

UNIVERSITY OF EDUCATION, WINNEBA

**INTERROGATING THE FORMS OF COMMUNICATION BETWEEN
TEACHERS UNIONS IN SECONDI- TAKORADI METROPOLITAN AREA**

ANASTASIA AIHOON

The logo of the University of Education, Winneba, is a circular emblem. It features a central sun-like symbol with rays, set against a red background. The sun is flanked by two blue circular motifs. The entire emblem is surrounded by a blue border containing the text 'UNIVERSITY OF EDUCATION, WINNEBA' in white capital letters.

**A THESIS IN THE DEPARTMENT OF COMMUNICATION AND MEDIA
STUDIES, FACULTY OF LANGUAGES EDUCATION SUBMITTED TO THE
SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION,
WINNEBA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
AWARD OF THE MASTER OF PHILOSOPHY IN COMMUNICATION AND
MEDIA STUDIES (COMMUNICATION SKILLS) DEGREE**

DECLARATION

STUDENT'S DECLARATION

I, Anastasia Aihoon, declare that this thesis with the exception of quotation and references contained in published works which have all been identified and acknowledged, is entirely my own original works, and it has not been submitted either in part or whole, for another degree elsewhere.

SIGNATURE :

DATE :

SUPERVISOR'S DECLARATION

I hereby declare that the preparation of this work was supervised in accordance with the guidelines for submission of dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR :

SIGNATURE :

DATE :

DEDICATION

To my mother, Florence Duncan, my late father Amos Aihoon and my dearest son whose prayers has brought me this far. I love you so much, God richly bless you.



ACKNOWLEDGMENTS

My greatest gratitude goes to the Almighty God and my supervisor Dr. Andy Ofori-Birikorang for his support, guidance and direction. You are indeed a mentor. Your contributions to my work have really paid off. Doc. God richly bless you in abundance.

I also extend gratitude to Mrs. Juliana Ofosu, Mr. Kwesi Aggrey, Ms Christine Hammond, and Mr. Asare Okae-Anti for their guidance and academic support throughout my stay in the Department of Communication & Media Studies. You urged me to go on even in stressful moments. My gratitude also goes to all the participants of the GNAT and NAGRAT members for granting me an interview.

To my family, I say am very grateful for your love and care throughout my course. I will also like to thank Mrs. Mina Jonfia Tweneboah Kodua for her unconditional love and support throughout my study and to Dr. Michael Mah'moud for his support.

Last but not least, to my dearest Alex Yaw Donkor and my son Steven Kwaw-Donkor for their financial supports, love and care throughout my studies. How can I forget my course mates and friends who played significant roles to help make this work a reality.

TABLE OF CONTENTS

<i>Content</i>	<i>Page</i>
Declaration	ii
Dedication	iii
Acknowledgements.....	iv
Table of Contents... ..	v
List of Table	x
Abstract	xi
CHAPTER ONE: GENERAL INTRODUCTION	
1.0 Introduction.....	1
1.1 Background of the Study....	2
1.2 Statement of the Problem....	4
1.3 Objectives of the Study....	5
1.4 Research Questions.....	6
1.5 Significance of the Study... ..	6
1.6 Scope of the Study... ..	7
1.7 Overview of Chapters... ..	7
1.8 Chapter Summary	9

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction.....	10
2.1	Emergence of Global Trade Unionisation...	10
2.2	Role of Trade/Labour Unions...	12
2.3	Global Challenges Facing Trade/Labour Unions...	14
2.4	The Nexus between Teacher Unions and Trade Unions...	16
2.5	History of Teacher Unions in Ghana...	17
2.6	The Role of Communication in Organisations...	19
2.7	The Evolution of Organisational Communication...	20
2.8	Forms of Communication in Organisation...	22
2.9	Channel Appropriateness in Organisational Communication...	25
2.9.1	Barriers to Effective Communication in Organisation...	28
2.9.2	Communication Satisfaction in Organisation...	31
2.10	Theoretical Framework	34
2.10.1	Introduction	34
2.10.2	The Media Richness Theory	35
2.10.3	Relevance of the Theory to the Study...	36
2.10.4	Criticisms of the Media Richness Theory...	37
2.10.5	The Channel Expansion Theory...	38

2.10.3	Relevance of the Theory to the Study...	...	...	...	...	40
2.11.2	Criticisms of the Channel Expansion Theory...	...	...	...	...	41

CHAPTER THREE: METHODOLOGY

3.0	Introduction.....	...	...	...	...	42
3.1	Subject of the Study...	...	...	...	...	42
3.1.1	History of the Ghana National Association of Teachers...	...	...	...	...	43
3.1.2	History of the National Association of Graduate Teachers...	...	...	...	...	43
3.2	Research Design...	...	...	...	...	44
3.3	Period of the Study.....	...	...	...	...	45
3.4	Data Collection Instruments...	...	...	...	...	46
3.4.1	Interview...	...	...	...	...	46
3.4.1.1	Setting for the Interview...	...	...	...	...	47
3.5	Document Analysis.....	...	...	...	...	49
3.6	Validity and Reliability of the Study...	...	...	...	...	48
3.7	Chapter Summary...	...	...	...	...	53

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.0	Introduction.....	54
4.1	RQ (1): What are the forms of communication used by GNAT and NAGRAT communicate to their members?	56
4.1.1	Communicating Using Face-to-Face Interaction with Members... ..	56
4.1.2	Communicating through Letters, Memos and Circulars... ..	60
4.1.3	Communicating through the Use of Telephones... ..	63
4.1.4	Communicating through the Use of New Media and Technology... ..	64
4.2	RQ 2. What are the motives for using the various forms of communication in interacting with their members?	67
4.2.1	Disseminate Timely Information... ..	68
4.2.2	Create Rapport with Stakeholders... ..	70
4.2.3	Ensure Efficiency in Communication... ..	72
4.2.4	Improve Image of Organisation... ..	74
4.3	RQ 3. How satisfied are members on the forms of communication used by their unions in interacting with them?	76
4.3.1	General Mixed Feelings from Respondents... ..	77
4.3.2	Prioritising Integrated Communication... ..	80
4.3.3	Need for Improved Communication... ..	82

