

**ASSESSMENT OF PROJECT MANAGEMENT PROCESSES IN
SCHOLARLY BOOK PUBLISHING IN GHANA**

By

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of the requirements for the award degree of

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DECLARATION

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

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ABSTRACT

Scholarly books are essential materials for teaching, learning and research purposes. Over the years, the writing and publishing of scholarly books in Ghana have seen improvement in the midst of challenges that militate against scholarly authors and publishers. People across Africa consume scholarly works in excess of production and this reinforces the application of project management processes to enhance the quantity and quality of scholarly books published within schedule, cost and scope. The sampling technique adopted was purposive sampling to gather rich data from the sample size of fifteen respondents. The research was purely qualitative which used semi-structured interview; case study was the design framework adopted and the data were analysed with narrative and content analysis. The study aims to explore project management processes in enhancing the traditional processes of scholarly book publishing in Ghana and addresses three objectives: to establish traditional processes of scholarly book publishing; to identify inherent barriers and to develop project management methodology to mitigate against barriers in the processes. The study begins by giving a background to the subject and the understanding of thesis was advanced with an empirical, theoretical and conceptual review of literature on traditional processes of scholarly book publishing and project management processes. The study shows the traditional processes of scholarly publishing which constitute manuscript acquisition, editorial development, acquisition of ISBN, production and marketing. It identifies major barriers which constitute acquisition of substandard manuscripts and limited number of quality manuscripts, funding for scholarly book projects, expensive nature and delay of peer review and editing, lack of publisher's control over contents and difficulties of marketing, distribution and sales which involves poor marketing of scholarly books leading to poor sales and the emergence of systemic problems or lack of synergy among scholarly publishers, authors and lecturers; unidentified target readership; the expensive nature of intensive marketing/ selling strategies of scholarly books in Ghana; lack of interest for most bookshops/ booksellers to take stock of scholarly books and sell and duplication (photocopying) and use of smart phones to capture scholarly books by students tend to pose some limitations on the publishing of scholarly books in Ghana. The study develops project management methodology to mitigate the identified challenges that inhibit the effectiveness of the traditional processes and to introduce predictability into the publishing of scholarly books.

KEYWORDS: *Scholarly publishing, scholarly books, traditional scholarly publishing processes, project management processes.*

TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
ACKNOWLEDGEMENTS	x
DEDICATION.....	xi
CHAPTER ONE	1
GENERAL INTRODUCTION.....	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	3
1.4 RESEARCH QUESTIONS	5
1.5 AIM AND OBJECTIVES OF THE STUDY	5
1.5.1 Aim of the Study	5
1.5.2 Specific Objectives of the Study	5
1.6 SIGNIFICANCE OF THE STUDY.....	5
1.7 SCOPE OF THE STUDY	6
1.8 SUMMARY OF METHODOLOGY.....	7
1.9 ORGANIZATION OF THE STUDY	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 INTRODUCTION	11
2.2 BRIEF HISTORICAL BACKGROUND OF PUBLISHING IN GHANA.....	11
2.3 THE CONCEPT OF SCHOLARLY PUBLISHING.....	15
2.3.1 Conceptual Definitions.....	16
2.4 THEORETICAL REVIEW	19
2.5 EMPIRICAL REVIEW	25
2.6 CONCEPTUAL FRAMEWORK	33
CHAPTER THREE	36
RESEARCH METHODOLOGY	36

3.1 INTRODUCTION	36
3.2 RESEARCH PHILOSOPHY.....	36
3.3 RESEARCH STRATEGY	37
3.3.1 Qualitative Research	37
3.3.2 Quantitative Research	38
3.3.3 Mixed Method Research	38
3.3.4 Strategy Adopted in this Research	38
3.4 RESEARCH APPROACH	39
3.4.1 Inductive Approach	39
3.4.2 Deductive Approach.....	39
3.4.3 Research Approach Adopted in this Study	40
3.5 RESEARCH DESIGN	41
3.5.1 Survey.....	41
3.5.2 Experiment	41
3.5.3 Action Research	41
3.5.4 Case Study.....	42
3.5.5 Adopted Research Design	42
3.6 POPULATION OF THE STUDY	43
3.7 SAMPLING AND SAMPLING TECHNIQUES.....	44
3.7.1 Sample Size.....	44
3.7.2 Sampling Techniques	44
3.8 DATA COLLECTION TECHNIQUES	45
3.8.1 Types of interviews	46
3.8.2 Interviewee Selection	48
3.9 DATA VALIDITY AND RELIABILITY TESTING	48
3.10 DATA ANALYSIS.....	49
3.10.1 Data Analysis Process	49
3.10.2 Data Analysis Techniques	50
3.11 ETHICAL CONSIDERATIONS.....	54
3.12 CHAPTER SUMMARY	55
CHAPTER FOUR.....	56
RESULTS AND DISCUSSION	56
4.1 INTRODUCTION	56
4.2 PROFILE OF INTERVIEW RESPONDENTS.....	56

4.3 OBJECTIVE 1: TRADITIONAL PROCESSES OF SCHOLARLY BOOK PUBLISHING	58
4.4 OBJECTIVE 2: BARRIERS INHERENT IN SCHOLARLY BOOK PUBLISHING.....	71
4.4.1 Acquisition of Manuscript.....	71
4.4.2 Assessment of Manuscript	72
4.4.3 Editorial Development	74
4.4.4 Production	74
4.4.5 Marketing, Distribution and Sales.....	74
4.4.6 Limited Staff Strength.....	76
4.4.7 Funding.....	76
4.5 OBJECTIVE 3: PROJECT MANAGEMENT METHODOLOGY FOR SCHOLARLY BOOK PUBLISHING	77
CHAPTER FIVE	87
CONCLUSIONS AND RECOMMENDATIONS.....	87
5.1 INTRODUCTION	87
5.2 REVIEW OF OBJECTIVES	87
5.3 SUMMARY OF FINDINGS	89
5.4 RECOMMENDATIONS	90
5.5 FUTURE RESEARCH DIRECTIONS	92
5.6 CONCLUSIONS.....	92
REFERENCES.....	93
APPENDIX.....	109

LIST OF TABLES

Table 2.1	The fundamental theories and assumptions of project management	19
Table 2.2	The seven categories of process theory.....	22
Table 3.1	Difference between Inductive and deductive approaches to research	40
Table 3.2	Types of Interviews and their Main Characteristics	47
Table 3.3	Code for respondents interviewed.....	52
Table 4.1	Summarises interviewees' profiles	57
Table 4.2	Interview results on adopted project management processes	78

LIST OF FIGURES

Figure 1.1 The conceptual framework of the organization of the Study	10
Figure 2.1 Process theory facets: Related category in parenthesis.	23
Figure 2.2 Inputs, Techniques and Outputs	30
Figure 2.3 Process Groups	32
Figure 2.4 A Conceptual Framework for Traditional Scholarly Publishing Process ..	35
Figure 3.1 Miles and Huberman's Data Analysis	49
Figure 3.2 Data Analysis Process in Qualitative Research	53
Figure 3.3 Summary of Qualitative Research Methodology Adopted.....	55
Figure 4.1 The traditional processes of scholarly book publishing	70
Figure 4.2 Project management methodology for scholarly book publishing	84

LIST OF ABBREVIATIONS

ABC	African Books Collective
BPCs	Book Processing Charges
AJOL	African Journals on-line
GBDC	Ghana Book Development Council
GBPA	Ghana Book Publishers Association
GPC	Ghana Publishing Corporation
GUP	Ghana Universities Press
IPA	International Publishers Association
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
JHS	Junior High School
NCTE	National Council for Tertiary Education
OA	Open Access
OPA	Organizational Process Assets
PM	Project Management
PMI	Project Management Institute
SHS	Senior High School
STEM	Science, Technology, Engineering and Mathematics
WIPO	World Intellectual Property Organization

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DEDICATION

This thesis is dedicated to my brothers and sisters especially Clement Oppong.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 INTRODUCTION

This chapter gives the general overview of the study which outlines the background of the study, problem statement, aim and objectives of the study. It poses research questions and highlights the significance and scope of the study. It also captures a detailed summary of methodology and concludes with the organization of the research.

1.2 BACKGROUND OF THE STUDY

Adopting effective project management (PM) processes has always been a key to unlocking performance improvement and to providing the foundation for continuous improvement (Ragbir and Pun, 2018). As noted by Jandaghi and Hosseini (2015) due to the growing acceptance of project management, the application of appropriate knowledge, processes, skills, tools and updated and new techniques can affect the success of project. Auti et al. (2016) posited that the success of the project lies in the several process improvement methods and diligent contribution of the assigned resources promoting quick and smooth functioning. According to Project Management Institute (PMI), (2007, p.8), a project is “a temporary endeavour undertaken to create a unique product, service, or result”.

Project management processes include initiating, planning, executing, monitoring and controlling, and closing process groups and refer to a series of project management activities executed to produce a deliverable or an outcome (PMI, 2017).

Managing projects is a complicated and challenging endeavour (Niederman et al., 2018). Lewis (2006) commented that the primary challenge of project management is

to achieve all of the project goals and objectives while meeting the demands of project constraints. The processes of project management are applicable and useful in all sectors and it is relevant to individuals, groups, and public and private organizations not only meeting set objectives but also delivering the right product or service within schedule, cost and scope. The primary role of publication has traditionally been to supply thoughts through mobile books, readily multiplied, easy for reference, and are more or less durable (Azzam, 1995). Over the years, the writing and publishing of scholarly books in Ghana have seen improvement in the midst of challenges that militate against scholarly authors and publishers. Ganu (1999) noted that “scholarly publishing involves the publication of original works of research that may come in the form of books and journal articles that contribute to knowledge; the publication of works that seek to reinterpret established fields of study/ knowledge and the publication of textbooks for use in the universities”. Jubb (2017) emphasised that scientific books play an important role in arts and humanities; science, technology, engineering and mathematics (STEM); and the development and transmission of knowledge and understanding in these fields.

Stone (2017) indicated that scholarly electronic books are becoming more accepted by academics, but the print format for the scholarly monograph remains an important tool for Humanities and Social Sciences researchers. However, questions are beginning to arise about the long-term sustainability of print publication for scholarly monographs (Stone, 2017).

Rao (1974) noted that scholarly publishing has got only a limited market and further argue that scholarly books lay greater emphasis on intellectual aspects than the business prospects of the publication. For hundreds of years of the application of project management (PMI, 2017); the origin of its real practice in Ghana looks modern.

Generally, publishing in Ghana has undergone a lot of transformational changes involving the contributions of colonial masters, foreign missionaries, government and individuals as book industry players which constitutes publishers, authors, editors, designers, printers and booksellers (Ghana Book Development Council, 2007). There has been massive enhancement of book quality in terms contents, layout design and printing as well as increase in the quantity of books.

The application of project management processes which constitutes initiating, planning, executing, monitoring and controlling and closing (Project Management Institute, 2017) in the publishing of scholarly books clearly has a bearing on achieving enhanced results as experienced by the developed countries.

1.3 STATEMENT OF THE PROBLEM

It has been established that global scholarly production is ‘skewed towards the North’ (Le Roux and Nwosu, 2006). People across Africa consume scholarly works in excess of production, due to their location in the global political economy of knowledge production (Wasserman and Richards, 2015).

According to International Publishers Association – World Intellectual Property Organization (IPA-WIPO) Pilot Survey (2016), nineteen sampled countries were ranked regarding the total number of titles published covering retail, educational and scholarly and scientific publishing for 2016; only South Africa was included occupying third with 136,403 titles after China (57,786,991 titles) and UK (149,443 titles). The experiences of inadequacy of studies on scholarly publishing in Ghana, in the face of large number of academic projects completed by tertiary students within and outside the country on the area of publishing and books in general (Azzam, 1995).

There are several studies on scholarly publishing in Ghana and that of project management practices in different sectors including construction, electricity and water. It is rare to have an existing study or studies that look into the two variables project management processes and scholarly publishing; and proceed further to develop project management methodology for the publishing of scholarly books in Ghana.

Scholarly books are relatively a small section of the wide array of books published annually in Ghana (Jubb, 2017). Among the three major genres of publishing – Educational, Trade and Scholarly, scholarly publishing has the least number of published titles in Ghana. It is obvious that scholarly publishing is the most specialized area in the knowledge sector requiring high level of professional expertise. Higher learning, education and environmental orientation are undergoing transformations with the advent of new technologies and there are also growing needs of students, teachers, researchers and organisations for scholarly books. By personal cursory observation conducted, foreign scholarly books used at the tertiary level in Ghana outnumber local contents.

Is it that the management of the scholarly book projects to get them published within schedule, budget and scope is lacking? Or the entire publishing process of scholarly books become complex which makes it a disincentive to scholarly publishers? Do scholarly publishers mostly get stuck in the process as a result of inadequate planning? To provide meaningful answers to these problematic queries that keep resurfacing, the researcher intends to study and examine the project management processes deployed in the publishing of scholarly books.

1.4 RESEARCH QUESTIONS

The result of the study aims to answer the following questions:

1. What are the traditional processes scholarly publishers adopt in the publishing of scholarly books in Ghana?
2. What are the barriers inherent in the traditional processes of scholarly book publishing in Ghana?
3. What are the project management methods to address the barriers in the traditional processes of publishing of scholarly books in Ghana?

1.5 AIM AND OBJECTIVES OF THE STUDY

1.5.1 Aim of the Study

The aim of the study was to explore project management processes in enhancing the traditional processes of scholarly book publishing in Ghana.

1.5.2 Specific Objectives of the Study

To be able to achieve the aim of the study as stated above, the following objectives have been articulated:

1. To establish the traditional processes adopted in scholarly book publishing in Ghana.
2. To find out the barriers inherent in the traditional processes of scholarly book publishing in Ghana.
3. To develop project management methodology for addressing the barriers in the traditional processes of publishing of scholarly books in Ghana.

1.6 SIGNIFICANCE OF THE STUDY

Ganu (1999) commented that in Ghana many scholars do not understand the difference between publishing and printing. There is inadequacy of studies on scholarly book

publishing in Ghana (Azzam, 1995). The study reveals the processes adopted in scholarly publishing which educates book industry players including writers/ authors, publishers, editors, designers and librarians; scholars, educationalists and the general public. The application of project management processes in scholarly publishing would serve as best practices for scholarly publishers to enhance the quality and the quantity of scholarly books.

Project management has been in use for over 400 years (PMI, 2017) but its real practice looks modern. The study is relevant to the university presses, the Ghana Book Publishers Association, and other scholarly publishers in the Book Industry in Ghana on the usefulness of the project management processes in scholarly publishing.

The study develops project management methodology which is a publishing model for the publishing of scholarly books in Ghana. This will help scholarly publishers to enhance their capacity building using materials from such studies. It also will result in enhancing the technical competence of publishers using project management methodology to publish scholarly books and to also undertake scholarly book projects within cost, schedule, quality and scope. The study encourages more scholarly publishers to adopt the project management processes in the publishing of scholarly books. The findings of the study provide empirical evidence for future studies.

1.7 SCOPE OF THE STUDY

The geographical coverage for the study was limited to scholarly publishers of the Ghana Book Publishers Association (GBPA) in Accra. The Ghana Book Publishers Association has a total of 120 publishers and out of this 20 are scholarly publishers (GBPA, 2019). All the member-scholarly publishers are sited in Ghana.

The contextual coverage constitutes the traditional processes adopted in the publishing of scholarly books in Ghana. This involves writing through to the accessibility of the books by readers. The study focuses on the barriers inherent in the traditional processes of scholarly publishing in Ghana and also develops project management methodology as a publishing model for the publishing of scholarly books in Ghana. As noted by the PMI (2017) the project management processes constitute initiating, planning, executing, monitoring and controlling and closing. The study examines all the processes of project management.

1.8 SUMMARY OF METHODOLOGY

Interpretivism was deployed as a research philosophy for the study. Saunders et al. (2012) describes interpretivism as an ongoing process of understanding the social world by analyzing other people's actions, leading to modifications and the development of the meanings of one's actions. Interpretivism research method has the ability to comprehend the voices, meanings and occurrences of distinct people (Rahman, 2016).

The qualitative research strategy was adopted in the form of explanatory research because interpretivism is underpinned by qualitative research methods (Tipi, 2018). Creswell (2005) defines qualitative study as a type of educational research in which the researcher relies on the view of participants, asks broad, general questions, collects data consisting largely of words (or texts) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner. The research approach adopted in this study was inductive approach.

The population under study was scholarly publishers of Ghana Book Publishers Association (GBPA) in Accra. The GBPA has a total of 120 publishers and out of this 20 are scholarly publishers (GBPA, 2019). All the member-scholarly publishers are

sited in Ghana. Also, data were gathered from National Council for Tertiary Education (NCTE), a body under the Ministry of Education to oversee the proper administration of institutions designated as institutions of tertiary education in Ghana (The National Council for Tertiary Education, 1993, Act 454).

The researcher used purposive sampling as a non-probability sampling technique to gather data from the sample. Yin (2011, p. 311), for example, defines purposive sampling as “The selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study’s research questions”. Patton (2015) further specifies that, according to his use of the term, purposive sampling applies specifically to qualitative research.

According to other authors, the sample size is reliant on the kind of research and the concept of theoretical saturation. As noted by Fusch and Ness (2015) data saturation is reached when there is enough information to replicate the study when the ability to obtain additional new information has been attained, and when further coding is no longer feasible (Charmaz, 2006; Strauss and Corbin, 1998). The sample size of the study was fifteen respondents.

The research involved primary data collection methods. Qualitative data are mostly non-numerical and usually descriptive or nominal in nature (Kabir, 2016). The primary data are in the form of words that help to better understand reasons, processes, recommendations, challenges and possible solutions to problems. They are first-hand, original and are being analysed or processed for the first time and use. Face-to-face and phone interviews as primary data collection method were used to gather data from the respondents.

