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EDITORIAL LIST

CONTENTS

EDITORIAL

The Ghana Association of University Administrators (GAUA) as part of its mission to promote the advancement of higher education in Ghana and around the world provides policy alternatives for national development. This is done through research reports, policy analysis, reflective practice among others. Mindful of this, the National Executives adopted this Journal from GAUA University of Education, Winneba branch in 2019 to advance this cause. The sixth edition of the journal is thus, the "first" edition since the adoption and it also serves as a special edition to commemorate the 40th Anniversary of GAUA (1980-2020).

In this edition, Kwame Boakye, Joshua Addo, Eric Awotwe and Joyce Anastasia Sam did a comparative study of pension benefits between Ghana Universities' Staff Superannuation (GUSSS) and Social Security and National Insurance Trust (SSNIT) Schemes. The writers advocated for the boards of GUSSS to educate their members on the superior financial retirement benefits offered by the scheme as compared to SSNIT and to review the pension rights under the GUSSS.

Again, George Kwadwo Anane, Elijah Ofori-Badu and Kwame Asante also examined 'cut-off aggregates' and academic performance of students in a public university in Ghana. The paper recommends that university managers must develop or review their admission policies and factor in more inclusive parameters for admitting students into universities, especially applicants from less-endowed schools.

The issue of work-life balance among Senior Female Administrators was examined by Rebecca Asiedu Owusu. She recommends for Ghanaian women in public career spaces to be provided with conducive working environments like flexible working hours, extended paid maternity leave, paid paternity leave and further stressed for Early Childhood Centres to be sited close to office environment.

In examining cleaners' perspective of littering behaviour of students in a Ghanaian university context, Fidelis Z. Tang urged university management and student leaders to provide adequate waste bins on university campuses, especially at vantage points with notes to encourage cleanliness. This, he believes, will encourage the culture of cleanliness and shared responsibility in safeguarding   the environment.

In promoting peace among student religious groups in public universities in Ghana, Samuel Marfo, Musah Halidu and John Yaw Akparep recommend that periodic education on religious tolerance should be carried out by amalgamated religious bodies and university managements to help deepen the understanding and knowledge of students about religious pluralism and the need for peaceful coexistence.

Investigating into communication challenges in a multi-campus university system in Ghana, Amatus Dinye, Emmanuel K. Boon and Job Asante advocated for the deployment of modern communication technologies to enable satellite campus administrators to communicate in real-time with their main campus and this should be part of a well-developed communication policy.

In a research into the assessment of governance challenges in higher education institutions, Charles Obeng-Sarpong, Daniel Buor and Paul Kwadwo Addo found out that external issues such as: funding, quality assurance, getting requisite academics, and internationalisation among others militate against Ghanaian universities. They therefore advanced an argument for the need to build the capacity of management and council members on quality assurance systems, effective governance and leadership.

Examining service delivery and satisfaction of students and its implications for educational administration, Regina Nuako, Kweku Appiah-Badu, Benjamin Boampong Owusu and Abraham Adusei observed that suggestions about areas of service delivery improvement provided by students to university management are often not addressed to their satisfaction. The writers recommend for the need for university management to work with students and design service improvement strategies to bring about student satisfaction.

Lastly, Samuel Marfo, Joshua Akpade and Halidu Musah investigated crash helmet and safety implications for student motorcyclists and postulate that relatively low patronage of the full-face helmets observed among students in their study requires periodic educational campaigns.

We are extremely grateful to all our contributors and to our dedicated reviewers.

Happy 40th Anniversary to GAUA!

Dr. Paul Kwadwo Addo
National Editor/Editor-in-Chief
August 2020

Communication Challenges in a Multi-Campus University System in Ghana: The Case of University for Development Studies (UDS).