4.4	Conclusion...	83
-----	---------------	----

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0	Introduction.....	85
-----	-------------------	----

5.1	Summary of the Findings...	85
-----	----------------------------	----

5.2	Limitations of the Study...	87
-----	-----------------------------	----

5.3	Conclusions.....	88
-----	------------------	----

5.4	Recommendations...	89
-----	--------------------	----

References...	91
---------------	----

Appendix A: Interview Guide for GNAT and NAGRAT Executives Members in the Sekondi-Takoradi Metropolitan Area...	100
--	-----

Appendix B: Interview Guide for GNAT and NAGRAT Members in the Sekondi-Takoradi Metropolitan Area...	102
---	-----

Appendix C: ...	103
------------------------	-----

Appendix D: ...	104
------------------------	-----

LIST OF TABLE

Table 4.1 Table showing code of respondents: GNAT and NAGRAT Executives
and Members in the Sekondi-Takoradi Metropolitan Area 55

Abbreviations: 90



ABSTRACT

This research examined the forms of communication between teacher unions and their members in the Sekondi-Takoradi Metropolitan Area. The study aimed at identifying the various communication media used by the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in interacting with their members. The researcher employed a qualitative in-depth interviews and a purposive sampling size to collect data from four executives of the two teacher unions that formed the subject of the study, as well as four members of these unions in the Sekondi-Takoradi Metropolitan Area. Documents collected from the researcher from the executives were also analysed by the researcher. The findings were that executives of the two teacher unions used letters, circulars, memos, telephones, face-to-face, as well as new media and communication technology to communicate to their members. The study also revealed that executives used the forms of communication mentioned above to disseminate timely information, ensure efficiency in communication, create rapport with stakeholders, and also improve image of the organisation. Members of these teacher unions who were also interviewed expressed satisfaction with the forms of communication used to interact with them, but also called on union executives to prioritise integrated communication which combines both traditional and new media, and also advocated a more improved communication with members.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Communication has become a vital medium for social interaction. It plays a central role, occupies an unquestioned place in organisational reform, and is central to the successful performance of teams or groups (Sinclair, 1992). Within the broader context of communication is also the element of human communication, which according to Weick (1987), has become central to organisational communication.

The broad but delicate nature of the concept of communication has called for diverse schools of thought as to what constitutes a definition for communication, the various forms that communication takes, and the roles communication plays in organisations.

Hirokawa and Poole (1996) consider communication as the means through which teams reach decisions and generate solutions to problems encountered. This perspective is shared by Sherman, Bauer and LaGanke (2002), who describe communication activities as 'requisite functions,' and that the extent to which a team satisfies its requisite communication functions determines the quality of its decision-making.

Katz and Kahn (1978) also define communication from the organisational perspective as the exchange of information and the transmission of meaning, and is central to the way in which teams and groups go about identifying, discussing, interpreting and evaluating the information they have at hand in order to reach a decision or complete tasks required of them. Organisational communication on the other hand, according to Farace, Monge and Russel (1977) as cited in Monge and Poole (2008) constitutes an

intersection, one that exists between the study of human communication and the study of human organisation.

Mefalopulos (2008) notes that communication is rooted in the basic Sender-Message-Channel-Receiver (SMCR) model which envisions a sender transmitting a message through the appropriate channel to a receiver, or group of receivers. He argues that the dissemination of information, if done properly from this transmission model, is capable of achieving the intended goal.

1.1 Background of the Study

Human society is becoming advanced, and social development comes along with the responsibility on the part of stakeholders and groups to contribute to sustaining social development, and at the same time derive the needed benefit they are entitled to from the society they serve (Arthiabah & Mbiah, 1995).

The political development in nationhood thus ensures that as much as possible, the dignity of human beings through freedom of expression and democratic participation must be protected. Trade unionism, according to Arthiabah et al (1995) therefore, has become a major player in nationhood during the 18th and the 19th centuries, resulting in the incessant struggle between employers and employees over the issue of better conditions of service.

Hepple (1998) also describes the plight of workers in the latter part of the 19th century as pathetic due to the wanton disregard for safety measures and less guarantee for job security. While Hepple thinks that the sustained suffering by workers has strengthened their bond for unity and enabled them to form labour unions to protest

against unfavourable work environment, Arthiabah et al (1995) on the other hand, believe that the turbulence has managed to shape the industrial environment, and has paved the way for industrial relations between employers and employees.

Arthaliah and Mbiah (1995) contend that trade unionism is pervasive across the world, and that the presence of labour unions is felt in both public and private sectors in many nations. This observation is valid when one considers the vibrant nature of trade unions in Ghana, taking into consideration the vibrancy of teacher unions such as the Ghana National Association of Teachers (GNAT), as well as the National Association of Graduate Teachers (NAGRAT) and their influence on the country's labour policy issues.

Critics of trade unions have pointed out the internal struggles facing unionisation. A typical instance is the case in Ghana where in 1996, some graduate teachers broke away from the parent body GNAT, to form the NAGRAT, citing the former's insensitivity to the plight of graduate teachers. There are also reported cases of internal disagreements between teacher unions and their members, blamed on the inappropriate form of communication used by these teacher unions to reach out to their members.

Notwithstanding the perceived challenges facing labour unions such as the Ghana National Association of Ghana (GNAT), and the National Association of Graduate Teachers (NAGRAT), they nonetheless, play a crucial role as a formidable force in protecting the interests and welfare of their members, as well as serve as reliable source of assistance for employees who do not get organisational justice from their employers (Dempsey & Brewster, 2009).

