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**SCHOOL OF GRADUATE STUDIES AND RESEARCH
(SoGSaR)**

**PROJECT TOPIC:
CRISIS COMMUNICATION IN THE GHANAIAN SENIOR
HIGH SCHOOLS: A CASE STUDY OF ACCRA GIRLS
SENIOR HIGH SCHOOL.**

STUDENT'S ID NUMBER: MAPR20063

SIGNATURE: VINCENT DELA GOKA

SUPERVISOR: DR. GEORGE ASAMOAH

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DECLARATION

I, having duly acknowledged notable sources, declare that this dissertation is my own work and no part of this has been submitted for a degree in this institution or any other. Findings herein however, would be suggested to the Accra Girls Senior High School for consideration and possible implementation, since findings are peculiarly subjective to the latter.

SIGNED.....

SUPERVISOR'S DECLARATION

I declare that this project work has been strictly supervised by our noble outfit and according to the principles set by the School of Graduate Studies and Research, Ghana Institute of Journalism Accra, Ghana.

NAME: DR. GEORGE ASAMOAH

SIGNATURE:

DATE:

DEDICATION

I dedicate this research to the almighty God through whose guidance and divine selection I made it through this course. I also dedicate this work to my supervisor Dr. George Asamoah for his perfect interpersonal skills exhibited throughout the research period, and further to the Accra Girls Senior School and all its workers. I specially dedicate this work to my grandmother, Mrs. Lucy Ocloo Goka who through her massive support I have made it through this course with success.

Table of Contents

DEDICATION	4
LIST OF TABLES	8
LIST OF FIGURES	8
ABSTRACT	10
CHAPTER ONE	12
INTRODUCTION	12
1.1 BACKGROUND	12
1.2 STATEMENT OF PROBLEM	14
1.3 OBJECTIVES	15
1.4 RESEARCH QUESTIONS	15
1.5 SIGNIFICANCE OF THE STUDY	16
1.6 SCOPE OF THE STUDY	16
1.7 CHAPTER ORGANIZATION	17
CHAPTER TWO	18
LITERATURE REVIEW	18
2.1 INTRODUCTION	18
2.2 THEORETICAL REVIEW	18
2.3.1 Organizational information theory of communication	19
2.3.2 Relevance of theory (organizational information theory)	20
2.3 OVERVIEW OF ACCRA GIRLS SENIOR HIGH SCHOOL	20
2.2.1 Historical overview of the school	20
2.4 CRISIS COMMUNICATION	21
2.5 CRISIS MANAGEMENT	22
2.6 RELEVANCE OF A COMMUNICATIONS UNIT IN ORGANIZATIONS	23
2.7 PREPARATION TOWARDS CRISIS COMMUNICATION AND REACTIONS	23
2.7.1 Identification Of Crisis Communication Team	24
2.7.2 Identification of Spokespersons.	24
2.7.3 Training Of Spokesperson(S)	24
2.7.4 Establishment of Communications Protocols	25
2.7.5 Identify and Know Your Audiences	25

2.8 CRISIS COMMUNICATION STAGES AND ITS IMPACT.....	26
2.8.1 Internal publics/ Internal communication.....	28
CHAPTER THREE	30
METHODOLOGY	30
3.1 INTRODUCTION.....	30
3.2 RESEARCH DESIGN	30
3.3 POPULATION.....	30
3.4 SAMPLE SIZE AND SAMPLING PROCEDURE	31
3.5 DATA SOURCE	32
3.6 DATA ANALYSIS	32
3.7 ETHICAL CONSIDERATIONS	32
CHAPTER FOUR.....	34
RESULTS AND DISCUSSIONS	34
4.1 INTRODUCTION.....	34
4.2 DEMOGRAPHIC DETAILS OF RESPONDENTS	34
4.3 GENDER.....	34
Field Data, 2021.....	35
4.3 AGE OF RESPONDENTS	35
Table 4.1 Age Group of Respondents.....	36
4.4 EDUCATIONAL BACKGROUND	36
Table 4.2 Educational Background of Respondents	37
4.6 NUMBER OF YEARS SPENT AT ACCRA GIRLS SENIOR HIGH SCHOOL.....	38
Table 4.4 Number of Years at Accra Girls Senior High School.....	39
4.7 WHY ACCRA GIRLS SENIOR HIGH SCHOOL DOES NOT HAVE A COMMUNICATIONS/MEDIA DEPARTMENT.....	39
4.8 THE PUBLIC'S KNOWLEDGE OF ACCRA GIRLS SENIOR HIGH SCHOOL	40
Source: Field Data, 2021.....	40
4.9 WHO/HOW ACCRA GIRLS SENIOR HIGH SCHOOL HANDLES ITS COMMUNICATIONS/ MEDIA NEEDS	42
Table 4.6 Who/How Accra Girls Senior High School Handles its Media Needs.....	43
Source: Field Data, 2021.....	43

Source: Field Data, 2021.....	43
4.10 WHAT ACCOUNT FOR DELAY IN ESTABLISHMENT?.....	45
4.11 NEED FOR COMMUNICATION / MEDIA UNIT, URGENT OR IMMINENT	46
4.12 CHALLENGE(S) FACED BECAUSE OF ABSENCE OF A COMMUNICATION/MEDIA DEPARTMENT AT ACCRA GIRLS SENIOR HIGH SCHOOL	47
Source: Field Data, 2021.....	47
Source Field Data, 2021.....	48
4.13 DOES ACCRA GIRLS SENIOR HIGH SCHOOL CONSIDER THE CREATION OF A COMMUNICATIONS DEPARTMENT A NEED?.....	49
Source Field Data: 2021.....	49
4.14 WHAT NEED A COMMUNICATIONS DEPARTMENT IS TO ACCRA GIRLS SENIOR HIGH SCHOOL?	50
Source: Field Data, 2021.....	50
4.15 RECOMMENDATIONS REGARDING THE CREATION OF A COMMUNICATION/MEDIA DEPARTMENT AT ACCRA GIRLS SENIOR HIGH SCHOOL	52
Sources: Field, 2021.....	52
CHAPTER FIVE	54
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	Error! Bookmark not defined.
5.0 INTRODUCTION	54
5.1 SUMMARY OF FINDINGS	54
5.2 CONCLUSION	56
5.3 RECOMMENDATIONS	57
REFERENCES	58
APPENDIX.....	61
CRISIS COMMUNICATION IN THE GHANAIAN SENIOR HIGH SCHOOLS; A CASESTUDY OF ACCRA GIRLS SENIOR HIGH SCHOOL	61

LIST OF TABLES

Table 4.1 Age Group of Respondents.....	34
Table 4.2 Educational Background of Respondents.....	35
Table 4.3 Role at Accra Girls Senior High School.....	35
Table 4.4 Number of Years at Accra Girls Senior High School.....	36
Table 4.5 The Public's knowledge of Accra Girls Senior High School.....	37
Table 4.6 Who/How Accra Girls Senior High School Handles its Media Needs.....	39
Table 4.7 Effort to establish a communication/media department for Accra Girls Senior High School.....	40
Table 4.8 Factors accounting for the delay.....	42
Table 4.9 Challenge(s) faced because of absence of a communication/media department at Accra Girls Senior High School.....	43
Table 4.10 Does Accra Girls Senior High School Consider the Creation of a Communications Department a Need?.....	45
Table 4.11 What Need a Communications Department is to Accra Girls Senior High School.....	46
Table 4.12 Recommendations regarding the creation of a communication/media department at Accra Girls Senior High School	48

LIST OF FIGURES

Figure 4.1 Gender of respondents.....	33
Figure 4.2 The Public's knowledge of Accra Girls Senior High School.....	38
Figure 4.3 Who/How Accra Girls Senior High School Handles its Media Needs.....	40
Figure 4.4 Effort to establish a communication/media department for Accra Girls Senior High	

School.....	41
Figure 4.5 Factors accounting for the delay.....	42
Figure 4.6 Challenge(s) faced because of absence of a communication/media department at Accra Girls Senior High School.....	44
Figure 4.7 Does Accra Girls Senior High School Consider the Creation of a Communications Department a Need?.....	45
Figure 4.8 What Need a Communications Department is to Accra Girls Senior High School.....	47
Figure 4.9 Recommendations regarding the creation of a communication/media department at Accra Girls Senior High School.....	49

ABSTRACT

The establishment of a communications department in a public institution accountable to its citizens is inevitable. This study probes whether the need for a communication/media department in a public institution is an urgent need requiring immediate attention, or an imminent need that could wait a while, as most public institutions do not see the need to spend huge sums of money on modern communication equipment and systems to boost their effectiveness.

The researcher uses a descriptive case method to examine the communication needs of the Accra Girls Senior High School in realizing the objectives of the study. A total of 30 respondents made up of staff and interns of the Academy are interviewed through a carefully drafted questionnaire to seek answers to the objectives of this study, which includes; to ascertain why there is no communications department at Accra Girls Senior High School and to find out if a communications department at Accra Girls Senior High School is an urgent or imminent need.

