

UNIVERSITY OF CAPE COAST

STAKEHOLDERS' PERCEPTION OF THE EFFECTS OF RUMOURS ON  
MANAGEMENT OF SENIOR HIGH SCHOOLS  
IN CAPE COAST METROPOLIS

BY

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Education, University of Cape Coast in partial fulfillment of the requirements for  
the award of Master of Education Degree in Educational Administration.

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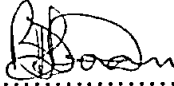
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## DECLARATION

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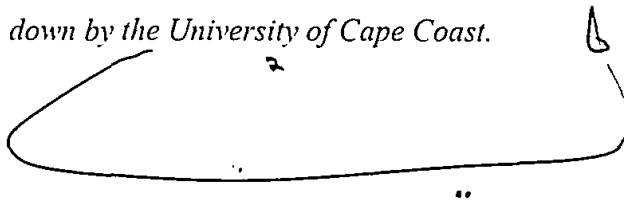
*I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.*

Candidate's Signature..........Date.....09/01/09.....

Name: Dennis Joseph Boadu

### SUPERVISOR'S DECLARATION

*I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.*



Supervisor's Signature.....Date.....09/01/09.....

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## ABSTRACT

The study focused on the stakeholders' perception on the effect of rumours on the management of Senior High Schools in the Cape Coast metropolis of the Central Region of Ghana. These stakeholders included Heads of Institutions, Assistant Heads/Tutors and students selected from ten different schools in the Cape Coast Metropolis. A descriptive survey method was adopted for the research. A questionnaire was developed by the researcher to solicit information from 10 Heads of Institutions, 60 Assistant Heads/Tutors and 250 students.

The results of the study showed that rumours are frequently occurring in schools and have adverse effects on school management. The research also revealed that all stakeholders shared the same opinions as to the major causes of rumours in Senior High Schools.

Part of the study also revealed that poor communication has bad effect on school management and for proper control of schools the study identified some ways of managing rumours in schools. In view of the findings management should be made to define clearly and appreciate the effects of rumours on school administration. Again management should make frantic efforts to improve on communications in schools and create an environment where information flows freely. Finally, stakeholders from the study should be looking for new ways of managing rumours because of its adverse effect on performance in schools.

With very little scholarly work in the area of rumours, findings from the study have far-reaching consequences for proper management of schools.

## ACKNOWLEDGEMENTS

My supervisor Prof. A. Amuzu-Kpeglo of the Institute for Educational Planning and Administration (IEPA) was so meticulous in his scrutiny of this thesis and his immense contribution has resulted in the production of this final work. He further exhibited a lot of patience, tolerance, love and devotion throughout the process of carrying out this dissertation.

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It is also worth mentioning the indirect way Mrs. Gladys M. Edjah, (College of Education, OLA.) and Mr. Martin Bosompem (Lecturer) helped me structure the area of my study.

Needless to say, I remain entirely responsible for any errors that may be detected in this thesis.

## DEDICATION

This work is dedicated to my wife, Mary Boadu (Mrs.) and my Children,  
Emmanuel and Abigail.

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# CHAPTER ONE

## INTRODUCTION

### Background of the Study

Education in Ghana has undergone a number of changes since the passing of the 1961 Educational Act to the present day. Concepts of human nature within this period have called for drastic revision especially when society comes under heavy pressure for change. These changes in policy then are meant to structurally transform the education system by improving on access, quality teaching and learning, infrastructural delivery as well as management efficiency. But more often than not, most educational policies suffer setbacks because of the problems of non-performing administrators.

Administrators tend to lack the requisite expertise and empowered management skills, as to the handling of policies relating to education. In effect, they are not able to communicate effectively the objectives of the educational sector and this affects the general out-put in education delivery.

The Senior High School policy document of the President's Committee on review of Education Reforms in Ghana 2004, has the following objectives:

- a. to reinforce knowledge and skills acquired during basic education;
- b. to provide a diversified curriculum to cater for different aptitudes;

- c. to provide an opportunity for further education and training and introduce students to a variety of relevant occupational skills necessary for national human resource development;
- d. to understand the environment and need for its sustainability;
- e. to inculcate a sense of discipline and selflessness in students;
- f. to develop an interest in life-long learning.

These objectives are so crucial to the development of Education in Ghana to a large extent and it calls for a new kind of an administrator who can generate total managerial reforms. In a sense, these are based on the ideology that new occasions must teach new duties. Every establishment, be it institutions of learning or a department of government, thrives more on good communication as a “meeting of meanings” (Schwartz, 2007). Simply put, communication is getting through to the other person what you mean in a way that they are understood. Workers do more than mere understanding; you want them to act on the information in the correct way. Effective communication then means talking and listening to create that understanding. The end result is to get things done in a way so that you, the organization and the employee will be satisfied. Poor communication will mean friction and frustration which may result in lower productivity.

Therefore, communication plays a very essential role in giving direction when relating with one another. It is also a means of making our expressions known and heard. Employees who fail to carry out instructions to precision, with jobs often not done right may be due to poor communication of

organizational goals. Either management is not being heard clearly or is heard differently. Many people assume that they should be understood when in fact they have not said anything. In a way they say what they do not mean and mean what they have not said. Employees' primary source of information is management, thus, when management fails to relay information effectively, it gives room for rumours to gain grounds. In other words whenever there is a communication gap, it allows for rumour mongering as a means of 'filling in the blank spaces.'

According to Encarta (1999), a rumour within the context of this report can be defined in two different ways. Firstly, it is an unverified report, and generally a circulated story, or a statement without facts to confirm its truth. Secondly, it also refers to an idle speculation which may either be a general talk or an opinion of uncertain reliability. The above definitions are indicative of the fact that a rumour necessarily has to be a piece of information which may have a popular accent whether it is verified or not.

There is a general conception that within every rumour there is an amount of truth. Within the context of this essay therefore and from the background of the afore-mentioned issues, one must not just gloss over rumours, for they are a form of communicating, unofficially, information which may affect an establishment's organizational goals.

'Rumour' is a word so distinct from 'gossip' though, it is sometimes used interchangeable. More or less rumours are one of the best forms of

bonding where people share information in the friendly kind of way. It may signify a lack of 'openness.'

### **Statement of the Problem**

In as much as the above gives recognition to the role of communication in institutions, one is confronted with the difficulty of identifying to what extent rumours affect the general goals of such institutions. There has been an accepted fact throughout the ages that rumours which are commonly occurring, more often than not leave enigmatic traces. They arise in various contexts and provide a challenging but fruitful opportunity for study.

A lot of people in management may choose to confront rumour from many different angles. Some may decide to ignore it totally whereas others may react strongly against it. What ever response individuals may give to the above condition, it does not give answers to the level of its effect on institutions generally.

In early Roman civilization or in anti-Semitism directed against the Jews, rumours have provoked panic and pogroms. In some situations they breed fear and horror (Hans-Joachin, 1999). As a result of the above, systems have been so designed to suppress and control them. It might have been thought that technological developments such as e-mails and information systems with logins would have minimize rumouring yet one may rather find new forms of technology utilized in rumour transmission.



Rumours have not been addressed very often in research but there is evidence that rumour transmission has been successfully adapted to the virtual age (Brown & Napier, 2004).

This dissertation investigates the effect of rumours to school development, especially in the area of managing institutional goals.

### **Purpose of the Study**

Major reforms in education in Ghana have suffered a number of setbacks when it comes to the communication of education objectives to stakeholders. This has resulted in improper management of schools thereby affecting outcomes from these reforms.

The purpose of this study is to identify first and foremost the perception of the various stakeholders on the effect of rumours on management especially in the school situation. Secondly, it is to find out how rumours can be managed to bring about effective management of schools.

### **Research Questions**

The following research questions have been formulated to guide the study.

1. What are the causes of rumours in the school situation?
2. How does poor communication create a condition for rumour in schools?
3. How do rumours affect the management of schools?
4. How does management respond to rumours in schools?

5. In what ways can rumours be managed in schools to achieve schools' organizational goals?

### **Significance of the Study**

The study when completed will identify some of the causes of rumours in school situations and how they affect management of Senior High Schools. Based on the conclusions, substantive heads of schools may increase their level of confidence as to the right approach to rumours. The relevance of the above is far reaching since rumours are frequently encountered in the schools which under normal circumstances are not properly managed.

Secondly, conclusions from the study may benefit School Administrators in improving communication in schools which invariable may reduce rumour mongering.

Lastly, the findings of this research may also serve as a form of departure for selective future rumour research.

### **Delimitation**

The effects of rumours are noticed frequently in every day life; therefore the study should have covered a wider scope than just the Cape Coast Metropolis. However, this covers ten Senior High Schools in the Cape Coast Metropolis. More precisely, the researcher directed the study to the following stakeholders, that is, heads of institutions, assistant heads, tutors and students. Perceptions of parents and guardians were not considered at all in this study.

## **Limitation**

Since studies in the area of rumours are so limited, it posed a major concern for most of the respondents who did not appreciate initially the strong effects of rumours in the management of schools. It is most likely from this background that some of the responses to the questions may not be the true reflection of what pertains in reality yet; they will serve as a point of reference for further discussions in the areas of rumours.

## **Organisation of the study**

This dissertation is based on the perception of heads of institutions, assistant heads, tutors and students on the effect of rumours on management of Senior High Schools in Cape Coast Metropolis. To be able to address effectively the topic already indicated the study has been organized into five chapters. The first chapter is the Introduction. This captures the background to the study, statement of the problem and the purpose of the study. It also presents the research questions with the major aim of guiding the study. The significance of the study; delimitations and limitations and the definition of terms used in the study also form part of the chapter under consideration.

The second chapter, reviews literature related to the study. This review took care of the conceptual framework of the study. The review was conducted under the following sub headings: An Organization; Organizational Structure; Organizational goals; The school as an organization; Educational sector objectives; Communication in organizations; Channels of Communication in the Ghana Education Service

(GES); Rumour: Definition and Theories; Rumour and gossip: How are they different?; How does a rumour start in an organization?, and How can a rumour be stopped? The summary of the related literature reviewed ends this chapter.

A discussion of the research methodology is presented in chapter three. The research design adopted is discussed together with population and sampling procedure used in selecting the sample. The data collection instruments are also described. The chapter ends with a presentation of the data analysis plan. Chapter four presents the actual analysis of data. The data collected were thoroughly analyzed and the findings and discussion of results are presented in this chapter.

The final chapter, chapter five sums up the results and the findings of the study and makes appropriate recommendations. Conclusions drawn from the study and recommendations for further research are also included in this chapter.

### **Definition of Terms**

**Stakeholders:** In the context of this essay the word 'stakeholder' is defined to include heads of schools, assistant heads of schools, the teaching staff and students.

**Management:** This defines the day to day administrative task of people involved in the control of workforce in schools.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter reviews available literature that is related to the research topic. Out of this, an examination of the views of authorities whose work relates to the study was considered so that a clear view of the topic would be provided.

#### **An Organization**

An organization is a formal group of people with one or more shared goals. It can also be seen as a unit within a company or any other entity within which many projects are managed as a whole. All projects within such an organization share a common top level manager or a common policy. It also suggests a group of people with specific responsibilities acting together and for achieving specific purposes determined by the organization. Further more people found within an organization are identified by their shared interest or purpose. (Apegea, 2007).

From another perspective, an organization means a social arrangement which pursues collective goals which has a boundary separating itself from its environment. (Wikipedia, 2007).

The implication of the definitions above suggests that the actual character of an organization is dependent on purpose, structure, people and their interrelationships.

## **Organizational Structures**

Organizations are structured in a variety of ways, dependent on their objectives and culture and these determine the manner in which they operate and perform. The structure of the organization therefore defines the different functions to be allocated to different departments and employees. This clearly identifies a company's characteristic features which enable both employees and bodies external to the company to identify the framework of the company (Bowes, 2007).

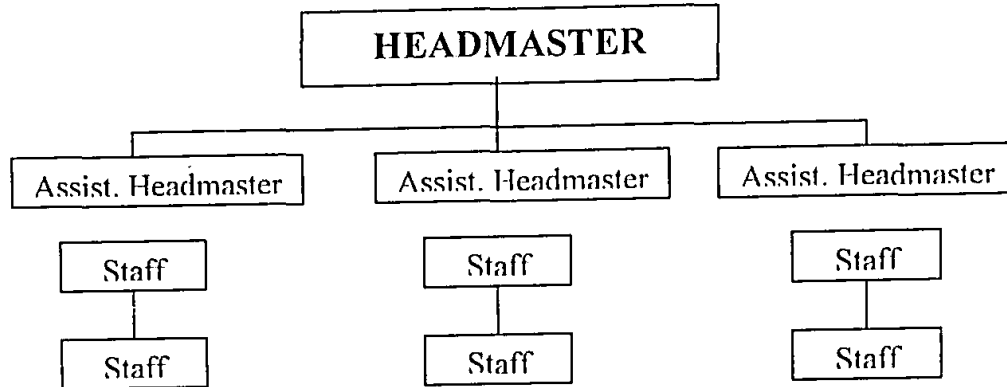
A clear organizational structure or chart lessens the likelihood of confusion by all concerned. It will help management to plan for future expansions and greater successes by retaining order and command whilst promoting flexibility and creativity. It results in facilitating working relationships between various sections of the organization thereby maximizing efficiency and accomplishment. On the contrary, a wrong organizational structure will hinder the success of an organization.

Some internal factors such as size, productivity and skills of the workforce influence the organizational structure of any establishment. As businesses expand, the claims of command will lengthen and the spans of control will widen. This 'claims of command' or 'spans of control' is the number of employees that each manager or supervisor is responsible for. The span of control is said to be wide if a supervisor is in charge of many employees and narrow if a supervisor is in charge of a few employees.

Organizational structures can be classified as tall, flat, hierarchical, centralized (or decentralized) and matrix.