1.2 Statement of the Problem

Communication is a vital requisite in every organisation. It is the lifeline of any organisation which, if used effectively, can make and unmake certain decisions in a negotiation process (Tourish & Hargie, 1998). Quinn and Hargie (2004) posit therefore that for fruitful communication to take place, it is important to look at how the communication is done, who to communicate, and what should be communicated.

According to Dempsey and Brewster (2009), trade unions are specific and complex organisations that play influential roles when it comes to critical labour issues. And Kelly (1998) on the other hand, argues that employees join labour unions primarily as a result of the dissatisfactions that arise from how they are treated by their employers. Kelly also added that when the employees do not get organisational justice from their employers, they turn to the unions to assist them in getting what they believe is equitable.

Critics of labour unions however maintain that some of the inhuman conditions that once dominated the world of industry in the 19th century can still be found in the workplace. These critics believe that organized labour has instead become a large industrial entity in itself, whereas the real issue of protecting workers' interests has become secondary. This has led to members' dissatisfaction and mistrust for their unions (Nickel & McHugh, 1996).

According to Lengel and Daft (1988), many executives do not understand the relationship between a communication medium and communication effectiveness. They argue that a medium can enhance or distort the intended message. Greenburg and Baron (2011) on the other hand, postulate that although the basic process of communication is similar in many different contexts, organisations often are

structured in ways that dictate the communication patterns that exist. From the various literature reviewed, there has been minimal studies on the forms of communication within teacher unions even though communication is vital in all organisations

It is against the background of the vital role that communication plays in labour unions and other corporate organisations that this study seeks to interrogate the forms of communication between the teacher unions—GNAT and NAGRAT, and their members in Sekondi-Takoradi Metropolitan Area. The study is thus carried out from three perspectives: first, to identify the forms of communication used by these teacher unions to interact with their members, second, examine the rationale behind the forms of communication used, and finally, examine members' of satisfaction with the medium used in communicating with them.

1.3 Objectives of the Study

The purpose of this study is to interrogate the forms of communication between teacher unions and their members in the Sekondi-Takoradi Metropolitan Area based on the following objectives that seek to:

1. Identify and describe the forms of communication used by GNAT and NAGRAT to communicate to their members;
2. Examine the motive for using the various forms of communication in interacting with their members;
3. Ascertain members' level of satisfaction on the forms of communication used to communicate with them.

1.4 Research Questions

Based on the above objectives that seek to interrogate the forms of communication between teacher unions and their members in the Sekondi-Takoradi Metropolitan Area, the research questions below are formulated to aid data collection for the study:

1. What are the forms of communication used by GNAT and NAGRAT to communicate to their members?
2. What are the motives for using the various forms of communication in interacting with their members?
3. How satisfied are members on the forms of communication used by their unions?

1.5 Significance of the Study

Communication has become a vital medium for social interaction. It plays a central role, occupies a crucial place in organisational reform, and is central to the successful performance of teams or groups. Organisational communication aims at information dissemination, public education, decision-making and consensus building which, if done properly from the sender to the receiver, is capable of achieving the intended goal and result.

It is therefore expected that data collected from this study on the major factors influencing the forms of communication between the two teacher unions and their members, and the feedback received, would aid union executives on the most

effective ways of communicating with their members through effective information management and consensus building for positive results.

This study is also important because apart from it adding to literature in the field of mass communication research, data collected from the survey can be used as basis for future research into the growing fields of organisational communication as well as industrial relations in Ghana.

Finally, it is expected that the findings from this study would enhance internal communication between teacher unions and their members, and also add to literature on the way forward in enhancing negotiation, collaboration and consensus building among stakeholders and labour unions in Ghana.

1.6 Scope of the Study

To examine the forms of communication between teacher unions and members, this study was limited strictly to the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area. The study specifically focused on the executives of the two teacher unions, as well as graduate and non-graduate teachers who were members of these two teacher unions in the Sekondi-Takoradi Metropolitan Area.

1.7 Overview of the Chapters

Chapter one of this study provides a general understanding of the research area. It comprises the introduction of the study, statement of the research problem, and the

objectives of the study, which informed the formulation of the research questions that serve as the bedrock on which the literature review, the focus of the analysis and discussion, and finally, conclusions and recommendations, are hinged.

Chapter two provides a critical review of the appropriate literature on the research topic. This chapter reviewed literature on the various forms of communication in corporate organisations, the channels and the barriers to effective communication, communication satisfaction, literature on trade unionisation and the history of teacher unions in Ghana. This chapter also examines theoretical basis on which the entire research is situated. It took a critical look at the Media Richness Theory as well as the Channel Expansion Theory, both of which help to add explanation to the literature review on organisational communication.

Chapter three describes the methodology of the study. It looks at the research design, the used of interviewing and document analysis as two main data collection instruments employed, and the rationale behind the choice of these two data collection instruments and their ability to gather the required data for analysis.

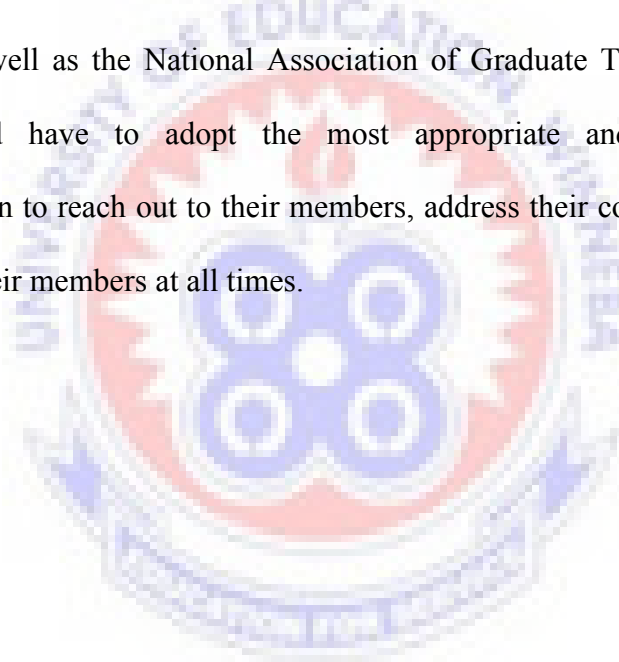
Chapter four presents analysis and the findings of the data collected. The researcher would analyse data by explaining the outcome of the questionnaire administered. The data collected through the interviews conducted on executives of the two teacher unions, as well as members of these unions would also be coded and analysed, using thick description of issues expressed in the interviews.