The study reveals that excessive bureaucracy and financial constraints are accountable for the somewhat delay in establishing a communications department at the Accra Girls Senior High School. Majority of respondents are of the view that a communications department at Accra Girls Senior High School is an urgent need requiring immediate attention. Respondents acknowledge that Accra Girls Senior High School has made several efforts to establish a communications department over the years, and sees the establishment of a communications department as relevant to its activities.

The study recommends that; Council of Accra Girls Senior High School should device accelerated means of expediting options to set up a communications department; in the face of financial constraints, a communications officer should be employed to work with management on the progressive creation of a communications department; and that, the department's establishment should be handled as a matter of urgency.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Communicating in the midst of crisis is rather an art which is a difficult one and needs a specialist in crisis communication field to professionally handle the communication between the entity involve and the public.

Crisis can be defined as an event that affects or has the potential to affect the whole of an organization. Thus, if something affects only a small, isolated part of an organization, it may not be a major crisis. In order for a major crisis to occur, it must exact a major toll on human lives, property, financial earnings, the reputation, and the general health and wellbeing of an organization” (Mitroff & Anagnos, 2001: 34-35)

Coombs in his write up on crisis further emphasized that “the perception of an unpredictable event that threatens important expectancies of stakeholders and can seriously impact an organization’s performance and generate negative outcomes” (Coombs, 2000 7b: 2-3)

The aim of this project is to unearth the unpreparedness of most the Senior High Schools in Ghana and how this turn to affect their communications in the period of crisis and thereby lead to crisis management which later degenerate into public over reaction against the school making Ministry of Education (MoE) and Ghana Education Service (G.E.S) also to be found wanting.

Crisis communication is a strategic approach to corresponding with people and organizations during a disruptive event. (Paul Crocetti, 2020). Well planned communication is very vital in crisis occurrences and resolving these occurrences needs proactive and quick professional communication response from an expert in other to avoid further crisis management and danger.

Communications Units as well as Communications Experts need to be established in schools because crisis situations happen in many and several forms such Public Relations scandals, natural disasters and on-campus security threats leading to destruction that can cause harm to students, management, and stakeholders.

On July 6, 2020, Citi Newsroom reported a news story titled “Accra Girls students demonstrate parents storm school after COVID-19 infections” details of the story denoted that Students of Accra Girls Senior High school are protesting to put pressure on the management of the school to allow them to go home following reports that six of their colleagues have contracted COVID-19. (Source: Citinews,2020)

Again, on July 14, 2020, the same Citi Newsroom reported a news story on ‘Parents besiege Accra Girls again, demand release of wards after more COVID-19 infections’ According to one of the parents interviewed, noted that their wards were not being treated well in the school. “Authorities are not saying anything. When other institutions recorded cases, were they not closed down? So why is that if the school are also recording cases, why are they still opened? All the stakeholders are calling for the shutdown of the school so why don’t they want to release the children?” (Source: Citinews,2020)

From the stories captured above together with few other Senior High Schools in Ghana suffered crisis situations which later on produced highly stressful situations for management and stakeholders due to unprofessional communication which is much of a problem to the schools in most these crisis periods. In order to be able to eliminate unnecessary reactions during periods it will be good for schools to prepare for the unexpected, schools should be able have a well-equipped Communications Offices which should manage and communicate their crisis situations(solution) for them in order to be able to manage fear and panic during these periods.

The study will also establish the fact that Communications or Public Relations Office should not be only functional at the Ministry of Education (MoE) and Ghana Education Service (G.E.S) offices. There is the need for the Senior High Schools across the country to have a well-equipped and professionals of communication to function at the grassroots.

1.2 STATEMENT OF PROBLEM

In recent times crisis communication has become necessary tool to be used by every Senior High School. Crisis communication outfit should not only be centralized at the Ministry of Education (MoE) or Head, Regional and District offices of the Ghana Education Service (G. E. S).

The goal of this study is to practically establish the important of government to consider establishment of communications/Public Relations Office in the Ghanaian Senior High Schools thus to say the Communications/Public Relations Offices centered at the Ministry of Education (MoE) and Ghana Education Service (G.E.S) should be decentralized and fused into the governance body of the Senior High Schools across the nation. It should be bestowed on Government of Ghana to also furnish these offices with well qualified Communications and Public Relations experts. This study will also establish through the case study of the Accra Girls Senior High School, the need for school management to always have a crisis management plan that should be rolled out during crisis occurrences.

Establishment of the Communication/ Public Relations Office has become necessary due the increasing population and crises occurrences in the schools' day in day out. These crises happens and mostly there is no proper defensive communications plan or crisis management plan to handle the crises and later turn out to be a national discussion for government intervention via Ministry of Education (MoE), Ghana Education Service (G.E.S) or related alliances to come in to defend school management and stakeholders.

Some of these crises could basically be handled with a well-prepared crisis communication plan or crisis management plan. These plans in place can easily help manage and handle the issue at the grassroots without it really getting out of hand but because of lack of unprepared and unprofessional handling of these issues trigger public reactions and utterances. Little research has been conducted on personality traits that may affect the respondents' reactions to a crisis or to the crisis response strategy used to manage the crisis (Coombs, 2007).

1.3 OBJECTIVES

The following are the objectives:

- 1 To identify the importance of establishment of crisis communication plan and office in the Accra Girls Senior High School.
- 2 To identify factors that will enhances crisis communication in the school-by-school management and stakeholders.
- 3 To identify factors that hinders crisis communication by school management and stakeholders.

1.4 RESEARCH QUESTIONS

The following are likely questions to be explored in this research.

- 1 What will be the factors that will affects crisis communication in the Accra Girls Senior High School?
- 2 What factors that will enhance crisis communication in the school?
- 3 What factors hinders crisis communication and management in the school?

1.5 SIGNIFICANCE OF THE STUDY

Crisis communication has been very instrumental to resolving Public Relations scandals, natural disasters and on-campus security in schools across globe. Crisis communication will go a long way to help the institution, student, stakeholders and parents at large. Developing country like Ghana and increasing crisis situation in the country unlike before, the country needs more qualified communicators and well-equipped communications offices to roll out crisis communication and management plans for each Senior School in order to help control fear and panic during crisis situations.

The study seeks to understand the problems faced by management, students and stakeholders of Accra Girls Senior High School during crisis situation due to lack of crisis communication plans and to help provide recommendation for improving crisis communication in the school.

Knowledge and findings that will be generated from this study will be vital in explaining the reasons behind the disparities during crisis situations in the school thus Accra Girls Senior High School. It will help the school to establish and implement plans to improve crisis communication.

The study will provide support for key mediational role of study strategies in the effect of achievement goals and self-efficacy in crisis communication implementation.

1.6 SCOPE OF THE STUDY

The scope this study is to establish the important of government to consider establishment of Communications/Public Relations Office in the Ghanaian Senior High Schools. A case study of the Accra Girls Senior High School.

1.7 CHAPTER ORGANIZATION

The chapter one of this work is the introductory chapter of the work. It provides the background of the research. It also contains information on the institution used as case study in the research. Other relevant aspects of the first chapter are the objectives, research questions, significance, and chapter organization.

The chapter two deals on existing literature on the subject under study and an examination of related works. It also reviews works done by others on the area of focus of the research.

The chapter three describes the methodology for the research including the tools of gathering information, sample and sample size, tools of presentation of the findings and analysis. It gives a vivid description of statistical elements of the research which are key to how the conclusions are arrived at.

The chapter four presents the findings and discussion of the various findings from the survey undertaken. It also contains the discussion of the findings issue by issue as per the instructions used in the data collection.

The Chapter five encompasses conclusion and suggestions made by the researcher as a result of the discussion of all the dimensions of the various issues inherent in the study. Here the opinion of the researcher is of great essence in terms of inferences made.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter of the study is a review of scholarly works centered on business communication within and outside the confines of an organization, specifically with regards to technological advancement in line with the subject of discussion. Given that this study is a case of the Accra Girls Senior High School, an overview of the Accra Girls Senior High School was presented; its establishment and administration.

The chapter also reviews theories of communication and crisis communication, as well as empirical studies that may have a positive bearing on public relations and communication as a promotional tool to drive the audacity of the Accra Girls Seniors High School to blossom.

The chapter sought to reveal the untapped importance of a communications/public relations/press information department of organizations in direct relation to Accra Girls Senior High School.

2.2 THEORETICAL REVIEW

Theories are organized concepts, explanations and principles of some aspect of human behaviour (Littlejohn & Foss, 2008). It is a system of ideas intended to explain something, especially one based on general principles independent of the things to be explained. According to (Infante, Rancer, & Womack, 2003), theories are designed to explain why events do happen. They are a set of interrelated concepts that make known, in a systematic assessment, things that happen based on the relation existing between variables (Van, Ryn & Heaney, 1992).

It is a contemplative and rational type of abstract or generalizing thinking about a phenomenon. The theoretical review of a study encompasses the review of specific theories that relate to the concept or topic being studied and predict what the outcome of the study is likely to be or give an explanation to what the study's outcome is.