**Figure 1**

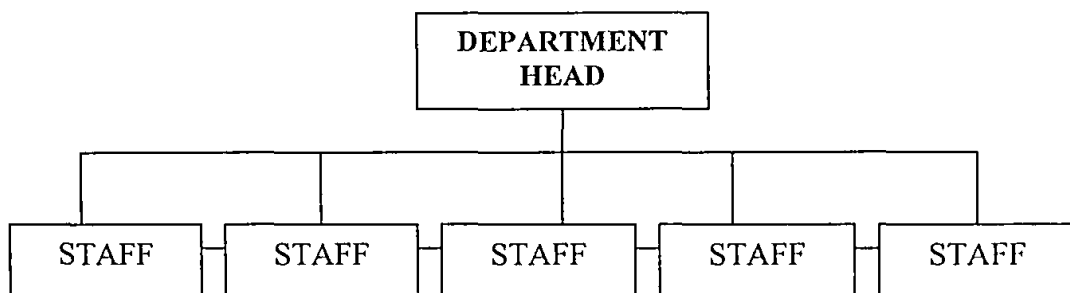
**Tall Structure**



The structure is said to be tall when in its simplest form it has many levels of management and supervision (Figure 1). It has a long chain of command running from the top of the organization down to the bottom (for instance, from the Headmaster down to the staff).

**Figure 2**

**Flat Organizational Structure**

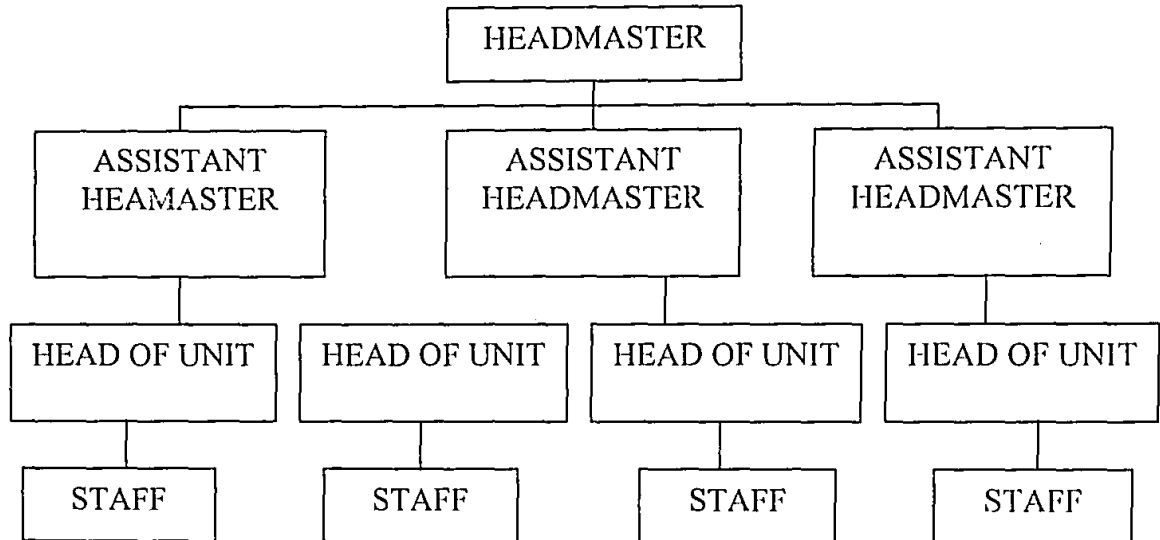


Flat organizational structures as indicated in Figure 2 have relatively few layers or just one layer of management. This means that the 'chain of command' from top to bottom is short and the 'span of control' is wide. Due

to the small number of management layers, flat organizations in many cases are often smaller in nature.

**Figure 3**

**Hierarchical Organization**



Hierarchical organization as shown in Figure 3 is where employees are ranked at various levels within the organization; each level is one above the other. At each stage in the chain, one person has a number of workers directly under them within their ‘span of control.’ A tall hierarchical organization has many levels and a flat hierarchical organization a few. (Tall Structure, 2007)

In a centralized organization a few senior staff managers will retain the major responsibilities and powers and this is concentrated at the head office. Conversely, decentralized organizations will spread responsibility for



specific decisions across various outlets and lower level of managers including branches or units located away from the head office/head quarters. (Centralised Decentralised, 2007)

Matrix organizational structure contains teams of people created from various sections of the business. These teams will be created for the purposes of a specific project and will be led by a project manager. Often the team will only exist for the duration of the project which is usually meant to develop new products and services. (Kanes 2007)

Bowes (2007) reiterates that an organizational structure has the following characteristics:

1. Who is responsible for what sectors of the organization? This is where the specific roles of people within an establishment are defined with references to the organizational structure.
2. Whom to go to with problems or when queries arise? This informs on who an immediate senior officer is in an organization.
3. Who is responsible to whom? This suggests who supervises and who is under supervision.

### **Organizational Goals**

Organizational goals can also be considered as mission statements. They summarize the activities of the company in a brief description. Furthermore they are statements that illustrate an organization's purpose. It typically explains what the organization provides to its clients in general terms so that employees can relate to them. Although a company might use its mission

statement/goals as an advertising slogan, a more common use is to remind executives and employees of the overall goal they are expected to pursue. In other words they give a projection of the standards within the organization to its clients. (Mission Statement, 2007).

These goals should be clearly stated since they are a succinct representation of the enterprise's purpose for existence. It may incorporate social, meaningful and measurable criteria addressing concepts such as the moral/ethical position of the enterprise, public image, the target market, products/services, the geographical domain and expectations of growth, expansion, diversities, projections and profitability. (Bowes, 2007).

### **The School as an Organization**

According to Agyeman (1993), a school is a unit of interacting personalities who are bound together in an organized relationship to each other for the purpose of giving and receiving instructions based on specific curricula. In general terms, the school is a place where educators and educants interact for the "purpose of giving and receiving education based on formally laid-down rules and regulations." (Agyeman, 1993:80). Agyeman (1993) further refers to the school as a social institution within which a number of social activities take place serving and achieving a number of purposes and social goals.

### **The Educational Sector Objectives**

The structure being operated in the existing education sector consists of two years of preschool, six years primary, three years Junior High School,

four years Senior High School with four years university education. There are other specialized institutions and programmes such as nursing, agriculture, teacher training and polytechnics with programme durations of between two and three years. The preschool and the primary education levels are focused on developing in the child foundational knowledge as a preparation for further education and training.

The main purpose of the Junior High School programme is to ensure that pupils value the use of the hand as well as the mind. In addition to the objectives set out for primary schools, the Junior High School curriculum should provide opportunities for pupils to acquire pre-technical, pre-vocational and basic scientific knowledge and skills that will enable them to discover as much as possible their aptitudes, abilities and potentials.

It is further expected that on successful completion of the basic education (Preschool, Primary and Junior High School), products from this level of education will qualify for admission to Senior High Schools in accordance with guidelines as laid down by the Ministry of Education. The Senior High School places emphases on a diversified curriculum which will enable students develop an interest in lifelong learning.

The idea of the Technical and Vocational Education conveys essentially a mix of knowledge and skills required to produce a sizeable and well qualified workforce thereby preparing the learner to fully participate in national development effort. The final level for discussion is the tertiary, which is planned to meet a number of purposes. This includes developing

In effect, organizations are built, maintained and activated through the medium of communication.

Communication is all about giving a clear message (Peck, 2007). Companies talk about needing better communication, but often do not know exactly what that means or they do not know how to go about making it happen. What this means is that, effective communication takes real skills, which has to be developed, honed and added on to on a regular basis. (Communicating Skills Training, 2007).

As already stated, communication is therefore at the heart of any interpersonal skills, and the greater your awareness of how it all works the more effective your communication will be. Even the best communicators can have their skills undermined when they face potential humiliation, feel misunderstood or get really surprised.

According to encyclopedia *Wikipedia*, an anonymous contributor specified that effective communication is an essential pre-condition for effective management of an organization and that without effective communication, managing becomes difficult and impossible. As a result of this, practical communication management methods must be considered. These communication management methods must necessarily involve systematic planning, implementing, monitoring and revising all the channels of communication within an organization (Communications Management, 2007).

This will ensure that both managers and workers have access to information, and thereby agree on tasks to improve on work within an organization. This will guarantee that work is done in a more coordinated fashion.

Failure to communicate means failure to connect to your audience and without any audience connection; you cannot expect people to have any real motive to follow up on what you do, even if what you do has merit and quality. If communication is misunderstood, the existence of the organization itself becomes more tenuous. These misunderstandings of information communicated within systems can occur for a variety of reasons: channels may be inadequate for the volume of information that is entering them and either they may be too few, too narrow or too slow. For instance, ones likes, dislikes, or even sense of humour can be easily misunderstood if the communication is not well thought out.

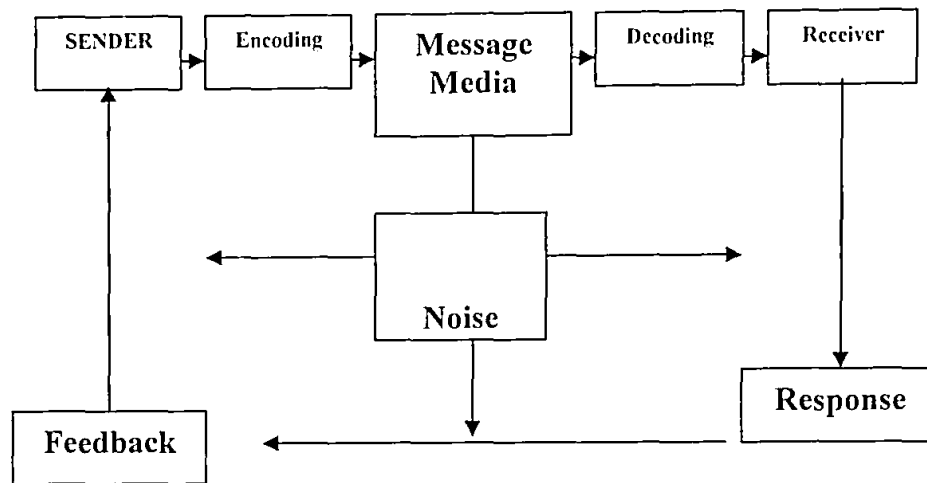
In our discussion at this stage we will consider the various channels of communication summarized under two major categories. The first category is the Mass media. This is used to describe all communications media that reach a larger audience (Encarta, 1999). This may comprise of the print media (Newspapers, Booklets, Posters, and Flyers/leaflets) as well as the electronic media (Radio, Television, Loudspeaker announcements).

The second category is referred to as Interpersonal communication. This can be very effective in influencing and reinforcing positive behaviour change. One can define Interpersonal communication as one between two or

more people involved in the transfer of information (message) from one person to the other. This transfer or transmission process is controlled by a seven key element illustrated in Figure 4.

**Figure 4:**

**Key Elements of the Communication Process**



The person transferring the message is called ‘transmitter’ where as those receiving the messages are known as ‘receivers.’ The transmitter transfers the information in the format that the receiver will understand. Converting the information in the form that the receivers will understand is known as ‘encoding.’

A message can be encoded into a variety of formats, oral, written or visual. After encoding, the message is transferred via a medium called a ‘channel,’ in the form of a letter, fax, phone or e-mail. After transference, the information will be interpreted by the receiver, which is known as ‘decoding.’ Finally the receiver will send a message back to the transmitter confirming whether the information sent has been understood. This back

check is what is known as 'feed back.' The examples below describe certain forms of interpersonal communication.

1. Group Channels. This includes group discussions; seminars; workshops; Religious services; meetings; performances and celebrations.
2. One-on-one Counseling or discussion

From the discussion so far as stated above one has to know that information is an essential commodity in organizations. It has value, can be exchanged, and is crucial for instance to the success of launching a project, selling a product, or marketing a service. Unfortunately, people sometimes refuse to exchange this crucial information. When this happens it seems to impede and disrupt information exchange.

### **Channels of Communication in the Ghana Education**

#### **Service within the Cape Coast Metropolis**

The structure of the Ghana Education Service is strictly hierarchical. This suggests that there are various compartments for which control is exercised by schedule officers, who are at times fully autonomous but under the supervision of a higher officer with an expanse of control at another level. This indeed directs communication within the G.E.S. The metropolis is under the jurisdiction of a Director of Education who is appointed by the Director General of Education after passing an interview. The Metropolis Director exercises authority on behalf of the Director General and Regional Director. His area of control which defines the channel of communication

within the Cape Coast Metropolis is captured in the Educational Directorate structure in Appendix D.

Within the structure, there are well defined roles assigned to personnel and people they give oversight. This defines how information should flow within the metropolis where schools chosen for the study are situated.

### **Rumour: Definition and Theories**

Assigning a definition to the concept of rumour is one challenge rumour research has sought to do. This indicates that there are no universal definitions for the concept of rumour. Major psychological works quoted in Bordia and Di Fonzo (2002) attempt a definition expressing rumour as a specific proposition for belief, passed along from one person to another, usually by word of mouth without secure standards of evidence present. Brown and Napier (2007) indicated that research into rumour which was then within the discipline of psychology, had their beginnings in the 1930's and during the Second World War.

Allport and Postman (1947) began the research on rumours which provided the reference framework that resulted in the publication *The Psychology of Rumour* in 1947. Their findings brought into being a classical formula for rumour activity-

$$R = i \times a$$

where *R* (rumour activity) is dependent on the level of ambiguity (*a*) and the importance of the rumour (*i*) (content).



In other words, Rumour Strength (*R*) will vary with the importance of the subject to the individual concerned (*i*) multiplied by the ambiguity of evidence pertaining to the topic at hand (*a*).

Rosnow (1991), sharing in the work of Allport and Postman, identifies the four variables that affect level of rumours. These are the levels of contextual uncertainty/ambiguity, thematic importance of rumours, personal anxiety and credulity which focuses on the trust in the rumour.

Rosnow and Forster (2005) claim that Allport and Postman (1947) consider their postulation as a far reaching assertion known as 'the basic law of rumour.' In their critique of the classical formula, they noted that the law was not empirically grounded in any rumour research, but was adapted from the earlier work of McGregor (1938) on factors influencing predictive judgments.

Rosnow and Forster (2005) further revealed a difficulty with the basic law of rumour. This was that the factor of 'importance' was intangible and not easy for researchers to operationalize. Also, one other concern that was raised is that the basic law of rumour ignored the emotional context of rumour.

Subsequent researches of Rosnow (1991, 2001) proposed a modified theory in which rumour mongering is viewed as an attempt to deal with anxieties and uncertainties. That is, by generating and passing on stories and suppositions that can explain things, address anxieties and provide a rationale for behaviour.

Another consideration is that people have a tendency to spread rumours that they perceive as plausible. However, when anxiety is intense, rumour mongering is less likely to monitor the logic or plausibility of what they pass on to others (Rosnow 2001). According to Rosnow and Forster (2005), the modifications of the classical view of rumour have implications for how potentially damaging rumour may be effectively combated. Health, Bell and Sternberg (2001) have been exploring how rumours and urban legends have thrived similarly on information and emotion selection. Their findings are that rumours and urban legends are subsets of what the biologist Dawkins (1976) called memes, with the reasoning that there is a cultural analogy between ideas that compete for survival and biological genes.