The fifth chapter provides discussion of the findings arrived at in the study. The researcher would outline the limitations found in the study, which would inform the kind of recommendations to be given for future research on the forms of communication between teacher unions and their members in Ghana.

1.8 Chapter Summary

Labour unions are complex organisations that play influential roles when it comes to critical labour issues. And employees join labour unions primarily as a result of the dissatisfactions that arise from how they are treated by their employees. Kelly also contends that if the employees do not get organisational justice from their employers, they turn to the unions to assist them in getting what they believe is equitable. (Dempsey & Brewster, 2009; Kelly, 1998).

It is for this reason that the leaders of the Ghana National Association of Ghana (GNAT), as well as the National Association of Graduate Teachers (NAGRAT) in Ghana would have to adopt the most appropriate and effective forms of communication to reach out to their members, address their concerns, and protect the interests of their members at all times.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The aim of this chapter is to provide a review of existing literature on organisational communication in trade unions, and to assess the extent to which they are related to the current study which seeks to interrogate the forms of communication between teacher unions and their members in Ghana in general, and the Sekondi-Takoradi Metropolitan Area in particular.

2.1 Emergence of Global Trade Unionisation

According to Arthiabah and Mbiah (1995), trade unionisation has become a major player in nationhood over a long period of time. However, it became a global force to reckon with during the 18th and 19th centuries where there were incessant struggles between employers and employees over better conditions of service. This turbulence has gradually managed to shape the global industrial environment, whether good or bad, and paved the way for formal industrial relations between employers and employees.

Thomas (1999) also considers trade unionism as a large and organised group within civil society that brings unique contributions to the development of communities because of its ability to influence the course and content of employment, social and economic policies, based on their direct involvement with economic systems of production and distribution. Armstrong (2001) on the other hand, argues that the

fundamental reason for the institution of trade unions is to re-establish the power balance between employers and employees.

Dempsey and Brewster (2009) describe trade unions as specific and complex organisations, and admit that the experience and personality traits of trade union leaders should be equal to the experience and personality traits of leaders of large enterprises. This confirms the perspective of Arthiabah and Mbiah (1995) who consider trade unions as a pervasive force the world over, and the fact that the presence of trade unions is felt in both the public and private sectors in many nations.

Authorities in the field of trade unionisation have therefore proposed the need to emphasise the role of leadership in developing the team behaviour of trade unions as they wield significant influence in industrial policy decisions throughout the world (Bogg, 2011; Lichtenstein, 2010; Darlington, 2009). This proposal is supported by Hammer, Bayazit and Wazeter (2009), who maintain that leadership of trade unions play crucial roles in industrial dispute resolutions, and therefore strengthening their leadership roles will enhance the effective communication between leadership of trade unions and their members.

Cain (2012) corroborates the proposition of the authorities above by adding that in strengthening the leadership role of trade unions to ensure effective interaction with their members, there is the need to also provide grounds for shared collective leadership to ensure democratic process management in the trade unions. This implies that as much as leadership of trade unions are there primarily to represent the concerns of their members, they also need to work in tandem with their members as far as their daily decision-making and deliberations are concerned.

2.2 Role of Trade/Labour Unions

Cole (1997) examines the role of trade unions by first considering it as an employee's organisation with the main purpose of protecting and promoting employees' interests at the workplace, mainly through negotiations and collective consultation with employers. This is in line with Armstrong (2001) who contends that the leadership of trade unions are endowed with a "common voice" with the mandate to represent the concerns of employees and making their grievances heard as far as their conditions of service are concerned.

Kelly (1998) is of the view that employees join labour unions primarily as a result of the dissatisfactions that arise from how they are treated by their employers. Kelly adds that when the employees do not get organisational justice from their employers, they turn to the unions to assist them in getting what they believe is equitable. This trust, to a large extent, validates Armstrong's (2001) description of the leadership of labour unions as having a "common voice," and mandated to represent the concerns and the grievances of workers as far as their conditions of service are concerned.

Authorities have tried to look at the role of trade unions and assess their successes from diverse perspectives. Ehrenberg (1985) asserts that labour unions are organisations whose primary objectives are to improve the pecuniary and non-pecuniary conditions of their members. Errenberg argues that workers expect their unions to fight for their rights by organising and financing strikes that would force employers to adhere to due procedure in ensuring their living conditions. Thomas (1999) also perceives trade unions as large organised groups in civil society who affect the development of society because of their direct involvement with economic

systems, as well as their ability to influence the course and content of employment, social and economic through advocacy.

Tariq (1992), in his study of the role of trade unions in organisational climate from the Pakistan perspective, proposes that the success of trade unions in securing benefits for workers should be measured on 15 variables namely: wage rise, fringe benefits, job security, time decrease, health facilities, children education, overtime payment, working conditions, leave increases and post-retirement benefits. Other variables proposed by Tariq include recreational facilities, training opportunities, decrease of wage differences, as well as provision of regular information to workers about their rights.