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Abstract
The paper focuses on the three dispersed campuses of University for Development Studies (UDS). It analyses the communication system of the University and the associated challenges. The qualitative research design and case study approach guided the investigation and analysis. A structured interview guide facilitated the collection of information from 35 purposively selected key officers (managers) engaged in the day-to-day administration of UDS's three campuses. In addition, 45 randomly sampled supporting staff (administrators) and students from the three campuses participated in a Focal Group Discussion (FGD). Thus, 80 members of the University participated in the study. The paper revealed that the current communication system used by administrators of the University is not up to date and inefficient. For efficient management of UDS, the deployment of modern communication technologies is highly recommended. This will enable the campus administrators to communicate in real-time. UDS needs to develop a communication policy to facilitate efficient communication.

Key words: communication; higher education institutions; multi-campus universities; campus administrators and managers

Introduction

In recent years, many higher education institutions (HEIs) are restructuring their governance systems in order to expand access to quality education for all prospective students. The introduction of the Multi-Campus University System (MCUS) in most countries is a response to the call for increased access to quality education (Wu and Wu, 2013; Labaree. 2006; Johnstone, 1999). Becker (2015) observed that the concept of MCUS is fast gaining grounds in modelling and managing HEIs across the globe**.** MCUS is widely practised in many developed countries such as the United States of America and the United Kingdom. It is also prominent in some parts of Asia, especially China. According to McGuinness (1991), the concept originated from the USA in the latter parts

of the 20th Century but could not withstand the Great Depression. The concept, however, re-emerged in the 1960s and has been improved and sustained over the decades (McGuinness, 1991; Lee and Bowen, 1971). However, in most African countries and other less developed regions, MCUS is still an evolving concept. The focus of most HEIs on the multi/branch campus system is to meet the surge in demand for higher education (Wu and Wu, 2013; Labaree, 2006; Johnstone, 1999).

Unlike the Single-Campus University System (SCUS), MCUS often comprises a main campus or a central administration (CA) and at least two or more additional campuses located in different places. Under MCUS the lines of responsibility between the CA and the campuses are clearly drawn (Gumprecht, 2007). The CA is in-charge of the core management function, while the campuses are responsible for the academic functions and implementation of policies. French (2003) and Ayers (2002) suggest that MCUS decentralises academic activities and resources to the campuses according to their specific needs, but centralises the overall management functions at the CA. Effective communication is essential for efficient coordination and management of an MCUS. Huber (1991) argues that communication in organisations remains one of the most complex activities required for effective human interactions. Therefore, to ensure that the policies of UDS are effectively implemented, deployment of a modern communication system is vital.

According to Lee and Bowen (1971), the complex management arrangements in MCUS have invariably affected the quality of communication in this crop of universities. The structural arrangements of UDS place immeasurable stress on its management mainly because a large chunk of communication between the CA and the campuses is in hard copies.

Established as an MCU in 1992, UDS's mandate is to bridge the development gap between the North and the South of Ghana through pro-poor scholarly programmes (Effah, 1998). As illustrated in Figure 1, the Nyankpala, Navrongo, and Wa Campuses are located in the Northern, Upper East, and Upper West Regions respectively. The CA is located in Tamale, the metropolitan capital of Northern Region. Maps (2018) observed that the CA is approximately 19 kilometres (36minutes), 200 kilometres (3hours, 30minutes), and 288 kilometres (4hours, 9minutes) from Nyankpala, Navrongo and Wa campuses respectively.
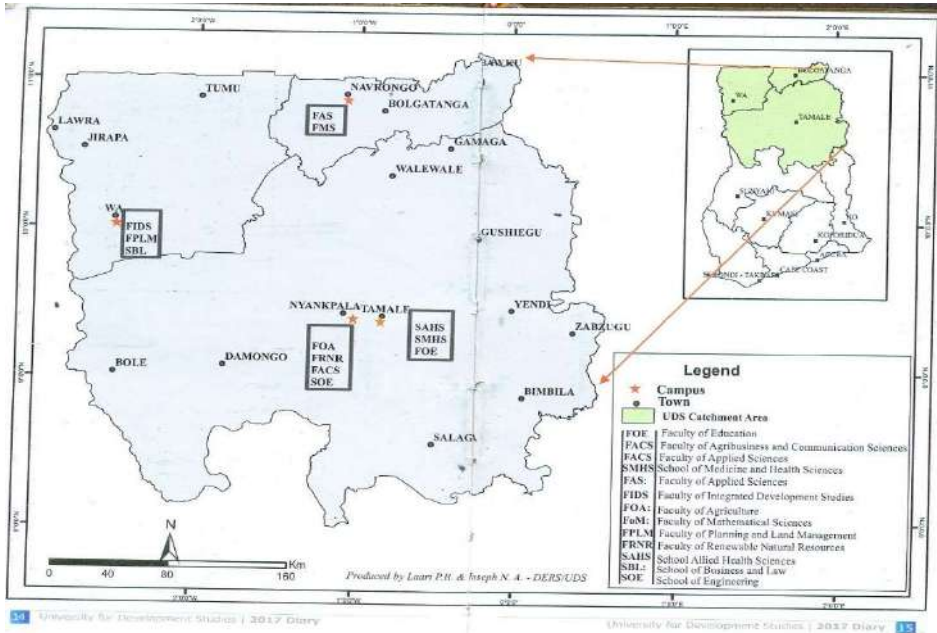
Figure 1: Map of UDS Multi-Campus System; *Source: UDS 2017 Pocket Diary*