Rosnow (2001) in his classic work of sorting through a large collection of world War II rumours printed in the Boston *Herald's* "Rumour Clinic" column and through the two mass circulation magazines, *The American Mercury* and *Reader's digest* settled on three categories of rumours: pipe-dream rumours; bogies or fear rumours and wedge-driving rumours.

Cook, Jackson, Haslem and Webster (2006) claim that Rosnow theorizes that rumour mongering is an attempt to deal with uncertainty by generating and handing on stories that explain, address anxieties and provide a rationale for behaviour. Their submission is that there are two broad types of rumours: those invoking desired consequences (wish rumours) and those invoking feared or disappointing consequences (dread rumours).

Rosnow and Foster (2005) rather distinguish between the two types of rumour by labeling rumours as those invoking hoped-for consequences and the feared or disappointing consequences.

### **Rumour and Gossip: How are they Different?**

We should distinguish between rumor and gossip, as each appears to function differently in its pure state. Rumours have been described as public communications that are infused with private hypotheses about how the world works (Rosnow, 1991), or more specifically, ways of making sense to help us cope with our anxieties and uncertainties (Rosnow, 1988, 2001). On the other hand, Rosnow and Foster (2005) noted that there are as many functions of gossip as writers write about gossip. It should be further understood that, gossip tends to have an 'inner-circleness' about it, in that it is customarily passed between people who have a common history or shared interests. By this definition, a gossip is a small or idle talk,' which is hardly inconsequential or without purpose.

### **How does a Rumour Start in an Organization?**

It is a common fact that rumours get started when communication is poor. In a culture where management stays silent and does not say anything, a rumour defined in the context as whispering campaigns abound.

McConnell (2006) indicated that a two-way communication channel needs to be opened and functioning to stop rumours. This is because rumours particularly run rife during times of change. The recognition is that rumours are very destructive particularly in times of changes in

management. The strongest leaders according to McConnell (2006) are the ones who are out there asking questions, listening to people and are ready to answer their concerns even if they cannot answer them straight away. Even when not all of the information can be made public, leaders still need to communicate in order for people to be correctly informed. People with vested interest are basically noted to start rumours. The following also are noted to fuel rumours and these are inadequate/inaccurate knowledge, mistrust, ulterior motives, desire for publicity and coincidental events.

From Communication Theory (2007), the following are noted to initiate a rumour; these are; language and cultural differences issues; environmental issues; channel issues; receivers' attitude and behaviour issues and finally, the length of the transmission journey. From the discussion so far, it should be noted that a rumour will gain grounds so far as communication channels are functional.

### **How Can Rumours be Stopped?**

Controlling rumours in workplaces can be a tough fight for management. It does indicate that management may have to employ practical and well structured policies which may help stop and control rumours as much as possible. There are various steps which are recommended by Television New Zealand (TVNZ). Maida (2006) in his submission states that the best way to stop rumours is to give staff timely and accurate information. This is from the background that rumours start because of a vacuum of information

or the lack of concrete information. This will mean setting the records straight and providing useful information early.

A further suggestion is that companies should create a climate where the organization develops a track record of openness and timely distribution of information. In addition to the above, it is expected that management is seen moving from department to department talking to the various groups about the strategic work going on in the organization.

This is intended to develop a new communication initiative which is aimed at keeping middle managers fully briefed on policies in establishments. The believe is that rumours when they have negative traits significantly can lower morale, increase stress, decrease productivity, affect trust and result in negative media attention. For this reason they have to try and set a timetable for information by giving notice as to when new information will be available.

In addition to the above they recommend that leaders at work places should have credible reputations. The only way as suggested by TVNZ is that if workers should believe that leaders carry both good and bad news with them, then rumours can get halted pretty quickly. In conclusion and from the above discussion, every organization may have to explore practical ways of dealing with rumour at work places.

### **Summary**

An overview of the literature considered points to the fact that issues concerning rumour are a bit complex in their outlook. From the review it

became clear that literature on rumour is limited thereby affecting how much research has been conducted in this area. The general impression about rumour as gathered from the various literature is that it has negative effect on individuals as well as management.

The review also makes it clear that if rumour could be eliminated there should be effective communication within establishments.

It is hoped that the review of the relevant literature pertaining to this study will not serve only as a guide, but will add value to the findings of the study.

## CHAPTER THREE

### METHODOLOGY

This portion of the dissertation describes the research procedure, methods and techniques used in the collection and analysis of data. These include the design of the research, population, sample, and research instrument, pilot testing on instrument, data collection procedure and method of data analysis.

#### **Research Design**

The design used in the study was the descriptive research design. This type of design is primarily concerned with the description of some existing phenomenon. The design involved the collection of data for the purpose of describing existing conditions. In descriptive research, data are collected to test hypotheses or to answer some questions that are set for the study. Observations, interviews and the use of questionnaire are the major instruments or techniques used in the collection of data in this type of research.

A descriptive design employed in this study was the survey method. A survey is an attempt to collect data from members of a population in order to determine the current status or describe the population. This means that what has been found characteristic of the sample data actually observed will

also be characteristic of the whole body of data of the rest of the population not observed.

Some of the strengths of the descriptive research design or the sample survey method are that it is easy to use through observation, interview and questionnaire. The investigator is able to arrive at a data that can be used to describe the existing social phenomenon of a population. The major weakness of the sample survey method is that, if a group is heterogeneous one in terms of its social characteristics or very large, it sometimes becomes difficult to stratify the group in such a way as to lower variable and the final selection of sample size, may not be very representative of the entire population.

### **Population and Sample**

The study was concentrated on ten selected schools within the Cape Coast Metropolis found in the Central Region of Ghana. The area which constitutes the above stated metropolis is bounded on the south by the Gulf of Guinea, on the east by Abura Asebu Kwamankese District, on the west by Edina Eguafo Abrem District and on the north by Twifo Heman Lower Denkyira District.

The metropolis covers an area of 122 square. Kilometres and it is the smallest district in the Central Region. For easy monitoring of Educational institutions in the Cape Coast Metropolis, the entire area has been divided into six circuits with a total of 10 public and 1 private Senior High Schools under its control. (Ghana Education Service, 2004). The distribution of



Senior High Schools by circuits provided by the Statistical Department of the metropolis Directorate appears as follows:

**Senior High Schools**

<b>Circuit</b>	<b>Public</b>	<b>Private</b>
Cape Coast	3	-
Aboom	2	-
Bakaano	2	1
Pedu/Abura	1	-
O. L. A.	1	-
Efutu	1	-
Total	10	1

. The population consisted of the ten heads, all the assistant heads, tutors and students of the ten schools involved in the study. Data was collected from ten heads and ten assistant heads (one from each school) of the schools that were used for the study. Data was also collected from twenty-five students and five members of staff from the respective schools used in the research. The sample was chosen because of the assertion raised by Nwana (1992) that the major limitation is the fact that students never seem to have enough money to pay for long field trips and buy materials. He further indicated that the limitation compels students to make use of sample rather than the whole population.

The schools that were chosen were Mfantsipim, Wesley Girls' High School, Holy Child Secondary School, St Augustine's College, Ghana National Secondary School, Cape Cost Technical School, University Practice Secondary School, Efutu Secondary Technical School Academy of

Christ the King and Sammy Otoo Secondary commercial School, all in the Cape Coast Metropolitan. These schools were selected from among the many schools in the metropolis to cover the different types of schools found in Ghana that is boys, girls, mixed, private, public, boarding and day schools. It is expected that these schools will give some similarities and still offer the chance to see some differences as to how rumours affect administrators in the various types of schools listed.

The other argument for the choice of the schools is based on the assumption that perceptions of stakeholders on rumours differ in accordance with the various type of school. For this reason responses from the selected schools will offer a diversified view point which may help address all issues involving rumours.

Below are details of the chosen schools and the corresponding samples that were considered for the research:

	<b>Selected Schools</b>	<b>Samples</b>
1)	Mfantsipim (Boys Boarding)	32
2)	Wesley Girls' High School (Girls Boarding)	32
3)	Holy Child Secondary School (Girls Boarding)	32
4)	St. Augustine's College (Boys Boarding)	32
5)	Ghana National Secondary School (Mixed Boarding)	32
6)	Cape Cost Technical School (Mixed Day)	32
7)	University Practice Secondary School (Mixed Day)	32
8)	Efutu Secondary Technical School	32

(Mixed with Hostel facility)

- 9) Academy of Christ the King (Mixed with Hostel facility) 32
- 10) Sammy Otoo Schools (Private School with Hostel facility) 32

The total population by the above calculation was three hundred and twenty (320).

### **Research Instrument**

One major data gathering instrument was used. This instrument is the structured questionnaire. A questionnaire is not just a list of questions or a form to be filled out. It is fundamentally a scientific instrument for collection and measurement of data. The questionnaire was used because it is the most convenient instrument in survey research especially when all the respondents could read and write.

### **Questionnaire**

The questionnaire was examined by my supervisor and after a few suggestions based on findings of the pilot testing; a final questionnaire was developed and administered.

The questionnaire (Appendices A, B and C) begin with an introductory statement, which specifies the purpose of the research. It also gives instructions to respondents to supply information that is very objective and frank. The introductory statement also assures respondents of confidentiality of their responses. The questionnaire consisted of forty-three (43) items. All the questionnaire items were closed ended, demanding that teachers tick those responses that best applied to them. However three open-ended items

were included to enable respondents' freedom to express their opinions. The questionnaire was divided into four sections captioned A, B, C and D. Section A elicited information from respondents to indicate the extent to which they agree to the specified causes of rumours. Section B consisted of items to elicit information on the effect of poor communication on general management of schools. Section C addresses the effect of rumours on management of schools. Section D identifies the various ways of managing rumours by management.

The questionnaire items were designed to answer the research questions enumerated in chapter one.

The respondents were only asked to put a cross (X) against the preferred option in the column or box provided. The questionnaires were directly distributed to all the respondents and collected. The element of confidentiality was stressed in the answering of the questionnaire items and as safeguard, respondents were asked not to write their names.

### **Data Collection**

Data were collected from all the three hundred and twenty respondents who were given questionnaire to fill. This resulted from the fact that the questionnaire were delivered personally to the heads, assistant heads, tutors and tutors at the same time. All respondents were entreated to answer questions to the best of their knowledge and to do so in the most frank and honest manner.

In each school that was used the purpose of the exercise was carefully explained to respondents.

### **Administration of the Questionnaire**

The questionnaire was administered to all the ten schools within the Cape Coast Metropolis. It was administered and collected within a period of thirteen days because the schools were slightly scattered within the metropolis. The table below illustrates the status of respondents and questionnaire used.

**Table 1**

#### **Population**

<u>Status of respondents</u>	<u>Questionnaire given out</u>	<u>Questionnaire collected</u>
Headmaster	10	10
Assistant head/tutors	60	60
Students	250	250
Total	320	320

### **Data Handling and Analysis**

The answered questionnaire was re-examined to ensure that all items had been responded to. Editing was done to identify any inconsistencies in the answers for corrections to be made by referring to questions that were meant to serve as checks on others. There was nothing wrong with the filled questionnaire that would demand going back to the field after the editing was done.

The data collected have all been analyzed in chapter four of the study. The Statistical Package for Social Sciences which is now Statistical Package and Service Solutions (S.P.S.S. 12. 0) was used out of which tables were created to reflect the responses received (Darren & Mallery, 2007). Percentages as well as frequencies (mean, median, standard deviation, cumulative percentages and valid percentages) and other models were also used to analyse the data collected. This allowed for a fair review of responses made by Heads, Assistant Heads/Tutors and Student respondents.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of the study was to determine the effect of rumours on management of schools in the Cape Coast Metropolitan. The study at this point seeks to investigate the common causes of rumours in the schools, ascertain the effect of poor communication and rumours on general management and recommend various ways in the managing of rumours in school management situations.

#### **Causes of Rumours**

The data contained in Tables 2 - 12 will be analyzed and discussed under this category and as a result indicate the extent to which various conditions as outlined forthwith may cause rumour mongering from the perspective of Heads of Institutions, Assistant Heads/Tutors and Students in schools' situation. Charts were generated from this information which revealed the extent to which each of the condition as much as possible may cause rumour. These will manifest the level of agreement or disagreement of the various variables that will be discussed at this stage. Here, strongly agree and agree were interpreted as agree whereas disagree and strongly disagree were regarded as disagree.

**Table 2****Free Access to Information**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	0	0.0	14	23.3	41	16.4
Agree (3)	0	0.0	13	21.7	28	11.2
Disagree (2)	6	60.0	11	18.3	39	15.6
Strongly Disagree (1)	3	30.0	13	21.7	117	46.8
Undecided (0)	1	10.0	9	15.0	25	10.0
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

From table two 2 above, 9 (90.0%) Heads of Institutions, 24 (40.0%) Assistant Heads/Tutors and 156 (62.4%) Students disagreed that free access to information may cause rumours. With respect to the stated percentages one may notice that heads and students strongly support the assertion that rumours are reduced if people have free access to information in schools. These conclusions indicate that free access to information may have to be the concern of management as a way of eliminating rumours in schools.



**Table 3****Trust, Credible Reputation and Integrity of Management**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	0	0.0	9	15.0	26	10.4
Agree (3)	0	0.0	15	25.0	66	26.4
Disagree (2)	5	50.0	21	35.5	58	23.2
Strongly Disagree (1)	5	50.0	15	25.5	67	26.8
Undecided (0)	0	0.0	0	0.0	33	13.2
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 3 as shown above indicates that all three groups of respondents namely, Heads of Institutions, Assistant Heads/Tutors and Students support that trust, credible reputation and integrity are very vital to rumour research. 10 (100%) Heads, 36 (61.0%) Assistant Heads/Tutors and 125 (50.0%) students agreed that trust, credible reputation and integrity reduce rumour in institutions.

In addition to this fact, heads find the above condition as a major facet of management of schools in that Heads demand absolute trust, credible reputation and integrity as a precondition where as Assistant Heads/Tutor and students may not necessarily be affected by the above in terms of the management of schools. This may have contributed to the absolute agreement by Heads of Institutions as recorded accordingly.