Tariq, Khan (2008), in his study, also reveal that trade unions indeed play critical roles in protecting the material standards of their members and also achieve security of service, status in society, and self-respect for themselves. Studies by Nathanson (1999) on the role of trade unions in Israel also reveal that in the socio-economic field, unions rise to the challenge of meeting the changing requirements of an industrial society. Fahlbeck (1999) also posits that trade unions in Sweden play important roles by establishing themselves as credible partners and provide a variety of services to members such as mutual aid, credit, insurance, housing and consumer services mostly through cooperatives. These comparative findings are in line with Tariq et al on the role of trade unions.

Robles, Snchez and Millan (2004) contend that trade unions also play the role as promoters of social capital in the economy by representing workers' petitions, exerting pressure on employers to improve the conditions at the workplace, and acting as employees' voice by easing communication between workers and their employers.

This assertion also finds expression in Jose (2000), who also maintains that trade unions play a conduit role for turning economic growth and prosperity to workers in the form of improved standards of living, and the benefits of collective bargaining in terms of wage and non-wage benefits. He also adds that unions help to minimise income disparity between workers.

Hirsch and Schumacker (2000) sums up the perspectives of all the authorities who assess the role that trade unions play by adding that trade unions' representation and collective bargaining provide workers with varying degree of workplace democracy, collective voice, monitoring of working condition, protection from discrimination, and enforcement of contractual provisions.

2.3 Global Challenges Facing Trade/Labour Unions

Notwithstanding the perspectives of authorities on the positive roles that trade unions play in labour issues, leadership of trade unions also face some challenges. In the first place, critics of organised labour maintain that some of the inhuman conditions that once dominated the world of industry in the 19th century can still be found in the workplace. These critics believe that even though, organised labour is supposed to prioritise improvement of the conditions of service of their members, organised labour has instead become a large industrial entity fighting for their interests, whereas the real issue of protecting workers' interests has become secondary. This has led to members' dissatisfaction and mistrust for their unions (Nickel & McHugh, 1996).

Another challenge facing organised labour is identified to be that of communication. According to Lengel and Daft (1988), many executives of organised labour do not

understand the relationship between a communication medium and communication effectiveness. They argue that a medium can enhance or distort the intended message. Greenburg and Baron (2011) on the other hand, postulate that although the basic process of communication is similar in many different contexts, organisations often are structured in ways that dictate the communication patterns that exist.

The third area of challenge facing labour unions is the issue of gender representation and participation in the leadership of labour unions. According to Goodin (1983), women's participation in labour unions' activities leaves much to be desired. The explanation to this passive role of women is the fact that union matters are regarded as solely male issue due to the personality clashes with it (Okoronkwo, 1985). It is also believed that while the number of women at the formal sector is on the rise, there is less than commensurate participation of women in leadership roles in trade unions (Parpart, 1988).

The simmering challenge facing trade unions when it comes to the disproportionate gender representation in leadership, according to Swantz (1985), is also due to the fact that women have not yet fully involved themselves in political activity as a means of referring to the involvement that teacher organisations have in the negotiation process.

Swantz (1985) also claims that women workers prefer to listen at political parties and labour union meetings, and that although education and work awaken women's consciousness, women do not emancipate themselves from their traditional roles. Another reason adduced by Swantz is that trade unions role and function in the economy are often associated with conflict with authority, which serves as deterrent to women's participation since women do not have the same propensity for conflict as men.

2.4 The Nexus between Teacher Unions and Trade Unions

Thomas (1999) describes trade unionism as a large and organised group within civil society that brings unique contributions to the development of communities because of its ability to influence the course and content of employment as well as social and economic policies, based on its direct involvement with economic systems of production and distribution. Dempsey and Brewster (2009) on the other hand, describe trade unions as specific and complex organisations, and that the experience and personality traits of trade union leaders are equal to the experience and personality traits of leaders of large enterprises.

The two definitions given to trade unionism above imply that trade unionism is an umbrella body made up of several professional groups which also include all kinds of teacher unions. According to Rebores (2001), when representatives of an organised group bargain collectively over salaries, fringe benefits and working conditions for their members with management, the group is in essence a labour union. To Rebores therefore, the term 'labour union' and professional association are interchangeably used when referring to the involvement that teacher organisations have in the negotiation process.

Ken and Farzan (2002) assess the divided nature of teacher unionism in the United Kingdom and identify that even though the National Union of teachers is the biggest teacher union, it works sometimes in co-operation with other unions such as the Association of Teachers and Lecturers, as well as the National Association of Schoolmasters and Union of Women Teachers in the United Kingdom. Yusim (2008) also examines the history of teacher unionism, including historic milestones for the National Education Association and the American Federation of Teachers, and

emphasises the importance of co-operation when it comes to professional unions under the broad umbrella of trade unionisation.

2.5 History of Teacher Unions in Ghana

Teachers in Ghana have over the years come together to protect their interests but only as protest groups. There was no formally organised union for the interests of teachers until the 1930s. However, it was the measure adopted by the Governor colonial government to deal with the impact of the economic recession of the period that triggered the need to form an association to fight job insecurity and general unfavourable conditions in the teaching service (Bediako, 2005).

According to Bediako (2005), “prices of commodities fell and the Gold Coast, with its one crop economy, decided to make cuts in the public spending as a means of reducing its total financial commitment” (p.7). Indeed, the proposed measures to salvage the situation at the time would have been a heavy blow to the education sector. The decision of the colonial government was to reduce the salaries of teachers in the mission schools who, at the time, had been suffering discrimination from the government in terms of salaries and general conditions of service.

The government school teachers were indeed better off. In 1931, the government was about to introduce a bill to reduce the salaries of non-government teachers by 29 percent. This unfortunate development compelled about 800 teachers in the non-government schools all over the colony to sign a petition to then governor. This effort of the teachers yielded positive results as the governor withdrew the proposed 29 percent cut directed at all salary earners.

After this victory, the teachers decided to form a union to protect their interest, hence the formation of the Gold Coast Teachers Union in 1932. However, internal struggles within the union led some teachers to break away to form the National Union of Teachers in 1952. The two bodies however merged in 1958 to form what is known today as the Ghana National Association of Teachers (GNAT), the largest teacher union in Ghana.

