. These responses support Bovee and Thill (1992) that feedback plays an important role in the communication process since it allows the sender to evaluate the effectiveness of the message.

5. Conclusion, Findings & Recommendations

5.1. Conclusion
Communication is said to be the flow of information from one place to the other. One important tool needed to accomplish goals in schools is communication. Hence the greater the clarity of the message, the more likely teacher and student actions will proceed in fruitful directions. Administrators want receivers such as teachers and students first to understand and accept their ideas and act on them to help achieve the school's set goals. The study recognized some of the inherent problems that various stakeholders within the school set-up face by way of existing gaps in the flow of information. It is a known fact that this situation causes lots of problems that do not auger well for the various institutions. It is with this trend that the study set out to investigate within the Cape Coast metropolis in Ghana what the actual causes of the problem are and to suggest recommendations to help curb the problem.

A random selection of schools in the Cape Coast metropolis was made and their personnel (Headteachers, teachers) and pupils were randomly selected as well to collect data for the study.

5.2. Findings
The responses given to the questionnaire that were administered were collated and the following findings were made:
1. That rules, regulations and policies are outlined clearly at the Junior High Schools by the Headteachers
2. That Headteachers do well to serve as the conduit between the metropolitan education office and the staff of the Junior High School
3. That adequate information is given to both staff and pupils by the Headteachers through both formal and informal means
4. That despite all the efforts made by Headteachers to achieve effective flow of communication at the Junior High School, most teachers are used to the practice of spreading false information on the campus
5. That vital information is normally spread through rumours on campus, for whatever reason.

5.3. Recommendations

From the findings made, the following recommendations are being suggested by this study:

1. Head teachers should be encouraged by the metropolitan education office to uphold openness by continually outlining rules, regulations and policies for the consumption of the whole school community
2. That staff meetings should be organized periodically at which for a staff could make requests for clarification of policies, rules and regulations they don't understand.
3. Regular student and staff durbars should be organized for effective communication to take place. This will enhance effective staff and pupils' co-existence.
4. Since teachers are used to spreading false information on campus, Headteachers should ensure that all information is properly disseminated through appropriate Notice Boards at designated points on campus and at the staff common rooms, circulars to every teacher, and announcements at staff meetings.
5. Staff should be advised to read notices and do enquiries at designated offices to forestall rumour mongering on campuses.

6. References

i. Amuzu-Kpeglo, A. (1998). Business Communication for the Higher National Diploma. Cape Coast: Andimua Associates Ltd.
ii. Best, J. W. and Kahn, J. V (1993). Research in Education. Boston: Allyn and Bacon Inc.
iii. Bateman, T. S and Snell, S. A. (1999). Management: Building Competitive Advantage. McGraw-Hill. New York.
iv. Bovee C. L., Thill, J.V (1992). Business Communication Today. McGraw Hill New York.
v. Burnet, M. J. and Dollar, A. (1992). Business Communication: Strategies for Success. Huston, Texas: Dane
vi. Campbell, R. F. et al (1977). Introduction to Educational Administration. Boston: Allyn and Bacon Inc.
vii. Gorton, (1980). School Administration and Supervision: Improvement Issues, Concepts and Case Studies, Iowa: W.M.G Brown Publishers.
viii. Himstreet, W. C., et al (1993). Business Communication. Wadsworth Publishing Company, Belmont, California
ix. Hoy, W. K. and Miskel, G. G. (1982). Educational Administration, Theory, Research and Practice. New York. Random House
x. Kotter, J. (1977). "Power, Dependence and Effective Management". Harvard Business Review, 55, No. 4, pp 14 – 25.
xi. McShane, S. L and Von-Glinow, (2001). Organisational Behaviour. McGraw-Hill, New York.
xii. Middlemist, D. R. & Hitt, M. A. (1981). Organizational Behaviour: Applied Concepts. Chicago: SRA.
xiii. Rogers, M. E. and Rogers, R. (1975) Communication in organizations. The Free Press, New York.
xiv. Wright, M. P. and Noe, A. R. (1996). Management of Organizations: McGraw-Hill, New York.