A semi-structured interview framework was used for data collection. The semi-structured interview framework was preferred in this study because it facilitates adaptation during the interview process and the exploration of unexpected paths of questioning that may come up dialoguing with the interviewees (Tipi, 2018). One semi-structured interview guide was developed for the study.

After collecting data, the research adopted Miles and Huberman's theory of qualitative data analysis as the research analysis process. The analysis constitutes three concurrent flows of activity: data reduction, data display and conclusion drawing / verifying. The recorded interviews were transcribed, refined and coded focusing on the key themes. The data were simplified taking off irrelevant data and analyze in an organized explanatory manner. Narrative analysis and content analysis were the data analytical techniques used to analyse the work. The adopted research design was case study and the study also followed some ethical considerations.

1.9 ORGANIZATION OF THE STUDY

The study is divided into five (5) chapters. Chapter One (General Introduction) introduces the thesis and covers the following areas: Background, Statement of the Problem, Research Questions, Aim and Objectives, Significance of the Study, Scope and Organization of the Study. Chapter Two (Review of Related Literature) reviews the theoretical, empirical and conceptual framework of the thesis whereas Chapter Three (Methodology) presents the Research Philosophy, Research Strategy, Research Approach, Research Design, Population, Sampling and Sampling Techniques, Data Collection Techniques, Data Validity and Reliability Testing, Data Analysis, Ethical Considerations and Chapter Summary. Chapter Four is the Presentation and Discussion of Findings while Chapter Five, the concluding chapter captures Summary of Major Findings, Recommendations, Future Research Direction and Conclusions.

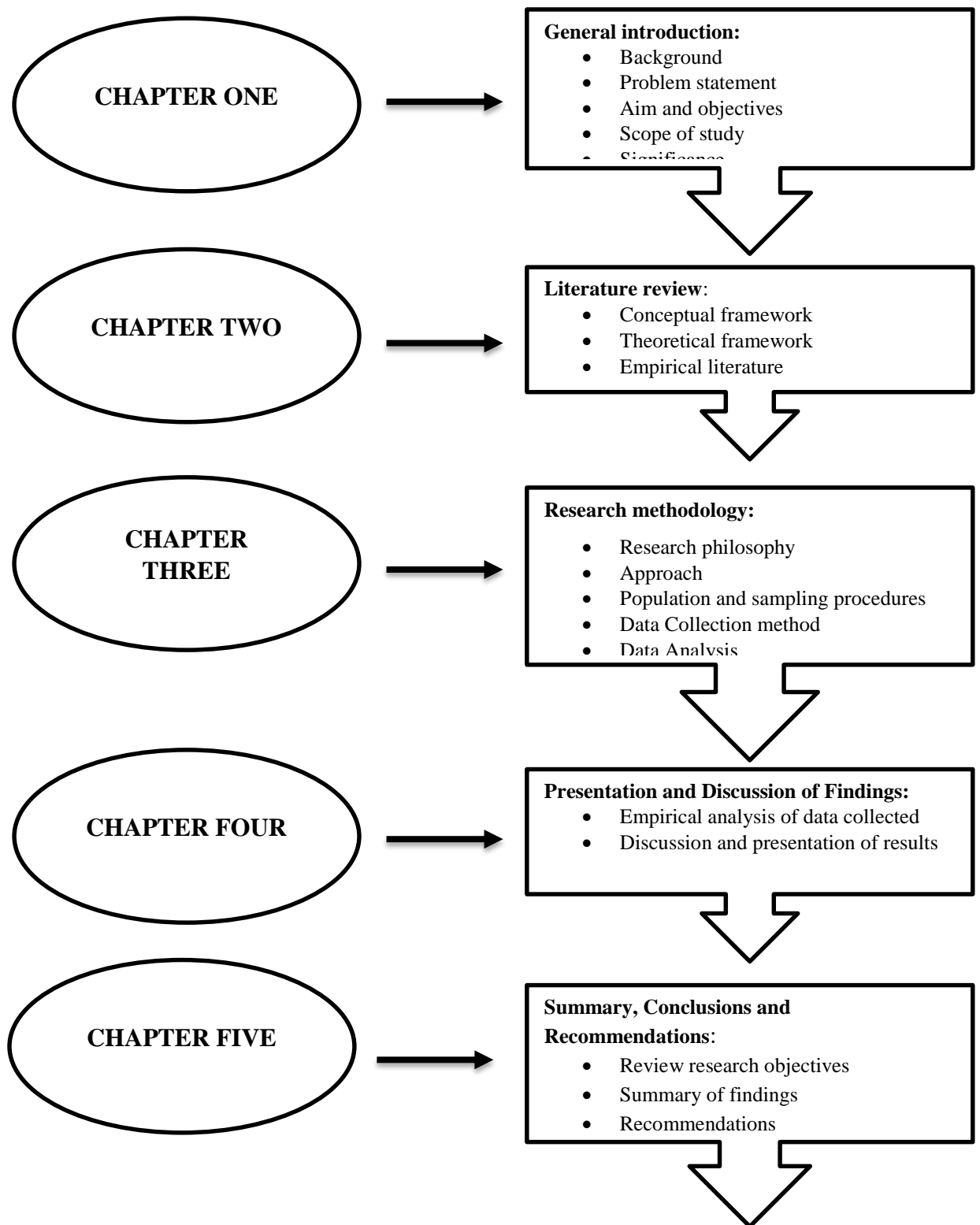


Figure 1.1 The conceptual framework of the organization of the Study

Source: Author's Development (2019)

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The review begins by looking at a brief historical background of publishing in Ghana recounting the transformational processes of publishing from the colonial era, foreign missionaries through to government, foreign publishing multinationals and the private sector. It presents an overview of the concept of scholarly publishing by explaining the concepts of scholarly publishing, scholarly book, project and project management processes for clearer understanding of the key terms that form the foundation of the study.

The chapter further expounds theoretical review of two key theories: The underlying theories and assumptions of project management (Koskela and Howell, 2002b) and Process theory (Niederman et al., 2018). The review of empirical evidence brings up existing literature on traditional scholarly publishing processes and their challenges as well as project management processes and drawbacks. These provide more understanding to the aim and objectives of the study. The researcher's review of the empirical studies highlight research gaps which reinforce the relevance of this study. The chapter concludes with a conceptual framework of the study which gives a diagrammatic understanding of areas covered in the study.

2.2 BRIEF HISTORICAL BACKGROUND OF PUBLISHING IN GHANA

The history of publishing has undergone lots of transformational processes – writing surface, writing tool challenges and complexities of systems of writing (alphabets) as well as development of printing (Oppong, 2017). According to Djoletto (1985), the history of the book and publishing, like that of most Anglophone countries in Africa, is

closely connected with that of Christian missionary work, the development of education, the expansion of government business, the increase in the newspaper and other printing presses, the upswing in endogenous authorship, publishing, book manufacture and distribution, as well as a steadily rising social consciousness. Darko-Ampem (2003, p. 92) affirmed that “the origin of the book as we know it in Ghana today may be traced to European missionaries and traders who came to the then Gold Coast in the fifteenth century”. Some researchers have also proven that the establishment of publishing in Ghana can be associated with the activities and experience of the Europeans and Christian missionaries (Graham, 1971; Akyea et al., 2008) cited in Boadu (2016).

In 1822, the governor of the Gold Coast now Ghana, Sir Charles MacCarthy, promoted and influenced the production and publishing of the first newspaper called the *Royal Gold Coast Gazette* which was hand-written (Jones-Quartey, 1967). The paper operated from 1822 to December 1823 after all its traces were lost due to the demise of its founder in January 1824 (Jones-Quartey, 1967). Jones-Quartey (1967) further recorded that newspapers including Accra Herald (published fortnightly in 1857 by Bannerman Brothers), West African Herald (published weekly in 1859 – 1873 by Bannerman Brothers) had been hand-written. According to Djoletto (1985) this cumbersome process was eliminated by 1874 as evidenced in the printing of the bi-monthly paper *The Gold Coast Times* and the *Western Echo* published fortnightly by James Hutton Brew from Abura in the Central Region of Ghana. He was the first African to establish a printing press in Ghana called the Gold Coast Press (Jones-Quartey, 1967).

The introduction of printing machine in Ghana was over 300 years since the first printed materials called the Gutenberg Bible (the 42 – Line Bible) were completed by Johannes Gutenberg in 1454 using movable type (The Gutenberg Museum Mainz, 2018). It took

over 300 years before printing technology was extended to Ghana to give publishing a facelift. The researcher opines that printing took so long after it was in use in other parts of the world and this probably delayed the immediate advancement of publishing in Ghana around the 15th century.

The operation of the missionaries in the Gold Coast also contributed to the development of the printing and publishing industries. In 1851, the Methodist mission maintained a printing press at Cape Coast which was later used by the Basel Missionaries (Ghana Book Development Council, 2007). In 1870, the Basel Mission also opened up a book depot (Ghana Book Development Council, 2007). They published religious books to propagate the Gospel and Basel and Bremen Missionaries had investigated at least three Ghanaian languages in some depth – Asante Twi, Ewe and Ga (Djoleto, 1985).

The independence of Ghana brought in its trail rapid socio-economic growth and educational expression, cultural awareness and individual development were buttressed by an increase in number of first and second schools and universities. After the introduction of compulsory Education in Ghana, the free textbook scheme became a statutory educational policy in 1962 (Essuman, 2009).

The initial efforts of government to resolve these challenges and cushion the impact of the huge book bill was the involvement of some transnational or multinational publishing houses like Oxford University Press, Evans Brothers, Thomas Nelson, Macmillan, Longman and Cambridge University Press in the provision of books and other instructional materials; the missionary depots were also involved in the distribution process to all parts of the country (GBDC, 2007). The multinationals produced the books to be sold to the Government. Shortly after the attainment of a republic status, the Ghana Publishing Corporation (GPC) now renamed Ghana

Publishing Company was established in 1965 by a legislative instrument “to print, publish, distribute and market books and other educational materials for schools, higher educational institutions and the general public” (Djoleto, 1985).

The GPC was thus the first of government’s initiatives to slow down or halt the monopoly of the multinationals and hold book industry in trust for local stakeholders. This period witnessed the establishment of such local publishing houses as Afram Publications (Ghana) Limited, Sedco Publishing Limited, Minerva Book Services, Unimax and a host of other publishing, printing and book distribution houses (Ghana Book Development Council, 2007).

Djoleto (1985) stated that the phenomenal expansion in education from the early 1950s brought about a lot of changes in the book situation in Ghana; it marked not only the end of mass and indiscriminate importation of virtually all kinds of books into the country whether for formal or informal education but significantly the beginning of a new era of authorship, publishing and book production. As noted by Djoleto (1985), the Accelerated Development Plan for Education in 1951 which brought about mass enrolment of students in schools enhanced the lucrativeness of publishing in Ghana.

Dekutsey (2018) commented that since 1970s, the Ghanaian Book Industry has experienced rapid establishment of many publishing houses by indigenous publishers as well as the establishment of many printing machines imported into the country. All these contributions were aimed at making information accessible to the public through religious books, educational, general and children’s books.

Ghana has a young history of scholarly publishing. Ganu (1999) highlighted the pioneering role of the Ghana Universities Press (GUP) which was set up by the National Council for Higher Education and Research, now the National Council for Tertiary

Education (NCTE), in association with the then three Universities of Ghana (University of Ghana, Kwame Nkrumah University of Science and Technology and Cape Coast University) in 1962. The author further recounted that the operational mandate of GUP was government's acceptance of the recommendations of the Commission on University Education in Ghana 1961. The role of the Ghana Universities Press was to publish scholarly books for teaching, learning and research purposes. GUP provided one-stop publishing services for lecturers and other scholarly authors who wanted to publish their works (Ganu, 1999). The press was a government subventionary organisation that traditionally funded the publishing works of authors and as at 1999, GUP had published over 250 scholarly titles.

The creation and development of state publishing houses, private publishing houses and eventually university presses to publish scholarly books has advanced publishing in Ghana. The researcher believes that publishing in Ghana was initiated and promoted by four main bodies – the colonial masters, the foreign missionaries, government and the private sector.

2.3 THE CONCEPT OF SCHOLARLY PUBLISHING

“Deciding to publish a book is one thing; deciding how to publish it is another” (Luey, 2010, p.218). According to Luey (2010) the main choice to publish in academic publication is based on book quality, with expenses and markets as subsidiary factors. Ganu (1999) underscored that many academic publishers in Ghana do not constantly involve specialist reviewers in the field of research and pass on their input to the author who reviews the manuscript along the lines proposed. Greco (2015) posited that pricing relief should be provided by well-managed and controlled, transparent and competitive markets, but scholarly publishing is somewhat inferior to market forces. Researchers and evaluators are constantly emphasizing the role of books in scholarly

communication and the significance of including them in arts and humanities evaluation schemes and in certain fields of social science (Glänzel and Schoepflin, 1999; Hicks, 2004; Thompson, 2002; Huang and Chang, 2008; Engels et al., 2012).

Scholarly books are certainly a small section of the wide array of titles published annually (Jubb, 2017). According to European Union (2019), it is evident that the driving force of many researchers in the scholarly publishing system is mainly restricted to two tasks: to communicate with peers and to advance their careers. Scholarly books are published by six kinds of publishers: university presses, profit-making scholarly publishers, trade publishers, university centers and learned societies, vanity presses, and online self-publishing services (Luey, 2010). According to Ware and Mabe (2015) the role of the publisher has often been confused with that of the printer or manufacturer, but it is much wider.

2.3.1 Conceptual Definitions

The following concepts have been defined theoretically and from the researcher's perspective:

Scholarly publishing: Rao (1974) defined publishing as the service of preparing the work of an author in the most suitable form and presenting it in the most efficient manner to the widest possible audience. Oxford Learner's Dictionary (2019) also describes publishing as the profession or business of preparing and printing books, magazines, CD-ROMs, etc. and selling or making them available to the public. These definitions of publishing are constructive and the study agrees since publishing involves a process, service, profession or a business of refining the work of an author and making it accessible to the target readership.

Ganu (1999, p. 112) noted that "scholarly publishing involves the publication of original works of research that may come in the form of books and journal articles that

contribute to knowledge; the publication of works that seek to reinterpret established fields of study/ knowledge and the publication of textbooks for use in the universities”. Scholarly publishing in the context of this study is limited to the publication of scholarly books. Collin (1997) defined scholarly publishing in the Dictionary of Printing and Publishing as the publishing of books on university subjects. The study agrees with the definitions of scholarly publishing however, the context of scholarly publishing for this study is limited to the publication of scholarly books on original works of research and books for use in the universities.

Scholarly book: Jubb (2017) commented that there are issues of defining scholarly books. As noted by Ganu (1999) one basic requirement of a scholarly book is that the work be refereed (assessed) by experts in the field of knowledge under discussion. Scholarly book constitutes textbook for tertiary institutions or result of research provided mainly for libraries, scholars and researchers (Kasdorf, 2019). The researcher understands that scholarly books are research-oriented contents which present new knowledge in a particular field for the purposes of education, invention, further research, advocacy and policy making.

Project: Many people and organisations have given definitions of projects but the most authoritative ones include Project Management Institute (2007, p.4) that defines a project as “a temporary endeavour undertaken to create a unique product, service, or result”. British Standards 6079 (2010) also defined a project as a distinctive set of co-ordinated tasks, with definite starting and ending points, conducted by a person or organization to fulfill particular targets within specified timeframe, cost and performance parameters. There are certain characteristics that are usually associated with a project. Projects create unique products, services or results; have definite start and end schedule, progressively elaborated, drive change and projects are seldom

carried out in isolation (Project Management Institute, 2007; British Standards 6079, 2010).

Project management processes: Seymour and Hussein (2014) emphasised that project management has been practiced for as long as humanity inhabited earth. They further studied that there are many examples in history of challenging projects that were successfully completed, despite all the complexities and uncertainties that could have rendered the project a failure. As indicated by Seymour and Hussein (2014) many of these projects necessitated an enormous workforce, large scope, many years of work, advanced planning and precise execution. They stated that despite all of these monumental achievements, very little documentation of their methods and techniques exists before 1950s that individuals and organisations have started applying tools and techniques to execute projects. According to Project Management Institute (2017, p.10) “project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements” while project management processes describe a systematic series of activities directed toward causing an end result where one or more inputs will be acted upon to create one or more outputs. The project management processes are logically grouped into five process groups – Initiating, Planning, Executing, Monitoring and Controlling, and Closing. The processes are also categorized by knowledge areas and the ten knowledge areas identified are Project Integration, Scope, Schedule, Cost, Quality, Resource, Communications, Risk, Procurement and Stakeholder Management (Project Management Institute, 2017). Project management processes work by the application of tools and techniques on inputs to produce outputs. As per the research work, the researcher agrees with the above authorities on the subject of project management processes.

2.4 THEORETICAL REVIEW

As noted by Van de Ven (1989) as cited in Niederman et al. (2018) theories allow professionals to deploy general knowledge to their specific case, and consequently, increase the probability of achieving expected results. Two theories reviewed which underpin project management are the underlying theories and assumptions of project management (Koskela and Howell, 2002b) and Process theory Niederman et al. (2018).