The National Association of Graduate Teachers (NAGRAT) was later formed in 1996 as a pressure group by some graduate teachers within the Ghana National Association of Teachers (GNAT), which is the main umbrella body for teachers in pre-tertiary education. On October 1998, NAGRAT formally gained full autonomy as a labour union to push for the interest of graduate teachers in the country.

The reason for the formation of NAGRAT as outlined in a press conference at the Teachers' Hall in Accra on 16th December 1998, was basically as a result of an alleged decision of GNAT to kick against the recommendations of the Pay and Grading Committee of the 1992, and the Gyampo Salary Review Commission, which recommended a separate hierarchical structure for graduates and non-graduates for salary purposes in the Ghana Education Service.

The Association, in the quest to achieve its full vision, has the following objectives: To bring all university graduates under one fraternity to protect the social and economic rights of these graduate teachers; to serve as a negotiating body specifically for graduate teachers in matters pertaining to remunerations and other conditions of service; as well as initiate programmes to improve upon the professional and academic status of graduate teachers in the Ghana Education Service.

The other objectives of the Association are to serve as a means of encouraging university graduates to see teaching as a profession of choice; to serve as a source of encouragement to other categories of teachers to climb up the academic and professional ladder; to become professional graduate teachers; and to make the teaching profession attractive for graduate teachers among others.

2.6 The Role of Communication in Organisations

Communication has become a vital medium for social interaction. It is seen fundamentally as a process of exchanging information imparting ideas, and making oneself understood by others. The communications goal of an organisation therefore is to inform or educate a particular public, persuade people to take certain actions, motivate employees, as well as to build mutual understanding (Seitel, 2007).

Communication is also considered a crucial medium as it plays a central role, occupies an unquestioned place in organisational reform, and is central to the successful performance of teams or groups in an organisation (Sinclair, 1992). Hirokawa and Poole (1996) also reflect on the role of communication in an organisation by looking at it as the means through which teams reach decisions and generate solutions to problems encountered.

Farace, Monge and Russel (1977), cited in Monge and Poole (2008), view communication as constituting an intersection that exists between the study of human communication and the study of human organisation. Mefalopulos (2008) also notes that communication is rooted in the basic Sender-Message-Channel-Receiver (SMCR) model. This model, according to him, envisions a sender transmitting a message

through the appropriate channel to a receiver, or group of receivers. He argues that the dissemination of information, if done properly from this transmission model, is capable of achieving the intended goal.

Other authorities also acknowledge the important roles that communication plays in an organisation. While Al-Nashmi and Syd-Zin (2011) perceive communication as vital for any organisation due to its role as a vehicle for human interaction, Kumar and Giri (2009) consider communication as vital for the rejuvenation of all types of organisations, whether profit or non-profit. In recognising the importance of communication to organisations, Grunig (1992), cited in Aday (2008), and Keyton (2005), both sum up arguments for the importance of communication to an organisation by stating that no organisation can exist without communication. This, in effect, makes communication an integral part of any organisation.

2.7 The Evolution of Organisational Communication

Richmond and McCroskey (2009) describe organisational communication as the process by which individuals stimulate meaning in the minds of other individuals, by means of verbal and nonverbal messages in the context of formal organisations. Pace and Faules (1994) on the other hand, see it as the display and interpretation of messages among communication units who are part of a particular organisation.

Organisational communication, according to Farace, Monge and Russel (1977) cited in Monge and Poole (2008), constitutes an intersection, one that exists between the study of human communication and the study of human organisation. Authorities however trace the evolution and development of organisational communication to

three major theoretical perspectives—the evolutionary perspective (Shumate Bryant, & Monge, 2005; Dimmick, 2003), the ecological perspective (Monge, Heiss, & Margolin, 2008; Aldrich & Ruef, 2006; Baum, 2002), and the organisational discourse perspective (Grant, Hardy, Oswick & Putman, 2004).

The evolutionary perspective shows how the carrying capacity by organisational networks puts limits on communication process, which, if exceeded, can lead to the collapse of the organisational community (Shumate Bryant, & Monge, 2005). According to Dimmick (2003), the evolutionary perspective is used to explain how media industries consolidate and diversify communication in organisations.

The second perspective to organisational communication is the ecological theory, which contains at its core, three highly generalised forces namely: variation, which is considered the source of evolutionary change in an organisational communication; selection, a practice that organisations use to communicate “best practices” to their members; as well as retention, which is the process of making selected variations a standard, accepted part of organisational practice (Aldrich & Ruef, 2006).

The third perspective to organisational communication is organisational discourse, defined as “the structured collections of texts embodied in the practices of talking and writing (as well as a wide variety of visual representations and cultural artifacts) that bring organisationally related objects into being as these texts are produced, disseminated and consumed” (Grant, Hardy, Oswick & Putman, 2004, p.3).

Grant et al. (2004) identify four areas of organisational discourse scholarship. The first area of discourse comprises scholars who conceptualise the organising process in terms of conversation and dialogue, which operates through the exchanges between two or more parties in organisational communication. This area of discourse is

important as Putman and Fairhurst (2001) consider discourse as a special mode of conversation that builds mutuality through awareness of others.

The second area of organisational discourse focuses on the role of narratives and the stories used in organisational communication. According to Taylor and Van Every (2000), narratives and stories are important in sense making and interpretation as they enhance interaction in organisations. Monge and Poole (2008) also consider the relevance of stories in organisational discourse as they may also generate action by shaping interpretive frameworks of organisational members.

The third area of organisational discourse as proposed by Grant et al. (2004) is rhetoric, which refers to the use of discourse for strategic purposes. This area of organisational communication is concerned with how to construct discourses to persuade both internal and external audiences in particular contexts and situations. The fourth area of organisational discourse, in the argument of Grant et al. centers on tropes—which are literary and rhetorical devices that represent ways in which language can operate and project meaning.