Problem under Investigation

The dependence of UDS's campuses on the CA for leadership and directives often hinders the performance of administrators because of inefficient information flow. Transmitting information in hard copies could affect its quality. As Yate (2009) rightly observed, information transmitted in such form may delay or never get to its purported destination. The distances between the CA and the campuses are quite long. Therefore, physically transporting documents between the CA and the campuses takes too much time and, in some cases, may not even reach the targeted destinations. The consequences are slow decision-making, delayed implementation of policies and difficulties in promptly providing information for campus level stakeholders. This has become a persistent communication challenge and an unending nightmare for managers/administrators of the campuses.

The impact of communication on the management of UDS is the key focus of this paper. A two-way communication system for both staff and students is required to facilitate smooth interactions and operations across the campuses (Hart, 1999). Failure to foster smooth flow of communication in the internal environment could create unnecessary suspicion, mistrust and rumour among campuses, faculties, administration and staff. Singh (2014) and Yeshin (1998) advocate that MCUs urgently need to deploy a well-established and structured holistic modern communication system to ensure efficient delivery and receipt of information on university-wide issues, events and activities. With the proliferation of modern communication technologies and social media, communication in UDS should no longer be a worry for managers/administrators.

Unfortunately, UDS's communication system is still faced with some challenges. The dearth of scholarly investigation on this important topic in Ghana is a key motivation for this paper.

Objectives, Premise and Significance of the Paper

The general objective of this paper is to review the communication system of MCUS, identify their inherent challenges and suggest effective strategies for redressing them. Specifically, the paper examines the communication system of UDS, the related problems and their impacts on performance. Secondly, the effectiveness of the University's communication system is analysed. The paper further investigates the preparedness of the University to acquire and deploy modern communication technologies to enhance the performance of administrators/managers. Finally, appropriate recommendations for redressing UDS's communication challenges are provided. The information contained in this study would guide the Ministry of Education and relevant education stakeholders in the formulation of their programmes and interventions in HEIs having multi-campuses. The paper may also inspire further research on the communication systems of MCUs in Ghana and the developing world in general.

Literature Review

Understanding the Concept of Multi-Campus University

Lee and Bowen (1971) define MCU as a university system that has a well-coordinated management board to govern the various branches/campuses. Ardis, Hole and Manfredonia (2013) state that MCU means two or more campuses offering four-year higher education and are controlled by a single legal management. Fei (2015) also describes MCU as a university that has a separate legal status and owns at least two geographically separate campuses. Similarly, Griffith University (2005) and French (2003) suggest that an MCU system has more than two geographically departmentalised campuses which are not satellite campuses. Besides, Dhliwayo (2014) and the American Association of University Professors (2006) posit that the MCU model decentralises academic activities, resources and facilities to the campuses based on their specific needs, but the overall management resides with the CA.

Meaning of Communication

There is no definite definition for communication. Various authors define the concept to suit their purposes and fields. For instance, Shockley-Zalabak (2006) broadly defines communication as interacting with one another in the context of organisations, while Keyton (2011) sees it as a process of transmitting information from one person to another. For Cheney (2011), communication is a common understanding resulting from the exchange of information. Shannon and Weaver (1949) describe communication as a mechanistic system that considers how an information source gets a message to a destination with minimal distortions.