2.3.1 Organizational information theory of communication

The conception of organizational information hinders on the management of affairs related to communication that affects organizational performance in managing information flow without and within an organization (Weick, 1969). “Organizational information systems address key problems of communication and knowledge sharing” (Weick, 1969). (Ali et al., 2015) have added that organizational information theory can be used as an instrument to ensure effective communication in organizations. Effective communication helps organizations in performing the basic functions of management i.e., Planning, controlling, organizing, and leading (Alan, 2000).

The organizational information theory is a communication approach developed by Karl Weick to describe the process of collecting, using and managing information (Avgerou, 2002). (Brent, 1984) and Cernea, 1988) have posited that this communication approach was initially considered as an information management method that has been reviewed over the years by scholars to a theory called the ‘organizational information theory’. (Brent, 1993) has added that the organizational information theory has contributed immensely to the management of organizational communication.

The theory is made up of three tentacles namely; information environment, information equivocality, and communication flow/cycle (Weick, 1969). West & Turner, 2000) have chronicled that the theory of organizational information borders on the process rather than the structure. (Weick, 1969) posits that the theory of organizational information focuses on information communication that is vital to the shaping of the performance of an organization. Everyday employees in any given organization and its environments have to deal with hundreds of stimuli that could be potentially interpreted and proceeded (Lewis, 2000; Liebenau & Backhouse, 1990), meanwhile, (Powell, 2003) has underscored that information environment is a core concept to understand the process of how organizations are formed and information.

(West & Turner, 2000) have therefore concluded that “the availability of all stimuli is reflected to be the information environment” According to the organizational information theory of communication, information equivocality explains how information is received in an organization via several sources (Land, 1992; Lewis, 1997). To ascertain understanding of the received information, it must be decoded and examined; this process of decoding and examination demands qualified information personnel or an instituted department such as a communications department must be selected to handle it (Lewis, 2001).

According to (West & Turner, 2001), information equivocality refers to messages without clarity of subject, explanation, reference and scope. (Edward, 1994) discussed that the flow of communication arrives at a series of hierarchy, norms, roles, patterns as well as formal and informal structures.

2.3.2 Relevance of theory (organizational information theory)

The organizational information theory unveiled the process of information flow in an organization. It discussed in detail, the reason why a public institution like the Ghana Academy of Arts and Sciences, and all other public institutions should have a communications department.

(Ali et al., 2015) emphasized the relevance of an information environment, information equivocality and communication flow, and urged organizations to establish a communications department separately for dealing with all communication and information sharing related issues in the organization.

2.3 OVERVIEW OF ACCRA GIRLS SENIOR HIGH SCHOOL

2.2.1 Historical overview of the school

Accra Girls Senior High School is an all-female second cycle institution in Accra in the Greater Accra Region, Ghana. Located on the Olusegun Way, Accra, the School was established in 1960 as one of the Ghana Education Trust Schools under Nkrumah’s administration.

The school commenced on the 30th September, 1960 under the headship of Miss Blanch Gibson, an expatriate. In a month’s time, the school which began with an initial twelve (12) students had increased to

forty-two (42) and eventually seventy-five (75) and five (5) teachers namely Miss Lena Beale, Miss Mercer, Mrs. Paulina Buckman, Mrs. Irene Darkwah and Mrs. Blanche Gibson. It operates as a non-denominational day and boarding school.

Courses are run in business, general science, general arts, home economics and visual arts, leading to the award of a West African Senior High School Certificate (WASSCE).

The school's motto 'Aim High' advises that the sky should be the limit for students in their academic pursuit and never to pave way for mediocrity or complacency.

Accra Girls High School has a crest that is made up of an eagle, a book and a pen and was created by the first staff of the school.

2.4 CRISIS COMMUNICATION

(Coombs, 2018), defines Crisis Communication as the collection, processing, and dissemination of information required to address a crisis situation.

Extensive research on crisis communication has focused primarily on external publics, with an interest in external publics cognitive and emotional responses following an organization crisis. Crises might trigger emotions in affected publics, and researchers have found that crisis response strategies should be chosen based on the crisis type, how the crisis has been framed by the media, and the potential emotional response of the publics (Kim & Cameron, 2011).

Crisis typically produce a high level of uncertainty, which communicators can reduce by supplying needed information in the form of crisis communication messages (Palenchar & Heath, 2007). Public relations and crisis communication professionals need to identify all audiences impacted by a crisis and to be prepared to communicate and disseminate information to these audience members (Heath, Lee, & Ni, 2009).

2.5 CRISIS MANAGEMENT

Crisis Management is very vital in every organizational crisis formulation process and need to be taken seriously and embed in any policy and plan formulation for management of crisis. In this regard of Senior High Schools, the management of the schools, Ministry of Education and Ghana Education Service need to consider critically the formulation and policy development in this direction.

Crisis Management according (Drennan & McConnell, 2007) is a comprehensive approach involving a cycle that starts with preparedness and prevention, and extends through response to recovery and learning. Another school of thought also see Crisis Management as a large system organizational risk management (Pearson et.,1997)

From all indications regarding the preparation to calm crisis, it is appropriate to actually put policies and plans in place to properly and adequately manage the issue. Critically designed crisis communication plan and management is in itself a solution to resolving the issue at hand because it helps prepare enough leading to prevention of aggravation of crisis into a state that cannot be handled by close stakeholders.

According to (Timothy Coombs, 2018), Crisis Communication is the collection, processing, and dissemination of information required to address a crisis situation. And further (Drennan & McConnell, 2007) highlighted the management of these crises as comprehensive approach involving a cycle that starts with preparedness and prevention of crisis.

All the above scholarly defined crisis communication and management virtually geared to preparedness and prevention of crisis of with the greater number of Senior High Schools in Ghana, government and its stakeholders in the education sector such as the Ministry of Education (MoE) and Ghana Education Service (G.E.S) should be in the best position to mount outfits in these overly populated schools prone to

crisis to handle and prepare enough for these crisis situations that keeps on happening without any proper clear cut crisis communication and management plans to settle such situations.

Inclusive education can thus be defined as “a system of education that is responsive to the diverse needs of learners” (Naicker, 1999:19). Inclusive education refers to a broad philosophical position related to the educational rights of all children. And Ghana’s education system is no exception to these broad philosophical positions that should provide the platform for students and parents to have communications on crisis happenings in an institution regardless. Ghana’s education system has undergone several changes and therefore establishment of Communications Offices in the various Senior High Schools to tackle crisis happenings and designing as well as implementing of some of these crisis communications plans will not be new to management.

2.6 RELEVANCE OF A COMMUNICATIONS UNIT IN ORGANIZATIONS

The importance of the Communications Unit is certainly given the wide acceptance among notable persons at strategic positions at the Accra Girls Senior High School and their traceable evidence of proposals initiated. To ascertain the importance of this project, it is expedient to know its benefits to the Accra Girls Senior High School.

2.7 PREPARATION TOWARDS CRISIS COMMUNICATION AND REACTIONS.

Impact of Crisis situations in our schools are very intense and mostly very difficult to deal with even when stakeholders such as the Ministry of Education and Ghana Education Service comes in to resolve the issue. It at times degenerates into crisis management situations which all the time needs strategic technical plans and policies to finally settle.

It is the aim of this thesis work to establish that at the end of the day if Communications Offices are established in schools the below listed may have to be considered in helping to curve crisis situations and even help the schools to prepare ahead of time for some of these crises.

2.7.1 Identification Of Crisis Communication Team.

The management together with the Communications Office should be able to identify well informed management team to take part in the crisis communication team. Ideally, it is prudent for the Communications Office to nurture the head of the institution on what is happening and the points to respond to when being interrogated by the public or any media house.

2.7.2 Identification of Spokespersons.

Within the team that the Communication officer may form, there should be individuals who are only ones authorized to speak for the school during crisis situations. The Head of schools should be one of those spokespersons, but not necessarily the primary spokesperson.

The fact that they are the Head of the institution does not mean they may definitely be very effective in-person communicators. Communications skills are one of the primary criteria in choosing a spokesperson.

2.7.3 Training Of Spokesperson(S)

Training of spokesperson(S) for a school before and during crisis situations will be one of the best tools strategies to use to half way resolve the issue at hand. Having a good school spokesperson is essential for public relations because the public will see and hear them more often than anyone else in the school.

The spokesperson gives the school both a face and a voice, helping to build trust with the audience on the school's behalf. Problems may arise if the school's spokesperson is untrained and unprepared, especially during crisis.

The Communications Office of a school should make sure that they nurture and train someone who have a strong communication skill, charismatic speaker and also someone who has the intuitive and able to remain calm when under pressure.

2.7.4 Establishment of Communications Protocols.

Initial crisis-related news can be received at any level of an institution. A janitor may be the first to know there is a problem, or someone in personnel, or notification could be in the form of a midnight phone call from an out-of-town executive. Who should be notified, and where do you reach them?

An emergency communications "tree" should be established and distributed to all teachers and members of administration of the school, telling them precisely what to do and who to call if there appears to be a potential for or an actual crisis. In addition to appropriate supervisors, at least one member of the crisis communications team, plus an alternate member, should include their office and home phone numbers on the emergency contact list.