Table 2.1 The fundamental theories and assumptions of project management

Theory of project		<p>Conceptualization: Project is a transformation of inputs to outputs.</p> <p>Principles:</p> <ol style="list-style-type: none"> 1 The total transformation of a project can be decomposed into manageable and well-understood sub-transformations, tasks. 2 A project can be realized in an optimal manner by realizing each task in an optimal manner and the tasks in optimal sequence. <p><i>Corollary:</i> Project performance can be performed by improving the tasks.</p> <p>Assumptions:</p> <ol style="list-style-type: none"> 1 Tasks are independent, except sequential relationships 2 Tasks are discrete and bounded 3 Uncertainty as to requirements and tasks is low 4 All work is captured by top-down decomposition of the total transformation 5 Requirements exist at the outset and they can be decomposed along with work
Theory of Management	Theory of planning	<p>Conceptualization: There is a managerial part and an effector part in the project; the primary function of the managerial part is planning, and the primary function of the effector part is to translate the resultant plan into action.</p> <p>Principles:</p>

		<p>1 Knowing the current state of the world, the desired goal state, and the allowable transformations of state that can be achieved by actions, a series of actions, the plan, can be deduced.</p> <p>2 The plan is translated into reality by the effector part of the organization.</p> <p>Assumptions:</p> <p>1 Translating a plan into action is a simple process, by following directions.</p> <p>2 The internal planning of a task is a matter of the person to whom the task has been assigned</p>
	Theory of execution	<p>Conceptualization: Managerially, execution is about dispatching tasks to work stations.</p> <p>Principle: When, according to the plan, the time has arrived to begin task execution, it is authorized to start, in speech or in writing.</p> <p>Assumptions:</p> <p>1 The inputs to the task and the resources to execute it are ready at the time of authorization.</p> <p>2 The task is fully understood, started and completed according to the plan once authorized.</p>
	Theory of control	<p>Conceptualization: There is a process to be controlled, a unit for performance measurement, a standard of performance and a controlling unit (thermostat control).</p> <p>Principle: The possible variance between the standard and the measured value is used for correcting the process so that the standard can be reached.</p> <p>Assumptions:</p> <p>1 The process is of continuous flow type, the performance of which is measured at aggregate terms.</p> <p>2 The process can easily be corrected by the control available.</p>

Source: Koskela and Howell, 2002b

The researchers asserted that the current fundamental basis is outdated and must be replaced by a broader and more influential theoretical framework and indicated further that a paradigmatic transformation of the project management discipline is required. Such a transformation requires that a more intimate relation between theory and practice is created in project management (Koskela and Howell, 2002c).

Upon a critical review of the above theories, the researcher finds the categorization of the theories under project, management, planning, execution and control laudable, however the researcher views the theoretical categorization as limited due to the exclusion of theories of monitoring and closing which are also very important in the project management processes. Without closing process group, a project is not completed. The fundamental theories and assumptions of project management by Koskela and Howell (2002b) lacks clear sequential arrangement of the project management process groups. Also, some of the assumptions including “the process can easily be corrected by the control available” are not always realistic and some can occur in exceptional cases. These theories to some extent may be useful for many project managers but they are less suitable to the publishing projects of scholarly books.

The next theory reviewed was Process theory. According to Niederman et al. (2018, p. 6) “Process theory has become an important mechanism for the accumulation of knowledge in a number of disciplines. Process theory focuses on sequences of activities, their durations, and the intervals between them, as they lead to specific outcomes. Thus, process theory is particularly relevant to project management knowledge representation and accumulation”.

Many authors have emphasized that there is much space for enhancement despite the important effect of project management on company and society. (Shenhar and Dvir,

2007; Widman, 2008; Cerpa and Verner 2009; Shaw, 2012; Johnston, 2014). Niederman et al. (2018) stated that a new look at the theory of method offers an expanded perspective of process theorizing to create a foundation for understanding project management job and increases the capacity of people to apply this knowledge in practice. They also asserted that most studies of process theory used retrospective techniques to examine the antecedents that were considered necessary to generate the results of the observed process.

Process theory focuses on explaining and understanding how specific results (states) arise from a series of actions (that is, one or more actors ' activities or decisions) and events (that is, scheduled and unplanned events), taking into consideration specific inputs (that is, triggers, context) (Niederman et al., 2018).

Table 2.2 The seven categories of process theory

Category	Theoretical Focus	General Theoretical Statement
1	Feasibility	A process has produced a specific result in at least one case
2	Outcome trade off	A process produces multiple results
3	Action variability	Variations in process actions result reliably in the same or systematically varied outcomes
4	Sequence variability	Variations in process action sequences result in the same or systematically varied outcomes
5	Interim state identification	A sequence of actions is associated with a related set of intermediate states
6	Interim state requirements	Achieving particular intermediate states is necessary for achieving a particular overall outcome
7	Transferability	A process produces particular results across a range of domains

Source: Niederman et al., 2018

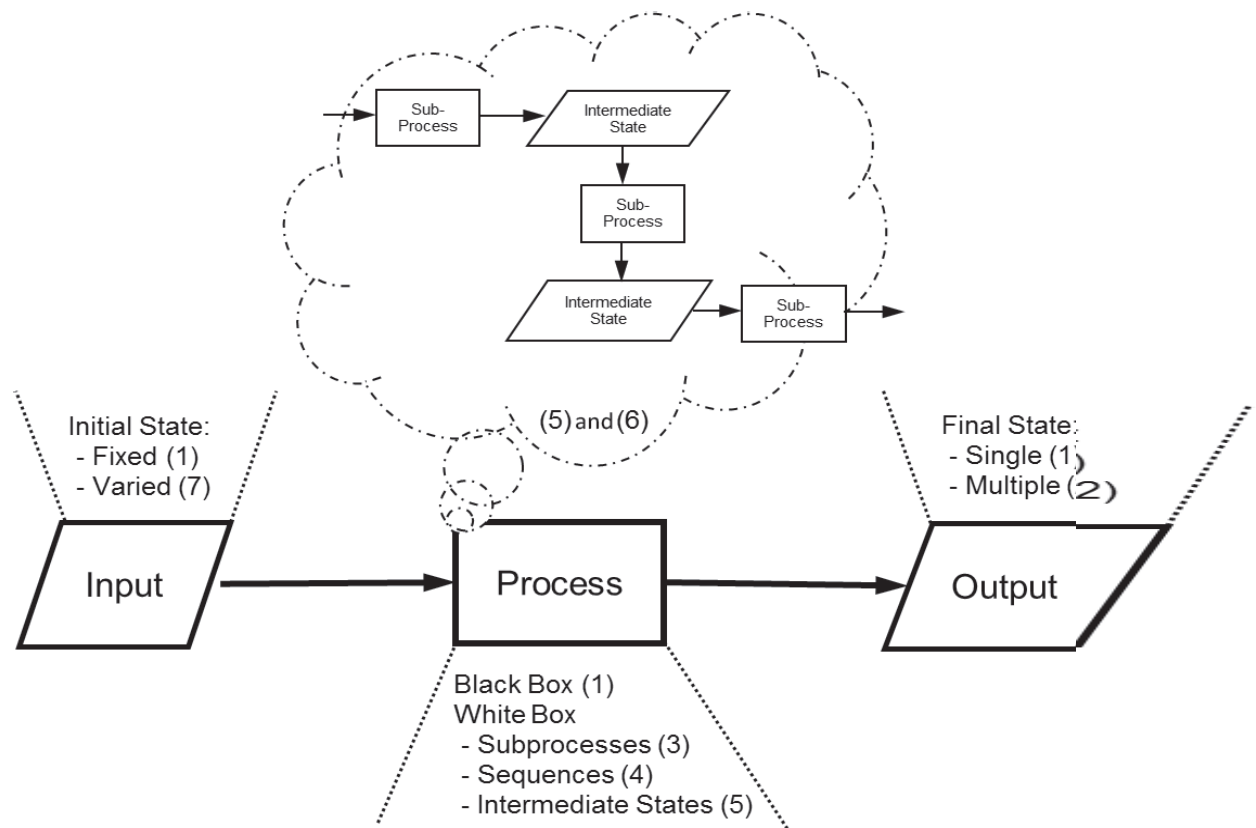


Figure 2.1 Process theory facets: Related category in parenthesis.

Source: Niederman et al., 2018

Niederman et al. (2018) explained the seven categories of the Process theory: A process theory of "category one" is based on the connection between a process defined as a collection of steps and the observation that a specific result has been achieved by at least one example following this process. A "category two" process theory provides various result measurement differentiation. Such a process theory provides recognition of the tradeoffs resulting from a process being instituted. A process theory of "category three" demonstrates how distinct outcomes are produced by varying the personalities of actions in the process. Such a process theory provides recognition that the nature of each step has alternatives. A process theory of "class four" deals with whether

differences in the sequential order of actions in the process lead to diverse outcomes. Only when each step is not fully dependent on its predecessors will such a process theory be feasible. A process theory of "category five" identifies and defines statements that can be associated with action intervals. Such a process theory will at least recognize provisional outcomes but provide the thresholds of countries needed to provide more predictive or prescriptive theory for further actions. A process theory of "category six" identifies and defines actions, specifies intervals of duration, and/or specific sequences of action needed between actions to generate specific outcomes. A process theory of "category seven" expands a specific domain's specificity to one or more extra domains. For instance, the risk management process for projects involving information technology growth could be expanded to R&D projects, organisational transformation projects, and possibly even building projects (maybe with alteration if discovered to be essential).

The Process theory focuses on how something happens and involves the use of input undergone through conversion process to produce outputs. The researcher views the Process theory reviewed as general providing a complex framework for use by project managers in executing projects though it helps in understanding the concepts and relationships of inputs, process and outputs. The theory does not directly take into account the various project management processes. The researchers believe that a paradigmatic transformation of the project management discipline is necessary and that it is crucial to develop a project management methodology for the publication of academic books.

2.5 EMPIRICAL REVIEW

2.5.1 Traditional Scholarly Publishing Processes and Their Challenges

The European Commission (2019) researched that profound modifications had an impact on scholarly publishing, but the method itself remained extremely stable. Jubb (2017) conducts an extensive research on the traditional publishing processes of scholarly books. As noted by Jubb (2017) traditional publishing processes describes the execution of interrelated activities which involves a publisher accepting the work of an author, shaping, printing and making it accessible to the target readership by providing a remunerative reward to the author. According to Jubb (2017) publishing includes a range of tasks aimed at maximizing the effect of a book as far as possible. The study described and clarified the workflows in the academic book publication process: commissioning and procurement, including the search, development, review and evaluation of suggestions. It also involves deciding on what to publish and in what format; contracts and agreements, including rights, permissions, payments, and royalties, for content published in both print and digital forms; editorial development, again for content to be published in a variety of formats; production and operations, covering the work of both staff and freelancers in creating both print and e-books; and marketing, sales, and distribution.

Jubb's study hinges on five key stages of the publishing process which constitute Commissioning and commissioning editors, Contracts and agreements, Editorial development, Production and Marketing, distribution, and sales. The success of any publishing house is critically dependent on their editors' ability to build powerful relationships in their subject region with a range of writers, build convincing lists of fresh suggestions, and develop them into effective books. (Jubb, 2017). Guthrie (2011)

as cited in Jubb (2017) argued that scholarly publishing's editorial function has become more title management than text and shepherding author.

The study of Jubb (2017) enumerated challenges of scholarly books in open access. Challenges relating to costs of Book Processing Charges (BPCs); authors' capacity, typically conceived as their right, to choose where and how to publish their books; rights schemes; workflows and procedures of publishers, libraries and other intermediaries; absence of current incentives for wholesale changes in content management and other publication technologies to manage open access (OA) books more efficiently and effectively; and any such changes would result from any such changes. (Knochelmann, 2016 cited in Jubb, 2017). According to the author, removing constraints on copyright-related use as far as possible is of basic significance and in a setting where financing is tight, meeting OA expenses is therefore a challenge for universities and funders. The concerns raised by many authors that were the difficulty getting their works published (Collins et al., 2016).

The challenges of the study focused mainly on scholarly books in open access which may not be reflective of the challenges that militate against the publishing process of scholarly books. There is a research gap of challenges confronting traditional publishing processes.

Azzam (1995) outlined certain drawbacks as the main variables which show the current situation of traditional scholarly publishing. They included the small market for academic works; the emphasis on manufacturing of textbooks that resulted in a shortage of books in other fields; the general population's poor reading habits; and more distressingly for scholarly publishers, the poor reading habit of learners and lecturers; the lack of knowledge of the publishing process by industry stakeholders; inadequate

number of good authors; poor planning and distribution, and above all the absence of accurate and current information on the publishing sector.

The above study only outlines the challenges of scholarly publishing in Malaysia which may or may not be the case for Ghana. It does not specify the challenges scholarly publishers encounter working with authors, editors, printers or book distributors. The challenges are focused on the market rather than the work of the publishers.

Ganu (2019) emphasised that publishing involves contracting relationships among authors, service providers, literary agents, booksellers, suppliers, packaging information to inform, educate and entertain. The author further outlined the traditional publishing processes which constitute:

- a) Manuscript acquisition (unsolicited manuscripts from authors, lecturers and organizations and solicited manuscripts: textbook production, prominent authors and prominent personalities to tell their story. The publisher agrees with the author on whether royalty terms, outright purchase or partnership terms.
- b) Preliminary assessment of manuscript: In-house evaluation to determine suitability, subject matter, line of business, market potential and form of presentation.
- c) External assessment of manuscript: At least one assessor in the discipline, negotiate fee or use standard fee and revise the manuscript.
- d) Acceptance of manuscript for publication: This involves official correspondence and author/ publisher agreement.
- e) Editorial Processes: The editorial processes constitute copy editing, typesetting, proofreading, index preparation and cover designing which are detailed below:

- Copy editing and text design involves content, substantive and technical editing where the editor checks currency of material, coverage of subject matter, inciting matters and libelous matters. Substantive editing constitutes presentation and style and *dotting 'I's and crossing 't's*. Technical editing also covers text and typography, headings, spacing, illustrations, layout of preliminary pages (title page, copyright page, dedication, contents, foreword, preface, acknowledgement); end matters (appendixes, bibliography, index).
- Typesetting of manuscript involves text and typography, design of illustrations including graphics.
- Proof reading is done by author or independent proof reader. The corrections take the form of:
 - Correction of first proofs by typesetter
 - Reading of second proofs by author
 - Corrections of second proofs
 - Oversight role of publisher in these processes
- Preparation of index as required:
 - (i) Works requiring index:
 - Scholarly and academic works
 - Textbooks/ Course books
 - Biographies/ Autobiographies /Memoirs
 - Atlases
 - (ii) Types of Index:
 - Subject index
 - Names and places
 - Cases (Law texts where these are many)

- Cover design: Provide design briefs to the designer
- Typesetting index and presentation of CRC
- Acquisition of ISBN/ ISSN:
 - Application letter
 - CRC of work
 - Expected date of completion
- Print buying:
 - (i) Locate print production outfits
 - (ii) Request for quotations
 - Print specifications
 - Trimmed size of book/ journal
 - Print run
 - Type of binding: sewing, saddle stitch and perfect binding.
 - Cover: Hard and Paperback
 - Lamination
 - (iii) Ordering of print and payment of deposit
 - (iv) Monitoring of printing
 - (v) Delivery of final product
- Marketing: Marketing activities include Warehousing, Pricing, Mandatory deposit copies, Registration of copyright office, Authors complimentary copies, Book launching, Distribution of samples/inspection copies to selling points/schools/colleges etc, Advertising etc., Sales, Preparation of royalty statements to authors and Payment of royalties to authors and sponsors.

Rao (1974) explained that macro editing deals with major areas constituting the scope of the content, language level and the organisation of work. According to Ganu (2019)

all the scholarly publishers have a house style for the publishing of scholarly books in Ghana and the publishers have adopted international publishing convention such as Chicago Manual of Style to define the scholarly book standards. House style is essentially the format within which a particular publishing house renders their publication.

2.5.2 Project management processes and drawbacks

The Project Management Institute (2017) provides detailed description of the project management processes, process groups and the ten identified knowledge areas which involves the application of the project management processes. Project Management Institute (2017) defined project management processes as a systematic series of activities directed toward causing an end result where one or more inputs will be acted upon to create one or more outputs. The procedures of project management are logically connected by the outputs they generate and may include overlapping tasks that happen throughout the project. The output of one process generally results in either:

- An input to another process, or
- A deliverable of the project or project phase.

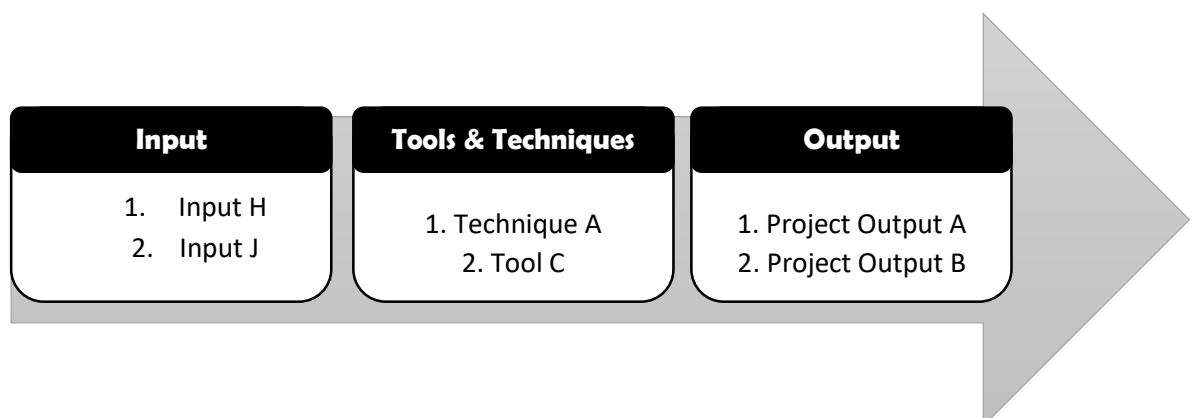


Figure 2.2 Inputs, Techniques and Outputs

Source: Project Management Institute, 2017

The project management processes are logically grouped in terms of a Project Management Process Group to achieve specific project objectives. Project management processes are grouped into the following five Project Management Process Groups:

- **Initiating Process Group.** These processes are performed by obtaining authorization to start the project or phase to define a new project or a new phase of an existing project.
- **Planning Process Group.** These procedures needed to determine the project's scope, refine the objectives, and identify the course of action needed to accomplish the objectives the project was designed to accomplish.
- **Executing Process Group.** Processes carried out in order to complete the work defined in the project management plan to meet the requirements of the project.
- **Monitoring and Controlling Process Group.** The procedures needed to monitor, review, and control the project's progress and results; identify any regions where modifications to the plan are needed; and initiate the associated modifications.
- **Closing Process Group.** Those processes performed to formally complete the project, phase, or contract.