**Table 4****Suspicion Among Workers**

<u>Response (Scale)</u>	<u>Head of Institution</u>		<u>Assistant Head/Tutor</u>		<u>Student</u>	
	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>
Strongly Agree (4)	2	20.0	23	38.4	61	24.4
Agree (3)	3	30.0	15	25.0	92	36.8
Disagree (2)	4	40.0	11	18.3	52	20.8
Strongly Disagree (1)	0	0.0	0	0.0	8	3.2
Undecided (0)	1	10.0	11	18.3	37	14.8
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 4 is data collected to show the extent to which suspicion among workers may cause rumour mongering. Responses compiled indicates that 5 (50.0%) Heads, 38 (63.4%) Assistant Heads/Tutors and 153 (61.2%) students agree that suspicion may cause rumouring. This implies all three respondents support the above assertion and that in matters of rumours, suspicion among workers is one big indicator. This suggests that suspicion among workers should be one crucial concern in the managing of schools.

**Table 5****Raising Awareness of Disparities of School Policies**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	2	20.0	4	23.3	29	11.6
Agree (3)	1	10.0	37	61.6	84	33.6
Disagree (2)	1	10.0	2	3.4	91	36.4
Strongly Disagree (1)	1	10.0	5	8.3	13	5.2
Undecided (0)	5	50.0	2	3.4	33	13.2
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 5 is a compilation of responses either for or otherwise on the correlation between rumours and the raising of awareness of disparities of school policies. A closer investigation of the data reveals that 3 (30.0%) Heads, 51 (84.9%) Assistant Heads/Tutors and 113 (45.2%) students agree to the above proposal that rumours suggest the raising of awareness of disparities of school policies.

The 5 (50.0%) missing system of Heads designate that majority of Heads of Institutions do not really see in their work any disparity in schools' policies. On the contrary, Assistant Heads/Tutors by their vast agreement to the above are also suggesting that disparities of school policies regularly occur in the schools in the Cape Coast metropolitan.

**Table 6****Open Channels of Communication**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	0	0.0	7	11.7	63	25.2
Agree (3)	0	0.0	18	30.0	98	39.2
Disagree (2)	7	70.0	17	28.3	39	15.6
Strongly Disagree (1)	3	30.0	7	11.7	25	10.0
Undecided (0)	0	0.0	11	18.3	25	10.0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

From Table 6 as shown above all 10 (100%) Heads disagreed that open channels of communication may cause rumours. Opinions differed among Assistant Heads/Tutors though the level of agreement and disagreement did not show any significant difference.

Only 24 Assistant Heads/Tutors representing 40.0% however disagreed that open channels of communication do cause rumours. This may represent that Assistant Heads/Tutors find open channel of information not necessarily an issue that may bother on rumours.

**Table 7****Misunderstanding of Information**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	2	20.0	12	20.0	121	48.4
Agree (3)	4	40.0	30	50.0	87	34.4
Disagree (2)	4	40.0	9	15.0	27	10.8
Strongly Disagree (1)	0	0.0	6	10.0	8	3.4
Undecided (0)	0	0.0	3	5.0	7	2.8
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

The responses as indicated by the data reveals that 6 (60.0%) Heads, 42 (70.0%) Assistant Heads/Tutors and 208 (83.2%) agree that rumour thrives when information carried around is misunderstood. The respective percentages of Heads, Assistant Heads/Tutors and Students suggest that generally there is absolute agreement of all respondents to the above and that information well understood will go a long way to eradicate rumours in schools.

**Table 8****Management Fails to Listen to Work Force**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	6	60.0	27	45.0	57	22.8
Agree (3)	4	40.0	15	25.0	75	30.0
Disagree (2)	0	0.0	7	11.7	57	22.8
Strongly Disagree (1)	0	0.0	9	15.0	42	16.8
Undecided (0)	0	0.0	2	3.3	19	7.6
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 8 is data collated to indicate that when management fails to listen to workforce it results in rumours. In all 10 (100%) Heads, 42 (70.0%) Assistant Heads/Tutor and 132 (52.8%) students agreed that when management fails to listen to the workforce it gives in to rumour. The overwhelming support of the Heads indicates that one of management's major pursuits should be in developing a listening ear to the considerations of workforce.

**Table 9****People's Vested Interest**

<u>Response (Scale)</u>	<u>Head of Institution</u>		<u>Assistant Head/Tutor</u>		<u>Student</u>	
	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>
Strongly Agree (4)	4	40.0	9	15.0	76	30.4
Agree (3)	3	30.0	27	45.0	82	32.8
Disagree (2)	2	20.0	12	20.0	60	24.0
Strongly Disagree (1)	0	0.0	0	0.0	26	10.4
<u>Undecided (0)</u>	<u>1</u>	<u>10.0</u>	<u>12</u>	<u>20.0</u>	<u>6</u>	<u>2.4</u>
<u>Total</u>	<u>10</u>	<u>100</u>	<u>60</u>	<u>100</u>	<u>250</u>	<u>100</u>

From Table 9 as represented above, all the three respondents affirmed that rumours demonstrate peoples' vested interest. The responses suggested that 7 (70.0%) Heads, 36 (60.0%) Assistant Heads/Tutor and 168 (63.2%) Students agreed to the above assertion. Their respective percentages also suggests that all respondents were in agreement to the fact that rumours are peoples' vested interest. This will mean that rumours can not be taken for granted what so ever. Management may then see rumour as the unofficial communication of certain information which may affect an establishment's organizational goals.

**Table 10****Inadequate and Inaccurate Information**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	2	20.0	19	31.7	102	40.8
Agree (3)	7	70.0	33	55.0	83	33.2
Disagree (2)	0	0.0	3	5.0	33	13.2
Strongly Disagree (1)	0	0.0	3	5.0	10	4.0
Undecided (0)	0	0.0	2	3.3	22	8.8
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

A close examination of Table 10 above revealed that inadequate and inaccurate information causes rumour. The results from the table were expressed by 9 (90.0%) Heads 52 (86.7%) Assistant Heads/Tutors and 185 (74.0%) students which totally confirm that inadequate and inaccurate information cause rumour. However, out of the three respondents, Heads were unanimous in their decision which reflects that Heads may have to be very much concerned with the giving of appropriate and accurate information if they want to eliminate rumour mongering to a considerable level.



**Table 11****Medium and Language of Communication**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Students	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree (4)	0	0.0	14	23.3	41	16.4
Agree (3)	5	50.0	13	21.7	28	11.2
Disagree (2)	5	50.0	11	18.3	39	15.6
Strongly Disagree (1)	0	0.0	13	21.7	117	46.8
Undecided (0)	0	0.0	9	15.0	25	10.0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 11 has to do with how medium and language of communication causes rumour. We gather from the data that Heads of institutions were divided by their responses as to whether medium or language of communication is a cause of rumour or not. 156 (62.4%) students however disagreed to the above. A closer look at the data also shows that all three respondents have different conception as to the extent to which the above condition causes rumour. It is likely that the concept of language and medium of communication as a cause of rumour must be seen relatively to the understanding of the personnel involved.

**Table 12**

**Summary of the Descriptive Statistics of the Responses on the Causes of Rumours**

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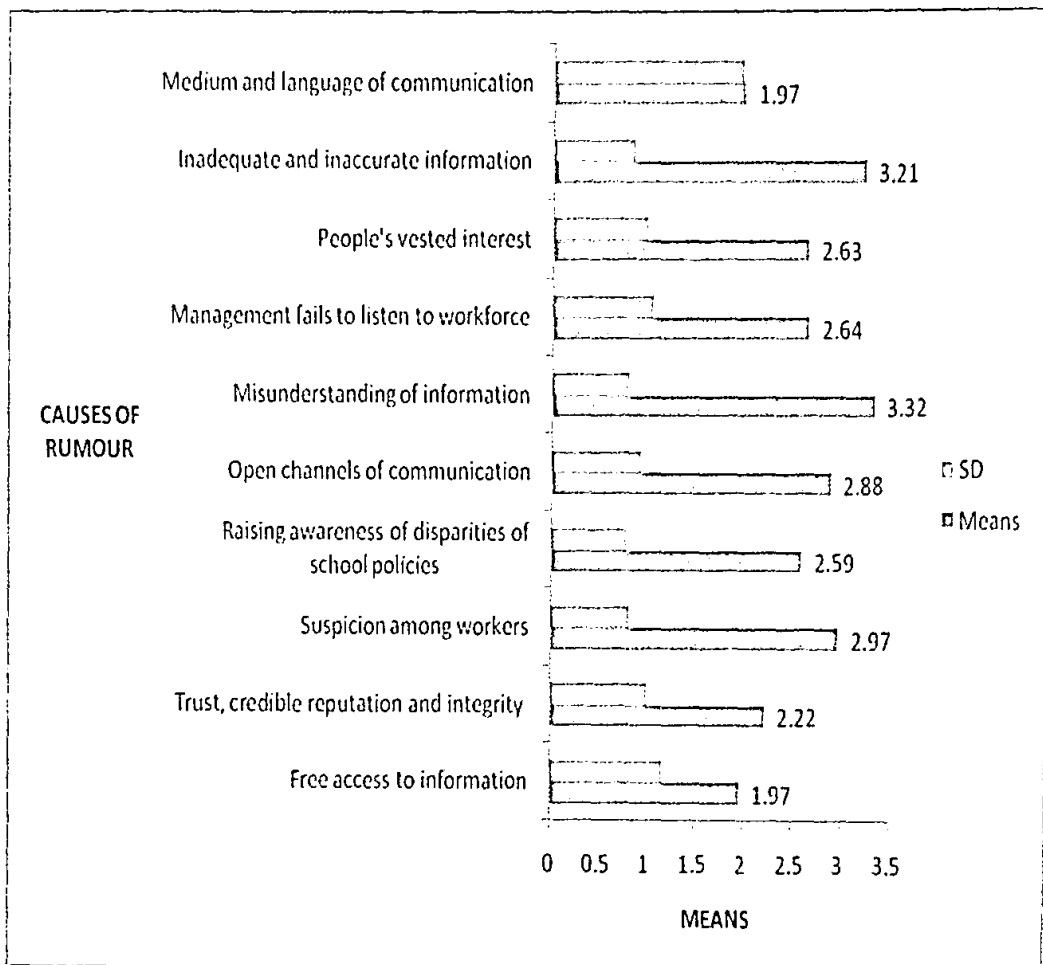
Status of respondents	N	Min.	Max	Mean	SD	
Head of Institution	10	1.80	3.44	2.56	0.60	10
Assistant Head/Tutor	60	1.20	4.00	2.78	0.85	60
Student	250	1.00	4.00	2.66	0.90	250

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Scale: Strongly agree=4; Agree=3; Disagree=2; Strongly disagree=1

The above table is a summary of the responses of Heads of Institutions, Assistant Heads/Tutors and Students in relation to the Causes of Rumour. From this descriptive statistics it is realized that all three respondents agree to most of the options under causes of rumour.

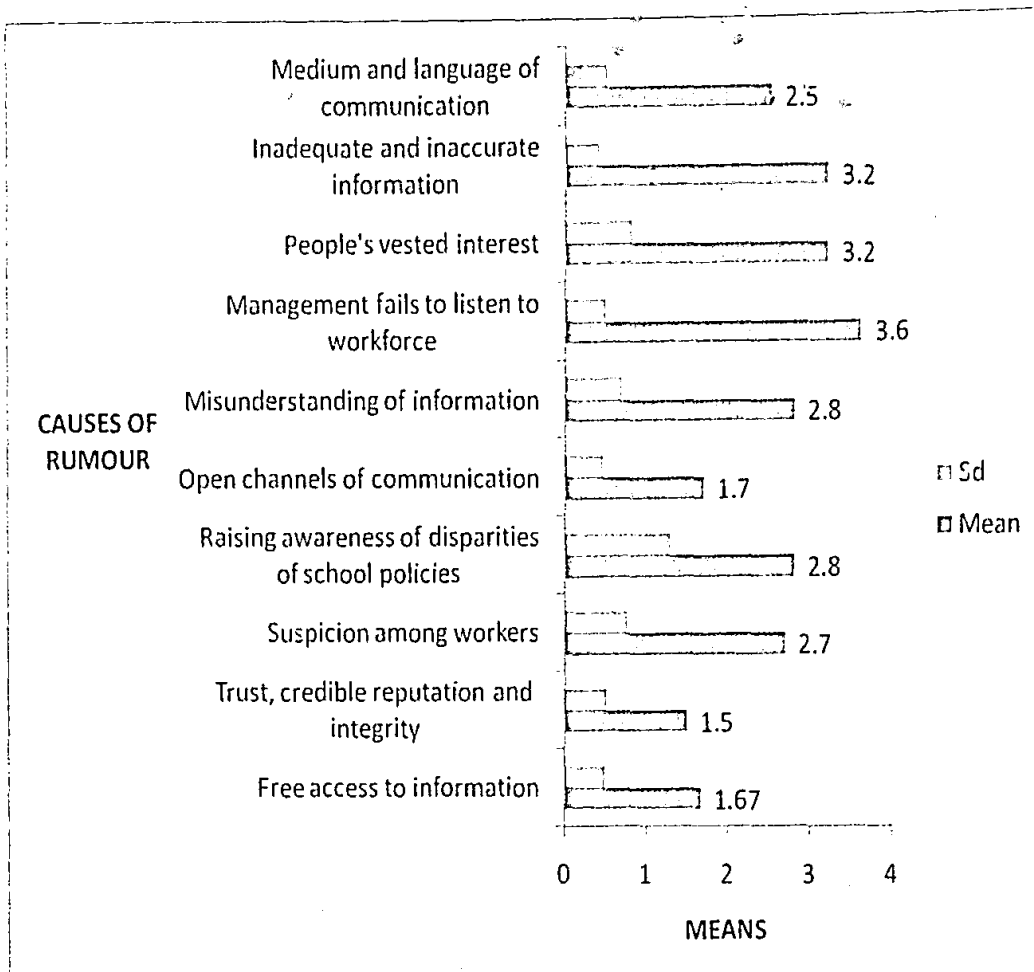
Figure 6 is Assistant Heads/Tutors Mean perceptions on Causes of rumours in schools. According to Assistant Heads/Tutors, suspicion among workers has the highest inclination of causing rumours in schools (3.24) where as Trust, credible reputation and integrity is the least (2.30).



n=250 Scale for means 1= strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

**Figure 7:**  
**Students' Mean perceptions on Causes of Rumours in Schools**

From Figure 7, students' opinion was that misunderstanding of information is responsible for causing the most rumours in schools (3.32)