2.8 Forms of Communication in Organisation

Effective communication is considered an important general skill for those most likely to succeed in business (Krizan, Merrier, Logan, & Williams, 2008) with 60% to 80% of a typical manager's time involving communication in one form or another (Lehman & DuFrene, 2008). Bovee and Thill (2010) also reinforce the need for communication in organisation by contending that communicating effectively is considered specifically critical to team performance.

A work team/group is defined as two or more individuals who perform interdependent tasks to achieve mutually accountable, collective outcomes (Kozlowski & Ilgen, 2006). Members of a workgroup are motivated to maintain close relationships with their supervisor and coworkers for task completion and attainment (Sparrowe & Liden, 2005). Such relationships can be conceptualised in terms of the quality of leader-member exchange (Graen & Uhl-Bien, 1995), as well as the team-member exchange in any organisation or human institution (Seers, 1989).

The quality of supervisor-subordinate exchange relationship exhibits an impact on communication within workgroups (Sias & Jablin, 1995). Differences in the quality of leader-member exchange relationships shape the perceptions of each party in workgroups. These perceptions then influence interpersonal communication, which, in turn, reinforces perceptions of workplace relationships (Lee, 2005).

Researcher reveals that managers' differential treatment of subordinates (i.e., differed quality of leader-member exchange relationships) results in subordinates' talking about these treatments among themselves, thereby solidifying their perceptions of unfairness. To them, such processes likely weaken group cohesion. Thus, the quality of a team-member exchange relationship can indicate the effectiveness of member-cooperation within a workgroup. (Bakar, Dilbeck, & McCroskey, 2010).

Logically, if the perceptions of team-member exchange are uniformly high within a group, the group can be regarded as both cohesive and well-coordinated among its members. Furthermore, the perceptions of high-quality team-member exchange can lead to positive interactions (such as cooperative communication), which, too, reinforces a strong sense of group cohesion (Sias, 2005).

Cooperative communication in the workgroup is another form of organisational communication which refers to members' message exchange behaviours and activities designed to facilitate the joint achievement of workgroup goals (Lee, 1997, 2001). Cooperative communication behaviours therefore include exchanging information, exhibiting willingness to share ideas and resources, giving encouragement, expressing concerns about others, and showing interest in other members. Others include exhibiting responsiveness to each other, manifesting mutual support and sensitivity, compromising, and negotiating to achieve agreement for group goals (Tjosvold, Johnson, & Johnson, 1984; Chen, Tjosvold, & Liu, 2006).

Group or cooperative communication quality is found to reinforce members' perceptions of group dynamics directly and help to contribute to interpersonal relationships and positive organisational outcomes. Thus, the stability of a group typically can be described by the degree of cohesion (Lee, 2005).

For collaboration to be successful as far as organisational communication is concerned, effective communication among group members is necessary (Roberts, Lowry, & Sweeney, 2006). According to Dommel and Garcia-Luna-Aceves(2000), the importance of having effective group communication increases with greater complexity in the exchange of information in verbal or digital communication. Dommel et al. therefore suggest that as much as possible, group members must be able to clearly and explicitly exchange information for communication to effectively support collaboration in any organisation.

According to Miller (2006), most scholars agree that an organisation involves a social collectivity (or a group of people) in which activities are coordinated in order to achieve both individual and collective goals. By coordinating activities, some degree

of organisational structure is created to assist individuals in dealing with each other and with others in the larger organisational environment.

Miller (2006) also contends that communication is a process that is transactional (i.e., it involves two or more people interacting within an environment) and symbolic (i.e., communication transactions stand for other things, at various levels of abstraction). To study organisational communication then involves understanding how the context of the organisation influences communication processes and how the symbolic nature of communication differentiates it from other forms of organisational behaviour.

The thoughts of the aforementioned scholars are quite germane considering the fact that, organisations need human interactions in the form of communication (Al-Nashmi&Syd-Zin 2011), to be able to galvanise and harness the potentials of their human resources for organisational success. Irrespective of one's perception, whether communication is an important aspect of organisations (Daft, 2002), or whether organisations cannot exist without communication (Grunig, 1992; Keyton, 2005), it is obvious that communication is very pivotal to organisation's existence.

2.9 Channel Appropriateness in Organisational Communication

A communication channel is the medium through which messages are transmitted and received. Communication in an organisation represents a complex system of the flow of information, orders, wishes and references made out of two partially complementary systems: formal communication network, and informal communication network (Fox, 2001).

Fox (2001) describes formal communication as a systematic and formal process of information transmission in spoken and written form, planned in advance, and adjusted with the needs of the organisation. In a formal communication network, messages travel through official pathways using media such as newsletters, memos, and policy statements that reflect the organisation's hierarchy.

Informal communication, on the other hand, does not follow the line determined in advance, but there is an undisturbed communication between particular groups within the organisation. Informal communications move along unofficial paths such as the grapevine, which is now electronic, fast and multidirectional and include rumors, opinions, aspirations and expressions of emotions. Informal communications are often interpersonal and horizontal, which to employees, are more authentic than formal communications (Burton, 2008).

Communications also can be described as vertical, horizontal or diagonal. Vertical communication can be downward-flowing down the hierarchy of an organisation, or upward-moving, from lower to higher levels in the chain of command. Horizontal communication for that matter refers to communication among persons who have no hierarchical relationship, such as three supervisors from different functions. Diagonal or omni-directional communication occurs among employees at different levels and in different functions, for instance, a quality control supervisor, accountant and systems analyst. Evolving organisational structures and technologies create opportunities for new and conflicting communication flows (Williams, 2008).