Communication Channels and Dimensions

It is essential for administrators to use appropriate communication channels to effectively transmit information to the target recipients (Andrews and Herschel, 1996). Payne (2001) views communication channels as the means used to transmit a particular message from a sender to a designated recipient. For Sillars (1999), communication channels could be electronic or manual. It is, therefore, essential to choose an appropriate communication channel to transmit information to the recipient without or with minimal distortions (Mamuli et al., 2013a). Mamuli et al. (2013a) emphasise that the choice of an effective channel is influenced by time, cost, urgency, and intellectual and emotional state of both the sender and receiver.

According to Rho (2009) and Charvatova (2006), the relational aspects of communication in organisations comprise internal and external dimensions. The internal dimension occurs within the organisation and follows the organisational structure and lines of authority. It may be downward, upward, or horizontal (Rho, 2009). With downward communication, information usually flows from superiors to subordinates (Mamuli et al., 2013b and Rho, 2009). It provides feedback and task-related information to subordinates (Garnett et al., 2008 and Garnett, 1992). Massa (2016) and Mishra and Mishra (2005) suggest that downward communication is a conventional method used for disseminating information via letters, memos, circulars, reports, meetings, conferences, newsletters and notices. However, Adegbite (2000) and Koontz et al. (1980) argue that this type of communication is inefficient because it tends to ignore the receiver in the communication process. This may broaden the spectrum of "grapevine" which can be disastrous for organisational performance. External communication connects an organisation with stakeholders in its external ecosystem (Miller, 1999). It is client-centred. The focus of this paper is limited to internal communication.

Barriers to Communication

A communication process comprises   sender(s), encoding, medium, decoding, receiver(s) and feedback. The presence of noise/barriers in this process may completely obstruct the information transmitted. According to Shaw (2011) and Lunenburg (2010), the greatest challenge of transmitters of information is the illusion that the message has reached the recipient without paying attention to all the possible barriers. Eisenberg (2010), presented four communication barriers, namely process, physical, semantic, and psychosocial barriers. Saiyadain (2000) adds that human, content and organisational factors are potential communication barriers.

Conceptual Framework

Although there are several communication models propounded by scholars such as Aristotle, Laswell (1948), Schramm (1954), Berlo (1960) and Croft (2004), this study is inspired by the Shannon and Weaver's (1949) model illustrated in Figure 2. This model was adapted because it forms the foundation for most communication models. Moreover, it is easy to understand (Wells, 2011; Fedaghi Alsaqa and Fadel, 2009) and perfectly

mirrors what currently prevails in the UDS ecosystem. The main components of the model include the message, sender, channel, and receiver.
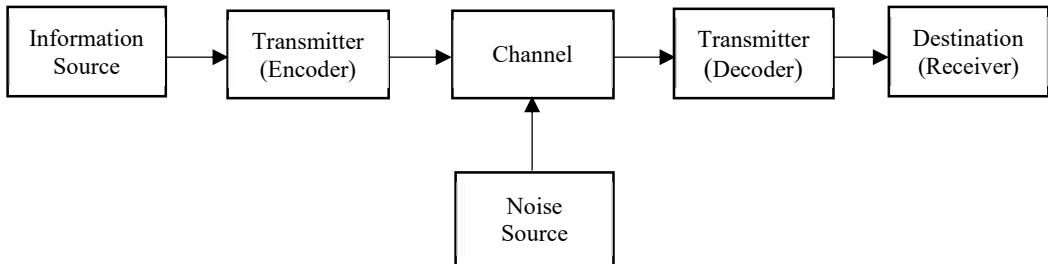
Figure 2: Shannon and Weaver's (1949) Communication Model

According to these scholars, the message being sent should be encoded correctly and an appropriate channel of communication chosen to convey the message to the recipient with minimal distortions. However, the principal disadvantage of this model is its mechanistic character. Mamuli et al. (2013a, 259) and Mamuli et al. (2013b, 11) argue as follows:

> *"The mechanistic system considers how an information source gets a message to a destination with minimal distortions and errors."*

Methods and Data Analysis

The Nyankpala, Navrongo, and Wa Campuses of UDS were studied mainly because they are far away from the CA. Purposive sampling technique was used to select 35 key officers involved in the administration of the three campuses. They comprised three Deans-in-Charge/principals, seven deans, eight assistant registrars, and 17 heads of departments (HODs) and heads of units (HOUs)/Coordinators. Besides, 45 key stakeholders comprising 15 senior staff (administrative), 15 junior staff (secretaries and messengers), and 15 final-year students were randomly selected from the three campuses – that is five participants from each of the categories per campus. A total of 80 participants were sampled for the study (see Table 1). Hypothetically, the sampled population was categorised into three clusters: managers, administrators and students. 27 managers included the principals, deans, and HODs/HOUs. The administrators comprised 38 respondents made up of assistant registrars, senior staff (administrative), and junior staff (secretaries and messengers). The last category comprised 15 students.

Table 1: The Sampled Population

Respondents	Nyankpala Campus	Navrongo Campus	Wa Campus	Total
Deans-in-Charge/Principals	1	1	1	3
Deans	3	1	3	7
Assistant Registrars	3	2	3	8
Heads of Departments/Units	6	5	6	17
Senior Staff (FGD)	5	5	5	15
Junior Staff (FGD)	5	5	5	15
Final Year Students (FGD)	5	5	5	15
Total	**28**	**24**	**28**	**80**

Source: Fieldwork, 2017

The data collection process was guided by the qualitative research method because it provides rich data and requires active participation of both the researcher and respondents (Yin, 2012; Gray, 2004). A structured interview guide was used to elicit responses from the respondents on the problem under study (Boeije, 2010). The interview guide covered the background of the respondents, existing communication system, use of modern communication facilities and implementation challenges. Thirty-five (35) key officers were interviewed, while Focus Group Discussions (FGDs) were conducted for the remaining 45 participants. To ensure effective discussions, each group contained five participants having similar characteristics (Krueger and Casey, 2002). The processing and analysis of the data were inspired by Miles and Huberman's (1994) three-stage data analysis technique: data reduction, data display, and conclusion drawing and verification. The data were transcribed, sorted, organised, and fed into Microsoft Excel and analysed in line with the paper's objectives. The results were documented, checked and discussed to facilitate the drawing of feasible conclusions and recommendations.

Results and Discussion
Ineffective Communication System
The results indicate that the current UDS's communication system is not efficient enough to meet the daily communication needs of managers/administrators. All the respondents indicated that the current UDS's communication system is inefficient because of its overreliance on the traditional communication system. The extensive use of memos, letters, circulars and notices to physically disseminate information within the University is unproductive. To become productive and competitive in this increasingly globalised world, most institutions deploy modern communication technologies. The adaption of these technologies is largely dependent on the willingness of UDS management to let go the traditional communication system. One respondent decried the existing communication system thus:

> "The university's communication system is stale and stagnant and does not lend itself to modern technological advancements."

Modern communication technologies are particularly vital for MCUs, especially where the campuses are widely dispersed and far apart from one another (Griffith University, 2005). Figure 3 depicts UDS's current communication system. Communication is largely in the form of hard copies of memos, letters, circulars, notices, and reports. Information is disseminated between the CA and the campuses by post and hand delivery. Clearly, the system is inappropriate for a university having a multi-campus ecosystem. Information transmitted in this system is most likely to suffer loss, delay, or wrong delivery. UDS does not even have a written communication policy to guide its members, especially the managers/administrators,making 84 per cent of the interviewees indicating they have not seen or read any written communication policy of the University. One of the key officers lamented thus:

> *Our university is a multi-campus one where the Central Administration is far away from the campuses, thereby complicating communication and information flow. There is therefore an urgent need for a detailed communication policy to guarantee effective dissemination of information within and among the university's campuses.*

Massa's (2016) argument supports this observation:

> *"Communicating information over long distances is no longer the works of [hard paper] letters [or memos] alone as was in the past, but telephones, internet and others."*
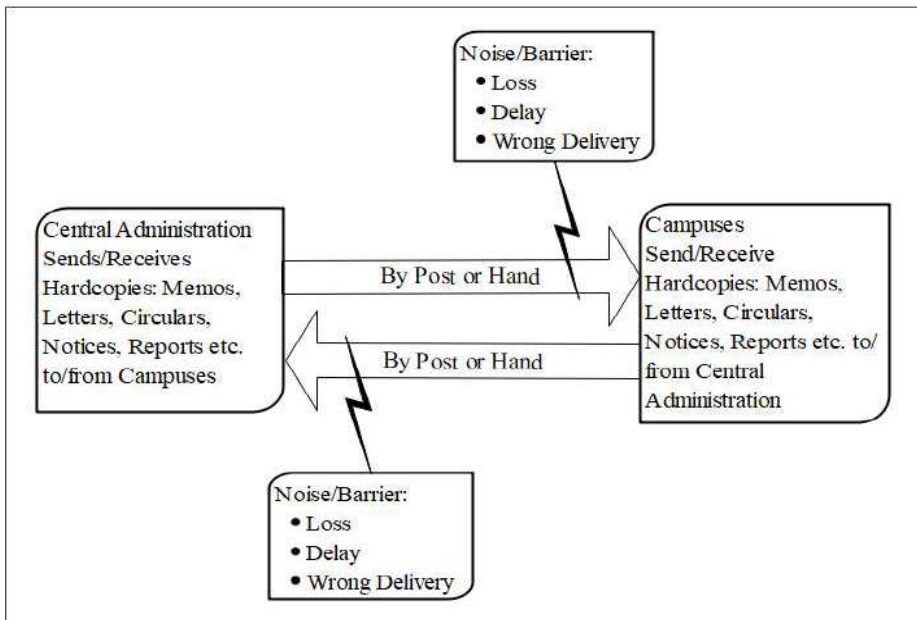

Figure 3: UDS's Current Communication System

Inadequate Modern Communication Facilities

Ninety-eight percent of the interviewees revealed that UDS made some efforts to acquire modern communication facilities to support its traditional communication system. For example, managers/administrators, staff and students on the campuses have access to computers, internet, telephones, and official email addresses. All the respondents acknowledged that a reliable internet facility is the bedrock of ICT. The importance of internet is underscored by Kumaga (2011) and Fawkes and Gregory's (2001) observation that a stable and reliable internet connectivity is vital for ensuring effective communication within and outside organisations in the 21st Century. A key challenge identified by the interviewees relates to electronic communication like voice or video calls, text and emails, and WhatsApp chats. UDS does not largely recognise electronic communication because it cannot place such information on record for future reference. All the 35 managers/administrators indicated that information transmitted electronically to the University needs to be backed by hard copies for physical filing. One of the interviewees opined thus:

> *"The administrators must be provided state-of-the-art electronic office devices that support all the administrative services and processes of the University – this will lead to effective communication among staff and between staff and students or clients."*

An administrator also recommended this:

> *"The University must acquire efficient internet facilities, modern computers, smartphones, and video conferencing devices for the use of the administrators on the campus to ensure effective and efficient communication."*

It is however important to caution that the acquisition of modern communication facilities alone is no panacea for UDS's management challenges unless the facilities are properly integrated in its existing communication system.

Barriers to Communication

As has already been alluded to, communication within UDS is bedevilled by challenges like physical/process barriers, human/organisational factors, and content factors (Eisenberg, 2010 and Saiyadain, 2000). More than 81 per cent of the interviewees identified UDS' communication challenges to include staffing problems, inadequate communication facilities, high cost, and time-wasting processes.