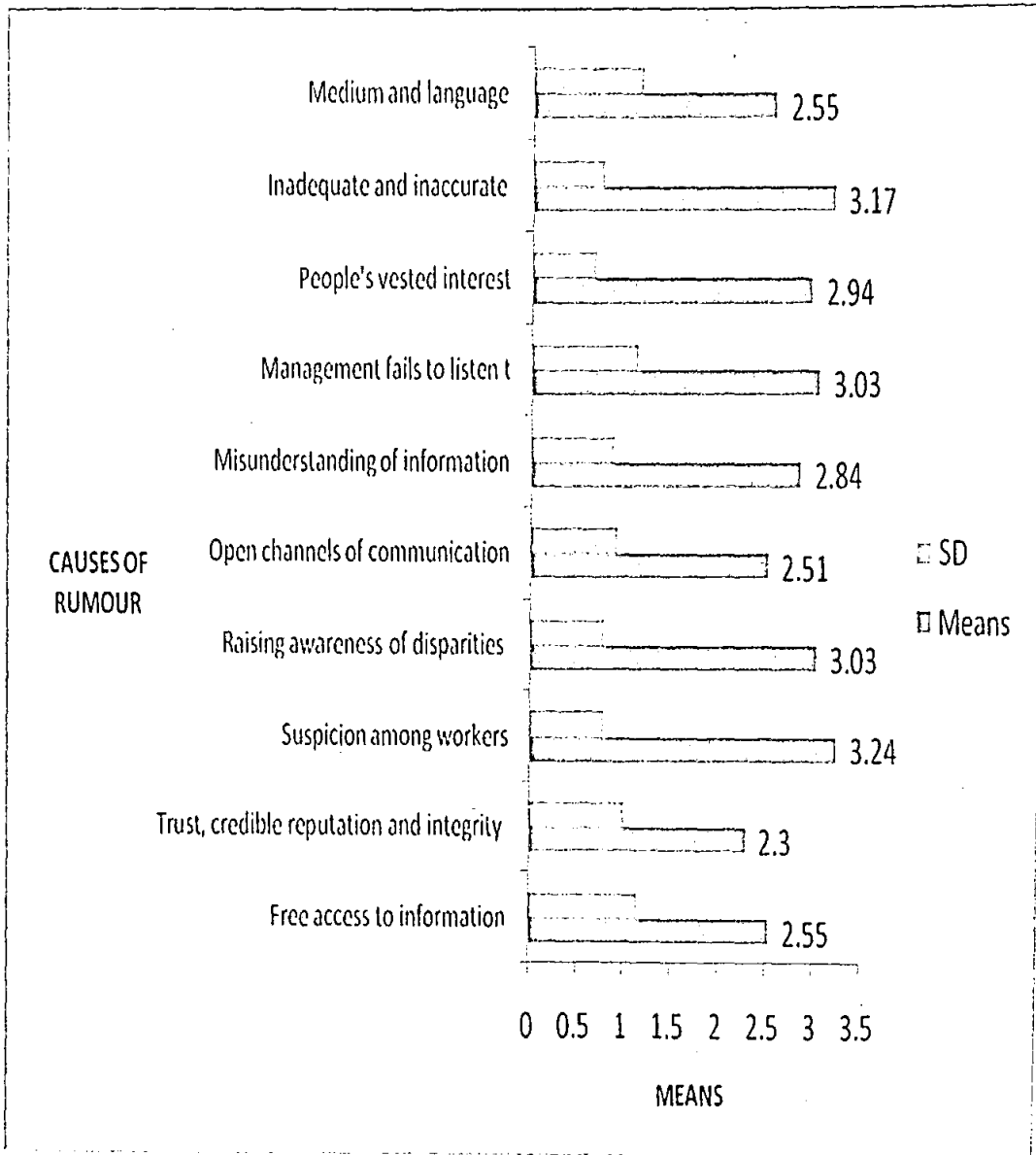
n= 10 Scale for means 1= strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

**Figure 5:**

**Head of Institutions Mean perceptions on Causes of Rumours in Schools.**

Figure 5 is a compilation that focuses on the response of Heads of institutions on how the various variables cause rumours in schools. These were graduated to compare the responses of Heads. The figure indicated that the perception of Heads is that when management fails to listen to their workforce there is the highest tendency of rumour (3.6) to start in schools.

Trust, credible reputation and integrity on the other hand have the lowest propensity of causing rumours (1.5) in schools.



n=60 Scale for means 1= strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

**Figure 6:**

**Assistant Head of Institutions Mean perceptions on Causes of Rumours in Schools**

whereas medium and language of communication as well as free access of information causes the least 1.97).

### **Effects of Poor Communication on School Management**

The discussions that follow are intended to describe the effect of poor communications on General Management of Schools. Responses gathered from Heads and Assistant Heads/Tutors on different variables as recorded from Tables 13 - 20 explain some aspects of the effect of poor communication on management of schools. The analyses were interpreted by combining very often and often to indicate the performance of the outcome whereas seldom and never are combined to indicate the otherwise.

**Table 13**

#### **Jobs are not Done Right**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	3	30.0	3	5.0
Often (3)	5	50.0	30	50.0
Seldom (2)	2	20.0	21	35.0
Never (1)	0	0.0	6	10.0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 13 gives a summary of how Heads of Institutions and Assistant Heads/Tutor view poor communication with regards to work that is done in schools. The data focuses on the fact that poor communication results in jobs not done right in schools. Here, 8 (80.0%) Heads and 33 (55.0%) confirmed that one the effects of poor communication is that jobs are not

done right. Within this context however, Heads should see it as a must to ensure that there is good communication within their establishment so that jobs assigned are effectively carried out.

**Table 14**

**Management is Heard Differently**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	40.0	0	0.0	
Often (3)	5	50.0	23	38.3
Seldom (2)	1	10.0	26	43.3
Never (1)	0	0.0	11	18.4
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 14 indicates that majority of the Heads believe that one of the effects of poor communication was that management is heard differently. The above was confirmed by 9 (90.0%) Heads of Institution. On the other hand 37 (61.7%) Assistant Heads/Tutors disagreed to the above assertion. Their claim may suggest that if management was heard differently it may not necessarily be as a result of poor communication. Other factors like choice of vocabulary and level of understanding, may affect what is communicated.

The data under discussion indicates clearly that the assumption of Heads of institutions is that what they communicate is always

understandable nonetheless conclusions from the Assistant Heads/Tutor points to the fact that the above assumption is not wholly true.

**Table 15**

**Information Does Not Flow From the Top to the Bottom**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	0	0.0	11	18.3
Often (3)	6	60.0	15	25.0
Seldom (2)	4	40.0	28	46.7
Never (0)	0	0.0	6	10.0
<b>Total</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>

The data above records that if information does not flow from the top to the bottom it is due to poor communication. From this 6 (60.0%) Heads and 26 (43.3%) Assistant Heads/Tutors agreed that one other effect of communication is that information fails to flow top to bottom.

Though, the above suggestion seems to conclude that Heads on one side and Assistant Heads/Tutors on the other do not agree on the above, their respective do suggests that both respondents agree that often poor communication works against flow of information from the top to the bottom.



**Table 16****It Increases Rumour Mongering**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	3	30.0	14	23.3
Often (3)	2	20.0	37	61.7
Seldom (2)	3	30.0	6	10.0
Never (1)	2	20.0	3	5.0
Total	10	100	60	100

From Table 16 respondents' views are that poor communication increases rumour mongering. The responses indicate that 5 (50.0%) Heads, 51 (85.0%) Assistant Heads/Tutors corroborated that poor communication results in rumours. The many responses of Assistant Heads/Tutors in support of the above assertion indicate that Assistant Heads/Tutors take serious view about poor communication and its relationship to rumouring.

This may imply that good communication flow is very critical in creating a congenial atmosphere rid of rumour for effective work.

**Table 17****Kills Initiative and Demoralizes People**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	4	40.0	31	51.7
Often (3)	3	30.0	20	33.0
Seldom (2)	2	20.0	9	15.0
Never (1)	1	10.0	0	0.0
Total	10	100	60	100

Table 17 is respondents' view that poor communication kills initiative and demoralizes people. A closer examination of the above revealed that majority of the respondents indicating 7 (70.0%) Heads and 51 (85.0%) Assistant Heads/Tutors believe that one of the things that kills initiatives and demoralizes workers is poor communication.

If information passed on from management to workers is not very clear it becomes difficult for people to understand what is to be done. This situation may tend to affect workers' output in that objectives required for a particular schedule is difficult to comprehend. This is why poor communication should be addressed in order that workers do not get demoralized and their initiatives not killed.

**Table 18****Difficulty in Assessing Performance**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	4	40.0	15	25.0
Often (3)	4	40.0	21	35.0
Seldom (2)	2	20.0	15	25.0
Never (1)	0	0.0	9	15.0
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>

Table 18 is data collected to show that poor communication results in the difficulty of assessing performance. Accordingly, 8 (80.0%) Heads and 36 (60.0%) Assistant Heads/Tutors gave credence to the fact that poor communication results in the difficulty in assessing performance. Performance is measured according to stated objectives. If such objectives are communicated poorly, achievements become very difficult to measure hence making it difficult in assessing performance.

**Table 19****Supervision is Difficult**

Response (Scale)	Head of Institution		Assistant Head/Tutor	
	Frequency	%	Frequency	%
Very Often (4)	1	10.0	12	20.0
Often (3)	4	40.0	21	35.0
Seldom (2)	3	30.0	21	35.0
Never (1)	2	20.0	6	10.0
Total	10	100	60	100

Supervision difficulty comes from a number of factors and Table 19 centres on how poor communication affects such. From the table above, 5 (50.0%) Heads believes that poor communication makes supervision difficult. In addition, 33 (55.0%) Assistant Heads/Tutors also supported the above.

If supervision is difficult it may result in the lowering of productivity. This situation may bring about laxity within the work force since no one may be supervising anybody.

**Table 20**

**Descriptive Statistics on the Effect of Poor Communications on General Management of Schools**

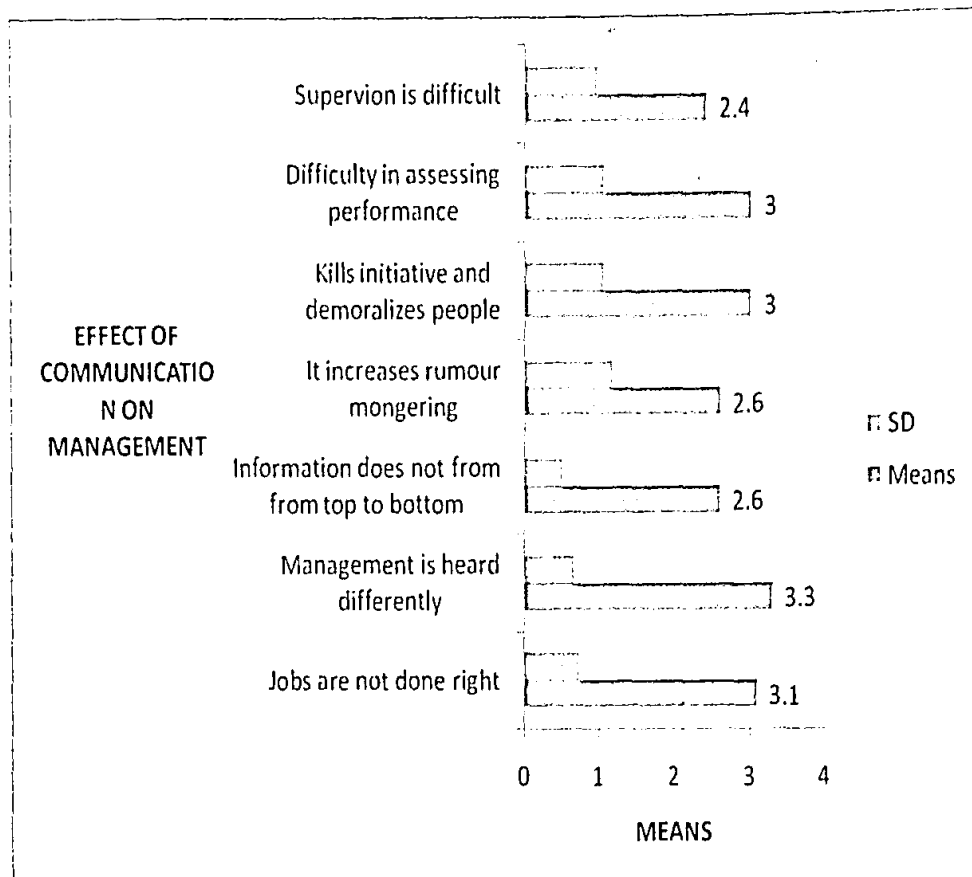
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<u>Status of respondents</u>	<u>N</u>	<u>Mean</u>	<u>Standard Deviation</u>
Head of institution	10	2.86	0.84
Assistant Head/Tutor	60	2.71	0.78

---

Scale: Very often=4; Often=3; Seldom=2; Never=1

The Table above represents the descriptive statistics on the effect of poor communication on general management of schools. Heads and Assistant Heads/Tutors came to a consensus that the average response from all the variables was that poor communication often has adverse effect on the general management of schools.