Particularly if the school prepare in advance, teachers, stakeholders and members of administration will learn to know that "crisis" does not even necessarily mean "bad news," but simply "very important to the school, to act quickly.

2.7.5 Identify and Know Your Audiences

The question the schools need to ask is that, who are the audiences that matter to the school? In the context of Senior High Schools, we need to consider the students, parents and most especially the media.

For each audience, the school's Communications Office need to have in advance complete strategy to reach out to them in order to accommodate rapid communication in time of crisis.

And you need to know what type of information each audience is seeking. In terms of the COVID-19 crisis situation in the Accra Girl's Senior High School the school should have known earlier to communicate to the parents the plans in place for the health welfare of the wards.

Studying the whole situation, it is realized that inadequate information and communication from the school triggered the anger and emotions of parents to storm the school requesting to withdraw and take home their wards amidst the high rate of infection of COVID-19 in the school. Earlier communication to parents and major stakeholders would have calm parents fears not to storm the school demanding to take home their wards.

2.8 CRISIS COMMUNICATION STAGES AND ITS IMPACT.

When an institution faces a crisis, its reputation is likely to be at risk and although a crisis might be unpredictable, a crisis is not unexpected considering the array of pressures the school may face with in today's society.

Organizational crises are a dynamic process involving three stages thus pre-crisis, crisis event, and post crisis (Coombs, 2014). The pre-crisis stage is critical to building the reputation of an organization through everyday practices and normal operations. In the pre-crisis stage, an organization should be aware of its predisposing variables that might impact crisis preparedness, crisis prevention, and crisis detection (Coombs, 2014).

Special consideration should be given to the pre-crisis stage to enable crisis communicators to utilize appropriate crisis response strategies should a crisis arise. The crisis event is marked by a triggering event to start the crisis and includes situational variables. When a crisis occurs, public relations practitioners focus on image repair response strategies that will correlate with the chosen post crisis communication strategies. The post crisis stage is signaled once the crisis is deemed over, yet this stage of the crisis life

cycle does not mean crisis communication should stop. Post crisis response strategies should be strategically chosen to help rebuild the organization's reputation. No organization such as school is immune to a crisis and crisis response strategies must be strategically chosen during all stages of the crisis.

A school's publics and its array of pressures on the school do comes from its range of publics. Broadly categorized into external and internal groups, the school's publics can range from parents, prospective students, teachers and employees. According to (Coombs, 2014) an organization should consider its array of publics during all times because an organization is in a crisis, if the public perceives it to be in a crisis.

During a crisis, an organization evaluates its publics' perceptions in an effort to manage the organization's reputation, and decides how to appropriately respond (Coombs, 2014). It is the perception of each public that determines an organization's image and reputation; therefore, crisis communication practitioners work to manage all publics' perceptions to choose effective and appropriate response strategies.

Extensive research on crisis communication has focused primarily on external publics, with an interest in external publics cognitive and emotional responses following an institution's crisis. Crises might trigger emotions in affected publics, and researchers have found that crisis response strategies should be chosen based on the crisis type, how the crisis has been framed by the media, and the potential emotional response of the publics (Kim & Cameron, 2011).

"The publics' different emotional responses would in turn influence their perceptions of the organization's subsequent responses to the crisis" 7 (Kim & Cameron, 2011: 827). Publics' emotions can be triggered by the type of crisis, their relationship or closeness to the crisis and the emotional appeal used in media news framing of the crisis. The triggered emotions guide the publics' interpretation of the unfolding crisis, and shape their attitude toward the organization (Jin, Pang, & Cameron, 2007). Knowing this, management of all publics' perceptions is essential for crisis communication practitioners to plan effective communication (i.e., crisis response strategies by all senior high schools in Ghana) following a crisis.

Effective crisis response strategies positively influence the publics' perceptions and emotions in regard to the school experiencing the crisis.

2.8.1 Internal publics/ Internal communication

Internal publics/ Internal communication is defined as “the communicative interaction among managers and employees, in a private or public organization, before, during, and after an organizational or societal crisis” (Johansen et al., 2012 :271).

This communication happens across institutional boundaries, resulting in the employee playing the role of both sender and receiver when communicating with managers, work peers, or external organizational factors (Frandsen & Johansen, 2011).

The school's research interest in internal crisis communication has slowly grown over the last few years but “now is the time to start focusing on the internal dimension of crisis communication, an area clearly suffering from being under-researched” (Frandsen & Johansen, 2011, 348).

Studies looking at internal publics have helped differentiate the two types of publics, highlighting their differences. Results emphasize the need for more academic interest in the internal public during a crisis due to studies finding significant differences in the cognitive and emotional reactions of internal publics involved in a crisis.

It has been found that internal stakeholders have a stronger, more complex, and closer connection to an organization than most other stakeholder groups (Frandsen & Johansen, 2011).

According to the Internal Crisis Management and Crisis Communication survey with 367 of the largest private and 98 public organizations in Denmark, managers perceive employees to have different reactions to a crisis than other publics. For instance, employees are believed to show a higher level of frustration, a

higher perception of insecurity, a greater need for information, and they produce more informal communication than other publics (Johansen et al., 2012).

That is, students and teachers as internal publics have greater cognitive reactions and feelings surrounding a crisis because of their unique connection to the school. While other stakeholders must deal with the crisis for simply their wards or close relatives are in the school, students and teachers must deal with the crisis of the school in which they build their life (Frandsen & Johansen, 2011).

Given the closer connection often accompanying employees of an organization, the needs of the internal audience are different than the external audience. Given previous study results suggesting different connections to an organization, it is assumed that crisis response strategies should be strategically chosen based on the given public (i.e., using different response strategies when communicating with external publics versus internal publics). However, there is a lack of research on the perception and responses of internal publics on crisis response strategies (Johansen et al., 2012).

Based on the existing literature surrounding crisis communication, it is evident that future research should examine internal publics more closely, specifically their emotional and cognitive reactions to crisis response strategies.

Our assumption is that given the specific forward-looking, confidence-building makeup of the Organization Renewal Theory, using such response will generate more positive emotions in a human-interest crisis scenario rather over one without an emotionally, human-interest driven component.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter of the research work presents the method by which this study was conducted. The chapter comprises the research design used, the population engaged, the sample size and technique used in sampling, the type of data and data collection instrument, and the analysis of data. This methodology was used in order that this research work would have some level of external validity and replication.

3.2 RESEARCH DESIGN

(Adjei & Tagoe, 2009) defined a research design to be the framework or plan for a study. (Labere, 2013) has stated that a research design is a complete method and strategy used by researchers to join the different components of a study into a clear, logical and consistent manner. (Churchill, 1999) has noted that a research design ensures that the study will;

- Be relevant to the problem
- Use economical procedures

This study used a descriptive case research design. With this type of research design, data is collected from a case under study which in this research was the Accra Girls Senior High School. This, according to (Creswell, 2003) allows for in-depth exploration of issues in a phenomenon. It is important to also identify the level of the case, for instance, whether the study is a case at country level, industry level, sector level, organizational level or at individual level. This study is case at the organizational level.

3.3 POPULATION

Polit & Hungler (1993) defines a population as an aggregate or totality of all subjects, or members that conform to a set of specifications. A research population depicts a total whole of the participants under study. A population may give respect to boundaries such as age, geographic location, race, ethnic

background, origin, in addition to other similar discrete characteristics. In any given research (Adjei & Tagoe, 2009: 131) have said that researchers must provide characteristics of the population and the sampling procedure.

The population of interest in this study covers staff and management of the Accra Girls Senior High School and its mandate as a government institution. This population is selected based on their relevance to the research objectives.

3.4 SAMPLE SIZE AND SAMPLING PROCEDURE

Sampling involves procedures used to select research participants. It simply means taking part of some population to represent the whole population. Nearly every survey uses some form of sampling (Adjei & Tagoe, 2009: 139). (Cooper & Schinder, 2011) defined purposive sampling as a non-probability sampling where a researcher selects respondents arbitrarily for their unique features, characteristics, experiences, attitude or perception.

The Accra Girls Senior High School has a staff strength of about 60; national service personnel inclusive. Beside the use of mathematical and statistical techniques, there are factors which researchers do consider when determining sample size (Descombe, 1999). In determining the sample size of this study, factors other than math and statistics were considered as suggested could be used by (Adjei & Tagoe, 2009).

These factors include; cost and time; likely response rate; heterogeneous population; the accuracy of the results; careful planning; and learning from others.

30 staff members of the school were purposely sampled for the study. Also known as selective sampling, is nonprobability sampling technique, that is used to select only respondents with characteristics of interest to the study, in this case, employees whose understanding of the study being conducted, and available at the time of data collection, considering the times at hand where there is supposed to be reduction in in-person engagements.

3.5 DATA SOURCE

The researcher used primary sources of data for this study. Carefully designed and objectivized questionnaires were used to solicit responses from the target population. The questionnaire was administered to staff members who were available at the time of the data collection exercise and were willing to be engaged.