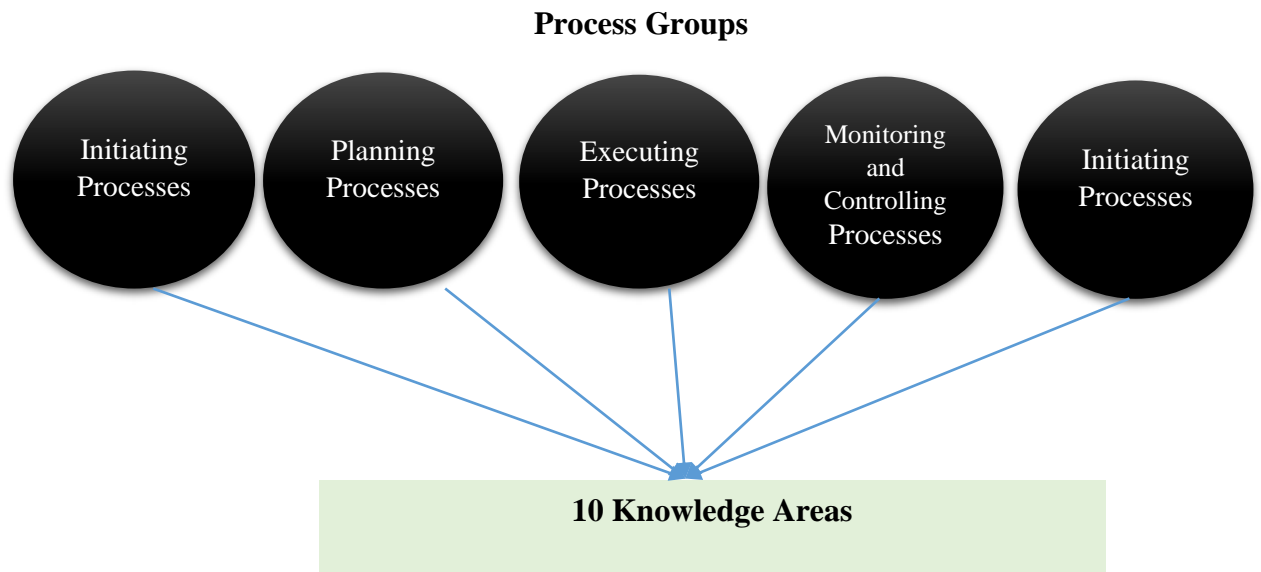


Figure 2.3 Process Groups

Source: Project Management Institute, 2017

The ten Knowledge Areas described in PMBOK Guide (six edition) are:

- **Project Integration Management.** Includes the processes and activities within the Project Management Process Groups to identify, define, combine, unify and coordinate the different processes and project management activities.
- **Project Scope Management.** Includes the processes necessary to ensure that the project includes all the work required to complete the project successfully, and only the work required.
- **Project Schedule Management.** Includes the procedures necessary to handle the project's timely completion.
- **Project Cost Management.** Includes the procedures engaged in planning, estimating, budgeting, funding, financing, handling and controlling expenses in order to complete the project within the authorized budget.
- **Project Quality Management.** Includes procedures for integrating the quality policy of the organization with respect to planning, handling, and controlling

criteria for project and product quality to satisfy the expectations of stakeholders.

- **Project Resource Management.** Includes procedures for identifying, acquiring and managing the resources required to complete the project successfully.
- **Project Communications Management.** Includes the procedures needed to guarantee that project data are planned, collected, created, distributed, stored, retrieved, managed, controlled, monitored and ultimately disposed of.
- **Project Risk Management.** Includes risk management planning procedures, identification, analysis, reaction planning, reaction execution, and project risk surveillance procedures.
- **Project Procurement Management.** Includes the required procedures from outside the project team to buy or obtain goods, services or outcomes.
- **Project Stakeholder Management.** Includes the processes required to identify the people, groups or organizations that could impact or be affected by the project, analyze the expectations of stakeholders and their impact on the project, and develop appropriate management strategies to effectively involve stakeholders in project decisions and implementation.

2.6 CONCEPTUAL FRAMEWORK

A conceptual framework is defined as the result of a number of related concepts derived from data that are used to explain an issue that is the subject of the research (Lester, 2005; Ngulube and Mathipa, 2015 cited in Tipi, 2018). This study relied on the conceptual framework as in figure 2:4. The framework identifies traditional publishing process with barriers inherent in the traditional publishing processes which result in variations in the traditional process by individual scholarly publishers. These process variations lead to lack of standardization with potential

effects mainly poor market for scholarly books. The poor market leads to the influx of foreign scholarly books in Ghana. The barriers in the traditional publishing processes are addressed using the project management processes to create standardization in the publishing process and to also address the barriers of the traditional process of scholarly publishing. The application of the project management processes leads to high quality scholarly books. This creates large market or utilization.

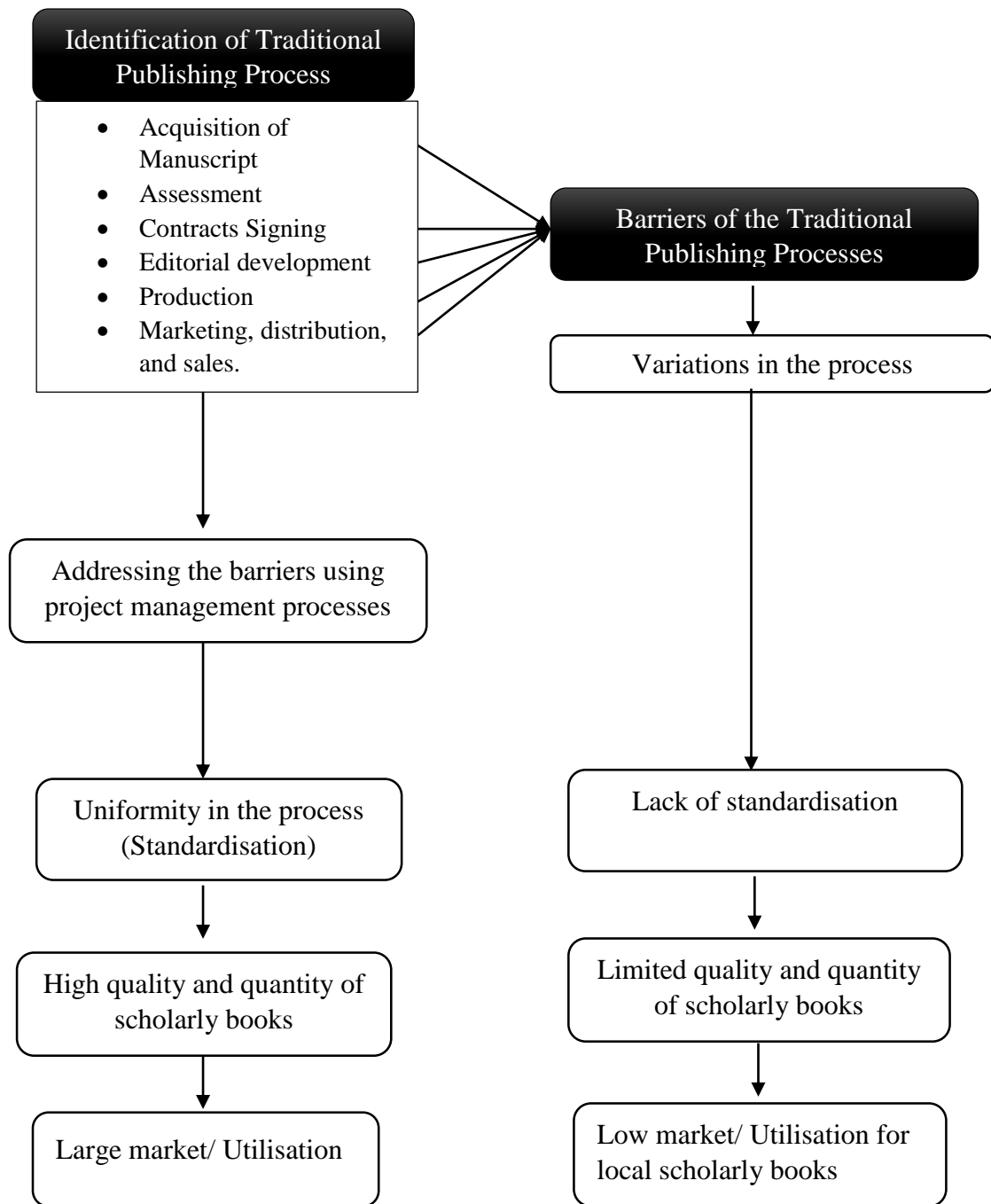


Figure 2.4 A Conceptual Framework for Traditional Scholarly Publishing Process

Source: Author's Construct (2019)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research methodology is the logic through which a researcher addresses the research questions (Mason, 2002), and gains data for the study (Denzin and Lincoln, 2000). This chapter presents the methodology of the study. It outlines the research philosophy, strategy, approach and design. It describes the population, sample size and the sampling technique to help provide accurate data on the subject. This chapter provides validity and reliability testing and also makes a comprehensive analysis of the data. It also captures ethical considerations and provides a diagrammatic representation that summarises the research methodology.

3.2 RESEARCH PHILOSOPHY

There are a number of considerations that underpin the philosophical position of any research (Baiden, 2006). Interpretivism was deployed as a research philosophy for the study. The nature of project management is comparable and therefore an interpretative stance is suitable (Oliver et al., 2005; Douglas, 2006; O'Reilly et al., 2012). Saunders et al. (2012) describe interpretivism as an ongoing process of understanding the social world by analyzing other people's actions, leading to modifications and the development of the meanings of one's actions. This study is about project management, which is a social activity motivated by individuals (Tipi, 2018). Interpretivism research method is considered as ideographic studies, case study or event study (Klein and Myers, 1999); and it has the ability to comprehend the voices, meanings and occurrences of distinct people (Rahman, 2016). Interpretive research assumes “that our knowledge of reality is gained only through social constructions such as language,

consciousness, shared meanings, documents, tools, and other artifacts” (Klein and Myers, 1999 p. 69).

3.3 RESEARCH STRATEGY

The research strategies are mainly categorized under qualitative, quantitative and mixed method.

3.3.1 Qualitative Research

Qualitative research involves scientific narratives and the analysis and interpretation of textual or non-numerical data (or both), mostly from conversations and discussions, to uncover meaningful patterns that describe a particular phenomenon (Chigbu, 2019). Qualitative research describes subjective assessment of attitudes, opinions and behaviour and generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (Kothari, 2004). Creswell (2012, p.238) emphasises that “qualitative research is ‘interpretive’ research, in which you make a personal assessment as to a description that fits the situation or themes that capture the major categories of information. Creswell (2005) defines qualitative study as a form of educational research in which the investigator depends on participants' views, asks wide, general questions, gathers information composed mainly of participants' phrases, explains and analyzes these words for themes, and performs the study in a subjective way.

Qualitative research includes a study method that explores a social human issue where the investigator performs the study in a natural environment and creates a complete and complex representation through a rich description and explanation and thorough examination of the words and opinions of the informants (Creswell, 1998; Miles and Huberman, 1994; Morgan and Smircich, 1980). As commented by Baiden (2006), qualitative researchers tend to collect three kinds of data; in-depth and open-ended

interviews; direct observations and written documents. Grounded, Ethnographic and Narrative designs employ Qualitative research methods (Creswell, 2012).

3.3.2 Quantitative Research

As noted by Aliaga and Gunderson (2002), quantitative research involves explaining a phenomenon by collecting numerical data that are analyzed using statistical approaches. The researcher employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data (Creswell, 2003). Quantitative research methods usually employ with deductive approaches and the sample size can be used to generalize for the population. Experimental, Correlational and Survey designs employ quantitative research strategy (Creswell, 2012).

3.3.3 Mixed Method Research

A mixed method research is a procedure for collecting, analyzing, and “mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell and Plano Clark, 2011). The processes are time consuming and require comprehensive data collection and analysis, and there are several reasons why the blended technique should be used (Creswell (2012). Creswell (2012) clarified that when the investigator has both quantitative and qualitative data and both kinds of data together, a blended method survey is performed that provides a stronger knowledge of your research problem than either type alone. Action research designs uses mixed research methods (Creswell, 2012).

3.3.4 Strategy Adopted in this Research

The qualitative research was adopted for the study. The qualitative research as the research process type in the form of explanatory research was used because interpretivism is underpinned by qualitative research methods (Tipi, 2018). Qualitative

research is suitable for gathering the views, reasons and opinions of respondents to explain processes; identify barriers inherent in the processes and develop project management methodology. This research is non-numerical and is not subject to statistical analysis.

3.4 RESEARCH APPROACH

Trochim (2006) relates inductive and deductive approaches to two wide techniques of reasoning.

3.4.1 Inductive Approach

Trochim (2006) defines inductive approach as moving from the specific to the general and it is underpinned by qualitative research as noted by Creswell (2012). There are no set rules and some qualitative studies may have a deductive orientation (Gabriel, 2013).

3.4.2 Deductive Approach

Creswell and Plano Clark (2007, p. 23) say that the deductive researcher “works from the ‘top down’, from a theory to hypotheses to data to add to or contradict the theory”.

As noted by Creswell (2012) quantitative research is more deductive.

The table below provide a comparative analysis of inductive and deductive research approach.

Table 3.1: Difference between Inductive and deductive approaches to research

	Deductive Approach	Inductive Approach
Theory	Aimed at testing theory	Concerned with the generation of new theory emerging from the data.
Hypothesis/ Research questions	Begins with a hypothesis.	Usually uses research questions to narrow the scope of the study.
Causality/ Phenomenon	The emphasis is generally on causality	Focuses on exploring new phenomena or looking at previously researched phenomena from a different perspective.
Research strategy	Is more commonly associated with quantitative research.	Is generally associated with qualitative research.

Source: Gabriel (2013)

3.4.3 Research Approach Adopted in this Study

The inductive approach was used for this study. Trochim (2006) emphasizes that from the specific to the general, arguments based on experience or observation are best articulated. Given its focus on project management, where individuals are a main element of this job, an inductive study strategy is feasible (Tipi, 2018). As noted by Creswell (2012) quantitative study is highly deductive and qualitative is highly inductive.

3.5 RESEARCH DESIGN

A research design is the “procedures for collecting, analyzing, interpreting and reporting data in research studies” (Creswell and Plano Clark 2007, p.58). Leedy (1997) describes research design as a study plan that provides the general information collection structure. It is defined by MacMillan and Schumacher (2001) as a plan to select topics, study sites and processes for collecting data to answer study questions. Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009). Blismas (2001) as cited in Baiden (2006) recognized four study designs that researchers constantly recommend as feasible alternatives for addressing social science questions.

3.5.1 Survey

The survey design enables big amounts of data to be collected from a big population and is appropriate for data standardization that makes comparisons simple (Jajoo, 2014). The main tool is a questionnaire in which a respondent is requested in a predetermined order to answer the same set of issues (Jajoo, 2014).

3.5.2 Experiment

Jajoo (2014) describes an experiment as a theoretical hypothesis, selection of samples and allocation of them to different experimental conditions, introduction of planned changes, measurement on some variables and control of other variables.

3.5.3 Action Research

Action research includes cooperative diagnosis and assessment of an issue in which the researcher becomes component of the study (Baiden, 2006). Lewin (1947) describes action research as a three-step spiral process of: planning that involves reconnaissance; taking action and fact-finding about the results of the action. According to Stringer (2013), the researcher first looks at the situation by defining the problem and gathering

data. Then, the researcher thinks about the data, reflecting on possible causes of the outcomes.

3.5.4 Case Study

Yin (2003) defines a case study as a story about something unique, special, or interesting—stories can be about individuals, organizations, processes, programs, neighborhoods, institutions, and even events. According to Baiden (2006), case study research includes a thorough and in-depth assessment of a single case and concerns all the complexity and specific nature of the case. As noted by Neale et al. (2006), if there is a distinctive or interesting story to tell, case studies are suitable. Case studies are often used to provide other information context (such as outcome data), providing a more comprehensive image of what occurred in the program and why.

3.5.5 Adopted Research Design

This research adopted a case study design due to the reasons below:

- Case study gives much more extensive information than what is available. The research focuses on establishing traditional process of scholarly publishing and barriers inherent in the traditional process of scholarly publishing which requires in-depth explanation
- It allows the researcher to present data collected from multiple methods (that is, surveys, interviews, document review, and observation) to provide the complete study.
- Case study enables the researcher to understand the phenomenon under inquiry in a holistic manner (Creswell, 1998). The case study design is carried out in a natural setting with the intention of understanding the nature of current processes in an area that was previously little studied (Benbasat, Goldstein, and Mead, 1987 as cited in Diaz Andrade (2009).

- It is appropriate for interpretive comprehension of the study in question. Orlikowski and Baroudi (1991) declare that the case study proved its suitability to create a well-founded interpretive understanding of human / technology interaction in the natural social environment. The investigator can therefore acquire adequate information from the chosen case(s) for subsequent assessment from an interpretive view (Miles and Huberman, 1994).

Other research designs explained above were not adopted in this research because of the reason stated below (Baiden, 2006).

- Surveys are rigid in design and do not permit a thorough inquiry of problems. For conclusive proof, the survey design depends on big samples that definitely do not fit this survey.
- True experiments require a known variable being manipulated to determine its impact on dependent variables. This study investigated the depth and richness of interdependent variables interactions rather than direct causal relationships between variables.
- Action research was not followed because it requires the researcher to be part of the research. Explaining the traditional process of scholarly publishing; identifying challenges and developing a project management methodology do not essentially require the researcher to be part of the working environment.