Human Resource Challenges

Shaw (2011) and Lunenburg (2010) argue that the greatest challenge in communication, especially via the traditional channel, is the illusion that the message has reached the intended recipient once transmitted. Under the current UDS communication model, the delivery of documents meant for the CA or any of the campuses is often left to non-designated individuals such as drivers, lecturers, and other staff instead of official messengers. Consequently, under the current communication system, documents may

not get to their final destination or get there too late. In addition, documents are most likely to be delivered to the wrong persons or the wrong places. A participant of the FGDs echoed the problem thus:

> *"The inadequate number of messengers in the university system accounts for all these deficiencies in the sending/receiving of memos, letters, and circulars on the campus."*

Corroborating the above view, another participant intimated as follows:

> *"I am aware of only one messenger at the School of Business and Law and there is none for either the entire campus or the rest of the faculties."*

Another UDS communication challenge is the revelation that most staff do not check their emails regularly and promptly. The majority (92 per cent) of the managers/administrators indicated they had not checked their emails for about two weeks. These human resource challenges are corroborated by Eisenberg's (2010) process/physical barriers and Saiyadain's (2000) human/organisational factors which adversely affect an efficient dissemination of information.

Inadequate Communication Facilities
As was discussed in section 4.2, the quality of communication between the campuses and CA is impeded by inadequate modern communication facilities. This confirms the arguments by Singh (2014), Gaudin (2010) and Krishnaveni and Meenakumari (2010) that modern communication facilities such as smart phones, computers, high-speed internet, audio-visual and video conferencing devices are essential for effective communication. Although UDS has made some efforts to acquire some of these facilities, all the interviewees acknowledged that they are inadequate. One of the interviewees lamented the situation thus:

> *"The nonexistence of fundamental ICT facilities on the campus often derails our efforts to communicate effectively with the rest of the university."*

Dhliwayo (2014) and Yeshin (1998) advocate that MCUs require well-established communication networks and state-of-art facilities to ensure fast responses, feedbacks and quick decision-making on university-wide issues. The non-existence of internal postal service units on the campuses to receive, process and dispatch documents timely is another challenge. The present communication system is likely to make it very difficult or even impossible to hold any officer or unit responsible for missing or undelivered mails.

High Communication Costs
An obvious consequence of UDS's inability to deploy a modern communication system is high communication and administrative costs. The frequent travels by campus staff to CA for management and special committee meetings, which otherwise could be held via

Skype or video conferences, drastically increase travel costs and associated risks. In addition, the intermittent use of expensive express postal services to send hard copy documents also astronomically increases UDS's communication costs. One of the interviewees made the following commnet:

> *"Sometimes we are compelled to send urgent mails through express postal agencies such as EMS, FedEx, and DHL which charge exorbitant postal fees."*

According to Gaudin (2010), organisations that use social networking sites or social media to disseminate information to their members/customers do so at a minimal or zero cost. Thus, the use of ICT in MCUs like UDS will ultimately minimise communication costs. UDS leadership may argue that the University needs more financial resources to acquire and install ICT facilities and this makes modern communication costly. However, a significant proportion of the costs incurred on acquiring ICT devices is a one-time expense and not a recurrent expenditure. One of the interviewees expressed her opinion thus:

> *"The benefits of ICT, be they financial or operational, far outweigh the expenses incurred in the acquisition and installation of it."*

Vahid and Raja (2011) and Magni (2009) advise that the use of ICT would decrease costs, increase capabilities, increase speed, increase efficiency, and ease interaction across sections of the organisation.

Timeliness Challenges
As indicated earlier, the traditional communication model predominates in UDS. Mamuli et al. (2013a) and Sillars (1999) argue that the traditional communication system lacks the capacity to transmit information in real-time. Thus, any communication system that is not able to transmit information from one point to the other in real-time, irrespective of the distance between them, does not meet the expectations of this century.

UDS's use of the traditional communication system to deliver documents to the campuses or to CA is inefficient because some of these documents are often not promptly delivered. In some cases, vital memos, letters, notices, reports, and circulars that usually need urgent attention are delayed in transit, thereby severing their usefulness. Furthermore, the pigeonhole system which is widely used on the campuses to send information to staff in the faculties, departments, and units is compounding UDS's communication challenges as is suggested by an interviewee:

> *"If I am on an official assignment outside the campus how will I access documents sitting in my pigeonhole?"*

The pigeonhole system does not only cause delays in the communication process, but compromises the security and confidentiality of the information being transmitted. Singh and Passi (2014) stress that the challenge of timeliness is pertinent because the absence

of a real-time communication system will not ensure that the sender and receiver exchange their information without any delay.