3.6 DATA ANALYSIS

The widely used and accepted medium for data analysis: Statistical Package for Social Sciences (SPSS 20.0) was used to analyze the questionnaires to draw meaningful information from data obtained after which the researcher employed descriptive statistics in analyzing the data received. This unique method primarily involves the use of frequency tables and charts to analyze the objectives and demographic details of this research work.

Data processed were unequivocally, the sole views of respondents regarding the urgency or imminent need of the Accra Girls Senior High School's management. In analyzing and discussing this research findings, percentages were used in rating the distribution of responses obtained from respondents.

3.7 ETHICAL CONSIDERATIONS

The study was conducted in line with best ethical practices and standards in academic research.

The researcher identified himself as a final year Master of Arts Student of the School of Graduate Studies and Research, Ghana Institute of Journalism, Accra-Ghana. Participants were aware that this project is a requirement in partial fulfilment towards the award of a Master of Arts degree in Public Relations.

Participants' permissions were sought before the administration of these questionnaires in an attempt to solicit their views on the objectives of this study. Their confidentiality was assured of, in the provision of biographic data and subjective views towards the objectives of this study. An ethical clearance form was filled at the School of Graduate Studies and research concerning ethical procedures in collecting participants' data for this particular study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

Chapter four of this study presented, discussed and examined the results of data analysis from the field of survey. In all, 30 questionnaires were administered to staff members of the Accra Girls Senior High School with an understanding of the complexities of the subject under discussion. All 30 questionnaires were successfully retrieved, representing a 100% retrieval rate. The study foremost examined the demographic data of respondents, succeeded by the objectives of the study which included; why Accra Girls Senior High School does not have a communications department; to ascertain whether Accra Girls Senior High School need for a communication/media department is urgent/imminent; and to make known the relevance of a communication department to Accra Girls Senior High School and its activities.

4.2 DEMOGRAPHIC DETAILS OF RESPONDENTS

The demographic details of respondents sought to examine their gender, age bracket, educational background, highest level of education, role at Accra Girls Senior High School, and number of years of service to Accra Girls Senior High School.

4.3 GENDER

Out of the 30 respondents who took part in the survey, 17 (56.7%) were males, and 13 (43.3%) were females. This implies that more male staff were involved in the study than female staff. This will however not affect the study since knowledge about Accra Girls Senior High School administrative structure, activities and organogram is not gender biased.

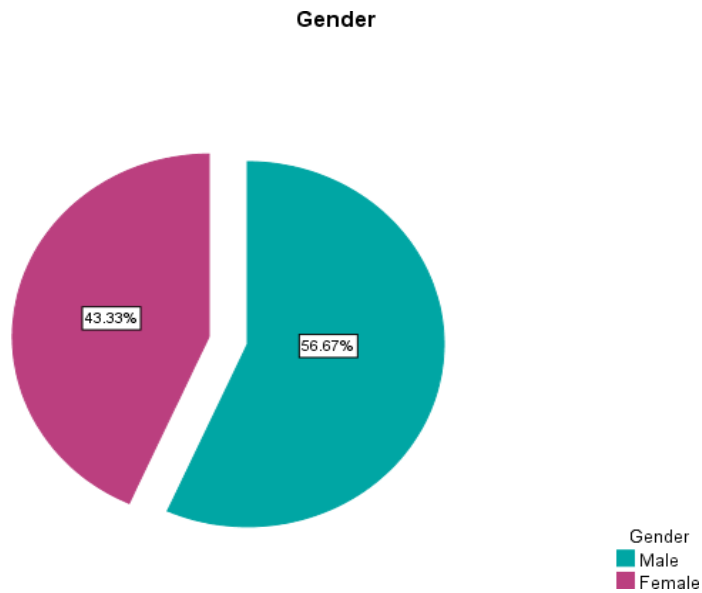


Figure 4.1 Gender of respondents Source:

Field Data, 2021.

4.3 AGE OF RESPONDENTS

In determining the age groups of respondents involved in the study, the following results were recorded: 11 (36.7%) less than 30 years; 12 (40.0%) were within the age bracket of 30-40 years; 2 (6.7%) were within the 41-50 years age bracket; and 7 (23.3%) were above 50 years old. This implies that 63.3% of respondents were above age 30 as at the time of data collection, hence most of the respondents belonged to the middle age class, and are therefore mature and experienced enough to understand the demands of the subject matter of this study. The responses gathered are presented in *table 4.1* and *fig. 4.3* below.

Table 4.1 Age Group of Respondents

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Less than 30	5	16.7	16.7	16.7
30-40 years	12	40.0	40.0	56.7
Valid 41-50 years	3	10.0	10.0	66.7
Above 50 years	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021

4.4 EDUCATIONAL BACKGROUND

Results of the analysis of the educational background of respondents as presented in table 4.3 and fig. 4.3 revealed that; only 1 (3.3%) respondent had Senior High School (SHS) as his/her highest form of education. 3 (10.0%) respondents had Higher National Diplomas (HND), the rest (86%) had a University Degree or a higher form of education. Specifically: 12 (40.0%) respondents were Degree holders; 14 (46.7%) had Master's Degrees.

This shows how well educated the persons working at the Secretariat of the Ghana Academy of Arts and Sciences are, thereby giving this study a rich pool of highly educated respondents who understood the going concern of GAAS, organizational communication, and all other subjects relevant to this study. This also implies that, most of the respondents have either conducted similar applied studies before, or have taken part in a study, hence exhibited confidence in their responses to questions in the administered questionnaires.

Table 4.2 Educational Background of Respondents

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid SHS	1	3.3	3.3	3.3
HND	3	10.0	10.0	13.3
First Degree	12	40.0	40.0	53.3
Master's Degree	14	46.7	46.7	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021.

4.5 ROLE OF RESPONDENT AT THE ACCRA GIRLS SENIOR HIGH SCHOOL

Accra Girls Senior High School Table 4.3 Role at Accra Girls Senior High School

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Valid Staff Member	18	60.0	60.0	60.0
Intern	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021

Respondents were grouped into two functional roles depending on their statuses at Accra Girls Senior High School, these statuses are Staff Members, and interns. Among the 30 respondents, 18 (60.0%) were staff Members of Accra Girls Senior High School, 12 (40.0%) were interns. There were more staff members in the survey conducted and their experience with the number of years spent at the Secretariat did help with the responses gathered.

4.6 NUMBER OF YEARS SPENT AT ACCRA GIRLS SENIOR HIGH SCHOOL

To ascertain the experience levels of respondents to comprehend the historical underpinnings of the subject matter, the number of years they have been at service to Accra Girls Senior High School was requested.

Out of 30 respondents engaged, 8 (26.7%) have been working for Accra Girls Senior High School various capacities for less than a year; another 8 (26.7%) have been working for Accra Girls Senior High School within 1-5 years; while 14 (46.7%) have been with the school for over 5 years. With the majority of the respondents having been at the school for over a year, this study will be able to tell the situation then and now so as to tell what changes might have happened, especially in these times where there seems to be more virtual engagements.

Table 4.4 Number of Years at Accra Girls Senior High School

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Less than a year	8	26.7	26.7	26.7
1-5 years	8	26.7	26.7	53.4
Over 5 years	14	46.7	46.7	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021

4.7 WHY ACCRA GIRLS SENIOR HIGH SCHOOL DOES NOT HAVE A COMMUNICATIONS/MEDIA DEPARTMENT.

This section of the chapter presents data gathered in relation to why Accra Girls Senior High School does not have a communication/media department established yet. However, the researcher first sought to find out how well the public knew of Accra Girls Senior High School and its activities from the respondents’ interaction with the world outside Accra Girls Senior High School; who/how Accra Girls Senior High School handles its media needs during functions; and if there had ever been an effort to establish the department in question.

4.8 THE PUBLIC'S KNOWLEDGE OF ACCRA GIRLS SENIOR HIGH SCHOOL

Table 4.5 The Public's knowledge of Accra Girls Senior High School

	Frequency	Percent (%)	Valid Percent (%)	Cumulative Percent (%)
Very low	7	23.3	23.3	23.3
Low	12	40.0	40.0	63.3
Valid High	9	30.0	30.0	93.3
Very high	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021

The Public's knowledge of the school

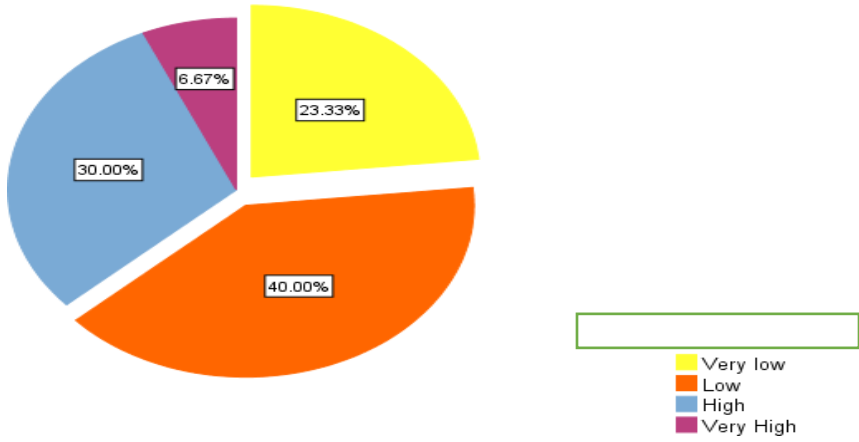


Figure 4.2 The Public's knowledge of Accra Girls Senior High School. Source: Field Data, 2021

To determine Accra Girls Senior High School popularity in Ghana, respondents' views were sought on how popular they thought Accra Girls Senior High School was, as a result of their dealings with the populace. Four templates denoting the rate of popularity were provided in an appreciating order from 'very low', 'low', 'high', to 'very high'. In all 30 valid responses, 7 (40.0%) respondents said Accra Girls Senior High School had a very low popularity rate in Ghana; 12 (40.0%) respondents said Accra Girls Senior High School had a low popularity rate; 9 (30.0%) said Accra Girls Senior High School had a high popularity rate in Ghana; and 2 (6.67%) said Accra Girls Senior High School was very popular in Ghana.