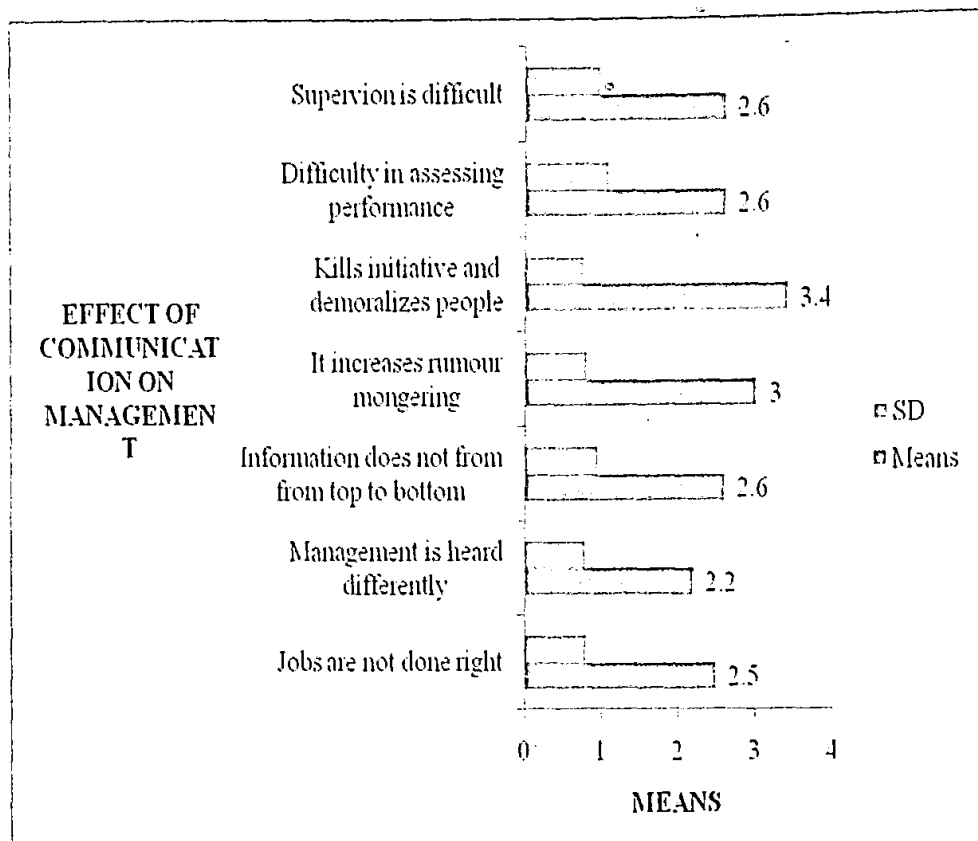


n =10 Scale for means, 1=Never, 2=Seldom,3 = Often, 4=Very often

**Figure 8:**

**Head of institution mean perceptions of the effects of communication on school management**

Figure 8 is a selection of all responses of Heads of institution about the effect of poor communication on management of schools. From this table the highest response recorded by Heads as an effect of poor communication on management of schools is that management is heard differently (3.3). The least recorded effect of poor communication is that supervision is difficult (2.4).



n = 60 Scale for means, 1=Never, 2=Seldom, 3 = Often, 4=Very often

**Figure 9:**

**Assistant head of institution mean perceptions of the effects of communication on school management**

The above figure points out that Assistant Heads/Tutors find the killing of initiatives and demoralization of people as the most recorded effect of poor communication on general management (3.4). However, the least recorded effect is that management is heard differently (2.2).

**Effect of Rumours on Management of Schools**

Tables 21 – 28 are data collected on the effect of rumours on management of schools. In each variable Heads, Assistant Heads/Tutors and Students were given the option to indicate the relationship between rumour

effects and management of schools. Responses from the filled questionnaire were used to develop the tables that follow. In the analysis very often and often indicates that the variable occurs whereas seldom and never means it does not occur.

**Table 21**

**It Leaves Enigmatic (Unexplained) Traces**

<u>Response (Scale)</u>	<u>Head of Institution</u>		<u>Assistant Head/Tutor</u>		<u>Student</u>	
	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>
Very Often (4)	7	70.0	46	76.7	90	36.0
Often (3)	2	20.0	9	15.0	99	39.6
Seldom (2)	1	10.0	3	5.0	39	15.0
Never (1)	0	0.0	2	3.3	22	8.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

Table 21 indicates that rumours leave enigmatic (unexplained) traces. What this means is that the effects of rumours do not follow any convention. In other words, these effects may not necessarily fall in line with expected outcomes. The table above shows that 9 (90.0%) Heads of Institution, 55 (91.7%) Assistant Heads/Tutors and 189 (75.6%) Students agree that rumours leave enigmatic (unexplained) traces. The level of agreement recorded from the response of the three groups' show that rumours as they occur in schools should be of much concern to all stake holders of education.



**Table 22****Reflect Popular Feelings**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	0	0.0	6	10.0	46	18.4
Often (3)	2	20.0	27	45.0	125	50.0
Seldom (2)	5	50.0	15	25.0	59	23.6
Never (1)	3	30.0	12	20.0	20	8.0
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

The above Table is data collected to express that one of the effects of rumour is that it reflects popular feelings. The data reveals that 33 (55.0%) Assistant Heads/Tutors and 171 (68.4%) Students agreed that rumours reflect popular feelings of workers. On the contrary 8 (80.0%) Heads disagreed to the above contention.

Heads by their responses are indicating that rumours have mischievous and ill intentions hence their disagreement.

**Table 23****It Breeds Fear and Horror**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	1	10.0	15	25.0	51	20.4
Often (3)	2	20.0	24	40.0	69	27.6
Seldom (2)	5	50.0	9	15.0	67	26.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>
Never (1)	2	20.0	12	20.0	63	25.2

From the table above only 39 (65.0%) Assistant Heads/Tutor agreed that rumours have the tendency of breeding fear and horror. Conversely, 7 (70%) Heads and 130 (52.0%) Students disagreed that rumours breed fear and horror. From this conclusion, Heads seem to have rumours under much control as administrators than Assistant Heads/Tutor.

**Table 24****Provokes Panic and Pogroms**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	2	20.0	6	10.0	65	26.0
Often (3)	4	40.0	31	51.7	99	39.6
Seldom (2)	3	30.0	14	23.3	61	24.4
Never (1)	1	10.0	9	15.0	25	10.0
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

In this category, data collected reveals that rumours provoke panic and pogroms. 6(60.0%) Heads, 37 (61.7%) Assistant heads/Tutors and 164 (65.6%) Students all agreed that rumours provoke panic and pogroms. From this conclusion there is no doubt that rumours can cause unnecessary panic

and sometimes undermines peoples' integrity. This should make management do all in its power to bring rumour under control in schools.

**Table 25**

**Raises Anxiety and Uncertainty**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	3	30.0	20	33.3	122	48.8
Often (3)	5	50.0	19	31.7	91	36.4
Seldom (2)	2	20.0	18	30.0	30	12.0
Never (1)	0	0.0	3	5.0	7	2.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

The data above indicates that 8 (80.0%) Heads, 39 (65.0%) Assistant heads/Tutor and 213 (95.2%) agreed that rumours have the tendency of raising anxiety and uncertainty within management. This conclusion implies that all three respondents are firm in their judgment on the above subject.

This conclusion makes it paramount for administrators to consider effective ways of dealing with rumour in order to eliminate anxiety.

**Table 26****Promotes Desired Consequences**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	1	10.0	3	5.0	32	12.8
Often (3)	1	10.0	22	36.6	57	22.8
Seldom (2)	6	60.0	10	16.6	109	43.6
Never (1)	2	20.0	25	41.6	52	20.8
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

The table above reveals that 8 (80.0%) Heads, 35 (58.2%) Assistant Heads/Tutors and 161 (64.4%) Students disagree that rumours promote desired consequences. This suggests that most of the rumours that occur in schools leave undesired outcomes. This should be a matter of concern for management. In that a lot of time and resources should be committed by establishments to managing rumours and removing rumours' undesirable consequences from work places.

**Table 27****It results in Some Social and Political Action**

Response (Scale)	Head of Institution		Assistant Head/Tutor		Student	
	Frequency	%	Frequency	%	Frequency	%
Very Often (4)	4	40.0	3	5.0	31	12.4
Often (3)	2	20.0	24	40.0	66	26.4
Seldom (2)	1	10.0	18	30.0	73	29.2
Never (1)	3	30.0	15	25.0	80	32.0
<b>TOTAL</b>	<b>10</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>250</b>	<b>100</b>

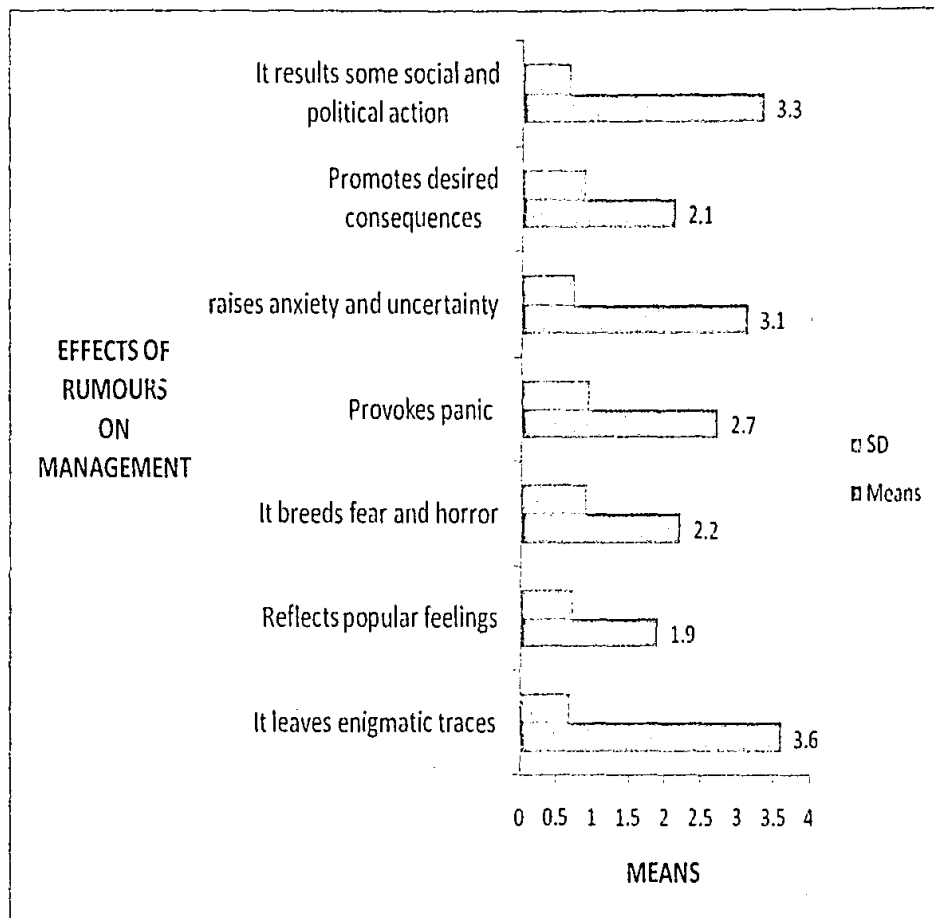
Table 27 is data collected to indicate that rumours results in some social and political action. From this 6 (60.0%) Heads agreed that rumours results in some social and political action. On the contrary 33 (55.0%) Assistant Heads/Tutors and 153 (61.2%) Students disagreed that rumours results in some social and political action. This indicated that opinions differed among the respondents on the above subject.

**Table 28****Overall Means of Effect of Rumours on Management of Schools**

Status of respondents	N	Mean	Standard Deviation
Head of institution	10	2.70	0.71
Assistant Head/Tutor	60	2.66	0.61
Student	250	2.69	0.88

Scale: Very often=4; Often=3; Seldom=2; Never=1

Table 28 represents the overall means of the effect of rumours on management of schools. From this all three respondents agree that the variables often occur as an effect of rumours in schools.