The majority (98 per cent) of the interviewees indicated that electronic communication via smart texting and other messaging tools are more efficient and convenient. Figure 4 depicts a model of such a system. This model will guarantee efficient dissemination of information across UDS's campuses. As advised by Lunenburg (2010), this model will enhance the possibility to overcome distance related barriers in communication. Fawkes and Gregory (2001) suggest that modern communication via internet has three main features:

> *Its reach is vast, to virtually all parts of the world – access does not depend on location; it is not time-bound, it can be accessed when the user wishes; and it is capable of providing interactivity in a manner unprecedented in any communication medium.*
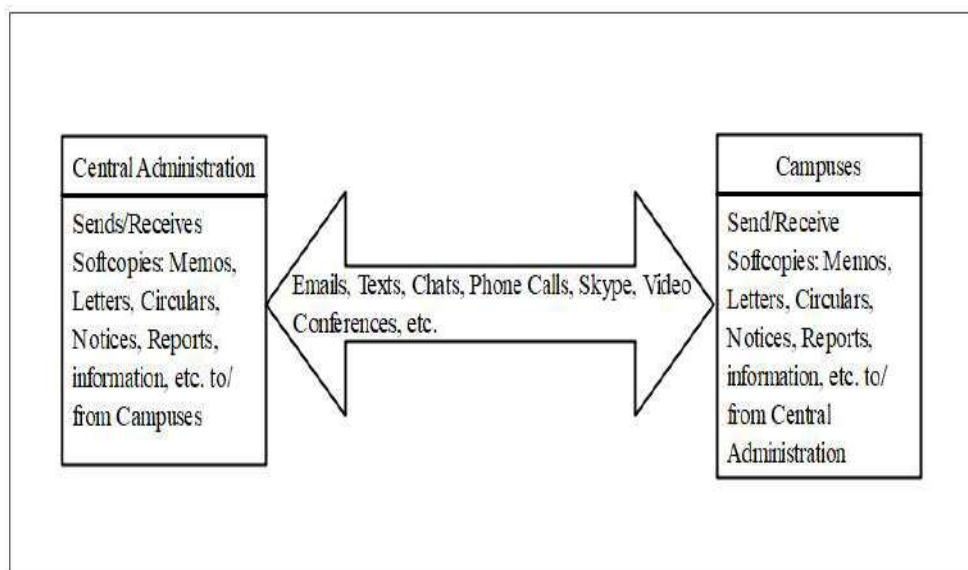

Figure 4: Proposed Effective Communication Model for UDS

Conclusions and Implications for policy and practice
The paper clearly established that UDS communication system is inefficient because ofher overreliance on the traditional communication system, inadequate human resources, high costs, and challenges of timeliness.

Based on the above conclusions, HEIs in Ghana must work at the following
Policy level:

1. Have ICT policy that will indicate the future direction of the institution. Universities should develop a clear communication policy to help managers/administrators on the campuses to communicate more effectively.

2. Have systems in place to communicate these policies to all its stakeholders. In the short-term, UDS should urgently establish an internal Post Office on each campus to handle postal services.

3. Strategic objective in their strategic plans and make resources available for implementation of same.

Practice level:

1. HEI should redesign the current communication system by deploying a complete electronic communication system to efficiently disseminate information across the University.

2. UDS needs to employ messengers to be solely responsible for picking mails from the Campus Post Offices and delivering them directly to the destined recipients. In the medium-term, the campuses should be provided adequate communication facilities such as telephones, computers, video conference systems, smartphones, and reliable internet connectivity to enable the campus managers/administrators communicate in real-time.

3. As is recommended by Massa (2016), Lutgen-Sandvik (2010) and Yate (2009), the effectiveness of managers/administrators of an institution is largely dependent on the quality and effectiveness of its communication systems. It is,therefore, important to train UDS administrators/managers to effectively use electronic communication systems.

4. Finally, future research should focus on improving communication in multi-campus university ecosystem in Ghana and Africa.

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