3.6 POPULATION OF THE STUDY

According to Investopedia (2019) a population is the entire pool from which a statistical sample is drawn and may refer to an entire group of people, objects, events, hospital visits, or measurements. The population understudy was scholarly book publishers of Ghana Book Publishers Association (GBPA) in Accra. The Ghana Book Publishers Association has a total of 120 publishers and out of this twenty are scholarly book

publishers (GBPA, 2019) in Ghana. Scholarly book publishers forming the population of the study are into the publishing of scholarly books on different subjects for teaching and research purposes in universities. Also, data were gathered from National Council for Tertiary Education (NCTE), a government institution under the Ministry of Education to oversee the proper administration of institutions recognized for tertiary education in Ghana (NCTE 1993, Act 454).

3.7 SAMPLING AND SAMPLING TECHNIQUES

3.7.1 Sample Size

As noted by other authors (Charmaz, 2006; Strauss and Corbin, 1998), the sample size depends on the research nature and the theoretical saturation idea. Fusch and Ness (2015) observed that data saturation is achieved when sufficient information is available to reproduce the research when the capacity to acquire extra fresh information has been achieved and extra coding is no longer viable. In a multi-case study, the number of cases goes beyond sampling logic and the typical sample size criteria are irrelevant (Yin, 2003 as cited in Baiden, 2006). The sample size was fifteen but data were gathered from fourteen respondents that constituted:

- Twelve scholarly publishers from the Ghana Book Publishers Association
- Former Director, Ghana Universities Press
- A senior officer, National Council for Tertiary Education (NCTE)

3.7.2 Sampling Techniques

As noted by Gentles et al. (2015) sampling in qualitative research is the selection of specific data sources from which data are collected to address the research objectives. Since data could not be collected from the whole population and due to the scattered nature of the scholarly publishers in Ghana, the respondents were selected using purposive sampling as a non-probability sampling technique to gather data from the

sample. Non-probability sampling method usually constitutes judgment instead of selecting participants randomly because they are easy to access (Showkat and Parveen, 2017). Yin (2011, p.311), for example, defines purposive sampling as “The selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study’s research questions”. Patton (2015, p. 264) explain purposive sampling as: “The logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry. Studying information-rich cases yields insights and in-depth understanding”. Patton (2015) further indicates that purposeful sampling specifically applies to qualitative research regarding his use of the word. The inclusion criteria of the sampling technique adopted were the owners and staff in managerial position at the strategic and tactical level. Any staff of the publishing house below tactical level position were excluded from the sampling technique.

3.8 DATA COLLECTION TECHNIQUES

Kabir (2016) described data collection as the method of collecting and measuring information on interesting factors in an established systematic fashion that allows one to answer stated study questions, test hypotheses, and assess results. The research involved primary collection methods. Qualitative data are not numerical in nature and are generally descriptive or nominal (Kabir, 2016). The primary data are in the form of words that help to better understand reasons, processes, recommendations, challenges and possible solutions to problems. They are first-hand, original and are being analysed or processed for the first time and use.

Interviews were the data collection techniques used. Interviews form the backbone of primary data collection in qualitative research designs (Adhabi1 and Anozie, 2017).

Sewell (n.d) defines interviews in qualitative research as “attempts to understand the world from the subject's point of view, to unfold the meaning of peoples' experiences, to uncover their lived world before scientific explanations.” Face to face and phone interviews were the two main types of interview techniques used to gather data from the respondents. Twelve respondents were interviewed face to face and two respondents that couldn't be reached face to face were interviewed on phone. Face-to-face interviews are the most powerful method of interview since the interviewer can observe the body language, expressions and other reactions to the questions too. This enables the interviewer to draw conclusions easily (Kabir, 2016).

3.8.1 Types of interviews

Interviews can be classified in any qualitative study from their nature of application to their optimal intentions (Edwards and Holland, 2013). Therefore, the three prevalent kinds of interviews include; unstructured, semi-structured and structured interviews (Edwards and Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom and Crabtree, 2006).

Table 3.2: Types of Interviews and their Main Characteristics

Type of Interview	Main Characteristics
Structured Interview	<ul style="list-style-type: none">- data collected through formal style of questioning;- little scope for probing responses;- supplementary questions required to obtain more details and pursue new aspects;- respondents choose an answer from alternatives; and- same wording and question for all interviewees;
Semi-structured Interview	<ul style="list-style-type: none">- data collected through both formal and informal styles of questioning;- responses can be written and supplemented with recording;- responses limited to subject in question but interviewee is free to add more details if the need be;- provides more details about issue being investigated;- respondents provide topical answers; and- all respondents receive the same major issues.
Unstructured Interview	<ul style="list-style-type: none">- data collected through informal style of questioning;- recording responses is most suitable;- respondents say as much as they wish after a brief introduction by the interviewer;- they can be monologues with few prompts to ensure completion of statements;- answers are provided by respondent in any order they so wish; and- brief introduction of same key issues to all respondents.

Sources: Patton (2002), Fellows and Liu (2003), Legard (2003), Bryman (2004) as cited in Baiden (2006)

A semi-structured interview was used for data collection. In this study, the semi-structured interview structure is chosen as it facilitates adaptation during the interview phase and exploration of unexpected questioning routes that may result from dialogue

with the interviewees (Tipi, 2018). Project management is a social activity that cannot be limited by a straitjacket involving a structured interview (Collis and Hussey, 2014, p. 135) as this avoids the follow-up of any fresh thoughts emerging from the interview method. Unstructured interview framework was also not considered because it is too informal and unsuitable for this study as there might be oversight of relevant questions. Unstructured interview could lead to deviation from the subject under discussion. One semi-structured interview guide was developed for the respondents.

3.8.2 Interviewee Selection

The interviews sought to draw responses from expert scholarly publishers with long-standing experience in scholarly publishing. The interviewees mainly the managers of the publishing organisation or project, have been publishing a number of scholarly books for years and some in addition have been publishing journals.

Scholarly publishing is a professional endeavour where no publisher could provide rich data for the study. With the researcher's experience as a staff of the Ghana Book Publishers Association, purposive sampling was easily used to essentially gather responses from scholarly experts that provided rich and insightful data.

3.9 DATA VALIDITY AND RELIABILITY TESTING

In qualitative research, Bogdan and Biklen (1992) define reliability as a degree of accuracy and comprehensiveness of coverage. Achieving this comprehensive coverage enhances the credibility, neutrality, confirmability, dependability, consistency, applicability, trustworthiness, transferability and dependability as preferable terms suggested by Lincoln and Guba (1985).

Validity and reliability are key concepts in research. Creswell and Miller (2000) commented that the validity of a study is affected by the researcher's perception of validity in the study and their choice of paradigm assumption. Based on this, the

researcher consents to the argument of Maxwell (1992) who put forth five kinds of validity in qualitative methods that explore his notion of ‘understanding’: i) *Descriptive validity* – Account precision that is not composed, selective or distorted; ii) *Interpretive validity* referring to the ability of the research to capture the meaning, interpretations, terms, intentions that situations and events, i.e. data, have in their terms for the participants / subjects themselves; iii) *Theoretical validity* describing the extent to which phenomena are explained in the studies; iv) *Generalizability* describes the opinion that the produced theory may help to understand other comparable circumstances; v) *Evaluative validity* describes the implementation of an evaluative, judgmental structure rather than a descriptive, explanatory or interpretive system that is being investigated. The interview guides were peer-tested and also underwent supervisor evaluation to test for validity and reliability of data.

3.10 DATA ANALYSIS

3.10.1 Data Analysis Process

The researcher used Miles and Huberman’s Theory of qualitative data analysis (Interactive Model) as the process to analyse the data.

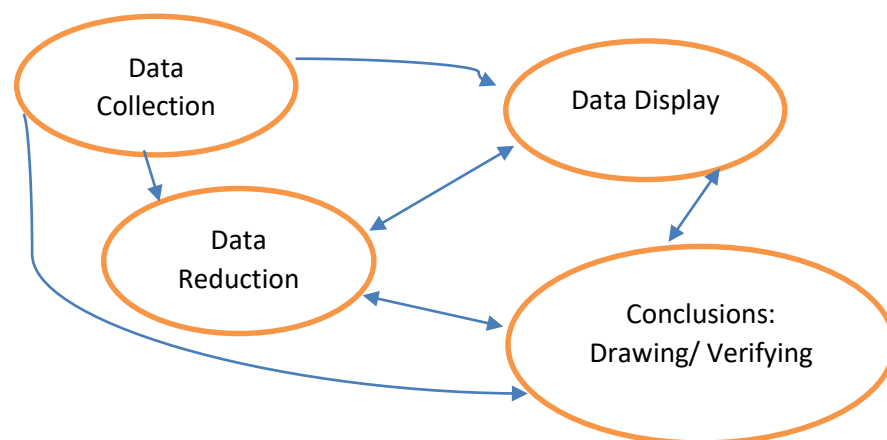


Figure 3.1 Miles and Huberman’s Data Analysis

Source: Miles and Huberman, 1994

After collecting data, the analysis constitutes three concurrent flows of activity: data reduction, data display and conclusion drawing / verifying. Data reduction refers to selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions (Miles and Huberman, 1994). Data display, a second major flow of analysis activity, is an organized, compressed assembly of information that permits conclusion drawing and action. Conclusion drawing and verification notes regularities, patterns, explanations, possible configurations, causal flows and propositions (Miles and Huberman, 1994). The recorded interviews were transcribed and then selected or coded submissions focusing on the key themes. The data was simplified taking off irrelevant data and the data were analysed in an organized explanatory manner.

3.10.2 Data Analysis Techniques

The research employed narrative analysis and content analysis as analytical techniques to analyse the work. Narrative analysis is an approach made to interview data about how and why individuals speak about their experiences or an organization's or industry's culture (Gilbert, 2008). The author further describes that the narrative method does not only concern the story-telling parts or features of an account, but also the social interactions between the interviewer and the interviewee, which promote and impact the way an account is submitted. A narrative strategy will take into account both the content and the account type of the interviewee and the relationships with the interviewer (Gilbert, 2008).

Qualitative content analysis is one of numerous research analytical tools used to analyze text data. According to Hsieh and Shannon (2005), current content analysis applications reveal three different methods: directed, conventional or summative. All three methods are used to interpret significance from text information material and thus conform to

the paradigm of naturalism. The main distinctions among the methods are coding schemes, coding origins, and threats to trustworthiness. Coding categories are obtained straight from text information in conventional content assessment. Analysis begins with a theory or appropriate study results as guidance for original codes with a targeted strategy. A summative content analysis includes counting and comparing, generally keywords or content, followed by the underlying context interpretation. In the study, all three methods have been implemented.

The diagram below summarises the data analysis process which involves Miles and Huberman's Theory of qualitative data analysis. After data gathering, the raw data was transcribed manually. The data were transcribed as and when the interview was done. The researcher did not pile up the interview data before transcription. Organising and preparing data for analysis involved reading all the verbatim transcriptions and sifting the data from irrelevant data. The data were read again and the respondents were coded using letters from 'A' to 'N' for the sake of ethical consideration (confidentiality) as shown in table 3.2. The coded data were described and classified into themes hence, getting the case studies or interrelated themes/ description for the study. The key themes constitute the traditional processes of scholarly publishing such as Manuscript acquisition, Assessment, Contract signing, Editorial development, Production, Marketing, sales and distribution of scholarly books as well as Challenges of scholarly publishing. The data were simplified taking off irrelevant data and analyze in an organized explanatory manner. The meaning of the themes were interpreted and the narrative and content analysis approach were applied for the presentation of the content.

Table 3.3 Code for respondents interviewed

Interviewee ID	Code
Scholarly Publisher A	SPA-01-W
Scholarly Publisher B	SPB-02-G
Scholarly Publisher C	SPC-03-B
Scholarly Publisher D	SPD-04-C
Scholarly Publisher E	SPE-05-S
Scholarly Publisher F	SPF-06-E
Scholarly Publisher G	SPG-07-S
Scholarly Publisher H	SPH-08-N
Scholarly Publisher I	SPI-09-A
Scholarly Researcher J	SPJ-10-S
Scholarly Publisher K	SPL-12-D
Scholarly Publisher L	SPM-13-A
Scholarly Publisher M	SPN-14-G
Scholarly Publisher N	SPO-15-A

Source: Author's Development (2019)

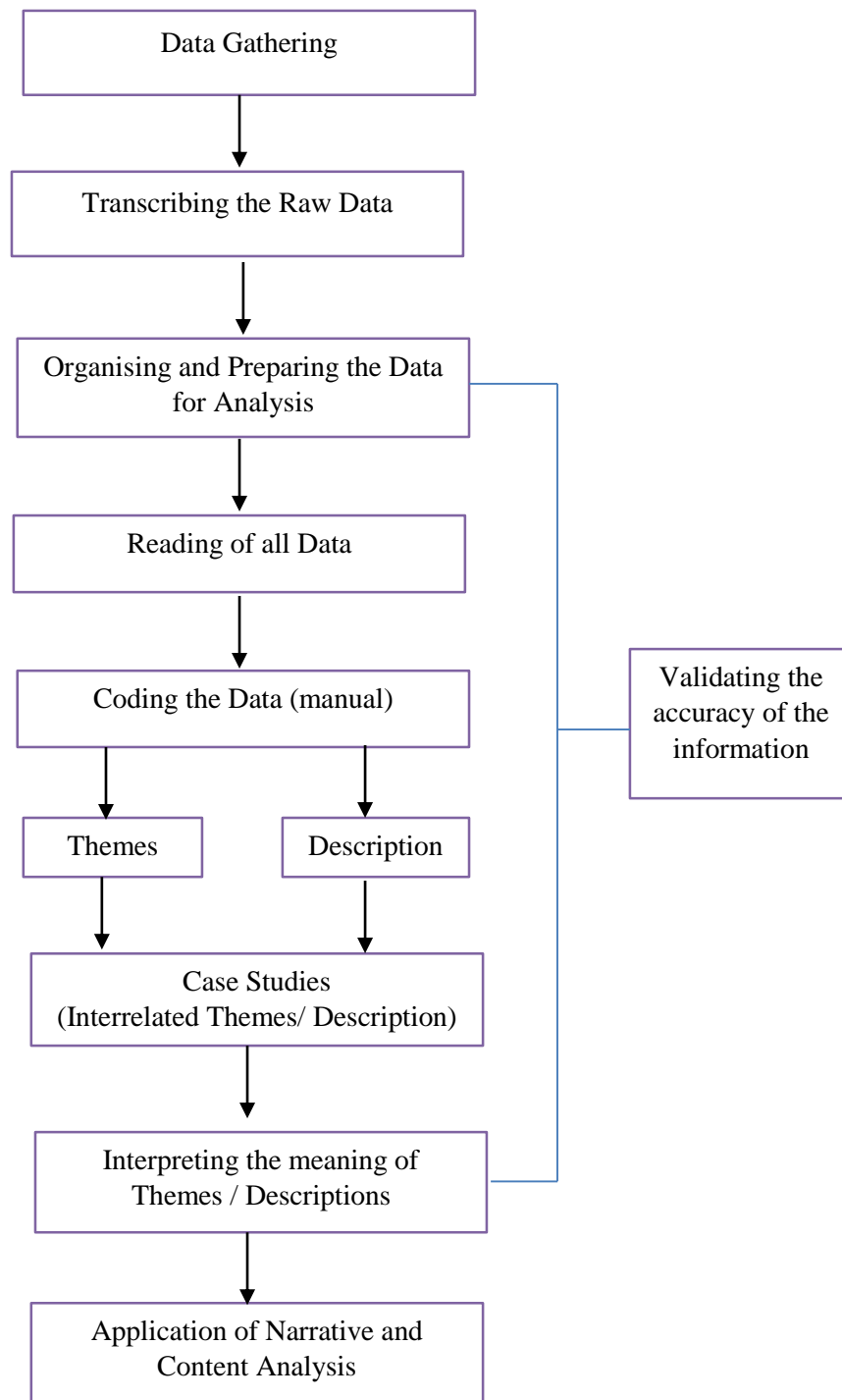


Figure 3.2 Data Analysis Process in Qualitative Research

Source: Author's Development (2019)

3.11 ETHICAL CONSIDERATIONS

A researcher has an ethical responsibility to protect the interest and privacy of respondents of the study. Creswell (2009) provides the following ethical considerations which were executed by the researcher to protect the respondent's rights: 1) the research objectives were articulated verbally and in writing for clear understanding by the respondent (including a description of how data would be used), 2) permission to proceed with the study as articulated was sought from the respondent right after the interview, 3) the respondent was notified of all data collection devices and activities, 4) verbatim transcriptions and documented interpretations and analysis were done without adding what has not been said by the respondent or publishing what the respondent said confidentially 5) the respondent's rights, interests and wishes were considered first when choices were made regarding reporting the data, and 6) The final decision on the anonymity of the respondent was with the interviewees.

3.12 CHAPTER SUMMARY

The diagram below summarizes the methodology used for the qualitative research on project management processes in scholarly publishing in Ghana.