This implies that most of the respondents do not have confidence in the popularity of Accra Girls Senior High School, or are not satisfied with the current popularity status of Accra Girls Senior High School, as more than half (63.3%) of them think Accra Girls Senior High School has a low or very low popularity rate among Ghanaians.

4.9 WHO/HOW ACCRA GIRLS SENIOR HIGH SCHOOL HANDLES ITS COMMUNICATIONS/ MEDIA NEEDS

It has been established that Accra Girls Senior High School does not have a communications/ media department currently to handle its communication needs as required of every public institution. The researcher therefore asked respondents how Accra Girls Senior High School handled its communication needs if it didn't have a designated department to take care of it. 15 (50.0%) respondents said that Accra Girls Senior High School outsources its communication needs to other companies, 10 (33.3%) of respondents said Accra Girls Senior High School handled its communication needs internally, whilst 5 (16.7) respondents said other forms of communication management including side-by-side collaborations with other entities.

Table 4.6 Who/How Accra Girls Senior High School Handles its Media Needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Outsourced to an Outsider	15	50.0	50.0	50.0
Valid Internally Handled	10	33.3	33.3	83.3
Other	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021.

Figure 4.3. Has there ever been an effort to establish a communication/media department for Accra Girls Senior High School?

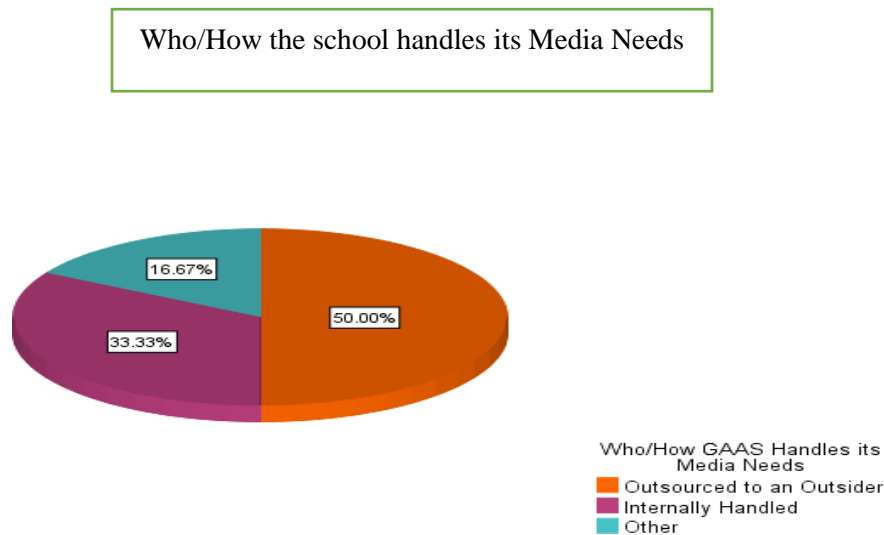


Table 4.7 Effort to establish a communication/media department for Accra Girls Senior High School.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	24	80.0	80.0	80.0
No	3	10.0	10.0	90.0
Valid				
Total Idea	3	10.0	10.0	100
Total	30	100.0	100.0	

Source: Field Data, 2021.

Has there been an effort to establish a communication/media department for Accra Girls Senior High School?

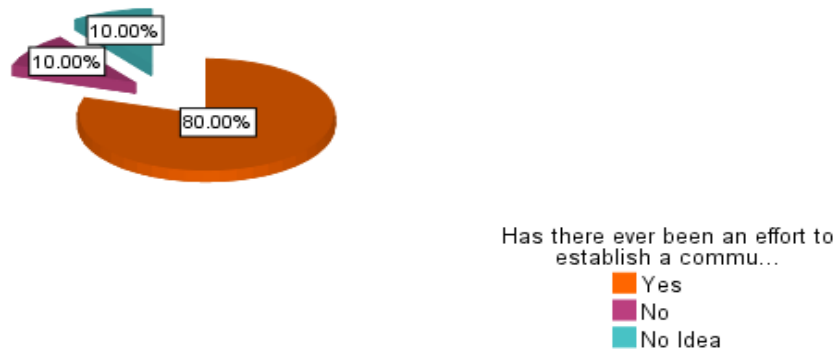


Figure 4.4 Effort to establish a communication/media department for Accra Girls Senior High School?

Source: Field Data, 2021.

Out of 30 valid responses, 24 (80.0%) answered ‘Yes’ to whether they had witnessed or known of efforts by Accra Girls Senior High School to establish a communications department. 3(10.0%) responded ‘No’, meaning they had not witnessed, nor heard of any effort by Accra Girls Senior High School to establish a communications department, whilst 3 (10.0%) said they had no idea of any effort by GAAS to establish a communications department. According to the responses, there have been efforts by Accra Girls Senior High School to establish a communications department.

4.10 WHAT ACCOUNT FOR DELAY IN ESTABLISHMENT?

Table 4.8 Factors accounting for the delay.

	Frequency	Percent	Valid Percent	Cumulative Percent
Excessive Bureaucracy	11	36.7	45.8	45.8
Financial Constraint	13	43.3	54.2	100.0
Total	24	80.0	100.0	
No response	6	20		
Total	30	100.0		

Source: Field Data,2021.

Why the department is not established yet

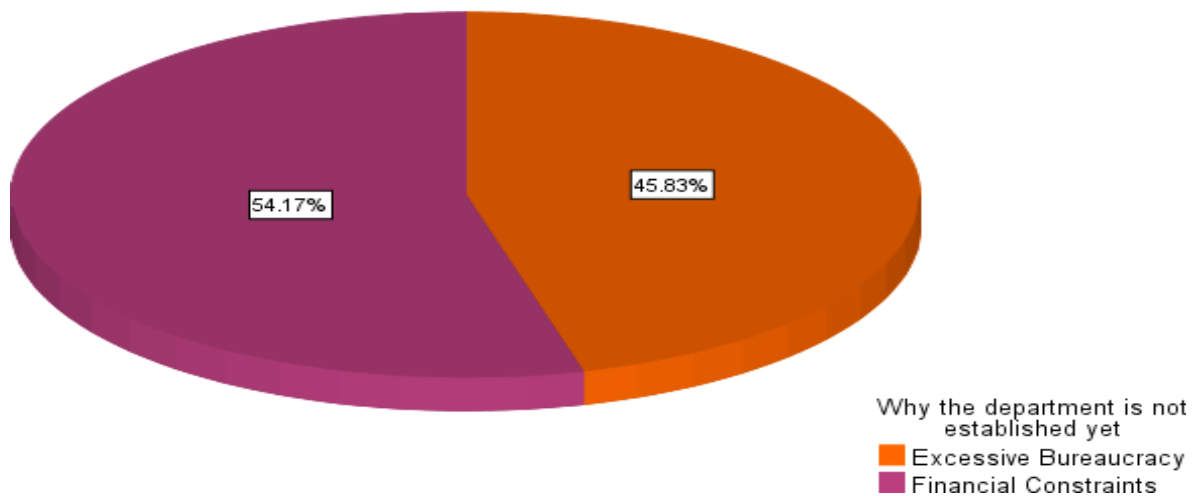


Figure 4.5 Factors accounting for the delay source:

Field Data, 2021.

In an open-ended question, the researcher asked respondents why the communications/media department has not been established yet, though they have acknowledged that there have been noticeable efforts to establish it. 6 (20%) respondents did not respond to this question. Out of 24 valid responses, 11 (36.7%) said it was due to excessive bureaucracy that the department or unit has not been established yet, 13 (43.3%) said it was due to financial constraint that the unit has not been established.

4.11 NEED FOR COMMUNICATION / MEDIA UNIT, URGENT OR IMMINENT

The data presented in this section of the chapter were geared towards establishing the nature of the need for the department. The researcher first sought to find out what challenges the respondents thought Accra Girls Senior High School was facing because of the absence of a communications department; if the department was even a need, and if yes, what type of need it was and finally presented recommendations in view of realizing the need mentioned.