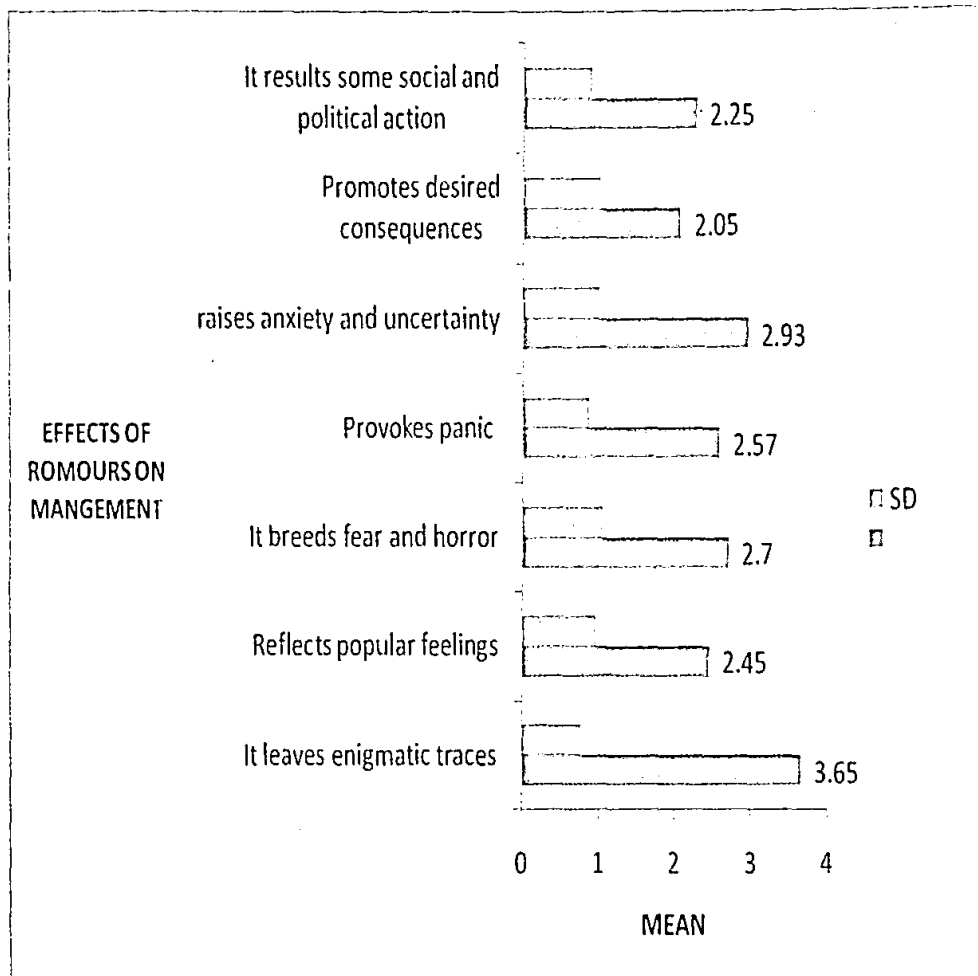


n =10 Scale for means, 1=Never, 2=Seldom, 3 = Often, 4=Very often

**Figure 10:**

**Head of institution Mean perceptions of the Effects of Rumours on management.**

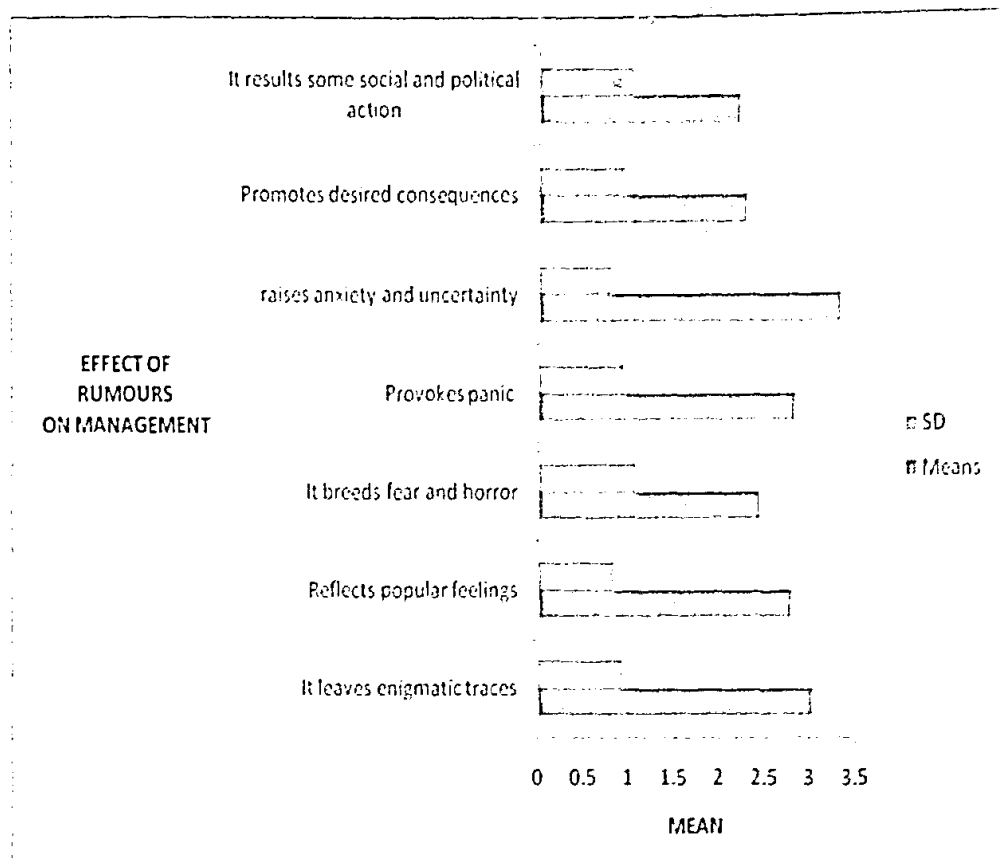
The figure above indicates that the most popular effect of rumours on management according to Heads of Institution's response is that a rumour leaves enigmatic traces (3.6). However, they were least on the fact that rumours reflect popular feelings (1.9).



n =60 Scale for means, 1=Never, 2=Seldom, 3 = Often, 4=Very often

**Figure 11:**  
**Assistant Head of institution Mean perceptions of the Effects of Rumours on management.**

Figure 11 shows that Assistant Heads/Tutors believe that the popular effect of rumours on management is that it leaves enigmatic traces (3.65) and the least is that it promotes desired consequences (2.05).



n =250 Scale for means, 1=Never, 2=Seldom,3 = Often, 4=Very often

**Figure 12:**

**Students' mean perceptions of the effects of rumours on management.**

Among students as it is indicated in figure 12 the most popular effect of rumours on management in schools is that it raises anxiety and uncertainty where as the least is that it results in some social and political action.

### **Frequency of Occurrence of Rumours in Schools**

Tables 29 and 30 are charts that were generated from the responses of Heads of Institutions, Assistant Heads/Tutors and Students as to their perceptions of how frequently rumour occurs in schools.



**Table 29****How Often do Rumours Occur in Schools**

Status of respondents		Freq.	%	Valid %	Cummulative %
Heads of Institution	Seldom	1	10.0	10.0	10.0
	Often	3	30.0	30.0	40.0
	Very Often	6	60.0	60.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Never	7	11.7	11.7	11.7
	Seldom	40	66.7	66.7	78.3
	Often	11	18.3	18.3	96.7
	Very Often	2	3.3	3.3	100.0
	Total	60	100.	100.0	
Student	Never	3	1.2	1.2	1.2
	Seldom	31	12.4	12.4	13.6
	Often	83	33.2	33.2	46.8
	Very Often	133	53.2	53.2	100.0
	Total	250	100.0	100.0	

Scale: 4=Very often; 3=Often; 2=Seldom; 1=Never

Table 29 above is a compilation of how often rumours occur in schools. From this 9 (90.0%) Heads and 216 (86.2%) Students indicated that rumours occur frequently in schools. However, 47 (78.4%) Assistant Heads/Tutors revealed that rumours do not occur frequently in schools. This conclusion suggested that rumours are a part of the daily life of institutions of learning. However Heads and students are more often affected by rumours in our schools.

**Table 30**  
**Descriptive Statistics**

Status of respondents	N	Mean	STD.	Deviation
Head of institution	10	3.5		0.7
Assistant Head/Tutor	60	2.1		0.7
Students	250	3.4		0.7

From the table above it can be confirmed that Heads and students agree that rumours occur frequently in our schools while Assistant Heads/Tutors disagreed that rumours occur frequently in schools. The conclusions stated above show that rumour affects Heads and students most in schools. This implies that Assistant Heads/Tutors are least affected by rumours in our schools.

#### **Reaction of Leaders' to Rumours in Schools**

This aspect of the analysis is intended to find out how Heads, Assistant Heads/Tutors and Schools will react to rumours if they are caught up in rumour. Out of the data a comparison can be made on how the various respondents react to rumour.

**Table 31****Response to Rumours as Leaders**

Status of respondents		Freq.	%	Valid%	cumulative%
Head of Institution	Ignore	3	30.0	33.3	33.3
	React against	6	60.0	66.7	100.0
	Total	9	90.	100.0	
	Missing system	1	10.0		
	Total	10	100.0		
Assistant Head/Tutor	Ignore	11	18.3	20.8	20.8
	React against	42	70.0	79.2	100.0
	Total	53	88.3	100.0	
	Missing system	7	11.7		
	Total	60	100.0		
Student	Ignore	118	47.2	55.9	55.9
	React against	93	37.2	44.1	100.0
	Total	211	84.4	100.0	
	Missing system	39	15.6		
	Total	250	100.0		

From the responses as appear in Table 31 above, 6 (66.7% of valid percent) Heads and 42 (79.2% valid percent) Assistant Heads/Tutors indicated that they will react against any rumour peddled about their life. This suggests that Heads and Assistant Heads/Tutors may have the capacity to challenge rumours within the schools for the very reason that they may have the instrument at their disposal. 118(55.9% of valid percent) students indicated that they will ignore any rumour about them. From the reason

stated above students are always exposed to rumours yet do not have the capacity to deal with rumour as they unfold in their daily life.

### **Managing Rumours in Schools**

Under this category Tables 32 - 37 were analysed to ascertain the preferences of Head, Assistant Heads/Tutors and Students in managing rumours in schools. To interpret the analyses, most preferred and preferred have been combined to indicate that the option is the choice above the others. Least preferred indicates that it is not done at all.

**Table 32**

#### **Management Employing Practical and well Structured Policies**

Status of respondents		Freq	%	Valid %	Cumulative%
Head of Institution	Most preferred	9	90.0	90.0	90.0
	Preferred	1	10.0	10.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Most preferred	51	85.0	85.0	85.0
	Preferred	9	15.0	15.0	100.0
	Total	60	100.0	100.0	
Student	Most preferred	198	79.2	79.2	79.2
	Preferred	25	10.0	10.0	89.2
	Least preferred	27	10.8	10.8	100.0
	Total	250	100.0	100.0	

The table above centres on the option which indicated that when management employs practical and well structured policies rumour is

managed. From this 10 (100%) Heads, and 60 (100%) Assistant Heads/tutors gave absolutely prefer the above in managing rumour in schools. 223 (89.2%) Students also prefer the above in managing rumour. This conclusion should encourage management to investigate what structures can be developed and what programmes can be referred to as practical and well structured policies in order that rumours are properly managed.

**Table 33**

**Management Giving Accurate Information**

<u>Status of Respondents</u>		<u>Freq</u>	<u>%</u>	<u>Valid%</u>	<u>Cumulative%</u>
Head of Institution	Most preferred	10	100	100	100
Assistant Head/Tutor	Most preferred	48	80.0	80.0	80.0
	Preferred	9	15.0	15.0	95.0
	Least Preferred	3	5.0	5.0	100.0
	Total	60	100.0	100.0	
Student	Most preferred	214	85.6	85.6	85.6
	Preferred	20	8.0	8.0	93.6
	Least preferred	16	6.4	6.4	100.0
	Total	250	100.0	100.0	

Table 33 above shows that all 3 respondents prefer management giving accurate information as a means of managing rumours in schools. From this data 10 (100%) Heads, 57 (95.0%) Assistant Heads/Tutors and 234 (93.6%) Student supported the above conclusions. These findings indicate that

management must see the giving accurate information as an important component of proper administrative procedure.

**Table 34**

**Management employing the services of a PRO**

Status of respondents		Freq	%	Valid%	Cumulative%
Head of Institution	Most preferred	1	10.0	10.0	10.0
	Preferred	1	10.0	10.0	20.0
	Least preferred	8	80.0	80.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Most preferred	19	31.7	31.7	31.7
	Preferred	15	25.0	25.0	56.7
	Least preferred	26	43.3	43.3	100.0
	Total	60	100.0	100.0	
Student	Most preferred	143	57.2	57.2	57.2
	Preferred	50	20.0	20.0	77.2
	Least preferred	57	22.8	22.8	100.0
Total		250		100.0	100.0

Table 34 above is the choice of management employing the services of a Public Relations Officer (PRO) in managing rumour in schools. Under this category heads were not very enthusiastic about employing the service of a PRO. This was confirmed by the 2 (20.0%) preference shown by Heads for management employing the services of a PRO. Assistant Heads/Tutors and

Students respectively recorded a 34 (56.7%) and 193 (77.2%) preference for the above statement.

This may imply that Heads find it comfortable speaking on matters bothering on school management themselves than the use of a spokesperson in communicating their ideas to the public.

**Table 35**

**Developing a Tract Record of Openness**

<u>Status of respondents</u>		<u>Freq</u>	<u>%</u>	<u>Valid%</u>	<u>Cumulative%</u>
Head of Institution	Most preferred	1	10.0	10.0	10.0
	Preferred	5	50.0	50.0	60.0
	Least preferred	4	40.0	40.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Most preferred	54	90.0	90.0	90.0
	Preferred	3	5.0	5.0	95.0
	Least preferred	3	5.0	5.0	100.0
	Total	60	100.0	100.0	
Student	Most preferred	153	61.2	61.2	61.2
	Preferred	58	23.2	23.2	84.4
	Least preferred	39	15.6	15.6	100.0
	Total	250	100.0	100.0	

The data recorded above is on management developing a track record of openness as a means of managing rumours in schools. Comparatively, 6

(60.0%) Heads, 57 (95.0%) Assistant Heads/Tutors and 211 (84.4%) Students all prefer the above variable as a means of managing rumours in schools. This implies apart from all others management should be seen to developing a track record of openness in their establishment as a vital art of managing rumours.

**Table 36**

**Distribution of Information on Time**

<u>Status of respondents</u>		<u>Freq</u>	<u>%</u>	<u>Valid%</u>	<u>Cumulative%</u>
Head of Institution	Most preferred	6	60.0	60.0	60.0
	Preferred	4	40.0	40.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Most preferred	38	63.3	63.3	63.3
	Preferred	9	15.0	15.0	78.3
	Least preferred	13	21.7	21.7	100.0
	Total	60	100.0	100.0	
Student	Most preferred	171	68.4	68.4	68.4
	Preferred	52	20.8	20.8	89.2
	Least preferred	27	10.8	10.8	100.0
	Total	250	100.0	100.0	

Table 36 above is data collected on the distribution of information on time as a channel of managing rumours in schools. A closer investigation reveals that 10 (100%) Heads, 47 (78.3%) Assistant Heads/Tutors and 223



(89.2%) Students prefer distribution of information on time as a way of managing rumours in schools.

This indicates that it is not just about giving of information but includes how timely information is distributed in organizations. A delay in the giving of information raises anxiety and suspicion as to the credibility of the information.

**Table 37**

**Work force being Visited at their Departments**

Status of respondents		Freq	%	Valid%	Cumulative%
Head of Institution	Most preferred	1	10.0	10.0	10.0
	Preferred	3	30.0	30.0	40.0
	Least preferred	6	60.0	60.0	100.0
	Total	10	100.0	100.0	
Assistant Head/Tutor	Most preferred	33	55.0	55.0	55.0
	Preferred	10	16.7	16.7	71.7
	Least preferred	17	28.3	28.3	100.0
	Total	60	100.0	100.0	
Student	Most preferred	89	35.6	35.6	35.6
	Preferred	50	20.0	20.0	55.6
	Least preferred	111	44.4	44.4	100.0
	Total	250	100.0	100.0	

The above consideration which involves workforce being visited at their department to communicate new policies requires time and effort to ensure  
 ii. By the conclusions drawn from the data only 4 (40.0%) Heads preferred

the visit to the various departments to communicate new policies as an approach to managing rumour in schools. The small valid percent of Heads is brought about because of the work demands involved in going round all the departments. Despite the above submission 43 (71.7%) Assistant Heads/Tutors and 149 (55.6%) Students preferred this approach possibly because it bridges the gap between management and workforce and thereby ensuring proper channels of communication.

**Table 38**

**Summary of the ways of Managing Rumours in the School**

	<b>Mean %</b>
Management employing practical and well structured policies	96.4
Management giving accurate information	92.2
Management employing the services of a Public Relations Officer	51.3
Management developing a track record of openness	79.8
Distribution of information on time	89.2
Workforce being visited at their departments to communicate new Policies	55.3

Table 38 is a summary of all the responses on the management of rumours in the schools as presented by Heads of Institutions, Assistant Heads/Tutors and Students. For every variable, the responses of the three respondents were added and they computed in percentages. In other words, every mean percentage is the percentages of the respondents' preferences on the use of the respective variables in managing rumours in the schools.

From the above table the most preferred variable in managing rumours in schools is management employing practical and well structured policies (96.4%). The next has to do with management giving accurate information (96.2%). Following these two is the distribution of information on time (89.2%). With 79.8% the schools prefers management developing a track record of openness as the next option in managing rumour in schools. The next variable which is work force being visited in their departments to communicate new policies (55.7%) is the next choice in managing rumours in schools. From the table, the least preferred option of the schools has to do with management employing the services of a Public Relation Officer (51.3%).