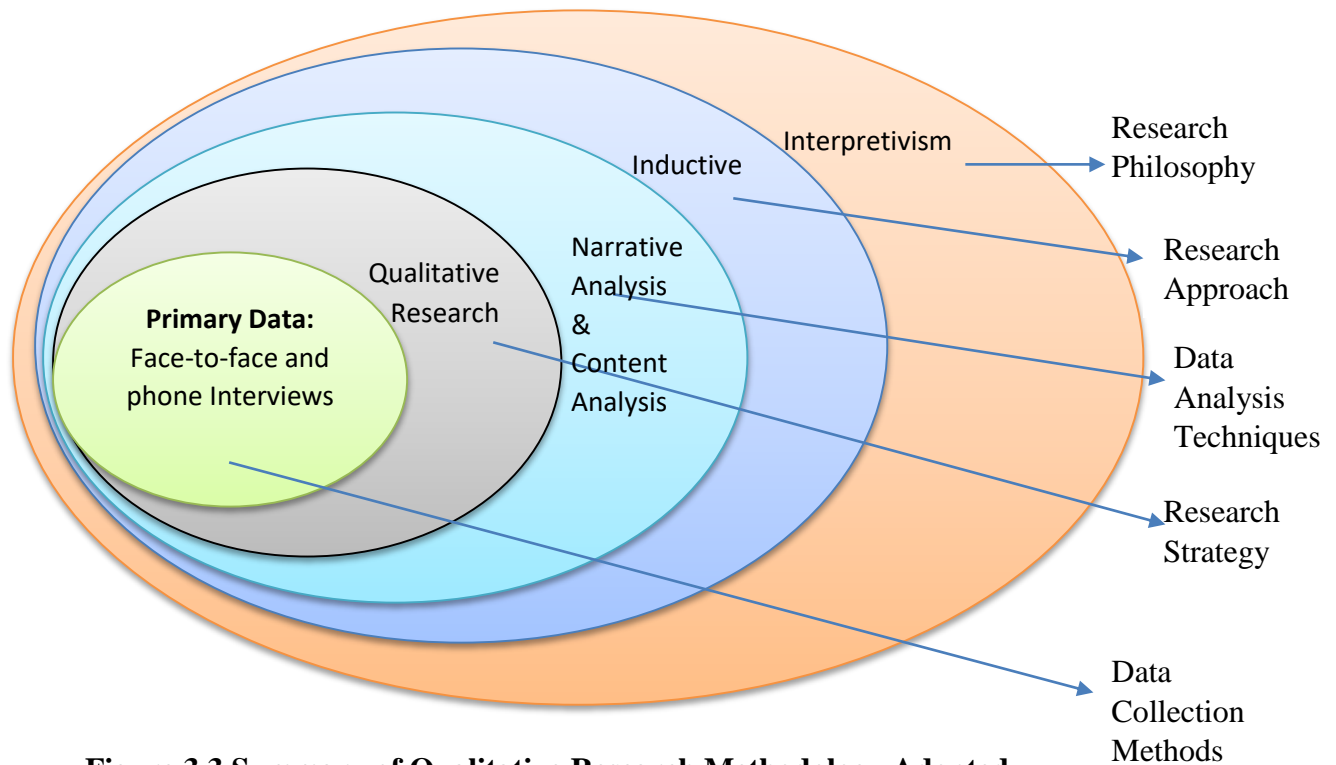


Figure 3.3 Summary of Qualitative Research Methodology Adopted

Source: Author's development (2019)

Fourteen scholarly publishers were interviewed using semi-structured interview guide through face to face and phone. The study adopted qualitative research underpinned by interpretivism (research philosophy) and inductive approach. Miles and Huberman's qualitative analysis techniques were used with Narrative and Content analysis as analytical tools.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the analysis of data and discusses the interview results to provide meaningful responses to the objectives the study set up to achieve. The chapter details the profiles of the respondents and analysis of the interview results. This chapter is divided into three main sections, each covering an objective. The first section employs narrative and content analysis framework which comprehensively establishes the traditional processes adopted in the publishing of scholarly books in Ghana. The second section adopts narrative and content analysis to capture the barriers inherent in the traditional processes of scholarly publishing in Ghana. The third section develops project management methodology to mitigate against the barriers inherent in the traditional processes of scholarly publishing.

4.2 PROFILE OF INTERVIEW RESPONDENTS

The source of data which constitutes the background of the respondents determine the credibility of data collected (Annoa, 2013). This instills confidence in the findings of the research because qualitative research usually relies on rich feedback from respondents to achieve saturation. Fusch and Ness (2015) observed that data saturation is achieved when sufficient information is available to reproduce the survey when the capacity to acquire extra fresh information has been achieved and extra coding is no longer viable. In order to attract respondents with quality profiles, purposive sampling technique was adopted to select participants or sources of data based on their anticipated richness and relevance of information in relation to the study's research questions" (Yin, 2011). The researcher focused on three key characteristics of respondents relevant

for the study: the number of years of scholarly book publishing experience, position in the publishing organisation and the role being performed in the publishing project.

Table 4.1: Summarises interviewees' profiles

Interviewee ID	Initial Year of experience	Position	Publishing Firm's Specialty	Brief Description of Project Role
Scholarly Publisher A	1977	Scholarly Editor Managing Director	All fields	Started as scholarly editor and rose through the ranks to become the Director of the publishing firm (Project manager).
Scholarly Publisher B	1985	Scholarly Editor CEO	All fields	Started as an assistant editor and rose through the ranks to become the Director of the publishing firm (Project manager) and also worked as a lecturer.
Scholarly Publisher C	1990	Publishing Firm's Owner CEO	Law books	Works as the owner and CEO of the firm that specialises on law books.
Scholarly Publisher D	1992	Publishing assistant	Agricultural Science and other fields	Works as scholarly editor and coordinator of the scholarly book projects.
Scholarly Publisher E	1993	Publishing Firm's Owner CEO	Academic books, Cultural and other fields	Works as the owner and director overseeing the publishing activities of the book projects.
Scholarly Publisher F	1994	Scholarly editor	All fields	Works as a scholarly editor and is part of the strategic decision-making body.
Scholarly Publisher G	1997	Managing Director	All fields	Directly supervises the scholarly book projects to achieve stated objectives and works as a lecturer

Scholarly Publisher H	2004	Publishing coordinator	Tertiary education	Works as secretary to the editorial Board and coordinates the scholarly book projects.
Scholarly Publisher I	2006	Publishing manager	Academic books	Manages the publishing process of academic books.
Scholarly Researcher J	2009	Director	All fields	Works as a project manager of the scholarly book projects.
Scholarly Publisher K	2010	Publishing Firm's Owner CEO	All fields	Works as the Project manager who oversees the implementation of scholarly book projects.
Scholarly Publisher L	2011	Director	Applied research	Works as a peer reviewer and also manages the scholarly book projects as the Director.
Scholarly Publisher M	2012	Publishing Firm's Owner CEO	All fields	Project manager, the owner of the publishing firm who also oversees the implementation of scholarly book projects.
Scholarly Publisher N	2012	Publishing manager	Academic books	Manages the publishing of academic books.

Source: Author's Development (2019)

4.3 OBJECTIVE 1: TRADITIONAL PROCESSES OF SCHOLARLY BOOK PUBLISHING

Traditional processes of scholarly book publishing are similar in terms of steps but its implementation approach or strategies vary from country to country and from publisher to publisher (Jubb, 2017). According to Ganu (2019) there are five main stages in the traditional processes in scholarly book publishing; acquisition of manuscript, editorial development, acquisition of ISBN, production (printing/ electronic formatting), and marketing, distribution and sales.

As culture and economic resources vary from country to country and society to society, it is expected that book publishing which is an occupation exhibit some of these features. These emanate from the institutional challenges such as labour cost and cost of other inputs. The role of the publisher (individual or organization) is basically to ensure overall supervision of the entire processes. The publisher engages the services of other professionals which include reviewers, editors, typesetters, designers, proofreaders, marketers and booksellers. This results in the various departments or stages in the scholarly publishing industry. The study found that all these stages are employed in the scholarly publishing in Ghana as all the respondents responded that they acquire manuscript, then conduct editing of manuscript, produce electronic or printed formats, marketing, distribution and sales.

Could you please briefly outline the main steps you take in publishing a scholarly book?

“I first receive a call from writer or lecturer for publication order which is followed reception of manuscript, then after internal assessment of the script I sign written contract with the writer or institution, produce either electronic or hard copies and then market the scholarly book”. - **Scholarly Publisher K**

This assertion of respondent K was not too different from Scholarly Publishers B, C, G and F. For instance, respondent G’s response to same question was:

“Lecturers come in and go as you see some busily sorting out their work out in the editorial department in my company. I first receive their scripts, assess, edit for errors, go for International Standard Book Number (ISBN) then proceed to the end of the publishing processes without signing a written contract with the author since I fund the book project.” – **Scholarly Publisher G**

Clearly, it is evident that traditional publishing processes in Ghana follows the main stages of publishing as stated by Ganu. This finding from the study is not different from

similar study done in Malaysia (Azzam (1995). As noted by The European Commission (2019), profound modifications has an impact on scholarly publishing, but the method itself remained extremely stable.

“Funding difficulties created other non-traditional publishing models such as vanity publishing, shared publishing and co-publication, though all follow the traditional publishing processes” – **Scholarly Publisher S**

The study found other three publishing models aside traditional publishing where publishers fund the book project: Vanity publishing, shared publishing and co-publication. Schwartz (2019) emphasised the role of vanity publishers as publishers who charge authors for editing, formatting, cover design, and often marketing and promotions to help get their book exposure. According to the study, thirteen out of the fourteen scholarly publishers interviewed practice vanity publishing. Schwartz (2019) attributes three reasons for the use of vanity by authors:

- Authors have a difficulty identifying professional editors, designers, and formatters and want help.
- They don't know how to market or promote their self-published book.
- They do not know the difference between vanity and traditional publishing.

What is missing from the above reasons is difficulty for authors to get publishers to fund and publish their scholarly works.

“I used to find the publishing of scholarly books but I have stopped because of selling difficulties. Now I only ask authors to fund. Ghana Universities Press was set up to fund and publish the scholarly works of lecturers and other authors but now at the resuscitating stage.” – **Scholarly Publisher A**

This assertion was affirmed by Scholarly Publisher B to E. The study also found that shared publishing (a form of publishing partnership in which both the author and the publisher fund the project) was adopted by four respondents. Scholarly publishers B, D and J have co-published with other publishers.

However, the implementation approach for the various stages of the processes as indicated vary from one publisher to another. Below are the details of how the publishers carry out activities in the stages.

4.3.1 Acquisition of Manuscript

As it has been noted in literature, publishing always begins with a manuscript. In fact, there cannot be any book without acquiring scripts from authors. According to Rao (1974) the manuscript is the base on which a publishing house is erected and without manuscripts, there would be no book publishing. This was exactly so from all the respondents under the study.

“Having or taken possession of the manuscript does not end it. Publisher will have to assess the script for publication worthiness and economic cost of production of publication. Thereafter the acquisition stage is completed with a binding contract between the author and the publisher”. - **Scholarly Publishers C and D**

Niederman et al. (2018) related Process theory to projects and explained how its focus on particular outcomes emerge from a sequence of actions and events (that is, planned and unplanned events), taking specific inputs into consideration (including triggers). Manuscript as the main input that undergoes transformational processes into the final product (output).

This was also the case under the study. A study conducted in London (Jubb, 2017) on the traditional processes of scholarly publishing outlined commissioning and procurement, including the search, development, review and evaluation of suggestions.

It also involves deciding on what to publish and in what format; contracts and agreements, including rights, permissions, payments, and royalties, for content published in both print and digital forms; editorial development, again for content to be published in a variety of formats; production and operations, covering the work of both staff and freelancers in creating both print and e-books; and marketing, sales, and distribution. This affirms finding aforementioned that acquisition of manuscript through solicited (commissioning) or unsolicited means is the leading stage.

The study found manuscript assessment as the most critical stage in scholarly publishing because a scholarly book involves research work that positions itself as an authority on a particular subject. RedLink (2014) noted that peer review has consistently been noted as the top concern of scholars and is used to maintain the quality, standard, and performance of the publication.

“The author’s work must be peer reviewed and requires at least two opinions on the same manuscript. Publishers use at least two independent reviewers because they do not want to rely on the viewpoint of one assessor to assess the work. When the manuscript is rejected or not accepted it is sent to the author to rework”. – **Scholarly**

Publisher A

Considerations for assessment: The study found that respondents have criteria for assessing the work and thirteen out of fourteen scholarly publishers interviewed have standards the manuscript should meet. Scholarly Publishers A, J and N provided the considerations below:

- *The presentation and style of the manuscript. Is the manuscript written in the form suitable for the readers?*
- *Information content. Is the information adequate, accurate and current?*

- *Whether the work is an entirely new knowledge, new procedure or new technique. Has the work come out with something which others have not come out with? Scholarly books should always have new knowledge to share.*
- *Whether the work is suitable for the intended readers.*
- *Marketing was never a major consideration so far as the book meets the set criteria and contributes to knowledge.*

Contract signing completes the manuscript acquisition process and one of the key significance of contract signing is serving as an indication that the author has assigned their work to the publisher to publish. The study found that almost all the respondents sign written contracts as a suitable permanent record, to manage the business relationship between the publisher and author and for future reference purposes. However, respondent H claims that he does not sign written contract because the publisher funds the author's work.

Scholarly Publisher A, F and N provided the following items they usually include in their contract with authors.

- Name of author, publisher and witness(es) of the two parties
- Copyright – who owns the copyright: publisher or author? The author of the work has the sole moral rights. According to the Copyright Act, 2005 (Act 690) moral right is a mandatory legal provision which demands that the name or pseudonym of the author be mentioned in all usage of the work, and the party that funds the project. The party that funds the work usually owns the economic rights. This clause is fundamental in the signing of the contract between the publisher and author.
- Grant of publishing rights
- Author's warranties and Indemnity

- Style and price of the book
- Advertising and promotion
- Subsidiary rights
- Revision of the work
- Force majeure
- Royalties
- Statements and payments
- Termination and revision of rights
- Notices
- Waivers
- Laws applicable

4.3.2 Editorial Development

As commented by Papercheck (2013, p.2), “the importance of editing and proofreading cannot be underestimated. Mistakes and imperfections convey carelessness in any kind of work, and in the workplace, the stakes are even higher”. Editing is the process of refining or shaping the content of a manuscript into a suitable publishable material.

“The editor’s basic objective is to disseminate knowledge in a comprehensive and friendly manner. The editor makes research before commenting on something. It is unprofessional for the editor to make a comment they are not sure. Technological advancement has made it possible for easy and quick referencing. In scholarly publishing, the major part of the work is done by the editor and the typesetter.” -

Scholarly Publisher B

The study found that the editorial development stage involves two major types of editing: macro or content editing and copy editing. Four out of the fourteen scholarly

publishers assign one editor to edit the work while ten out of fourteen assign at least two editors to do independent reading and editing of the work.

“Macro editing deals with major areas constituting the scope of the content, language level and the organisation of work. Macro editing is basically concerned with the general reading of text to improve the overall coverage and presentation of a piece of writing, on the aforementioned areas”. - **Scholarly Publisher I**

“The work of the copy editor is very crucial because it gives attention to detail. The completion of macro editing does not mean that it has taken care of all the editing. The job of the macro editor is to eliminate major errors that do not define the manuscript in relation to its target readers”. - **Scholarly Publisher G**

Copy editing, the next type of editing after macro editing, was explained further by to Scholarly Publisher B.

“Copy editing is referred to as technical editing and involves dotting the I’s and crossing the T’s. It is called micro editing because it focuses on the specifics of the content. Another aspect of the copy editing is text and typography design which involves the typeface, type size and the use of indent, upper case and lower case.” -

Scholarly Publisher B

Matthew (2008) presented the role of the copy editor in 5 C’s as stated below:

- Clear (no ambiguity),
- Correct (no grammatical or semantic errors),
- Concise (straight to the point),
- Comprehensible (appropriate diction for the readers) and
- Consistent (sticking to a particular style – spelling, symbols, abbreviations, dating, heading and referencing).

The study revealed that the editors of the respondents play the above roles to ensure that the work is wholesome.

The study found that when all the edited corrections are effected, the next stage is cover and layout design. A book designer's main goal is to ensure that all elements of the book fit together in a seamless package (The Frontispiece, 2017). Scholarly Publishers F and I do not give design briefs while the rest interviewed provide design briefs to the designer.

“The designer is not given design briefs to avoid limitations and enhance the creativity of the designer”. – **Scholarly Publishers F and I**

Design brief is an instructional guide that spells out the prescribed layout or the scope of work for the design. According to the respondent M, the designer provides illustrations such as diagrams, graphs and curves meant which couldn't be created by the author or typesetter. The work of the designer also involves photo editing, colour and layout design as well as ensuring accurate arrangement of preliminary pages (front matter), body matter and back (end) matter. “All the scholarly publishers have a house style for the publishing of scholarly books in Ghana. House style is essentially the format within which a particular publishing house renders their publication. All the publishers have adopted international publishing convention such as Chicago Manual of Style to define the scholarly book standards (Ganu, 2019).

“Ghana Book Standards have been developed and when the book does not follow the standard format, George Padmore Research Library mandated to issue International Standard Book Numbers (ISBNs) in Ghana would not issue the ISBN”. – **Scholarly Publisher B**

The designing of the book cover is a collective editorial decision with the author. Sometimes, the author may have a clearer picture of what the cover of the scholarly

book should be. The author may prefer a particular diagram, formula or photo to be placed on the front cover. The authors are given the opportunity to make input on the cover design. Cover design is not a decision by one person.

Proofreading is essential in business; however, one little blemish can detract from an entire piece, causing a customer's overall impression to suffer (Papercheck, 2013). The study revealed that after layout and cover design, proofreading is done. Proofreading refers to any correction done after editing (Rao, 1974). For respondents A to I, the author is engaged to do the first proofreading and a second proofreader. Few of the publishers move a step further to engage two proofreaders in addition to the author. The study showed that the editor collates the proofread works and tasked the typesetter/designer to effect the corrections. After corrections are effected, the editorial department assigns someone to check the proof or match the corrected proof with the original work. If some corrections are not done it is referred to the designer for correction. The proofreading and the approval of the author vary from publisher to publisher. For instance, below are the case of two different respondents.

"We send the final work to the author via e-mail for approval before production. When the author approves by replying to the mail, we therefore proceed with printing." -

Scholarly Publisher F

In a typical case of **Scholarly Publisher B**:

"The author appends his initials on each page to signify approval. Any page without the initials of the author indicates that there is an error to be effected or a clarification to be made from the editor."

The editor works with the author to get all unapproved pages corrected and an updated final proof is sent to the author to approve those pages by appending his initials before it is printed and/ or distributed electronically.