4.12 CHALLENGE(S) FACED BECAUSE OF ABSENCE OF A COMMUNICATION/MEDIA DEPARTMENT AT ACCRA GIRLS SENIOR HIGH SCHOOL

Table 4.9 Challenge(s) faced because of absence of a communication/media department at Accra Girls Senior High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Inadequate Corporate Collaboration	6	20.0	20.0	20.0
Loss of Reach	11	36.7	36.7	56.7
Poor Programme Valid	1	3.3	3.3	60.0
Sponsorship challenges	3	10.0	10.0	70.0
Wrong Reportage	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Source: Field Data, 2021.

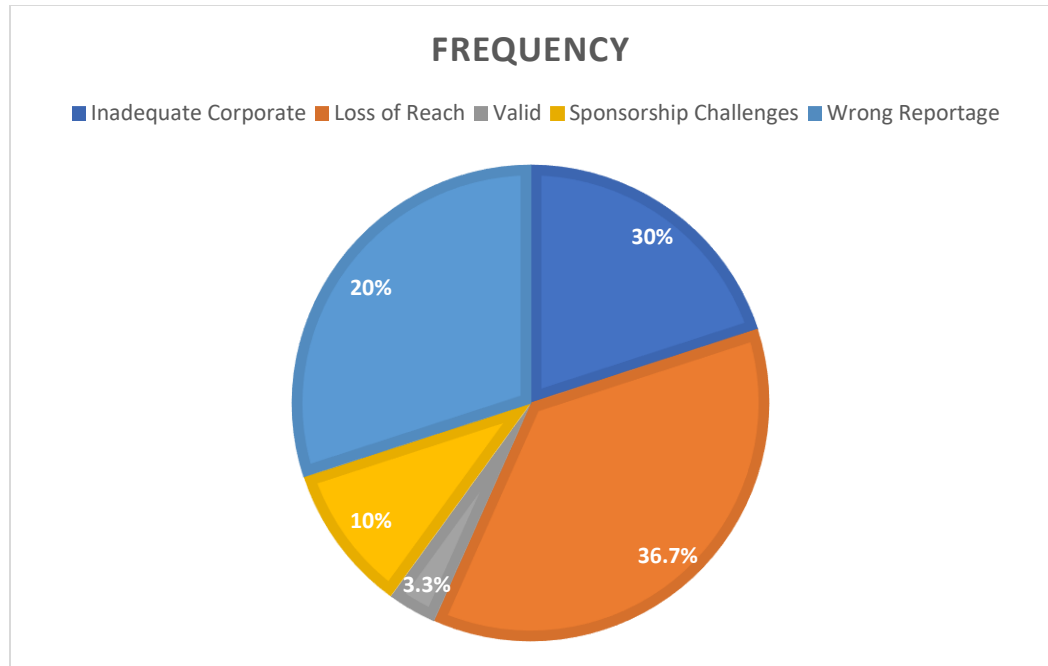


Figure 4.6 Challenge(s) faced because of absence of a communication/media department at Accra Girls Senior High School

Source Field Data, 2021.

The researcher sought to ascertain the challenges Accra Girls Senior High School faced because of the absence of a communication/media unit. In a total of 30 valid responses gathered on the question, 6(20.0%) said Accra Girls Senior High School had a lower collaboration with corporate bodies; 11(36.7) said Accra Girls Senior High School lost reach/popularity to its audiences; 1(30.3%) respondent said Accra Girls Senior High School had a poor event/programme organization because of the absence of a communications department; 3 (10.0%) said Accra Girls Senior High School did not attract adequate sponsorship from corporate Ghana for its events because it had no communications department; 9 (30.0%) respondents said external media houses reported Accra Girls Senior High School programmes wrongfully because Accra Girls Senior High School did not have a communications department.

4.13 DOES ACCRA GIRLS SENIOR HIGH SCHOOL CONSIDER THE CREATION OF A COMMUNICATIONS DEPARTMENT A NEED?

Table 4.10 Does Accra Girls Senior High School Consider the Creation of a Communications Department a Need?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	25	83.3	83.3	83.3
No	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Source Field Data: 2021.

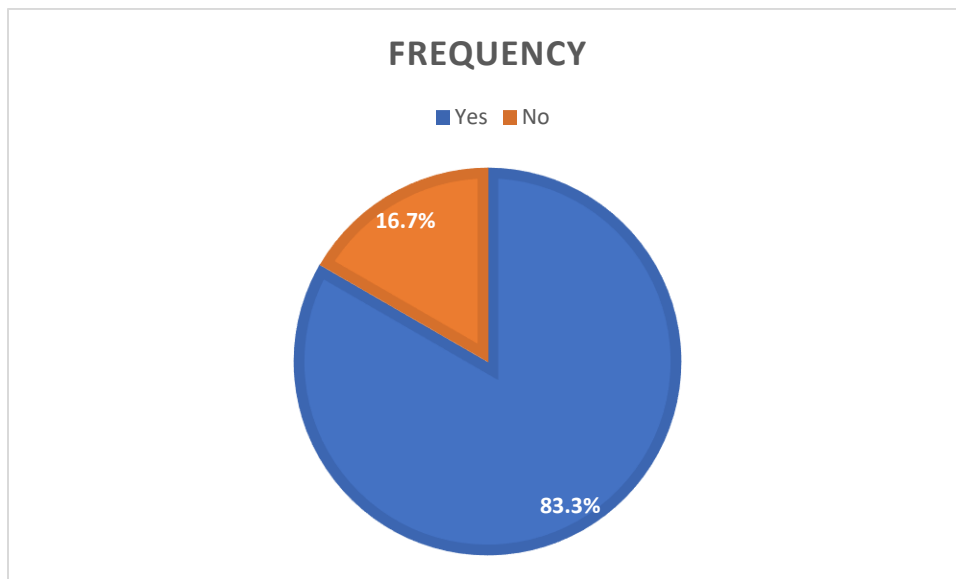


Figure 4.7 Does Accra Girls Senior High School Consider the Creation of a Communications Department a Need?

Source: Field Data, 2021.

The researcher asked respondents their views on whether Accra Girls Senior High School saw the need in creating a communications department. Out of 30 (100%) valid responses, 25 (83.3%) of respondents said Accra Girls Senior High School saw the need in establishing a communications department, 5 (16.7%) said Accra Girls Senior High School did not see the need in establishing a communications department. This implies that Fellows and staff of Accra Girls Senior High School believed Accra Girls Senior High School saw the need in establishing a communications department either urgently or imminently.

4.14 WHAT NEED A COMMUNICATIONS DEPARTMENT IS TO ACCRA GIRLS SENIOR HIGH SCHOOL?

Table 4.11 What Need a Communications Department is to Accra Girls Senior High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Urgent Need	19	63.3	76.0	76.0
Valid Imminent Need	6	20.0	24.0	100.0
Total	25	83.3	100.0	
Missing No Response	5	16.7		
Total	30	100.0		

Source: Field Data, 2021.

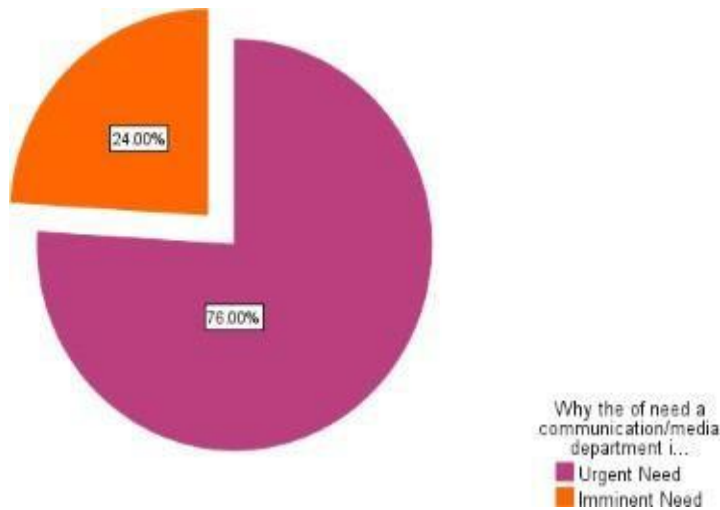


Figure 4.8 What Need a Communications Department is to Accra Girls Senior High School?

Source: Field data, 2021.

The researcher asked respondents what type of need a communications department was to Accra Girls Senior High School, whether there was an emergency that needed an urgent solution, or a situation that could be solved later. Out of 30 respondents, 19 (63.3%) said a communications department was an urgent need, whilst 5 (20.0%) said it was an imminent need that may happen soon but not urgently.

4.15 RECOMMENDATIONS REGARDING THE CREATION OF A COMMUNICATION/MEDIA DEPARTMENT AT ACCRA GIRLS SENIOR HIGH SCHOOL

Table 4.12 Recommendations regarding the creation of a communication/media department at Accra Girls Senior High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Council should decide on the appropriate means	7	23.3	23.3	23.3
Employ a communications officer to work with management on the creation of the department	8	26.7	26.7	50.0
It should be faced with urgency	15	50.0	50.0	100.0
Total	30	100	100	100

Sources: Field, 2021.