This compilation can ease the search of management in adopting the right ways of managing rumours in schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND SUGGESTIONS

The purpose of the study was to identify the perception of various stakeholders namely Heads of Institutions, Assistant Heads, Tutors and Students on the causes and effect of rumours on management in the school situations. This was also designed to find out the effect of poor communication and the various ways of managing rumours in schools to achieve the required goals. The study reveals the frequency of occurrence of rumours in schools and how the various stakeholders will react to rumours that occur in schools.

#### **Summary**

The key findings of the study showed that rumours are frequently occurring in schools. This was agreed upon by all respondents which connotes that the effect of rumours in schools cannot be taken for granted. Though there is very little literary work in this area of focus, the conclusion stated above is very important in addressing the outcome of this dissertation.

The research also revealed that the major causes of rumours in schools for which all stakeholders share the same opinion are varied and these include the following:

- (a) inadequate and inaccurate information;
- (b) peoples' of vested interest;
- (c) management fails to listen to workforce;

- (d) misunderstanding of information;
- (e) raising of awareness of disparities of school policies;
- (f) Suspicion among workers.

These findings indicate that almost all the causes of rumour result in situations that may be detrimental to the day to day development of schools.

It was also revealed that poor communication has adverse effect on school management. The effects which were collectively accepted by the Heads of institutions and Assistant Heads/Tutors are as follows:

- (1) difficulty in assessing performance;
- (2) kills initiative and demoralizes people;
- (3) increases rumour mongering;
- (4) information does not flow from top to bottom;
- (5) Jobs are not done right.

As has been stated already that rumour effects which were agreed upon by the stakeholders are all detrimental to school management, this conclusion must inform managers of schools to pay particular attention to the effect of rumours in schools. The following effects as outlined below are the stated effects that were agreed upon by all stakeholders: Rumours,

- (i) raises anxiety and uncertainty;
- (ii) provokes panic and pogroms;
- (iii) Leaves enigmatic traces.

Apart from the above areas, the study focused on the ways by which rumours are managed. The considerations of the dissertation included the following:

- (1) Management employing practical and well structured policies;
- (2) Management giving accurate information;
- (3) Management employing the services of Public Relations Officer;
- (4) Management developing a track record of openness;
- (5) Distribution of information on time;
- (6) Workforce being visited at their departments to communicate new policies.

Apart from this management may have to investigate other viable ways of managing rumours in schools.

### **Conclusions**

From the study, it can be concluded that rumour effects are real and significantly, affect the management of schools. Though there is very little literary work done in the area of rumour and particularly its effect on school management, there should be serious consideration of the findings of this research for effective school management.

### **Suggestions and Recommendations**

In view of the findings, the following recommendations were made:

- i. Management should be made to define clearly and appreciate the effects of rumours on school administration.

- ii. Management should make frantic efforts to improve on communications in schools and create an environment where information flows freely.
- iii. Stakeholders should be looking for new ways of managing rumours because of its adverse effect on performance in schools.
- iv. There should be an open communication between Heads, Assistant Heads/Tutors and students as major stakeholders of Education so that rumour may not have any room to thrive.

#### **Suggestions for Further Research**

These suggestions are intended to be a form of departure for future research.

- i. The study was limited to the Cape Coast Metropolitan and to make findings more representative and generalized for the whole country there is the need to replicate this study among other population groups across the country to either confirm or refute the conclusions of the study.
- ii. The study can further focus on the perception of stakeholders on the effect of rumour on academic performance of students.
- iii. Investigate other additional ways of managing rumours as part of schools administrative practices.
- iv. Identify areas in which rumours can bring out favourable effects in schools.

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## APPENDICES

### APPENDIX A

#### **STAKEHOLDERS' PERCEPTION OF THE EFFECT OF RUMOURS ON MANAGEMENT OF SENIOR HIGH SCHOOLS IN CAPE COAST MUNICIPALITY**

The questionnaire below is devised to study the above problem area as part of the fulfillment of the requirement by the final year students of the University of Cape Coast. It is envisaged that respondents will fill the questionnaire as frankly as possible and as a purely academic exercise, with the promise that your identity will not be disclosed what so ever to ensure confidentiality and anonymity. Your name is therefore not required on the questionnaire. I thank you and count so much on your co-operation.

#### **Questionnaire: Heads of Institutions**

#### **Background Information**

Please respond with a cross [X] where applicable in the space provided.

SECTION A

**Causes of Rumours**

Please indicate the extent to which you agree that the following are the causes of rumours in your school. *Strongly Agree -SA*

*Undecided- U Disagree Strongly -DS Agree -A Disagree DA*

	<i>SA</i>	<i>U</i>	<i>DS</i>	<i>A</i>	<i>DA</i>
a. Free access to information.	[ ]	[ ]	[ ]	[ ]	[ ]
b. Trust, credible reputation and integrity of management.	[ ]	[ ]	[ ]	[ ]	[ ]
c. Suspicion among workers.	[ ]	[ ]	[ ]	[ ]	[ ]
d. Raising Awareness of disparities of school policies.	[ ]	[ ]	[ ]	[ ]	[ ]
e. Open channels of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]
f. Misunderstanding of Information.	[ ]	[ ]	[ ]	[ ]	[ ]
g. Management fails to listen to Workforce.	[ ]	[ ]	[ ]	[ ]	[ ]
h. People's vested interest.	[ ]	[ ]	[ ]	[ ]	[ ]
i. Inadequate and inaccurate Information.	[ ]	[ ]	[ ]	[ ]	[ ]
j. Medium and language of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]

SECTION B

**Effect of Poor Communication on General Management of Schools.**

Please indicate the appropriate response from the following graded options on the effect of poor communication in your school.

- |   | <i>Very Often</i> | <i>Often</i> | <i>Seldom</i> | <i>Never</i> |
|---|-------------------|--------------|---------------|--------------|
| a. Jobs are not done right.                                 | [ ]               | [ ]          | [ ]           | [ ]          |
| b. Management is heard differently.                         | [ ]               | [ ]          | [ ]           | [ ]          |
| c. Information does not flow from the top<br>to the bottom. | [ ]               | [ ]          | [ ]           | [ ]          |
| d. It increases rumour mongering.                           | [ ]               | [ ]          | [ ]           | [ ]          |
| e. It kills and demoralizes people's<br>initiative.         | [ ]               | [ ]          | [ ]           | [ ]          |
| f. Difficult in assessing performance.                      | [ ]               | [ ]          | [ ]           | [ ]          |
| g. Supervision is difficult.                                | [ ]               | [ ]          | [ ]           | [ ]          |
| h. Teachers' works are not appreciated                      | [ ]               | [ ]          | [ ]           | [ ]          |





## SECTION D

### **Managing of rumours by management**

Please indicate in order of preference your choice in managing rumours by supplying the appropriate number from the following rankings (1, 2 and 3). The number '1' means most preferred, 2 is preferred where as 3 is less preferred.

- a. Management employs practical and well structured policies. [ ]
- b. Management gives accurate information. [ ]
- c. Management has a public relations officer. [ ]
- d. Management has developed a track record of openness. [ ]
- e. Distribution of information is on time. [ ]
- f. The workforce is visited at their departments so that new policies are communicated direct [ ]

## APPENDIX B

### **STAKEHOLDERS' PERCEPTION OF THE EFFECT OF RUMOURS ON MANAGEMENT OF SENIOR HIGH SCHOOLS IN CAPE COAST MUNICIPALITY.**

The questionnaire below is devised to study the above problem area as part of the fulfillment of the requirement by the final year students of the University of Cape Coast. It is envisaged that respondents will fill the questionnaire as frankly as possible and as a purely academic exercise, with the promise that your identity will not be disclosed what so ever to ensure confidentiality and anonymity. Your name is therefore not required on the questionnaire.

I thank you and count so much on your co-operation.

**Questionnaire: Assisstant Heads and Tutors**

#### **Background Information**

Please respond with a cross [X] where applicable in the space provided.

SECTION A

**Causes of Rumours**

Please indicate the extent to which you agree that the following are the causes of rumours in your school.

**Strongly Agree – SA    Undecided -U    Disagree Strongly - DS**  
**Agree- A                    Disagree -D**

	SA	U	DS	A	D
a. Free access to information.	[ ]	[ ]	[ ]	[ ]	[ ]
b. Trust, credible reputation and integrity of management.	[ ]	[ ]	[ ]	[ ]	[ ]
c. Suspicion among workers.	[ ]	[ ]	[ ]	[ ]	[ ]
d. Raising Awareness of disparities of school policies.	[ ]	[ ]	[ ]	[ ]	[ ]
e. Open channels of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]
f. Misunderstanding of Information.	[ ]	[ ]	[ ]	[ ]	[ ]
g. Management fails to listen to Workforce.	[ ]	[ ]	[ ]	[ ]	[ ]
h. People’s vested interest.	[ ]	[ ]	[ ]	[ ]	[ ]
i. Inadequate and inaccurate Information.	[ ]	[ ]	[ ]	[ ]	[ ]
j. Medium and language of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]

SECTION B

**Effect of Poor Communication on General Management of Schools**

Please indicate the appropriate response from the following graded options on the effect of poor communication in your school.

- |   | <b>Very Often</b> | <b>Often</b> | <b>Seldom</b> | <b>Never</b> |
|---|-------------------|--------------|---------------|--------------|
| a. Jobs are not done right.                                 | [ ]               | [ ]          | [ ]           | [ ]          |
| b. Management is heard differently.                         | [ ]               | [ ]          | [ ]           | [ ]          |
| c. Information does not flow from the top<br>to the bottom. | [ ]               | [ ]          | [ ]           | [ ]          |
| d. It increases rumour mongering.                           | [ ]               | [ ]          | [ ]           | [ ]          |
| e. It kills and demoralizes peoples'<br>initiative.         | [ ]               | [ ]          | [ ]           | [ ]          |
| f. Difficult in assessing performance.                      | [ ]               | [ ]          | [ ]           | [ ]          |
| g. Supervision is difficult.                                | [ ]               | [ ]          | [ ]           | [ ]          |
| h. Teachers' works are not appreciated                      | [ ]               | [ ]          | [ ]           | [ ]          |

SECTION C

**Effect of Rumours on Management of Schools**

Please indicate the appropriate response from the following graded options on the effect of rumours on school management.

**Very Often   Often   Seldom   Never**

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| a. It leaves enigmatic (unexplained) traces.      | [ ] | [ ] | [ ] | [ ] | [ ] |
| b. Reflects popular feelings.                     | [ ] | [ ] | [ ] | [ ] | [ ] |
| c. It breeds fear and horror.                     | [ ] | [ ] | [ ] | [ ] | [ ] |
| d. Provokes panic and pogroms.                    | [ ] | [ ] | [ ] | [ ] | [ ] |
| e. Raises anxiety and uncertainty.                | [ ] | [ ] | [ ] | [ ] | [ ] |
| f. Promotes desired consequences.                 | [ ] | [ ] | [ ] | [ ] | [ ] |
| g. It results in some social and political action | [ ] | [ ] | [ ] | [ ] | [ ] |

9. How would you respond to rumours about you as a head of institution in your school and why?

.....

.....

(Choose from the options provided: *Ignore; React against it; Undecided.*)

3. How often do rumours occur in the school?.....

(Choose from the following options: *Very often; Often; Seldom; Not at all*)

## SECTION D

### Managing of Rumours by Management

Please indicate in order of preference your choice in managing rumours by supplying the appropriate number from the following rankings (1, 2 and 3). The number '1' means most preferred, 2 is preferred where as 3 is less preferred.

- a. Does management employ practical and well structured policies? [    ]
- b. Does management gives timely and accurate information? [    ]
- c. Does management have a public relations officer? [    ]
- d. Does management seek to develop a track record of openness? [    ]  
and the distribution of information on time? [    ]
- e. Are the workforces visited at their departments so that new policies are communicated directly? [    ]

## APPENDIX C

### **STAKEHOLDERS' PERCEPTION OF THE EFFECT OF RUMOURS ON MANAGEMENT OF SENIOR HIGH SCHOOLS IN CAPE COAST MUNICIPALITY.**

The questionnaire below is devised to study the above problem area as part of the fulfillment of the requirement by the final year students of the University of Cape Coast. It is envisaged that respondents will fill the questionnaire as frankly as possible and as a purely academic exercise, with the promise that your identity will not be disclosed what so ever to ensure confidentiality and anonymity. Your name is therefore not required on the questionnaire. I thank you and count so much on your co-operation.

#### **Questionnaire for Students**

##### **Background Information**

Please respond with a cross [X] where applicable in the space provided.

THE UNIVERSITY OF CAPE COAST  
UNIVERSITY OF CAPE COAST

SECTION A

**Causes of Rumours.**

Please indicate the extent to which you agree that the following are the causes of rumours in your school.

*Strongly Agree- SA Undecided- U Disagree Strongly-DS Agree- A Disagree - D*

	<i>SA</i>	<i>U</i>	<i>DS</i>	<i>A</i>	<i>D</i>
a. Free access to information.	[ ]	[ ]	[ ]	[ ]	[ ]
b. Trust, credible reputation and integrity of management.					
c. Suspicion among workers.	[ ]	[ ]	[ ]	[ ]	[ ]
d. Raising Awareness of disparities of school policies.	[ ]	[ ]	[ ]	[ ]	[ ]
e. Open channels of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]
f. Misunderstanding of Information.	[ ]	[ ]	[ ]	[ ]	[ ]
g. Management fails to listen to Workforce.	[ ]	[ ]	[ ]	[ ]	[ ]
h. People's vested interest.	[ ]	[ ]	[ ]	[ ]	[ ]
i. Inadequate and inaccurate Information.	[ ]	[ ]	[ ]	[ ]	[ ]
j. Medium and language of Communication.	[ ]	[ ]	[ ]	[ ]	[ ]





## SECTION C

### **Managing of Rumours by Management**

Please indicate in order of preference your choice in managing rumours by supplying the appropriate number from the following rankings (1, 2 and 3). The number '1' means most preferred, 2 is preferred where as 3 is less preferred.

- a. Management should employ practical and well structured policies. [   ]
- b. Management gives timely and accurate information. [   ]
- c. Management has a public relations officer. [   ]
- d. Does management seek to develop a track record of openness  
and the distribution of information on time. [   ]
- e. Workforces are visited at their departments so that new policies are  
communicated directly. [   ]

APPENDIX D

METROPOLIS EDUCATION DIRECTORATE STRUCTURE