4.3.3 Production

Generally, printing of books has undergone a lot of developmental changes and printing completes the production process. The publishers buy print mainly from local printers to print few copies except Scholarly Publisher K that has in-house printing machines to print on demand. The publishers emphasised that due to the limited market for scholarly books few copies are printed for sale. Also, most of the lecturers usually demand the printing of a certain quantity of copies as per the agreement for teaching or promotion purposes. The work of the publisher ends at production when the contracts stipulates that all printed works should be given to the author to distribute to their students. However, where the publisher is permitted in the contract to sell; then the last stage is marketing, distribution and sales.

4.3.4 Marketing, Distribution and Sales

Marketing, distribution and sales are essential publishing activities which complete the publishing process. The scholarly book is usually in both printed and electronic format. Few copies are printed due to the limited market according to the publishers and most of the scholarly authors focus on book accessibility to the target readers with less focus on sales. The following are strategies devised by scholarly publishers interviewed to market their books:

- The use of scholarly authors to sell directly to students.
- Book launching: Most of the publishers launch the scholarly book when the author is popular. According to them that is the platform to raise money to fully or partially offset the project cost.
- The use of bookshops including EPP Books Services.
- The use of brochure (*marketing basket*) for advertisement purposes.
- The use of organizational website to enhance global accessibility of the book.

- Scholarly book exhibition at academic training programmes.
- Selling on online bookstores which include Amazon, African Books Collective (ABC) and African Journals on-line (AJOL).
- Marketing of scholarly books in international directories.

Patronage of scholarly books except popular authors according to the publishers are not satisfactory, though they unanimously confirm that mostly intensive marketing strategies are not deployed. The diagram below presents a pictorial view of the traditional processes of scholarly book publishing in Ghana.

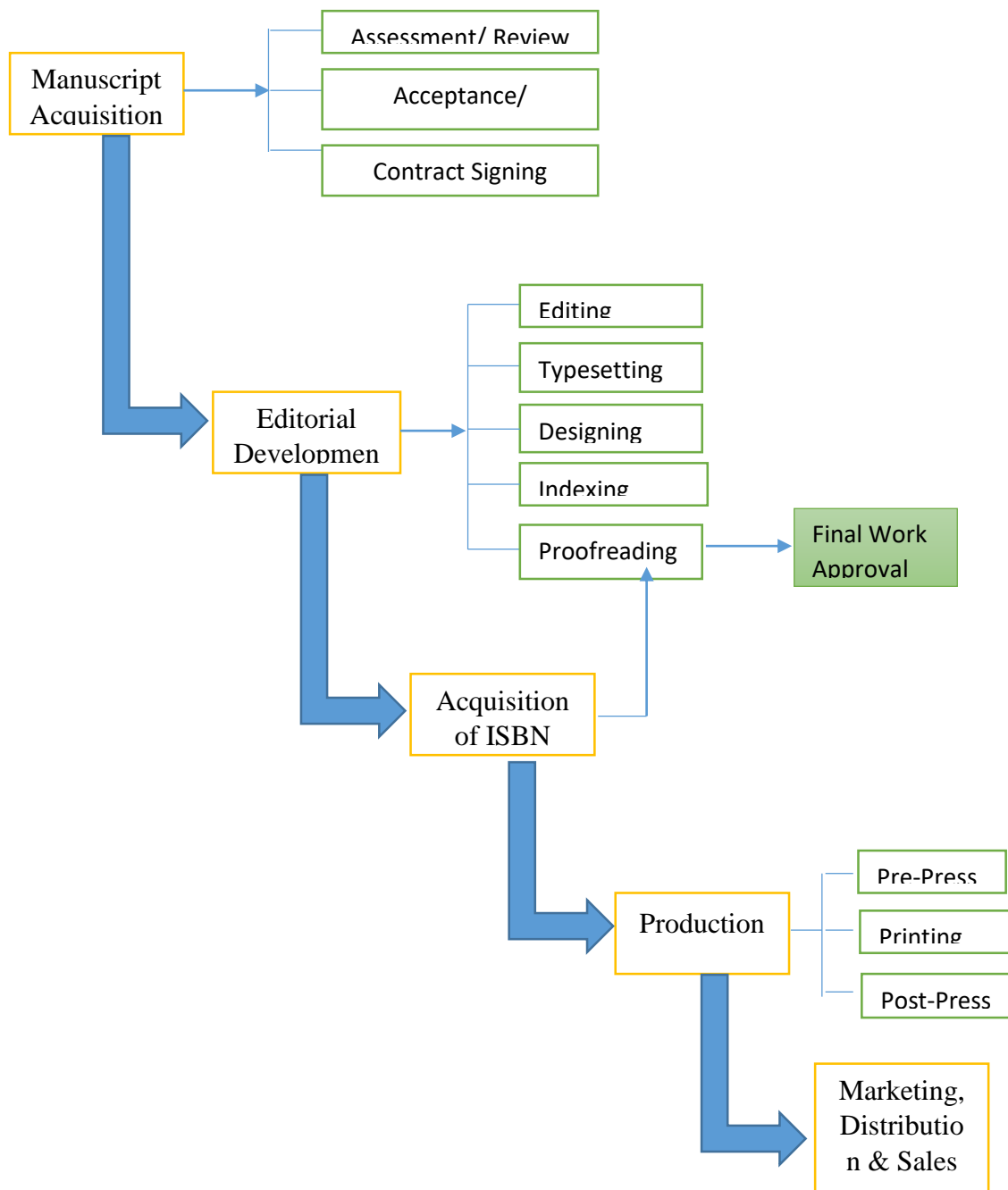


Figure 4.1 The traditional processes of scholarly book publishing

Source: Author's Development (2019)

4.4 OBJECTIVE 2: BARRIERS INHERENT IN SCHOLARLY BOOK PUBLISHING

Human environment is characterized with barriers inherent in the activities carried out. Scholarly book publishing as a temporary human endeavour has its barriers that militate against the quality, quantity and the general attractiveness of the readership towards the books. Azzam (1995) outlined certain barriers inherent in the scholarly publishing industry in Malaysia which included the small market for academic works; the emphasis on manufacturing of textbooks that resulted in a shortage of books in other fields; the general population's poor reading habits; and more distressingly for scholarly publishers, the poor reading habit of learners and lecturers; the lack of knowledge of the publishing process by industry stakeholders; inadequate number of good authors; poor planning and distribution, and above all the absence of accurate and current information on the publishing sector. Scholarly publishers interviewed enumerated and explained some barriers inherent in the publishing of scholarly books in Ghana.

4.4.1 Acquisition of Manuscript

Quality manuscript has always been the bedrock of any book publishing project. The study showed that one of the critical challenges encountered by scholarly publishers in Ghana who adopt the traditional publishing model is the acquisition of quality manuscripts. Publishers are business people and would want to publish a material of value.

“Most of the scholarly writers have difficulty in the writing of scholarly works. They lack writing skills to create quality materials”. - **Scholarly Publisher L**

“Last year, we published five out of one hundred manuscripts received because they were substandard. The substandard manuscripts acquired involve inadequate scope of

work, inaccurate contents, major emphasis on irrelevant information and incomplete work”. - **Scholarly Publisher H**

The Scholarly publishers of authors who fund the project do not view acquisition of manuscripts as a challenge because as it has been pointed out; publishers of such book projects lack control over the content. Funded book projects by authors do not undergo acceptability test but peer review. Scholarly publishers interviewed mostly encounter three key barriers under acquisition:

- Acquisition of substandard manuscripts
- Limited number of manuscripts. Azzam (1995) noted inadequate number of good authors as a barrier to scholarly publishing in Malaysia.
- Outrageous charges by commissioned scholarly authors and their insistence on immediate advance payment.

4.4.2 Assessment of Manuscript

Peer review of scholarly work is a mandatory activity in scholarly book publishing. It is an essential function which is non-negotiable for scholarly books. Twelve out of the fourteen publishers interviewed encounter challenges with peer review of the work. The following are the barriers:

- **High cost and delay of review**

Most of the assessors are busy and most of the professors especially the retired ones are not strong to review the work within schedule. Also, publishers need money to pay assessors. Low financial reward for assessors triggers lack of motivation leading to the delay in the assessment as enumerated below by the respondents.

“Some of the assessors put the book aside and focus on their regular activities because the fees were small”. - **Scholarly Publishers A and B**

“There was a time when the reviewer submitted his assessment report the author had published the work with a different publisher. There were also times when the manuscript was so scanty that the assessor has to provide additional information. In other cases, a different author may be commissioned to fix in missing information.” -

Scholarly Publisher H

- **Difficulty in getting experts to review**

Marion (2007) associated peer review to the following challenges: limitations due to the relatively small number of individuals completing the review, gender bias when reviewing proposals or manuscripts, and the long time from submission to publication, creating a situation in which published findings are dated. This affirms one challenge encountered by Scholarly Publisher A.

“I worked on a book where the author of the book was the only authority on the subject in Ghana at that time. Though there has been improvement in the advent of rapid establishment of public and private tertiary institutions and different programmes of study. Still it is sometimes difficult to get experts for certain subjects”. - **Scholarly**

Publisher A

- **High volume of the manuscript**

According to Scholarly Publisher G, high volume of a manuscript sometimes discourage the reviewer because it may require time for the assessment.

- **Lack of control over contents**

As it has been indicated, publishers do not have enough control over the contents of works funded by the author. Scholarly Publisher G stated the experience of a scholarly book project where the author instructed *“don’t touch my manuscript”*. This is a major setback in scholarly writing.

4.4.3 Editorial Development

There are limited scholarly editors in Ghana to edit scholarly books among other roles such as how to do indexing and referencing. The study showed that some of the authors lack understanding of editorial development and instil so much trust in their work to the extent of disallowing changes or corrections in their work.

“We have had a situation where the author took the publisher to court because he felt a lot of things has been changed in his work.” – Scholarly Publisher D

Publishers, on the other hand, are committed to publishing works that enhance their reputation and prestige. This presupposes that there was lack of effective communication among the project team: editors and authors and the associated misunderstanding among the parties. The identified barrier affirms the assertion of Azzam (1995) that there is lack of knowledge of the publishing process by industry stakeholders.

4.4.4 Production

The study found that with the development of the printing industry in Ghana, publishers do not encounter much challenges on book printing; unlike previously where some printed books were rejected because of poor printing quality. Contemporary, printing in Ghana has developed tremendously according to the publishers with the work of many Ghanaian printed books comparable to international standard. There were few instances where the printed works delayed.

4.4.5 Marketing, Distribution and Sales

Azzam (1995) noted that following barriers that are associated with marketing of scholarly books. They include the small market for academic works; the general population's poor reading habits; and more distressingly for scholarly publishers, the poor reading habit of learners and lecturers and poor planning and distribution of books.

All the respondents also noted that marketing, distribution and sales of scholarly books have been a major barrier encountered by scholarly publishers and authors in Ghana over the years. There has also been age-long perception that scholarly books do not sell well in Ghana. Whereas some publishers confirmed that scholarly books do not sell well in Ghana and the marketing is difficult; others strongly emphasised that poor marketing of scholarly books leads to poor sales. Comparatively, academic books have more limited market than textbooks for primary, junior high schools (JHS) and senior high schools (SHS). Most of the scholarly publishers argue that there is a growing population of university students, hence market is already in existence but strategies to create that market niche is lacking. Effects of poor marketing is the tendency to make foreign scholarly books in certain areas more popular and dominant than local books and advances the position that Africans are consumers of foreign scholarly books.

The following barriers were enumerated by the scholarly publishers interviewed:

- The emergence of systemic problems among scholarly publishers, authors and lecturers. The industry lacks a synergy among these parties and that pose marketing difficulties for publishers and booksellers to create awareness of the books to the target readers mainly tertiary students.
- Unidentified target readership. One of the publisher's functions regarding marketing is to identify the potential buyers of a particular book even before the completion of publishing. The inability to achieve this function and eventually relying on students of a particular course in one university define the scholarly market as limited market. Most of the publishers interviewed prefer giving the printed books to the lecturer as the author to sell to their students and the market of the lecturer is mostly limited to his students.

- The expensive nature of intensive marketing/ selling strategies of scholarly books in Ghana. Scholarly Publisher B underscored that sometimes intensive marketing could be higher than the revenue accrue from the sales.
- Lack of interest for most bookshops/ booksellers to take stock of scholarly books and sell. Most of the bookshops prefer pre-tertiary textbooks to scholarly books because they want books that sell.
- Duplication (photocopying) and use of smart phones to capture scholarly books by students is affecting the selling of academic books. Most of the publishers pointed out that photocopying and camera capturing of scholarly books by students decline the level of sales for such academic books.
- Poor marketing of scholarly books leading to poor sales. Publishers hardly undertake door-to-door book promotion to the lecturers teaching the courses to properly recommend the books for patronage by their students.

4.4.6 Limited Staff Strength

Limited staff strength emerged as one of the barriers inherent the publishing processes. Three publishers indicated that sometimes when a staff is indisposed in the editorial section, the work comes to a halt until the editor resumes work.

4.4.7 Funding

The *fuel* for every project is funding. Only 20 out of 120 member-publishers of the Ghana Book Publishers Association (GBPA) publish scholarly books in addition to textbooks for pre-tertiary education and fiction. Publishers are business-oriented who invest in book projects with profit prospects. Out of the 14 respondents, only 5 fund the book project of scholarly authors under rigorous assessment module.

The other alternative for scholarly authors who want to publish their work is to fund the project. The researcher veered into the Book and Research Allowance received by

lecturers for every academic year to analyse the financial capacity of lecturers to fund the publishing of their scholarly books. Scholarly Publisher A, B, G and L who have been scholarly authors, lecturers and now publishers stated that the universities operate on the policy termed “Publish or Perish” which determines a lecturer’s promotion or dismissal. They further explained that the allowance received from government is used by lecturers in a number of ways including:

- Payment for training programmes such as conferences, workshops and seminars either locally or internationally. When it is outside, the cost involved is huge.
- Patronage of books for teaching and research purposes.
- Conducting of research
- Publishing of papers, journal articles or scholarly books

The most expensive is the publishing of a scholarly book. Similar possible alternative solutions were provided there should be additional funds channeled into grant controlled at the departmental level of the Universities that lecturers could access and pay back after publication.

4.5 OBJECTIVE 3: PROJECT MANAGEMENT METHODOLOGY FOR SCHOLARLY BOOK PUBLISHING

As it has been noted in literature, project management is a body of knowledge deployed by all sectors to successfully execute projects. In Ghana, the processes of publishing scholarly books are purely traditional according to the study. The publishers were asked to identify the various processes of the knowledge areas adopted. It was revealed that almost all of the plans and information are not documented but are kept in the head of the publisher which are not in consonance of project management processes where all information for the five process groups such as initiating, planning, executing,

monitoring and evaluation and closing must be documented to cover the knowledge areas applicable to the project.

Head knowledge dominates in the traditional processes of scholarly book publishing.

Its direct adverse effect is the absence of the publisher or the coordinator it would be difficult for another to take over in a short term due to limited documentation of processes. The table below shows interview results on adopted project management processes.

- A – Full implementation by all the scholarly publishers
- N – No implementation by all the scholarly publishers
- P – Partial implementation by all the scholarly publishers
- Specific Implementation – Code Prefix of the publisher (provided in table

4.2). The first three letters of the code are the acronym for the Interviewee ID.

Table 4.2: Interview results on adopted project management processes

	Project Management Process Groups				
Knowledge Areas	Initiating	Planning	Executing	Monitoring and Evaluation	Closing
	Do you	Do you	How do you	How do you	Do you
Project Integration management	Receive any authorisation from project sponsor? (A)	Develop a plan to manage the whole project? (N)	Manage the project work? Monitoring of tasks verifying results		Sign off to close the project? (SPA-01-W, SPB-02-G & SPH-08-N) The rest

					verbal closure
Project Scope management		Plan scope management? (P)		Ensure that the scope is achieved? Through assessment and editorial development	
Project schedule management		Plan schedule management? (A)		Meet work deadlines? Give timelines to each activity	
Project cost management		Plan cost management? (A)		Control cost? Meeting schedules	
Project quality management		Plan quality management? (A)	Manage quality? (A)	Control quality? Focus is on contents of the work Proofreader checks corrected work Author verifies and approves	
Project resource management		Plan resource management? (N)	Acquire resources? Use more of human resource (A) Manage and develop team Buy print (All except SPL-12-D)	Control resources? Usually engage human services Control presses and materials to avoid waste (SPL-12-D)	

Project communications management		Plan communications management? (N)	Communicate effectively with the project team? (A) among internal project team Ineffective communication with author (SPD-04-C, SPG-07-S & SPH-08-N)	Any monitoring measures for communication among project team? (N)	
Project stakeholder management	Identify stakeholders of the project? (P)	Plan stakeholder management? (N)	Make sure that the needs of your stakeholders? All publishers deal with the author		

Source: Author's Development (2019)

According to the interview results, the implementation of the project management processes does not professionally reflect in the processes of scholarly publishing.

Below are the practical application of the knowledge areas:

- Project Integration management:** The scholarly publishers receive an authorization from the project sponsor being it the publisher or the author. One of the essential documents all require to be present before authorizing the project is the cost estimates/ budget. Mostly the authorization takes the form of a meeting, report or letter and the authorization does not use the format of project charter. In scholarly publishing, contract signing formalizes the authorization to execute the project after review with budget attached mostly. Scholarly Publishing A, B and H formally sign off to close the book project while other publisher do not formally sign off. The project is completed when

the books are printed and delivered to the author or when the publisher undertakes marketing, distribution and sales.