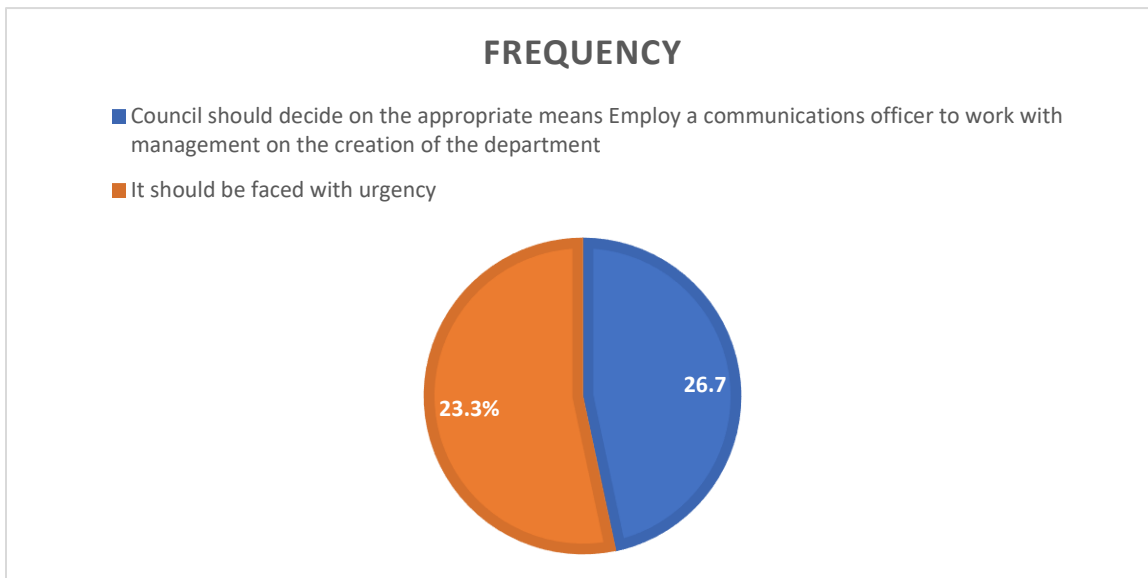


Figure 4.9 Recommendations regarding the creation of a communication/media department at Accra Girls Senior High School

Source: Field data, 2021.

In an open-ended question, respondents were asked to make recommendations towards the establishment of a communications department at Accra Girls Senior High School. The following unrestricted recommendations were made; out of 30 (100%) valid responses gathered, 7 (23.3%) recommended that Council should decide on the appropriate means of establishing the proposed communications department. 8(26.7%) recommended that Accra Girls Senior High School should employ a communications officer to work with management on the creation of the proposed department. 15 (50.0%) recommended that the establishment should be regarded as a matter of urgency.

CHAPTER FIVE

5.0 INTRODUCTION

Chapter five of this study summarized various findings from the field of survey, concluded and gave recommendations with regards to the objectives of the study.

5.1 SUMMARY OF FINDINGS

This study was conducted to examine whether the need for a communications/media department in a public institution was an urgent/imminent need, in a case study of the Accra Girls Senior High School. Objectives of this study included; (1) to ascertain why the Accra Girls Senior High School does not have a communications/media department; (2) to examine whether Accra Girls Senior High School need for a communications department was an urgent or imminent need? And (3) to make known the relevance of a communications department to Accra Girls Senior High School and its activities. A total of 30 respondents took part in this study, who are both male and female staff members including interns. Majority of the respondents were above the age of 30, showing a middle-classed group of respondents who are mature enough to understand the complexities of this study and its associated conditions. The study unveiled a highly educated pool of respondents as well with the majority having a first degree and a Masters, implying some confidence in the responses gathered from the survey because of their familiarity to similar studies. The respondents were experienced enough to be abreast with the subject matter as the study revealed that the majority of them had been in various capacities at Accra Girls Senior High School for more than a year.

Before establishing why Accra Girls Senior High School had no communications department, it was important to identify the communication needs of Accra Girls Senior High School and how it is handled without a department dedicated to it.

Organizational dominance and popularity are blueprint of a good communications department; therefore, respondents were asked about the popularity of Accra Girls Senior High School through their association with people outside the organization. Most of the respondents do not have confidence in the current popularity of Accra Girls Senior High School to champion its objectives.

The study further sought to ascertain who in particular handled the chunk roles a communications department would have handled at Accra Girls Senior High School. Findings revealed that Accra Girls Senior High School usually outsourced some of its communications needs to outside institutions or companies, some are also handled internally by staff who have the technical know-how in addition to their duties whilst there was room for other forms of ad hoc communication management processes such as a side-by-side collaborations with other institutions.

In order not to misjudge the situation at Accra Girls Senior High School as a neglect by management, the study further sought to establish whether there have been efforts over the past to establish a communications department at Accra Girls Senior High School. The study revealed that there have been several attempts by management to set up a communications department at Accra Girls Senior High School.

In finding out why Accra Girls Senior High School does not have a communications department despite prevailing efforts to establish one then takes effect, the study revealed that excessive bureaucracy and financial constraints accounted for the somewhat 'lackadaisical approach' towards establishing the department.

In ascertaining whether the need for a communications department was urgent or imminent at Accra Girls Senior High School, it was important to adduce as evidence the challenges that Accra Girls Senior High

School faced in the absence of a communications department. Here the study revealed that; Accra Girls Senior High School suffered from inadequate corporate collaborations; loss of reach; poor organization of programmes; sponsorship challenges; and wrongful reportage of press information from Accra Girls Senior High School by external/outsourced media. In addition to these challenges provided, the study revealed that staff consented to the view that Accra Girls Senior High School saw the establishment of a communications department as a need, and concluded that it was an urgent need rather than a futuristic/imminent need.

5.2 CONCLUSION

Over the years, excessive bureaucracy and financial constraints have accounted for why the Accra Girls Senior High School does not have a communications department, the absence of a communications department poses irredeemable consequences to the reputation and objects of Accra Girls Senior High School. The need for a communications department therefore is an urgent one requiring an instantaneous attention that cannot wait any longer, as the majority of staff and students have acknowledged the importance of establishing a communications department at Accra Girls Senior High School.

5.3 RECOMMENDATIONS

The study recommends the following:

Firstly, it is recommended that the Council of Accra Girls Senior School should expedite accelerated options to arrive at a solution.

Secondly, it is also recommended that a communications officer should be employed to work with management on the progressive creation of a communications department.

Additionally, the study recommends that every reaction towards the establishment of a communications department should be faced with urgency.

Similarly, for the drastic change in modern business orientations, it is incumbent on management to consider the effective utilization of online and internet services.

Finally, public institutions should see organizational communications as an enviable management tool to achieve their objective.

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APPENDIX

CRISIS COMMUNICATION IN THE GHANAIAN SENIOR HIGH SCHOOLS; A CASESTUDY OF ACCRA GIRLS SENIOR HIGH SCHOOL.

Dear Sir/Madam,

I am a student of the Ghana Institute of Journalism who is undertaking a study to assess the urgent or imminent need of a Communication or Public Relations Department in order to tackle Crisis Communication in the Senior High Schools in Ghana.

The aim of this interview is to collect data purposely for the research being conducted. The data collected will solely be for Academic purposes and as such, the researcher promises to treat your input with utmost confidentiality.

The researcher appreciates your time and responses very much.

Please Note: Tick [] in the box before the right answer or where applicable, provide the response in the space (...) provided.

SECTION A

Demographic Characteristics of Respondents

1) Gender: Male [] Female []

2) Age: Less than 30 [] 30 – 40 years []

41 – 50 years [] Above 50 years []

3) Highest level of education attained:

SHS [] HND [] First Degree [] Master's Degree []

4) Which of the following are you?

Full Staff [] Intern []

5) How long have you been Staff of Accra Girls Senior High School?

Less than a year [] 1 – 5 years [] Over 5 years []

SECTION B

Why Accra Senior High School do not have a Communication/Public Relations Unit

6) From your interaction with the general public (family, friends, others), how well do you think Accra Girls Senior High School is known to the public?

Very known []

Known []

Not known []

Not known at all []

Can't say if Accra Girls Senior High School is known or not []

7) Who or how do you think Accra Girls Senior High School caters for its media needs during crisis?

Outsourced to an outsider []

Handled internally []

No idea []

Other(s).....

8) Has there ever been an effort to establish the school's own communication or Public Relations unit to help in crisis communication?

Yes [] No []

9) If yes, why hasn't the unit been established yet?

.....
.....
.....

SECTION C

Need for communication/Public Relations unit, urgent or imminent

10) What challenge do you think the school is facing for not having a communication or Public Relations Unit?

.....
.....

11) Does the School consider a communication or Public Unit as a need?

Yes [] No []

12) If 'Yes', what type of need will you say it is?

Urgent or Imminent? Urgent (if it must be done, it must be done now) []

Imminent (it will happen anyway, soon or in the nearest foreseeable future) []

13) What recommendation will you give to the school regarding the establishment of a communication or Public Relations unit considering its relevance in crisis communication?

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Thank You!