- **Project Scope management:** Scholarly publishers partially manage scope management. No detailed plans are made to manage scope of the product, however standard requirements exist. Analyzing the interview results, the definition of scope for a particular scholarly project is head knowledge, hence not properly documented. Systematic breaking down of work is not done but the publishers easily takes the manuscript through the processes due to experience and high level of expertise. Usually discussion is done with the author on the scope of the work including shaping the content, book cover and printing quality and quantity.
- **Project schedule management:** Scholarly books are time-bound and the time period is of paramount interest to every author. The publishers indicated that roughly they could determine the deadline for the delivery of the work but most of them fail to execute the project within schedule due to delay from assessors, editors and sometimes printers; power fluctuations and the indisposition of a project team member who plays a leading role such as editing.
- **Project cost management:** The estimation of cost is the key activity all publishers carry out before the book project is even assessed. Since the publishers have been publishing books for years, all of them adopt the analogous estimating method to determine cost for the publishing activities and the total budget. Analogous estimating is a technique for estimating the duration or cost of an activity or a project using historical data from a similar activity or project (Project Management Institute, 2017).

- **Project quality management:** Scholarly books are unique because they meet high quality standards. They undergo rigorous quality monitoring and controlling before getting to their final state. The publishers engage reviewers to assess the work; editorial development is carried out before proofreading is eventually performed as a control quality measure to ensure that the quality of the work meets the set standards.
- **Project resource management:** Major focus of project resource management is on the management and development of project team members in the administration, editorial, production and financial department. The execution of scholarly book projects, according to the publishers interviewed is concerned with engaging professionals to work on assigned tasks.
- **Project communications management:** Communication is essential in project management and from the interview results communication is effective among the project team members. The existence of ineffective communication between the publisher and the author for Scholarly Publisher D, G and H created problems within the book project and the book project was not successfully executed.
- **Project stakeholder management:** Scholarly publishing has a narrow stakeholder engagement. Scholarly Publisher A stated that publishers usually deal with authors and the understanding is that the lecturer (author) might have had feedback from the students in using the material to teach before publishing into a book. The main stakeholder the publisher commits to meeting their needs is the author which indirectly translate into the meeting of the needs of the target readership.

Procurement is not a major process and the publishers usually buy print from established printers. Power outages, indisposition of some team members are the associated constraints affecting the execution of the book projects.

This objective seeks to develop project management methodology specially designed in the light of barriers inherent in the traditional processes of scholarly book publishing to mitigate the aforementioned barriers and to introduce predictability into scholarly publishing where the project can be planned well and give the author an accurate deadline. This methodology is built on the traditional scholarly publishing processes.

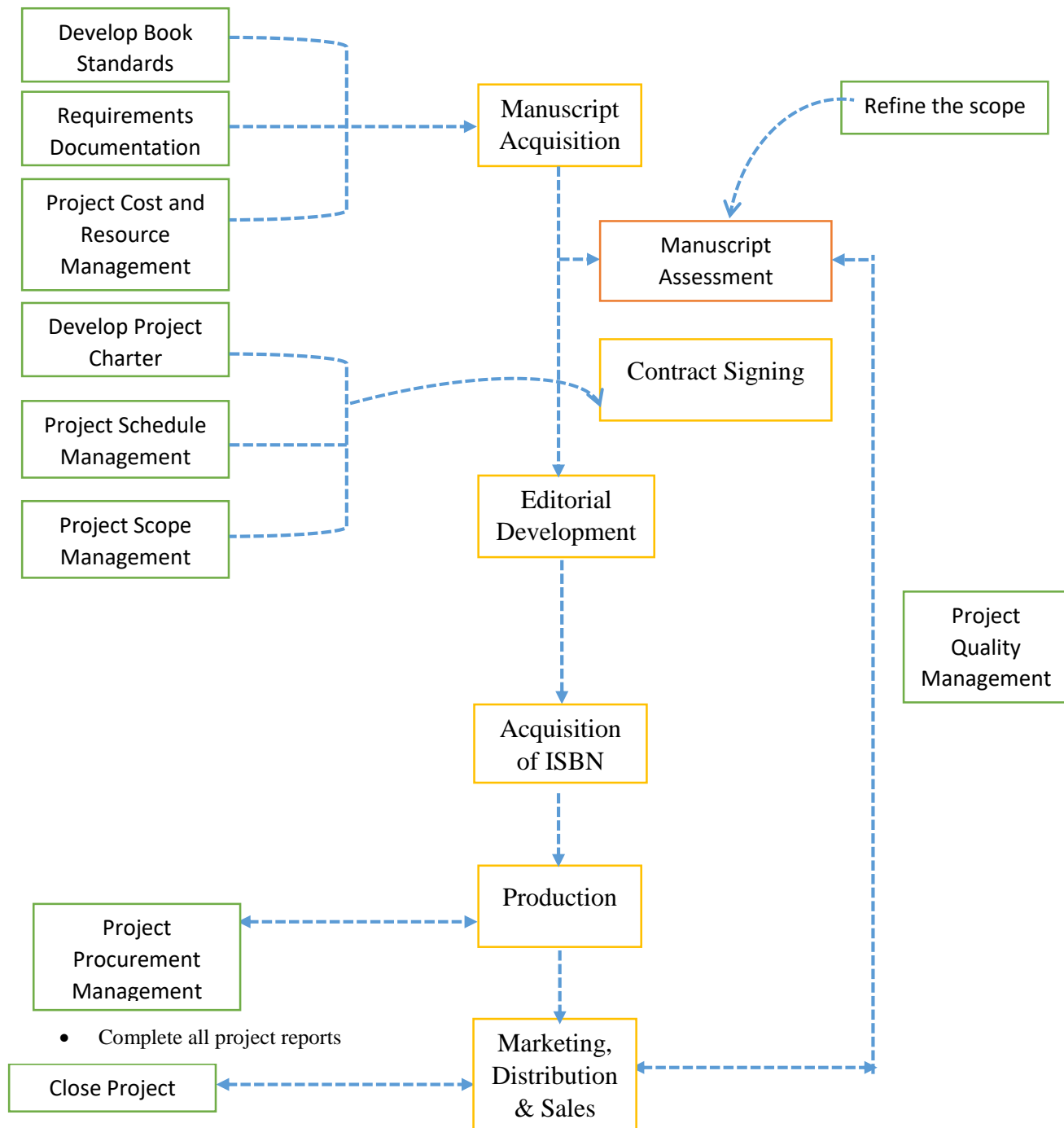


Figure 4.2 Project management methodology for scholarly book publishing

Source: Author's Development (2019)

From the project management model above, book standards which meet international scholarly publishing standards should be developed to serve as a guide to the publisher before a manuscript is acquired. The book standards forms part of the organizational process assets (OPA). These assets refer to policies, procedures, guidelines, templates,

forms, historical information, lessons learned repositories and monitoring and evaluation reports that have been developed from previous projects and can influence or be useful to the current project. The standards are general document that serve as the publishing policy.

Specific requirements should be documented in the light of the types of scholarly books. This is the breakdown of standards to particular manuscripts at the acquisition stage. Also, the resources need especially the project team should be identified, managed and developed. Project resource management provides foundation for project cost management.

At the assessment stage, the scholarly work has the scope of the contents defined. The role of the reviewer involves refining the scope. Contract signing is the formal authorization of the scholarly book project as indicated. The publisher should sign a project charter in addition to the contract because there are important details in the charter which are missing in the contract. The project charter is a document that formally authorizes the existence of a project and provides the project manager with the authority to apply organizational resources to project activities (Project Management Institute, 2017)

The project charter contains:

- Project justification and description
- Objectives of the project and key deliverables
- Success criteria
- High level requirements
- High level risks
- Summary of Milestone Schedule
- Summary of Budget

- Stakeholder List
- Project Manager Authority
- Approvals

After formal authorization from project sponsor, project schedule and quality should be carried. Project schedule management involves planning how to manage schedule; defining the publishing activities; sequencing the activities; estimating timelines for the activities and developing schedule using tools which include Gantt chart while controlling the schedule to ensure execution of deliverables within deadline.

Scholarly books are characterized with quality and consequently project quality management cannot be overemphasized. According to the study there are rigorous activities to achieve quality standards. Quality should be well planned, managed and controlled. Proofreading is a control quality measure for the work.

Project procurement management usually occur during production of the final work. Publishers without in-house press procure / buy printing from printers. Every publishing process is complete when the books are made accessible to the target readers. Proper closing of the book project should be done and all project reports should be completed.

The respondents indicated that the application of project management processes in the publishing of scholarly books would introduce predictability of project delivery and enhance their general success. They stated that the use of head knowledge under the traditional processes would reduce as the success of project management is highly influenced by documentation.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is the concluding part of the study. It summarises key findings of the research, recommendations made to the publishers and other stakeholders of the book industry as well as government. The chapter also outlines directions for future research and conclusions which brings finality to the research.

5.2 REVIEW OF OBJECTIVES

As discussed earlier in chapter one, the aim of the study was to explore project management processes in scholarly publishing in Ghana. The study was designed to achieve three objectives. The three objectives were achieved through narrative and content analysis of interview results from fourteen scholarly publishers.

The first objective was to establish the traditional processes adopted in scholarly book publishing in Ghana. The findings directly revealed the traditional processes adopted by scholarly publishers in the publishing of scholarly books in Ghana. The processes covered include manuscript acquisition, manuscript assessment, contract signing, editorial development (macro and copy editing), designing (layout and cover design), proofreading (final corrections and work approval), production (printed / electronic format) and marketing, distribution and sales (including launching, book exhibition and promotion). Publishing models that are currently adopted in the publishing of scholarly books are traditional publishing, vanity publishing, shared publishing and co-publication, moreover the first two dominate in the publishing landscape. Traditional publishing processes model has been developed in a pictorial form to summarize the processes.

The second objective was to find out the barriers inherent in the traditional processes of scholarly publishing in Ghana. The barriers encountered by publishers were themed under the various stages of the traditional processes. Acquisition of substandard manuscripts; limited number of manuscripts and outrageous charges by commissioned scholarly authors and their insistence on immediate advance payment are barriers inherent in acquisition of manuscript. High cost and delay of peer review, difficulty in getting experts to review the work, high volume of the manuscript and lack of control over contents are barriers associated with the assessment of manuscript. The editorial development of scholarly works are challenged with limited scholarly editors, lack understanding of editorial development by some authors and over-confidence of the quality of work to the extent of disallowing corrections by the publisher/ editor and lack of effective communication among the project team: editors and author. There are major bottlenecks with marketing, distribution and sales of scholarly books in Ghana. These include: poor marketing of scholarly books leading to poor sales and the emergence of systemic problems or lack of synergy among scholarly publishers, authors and lecturers; unidentified target readership; the expensive nature of intensive marketing/ selling strategies of scholarly books in Ghana; lack of interest for most bookshops/ booksellers to take stock of scholarly books and sell and duplication (photocopying) and use of smart phones to capture scholarly books by students is affecting the selling of academic books.

The third objective was to develop project management methodology for addressing the barriers in the traditional processes of publishing of scholarly books in Ghana. The publishers identified knowledge areas in relation to the five process groups (initiating, planning, executing, monitoring and evaluation and closing) adopted in the traditional processes. Project management methodology has been designed to enhance the

traditional publishing model with detailed explanatory on how the framework should work. The relevance of the development of the project management methodology is to mitigate against the barriers inherent in the traditional scholarly publishing processes and to introduce predictability into scholarly publishing.

5.3 SUMMARY OF FINDINGS

The findings of the objectives are summarized in the bulleted points below:

- Ghanaian scholarly publishers adopt similar traditional processes for the publishing of scholarly books. The processes are guided and controlled by head knowledge rather than detailed project documentation to cover each stage of the processes. The traditional processes involves manuscript acquisition, manuscript assessment, contract signing, editorial development (macro and copy editing), designing (layout and cover design), proofreading (final corrections and work approval), production (printed / electronic format) and marketing, distribution and sales (including launching, book exhibition and promotion).
- The scholarly publishing landscape is bedeviled with some barriers inherent in the traditional processes. They include acquisition of substandard manuscripts; limited number of manuscripts and outrageous charges by commissioned scholarly authors and their insistence on immediate advance payment are barriers inherent in acquisition of manuscript. High cost and delay of peer review, difficulty in getting experts to review the work, high volume of the manuscript and lack of control over contents are barriers associated with the assessment of manuscript. The editorial development of scholarly works are challenged with limited scholarly editors, lack understanding of editorial development by some authors and over-confidence of the quality of work to the

extent of disallowing corrections by the publisher/ editor and lack of effective communication among the project team: editors and author. The marketing, distribution and sales of scholarly books in Ghana are challenged with poor marketing of scholarly books leading to poor sales and the emergence of systemic problems or lack of synergy among scholarly publishers, authors and lecturers; unidentified target readership; the expensive nature of intensive marketing/ selling strategies of scholarly books in Ghana; lack of interest for most bookshops/ booksellers to take stock of scholarly books and sell and duplication (photocopying) and use of smart phones of scholarly books.

- Having explored the barriers, project management methodology has been developed as a modern publishing model based on the project management processes to mitigate the identified barriers. It integrates knowledge areas such as project integration management, project scope management, project quality management, project cost management, project communications management, project schedule management, project stakeholder management and project resource management and project procurement. The relevance of the project management framework is to introduce predictability into scholarly publishing to achieve project objectives, products or services within schedule, scope and quality.

5.4 RECOMMENDATIONS

Based on the findings, the following recommendations are put forth to enhance the publishing of scholarly books to advance teaching, learning and research purposes when implemented.

- The Ghana Book Publishers Association and the National Council for Tertiary Education should organize adequate writing training for scholarly writers to

enhance their writing skills in order to generate quality manuscripts for publishing.

- There should be systematic strategies to train more scholarly editors into the field by the Department of Publishing Studies, KNUST in partnership with the GBPA.
- Government should consider reinstating the subvention to the Ghana Universities Press to strengthen their operations and to retake its position as a reputed scholarly publisher globally.
- Each department of the universities should create a research and publication grant with the support of government and international agencies to provide funding for the publishing of scholarly books by lecturers in addition to the Book and Research Allowance provided to lecturers by government.
- There should be a synergy among scholarly publishers (GBPA) and lecturers (Universities) who are mainly authors of scholarly books to eliminate marketing difficulties and strengthen promotion, distribution and sales of such books.
- The Ghana Book Publishers Association should champion periodic workshops for publishers on marketing, distribution and sales on printed and electronic scholarly books.
- Launching of scholarly books should be done with participants including students to make scholarly books attractive in Ghana.
- NCTE should consider developing national scholarly book standards in consultation with stakeholders to achieve standardization of scholarly books to advance the world recognition of Ghanaian scholarly books.

5.5 FUTURE RESEARCH DIRECTIONS

The following are areas which can be explored in future based on the research:

- The study could not be extended to the writing of scholarly books; the processes of writing, its challenges and prospects which are part of the publishing processes by taking responses from scholarly authors.
- The perspectives of scholarly authors on the publishing processes and their relationship with publishers need research attention.

5.6 CONCLUSIONS

Scholarly book publishers adopt the traditional processes in the publishing of scholarly books in Ghana. The processes are similar from one publisher to another. Lecturers have mainly been the authors that write scholarly books in the midst of limited opportunities for authors to publish their works without funding. Almost each stage of the processes have certain barriers inherent in the traditional processes that reinforce some limitations on the publishing of scholarly books in Ghana. The major barriers constitute funding for scholarly book projects; expensive nature and delay in peer review and editing and difficulties of marketing, distribution and sales. The study develops project management methodology to mitigate the explored challenges that inhibit the effectiveness of the traditional processes and to introduce predictability into the publishing of scholarly books.

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APPENDIX

SEMI-STRUCTURED INTERVIEW GUIDE

Topic

Assessment of Project Management Processes in Scholarly Publishing in Ghana

The questions below are designed to provide data to meet the research objectives which are:

- 1. To establish the traditional processes adopted in scholarly publishing in Ghana.*
 - 2. To find out the barriers inherent in the traditional processes of scholarly publishing in Ghana.*
 - 3. To develop project management methodology for addressing the barriers in the traditional processes of publishing of scholarly books in Ghana.*
-

A. Traditional processes of scholarly publishing

1. How long have you been publishing scholarly books?
2. Who authorizes or initiates the publishing project and who funds it?
3. How do you go about publishing your scholarly books?
 - i. What kind of authors do you deal with?
 - ii. How do you acquire and assess your manuscript?
 - iii. What form of contract do you have with your authors? Is it oral, implied or written? Is it outright sale, royalty, co-publication?
 - iv. How do you commission editors and peer reviewers to edit and review your scholarly book for you? Are the editors/ reviewers local or international? If international, why?

- v. Is there any format or prescribed layout for the book?
- vi. Do you distribute the book in only printed or electronic or both? Why not distributing electronically.
- vii. How do you market, distribute or sell the books to the target readers?
- viii. At what point is the scholarly publishing complete?

B. Barriers inherent in the publishing of scholarly works

4. What are the challenges/ barriers inherent in the stages below:

- Commissioning and Acquisition of Manuscript
- Contracts Signing
- Editorial development
- Production
- Marketing, distribution, and sales.

5. What are some of the measures put in place to mitigate these challenges?

C. Development of Project Management Methodology for scholarly publishing

Based on your experience with the traditional scholarly publishing process, which of the following publishing/ project activities do you practice?

	Project Management Process Groups				
Knowledge Areas	Initiating	Planning	Executing	Monitoring and Evaluation	Closing
	Do you	Do you	How do you	How do you	Do you
Project Integration management	Receive any authorisation from project sponsor?	Develop a plan to manage the whole project?	Manage the project work?		Sign off to close the project?
Project Scope management		Plan scope management?		Ensure that the scope is achieved?	
Project schedule management		Plan schedule management?		Meet work deadlines?	
Project cost management		Plan cost management?		Control cost?	
Project quality management		Plan quality management?	Manage quality?	Control quality?	
Project resource management		Plan resource management?	Acquire resources?	Control resources?	
Project communications management		Plan communications management?	Communicate effectively with the project team?	Any monitoring measures for communication among project team?	
Project stakeholder management	Identify stakeholders of the project?	Plan stakeholder management?	Make sure that the needs of your stakeholders?		