According to Dahle (1954) cited in D'Urso and Rains (2008), the selection and use of communication media by organisational members has been long-standing interest to scholars as a means to improve organisational effectiveness. D'Urso et al. posit that

the development of communication theories and models by authorities are meant to offer explanations that are rational (Dobos, 1992), social (Rice, 1993), and mindless (Timmermann, 2002) regarding organisational members' reasons for and outcomes associated with selecting a communication channel in a situation.

D'Urso et al. (2008) argue that organisations members' perceptions of communication channels and their richness, the ability of the channels to satisfy needs, as well as the potential of these channels to function as symbol of the organisation's culture, are key factors that motivate the channels that organisations use. These factors, perhaps, explain why traditional channels such as face-to-face interactions and the telephone have become central channels of communication in organisations, compared to newer media such as e-mail and instant messaging, which may be more important in shaping richness of communication than the former (Shiu & Lenhart, 2004; Fallows, 2002).

Lengel and Daft (1998) also consider face-to-face form of communication as the richest channel of communication in organisations, compared to telephone conversations and other electronic media, because the former has the capacity for direct experience, multiple information cues, immediate feedback, and personal focus. Lengel et al. add that written media as a channel of communication such as memos, notes, and reports, can be personally focused, but convey limited cues and are slow in feedback.

Harris and Nelson (2008) also consider listening as the most used channel of communication, which consumes about half of our communication time. Johnson (1996) agrees with Harris et al. by adding that effective listening is crucial to learning, understanding, conflict resolution and productive team work, and that it helps leaders at all levels to improve employee morale, retain employees, and uncover and resolve

problems. Alessandra and Hunsaker (1993) however observe that most people are not good listeners, and that only few organisations devote resources to developing listening skills in managers and leaders.

Studies regarding the effectiveness of communication flows often reveal employee dissatisfaction with both downward and upward communications. Findings by the Opinion Research Corporation, which has examined employee perceptions of internal communication for more than 50 years, generally showed that more than half of employees are dissatisfied or somewhat dissatisfied with both downward and upward communications (Cutlip, Center & Broom, 2006). Less however is known about the effectiveness of horizontal and diagonal communications.

Whereas Cutlip, Center and Broom (2001) identify printed publications as the primary media for internal communication in most organisations, other scholars suggest the need for the use of other modern or technologically advanced channels of communication in organisations. These assorted channels, it is argued, offer management and employees a wide range of choice (Kupritz & Cowell, 2011). Kupritz et al. (2011) reiterate the need to identify the most effective communication channels to communicate information.

2.9.1 Barriers to Effective Communication in Organisation

According to Pauley (2010), a union president has no greater responsibility than to develop effective communication. Having identified the elements of communication as the sender, the encoding, the message, the medium, the decoding, the receiver, and

the feedback, Pauley argues that if noise exists in these elements in any way, complete clarity of meaning and understanding does not occur.

While elements in the communication process determine the quality of communication, a problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). For example, information must be encoded into a message that can be understood as the sender intended. Selection of the particular medium for transmitting the message can be critical, because there are many choices.

For written media, a union chairman or other organisation member may choose from memos, letters, reports, bulletin boards, handbooks, newsletters, and the like. For verbal media, choices include face-to-face conversations, telephone, computer, public address systems, closed-circuit television, tape-recorded messages, sound/slide shows, e-mail, and so on. Nonverbal gestures, facial expressions, body position, and even clothing, can transmit messages. People decode information selectively. Individuals are more likely to perceive information favourably when it conforms to their own beliefs, values, and needs (Keyton, 2010).

When feedback does not occur, the communication process is referred to as one-way communication. Two-way communication occurs with feedback and is more desirable. According to Shaw (2011) therefore, the greatest problem with communication is the illusion that it has been accomplished. Eisenberg (2010), on the other hand, identifies four types of barriers as process barriers, physical barriers, semantic barriers, and psychosocial barriers, which all affect communication flow.

With process barriers, it is argued that every step in the communication process is necessary for effective and good communication, and that blocked steps become barriers. Physical barriers also involve any number of physical distractions that can

interfere with the effectiveness of communication, including a telephone call, drop-in visitors, distances between people, walls, and static on the radio. It is observed that people often take physical barriers for granted, but sometimes they can be removed (Antos, 2011).

Semantic barriers on the other hand, involve the words people choose, how these words are used, and the meaning that people attach to them can cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as “efficiency”, “increased productivity”, “management prerogatives”, and “just cause”, may mean one thing to a union executive and something entirely different to a staff member. With psychosocial barriers, three important concepts are associated with it. These are fields of experience, filtering, and psychological distance (Antos, 2011).

Fields of experience include people's backgrounds, perceptions, values, biases, needs, and expectations. Senders can encode and receivers decode messages only in the context of their fields of experience. When the sender's field of experience overlaps very little with the receiver's, communication becomes difficult. Filtering means that more often than not, people see and hear what they are emotionally tuned in to see and hear. Filtering is caused by people's needs and interests, which guide their listening.

2.9.2 Communication Satisfaction in Organisation

According to Gray and Laidlaw (2004), communication satisfaction has received considerable attention in research literature for the past two decades. Citing Crino and White (1981), Madlock (2012) defines communication satisfaction as satisfaction with various aspects of communication that occur in an organisation, such as the amount (quantity) and quality of information. Sharbrough, Simmons and Cantril (2006) state that employees' communication satisfaction is usually associated with the quantity of information available to them.

The communication satisfaction of employees is a measure of how well the available information fulfills the individual's requests for information pertaining to the task role or for simply being informed about organisational activities (Putti, Aryee & Phua, 1990). According to Welch (2012), studies on employees' preferences for quantity, channels and types of information have been the foci in recent qualitative study.

According to Sharbrough et al. (2006), employees' satisfaction with the quantity of information available to them may enhance their commitment to an organisation. However, citing Edmunds and Morris (2000), De Vries and De Diana (2005) caution against information overload, which they describe as the feeling of having too much information which uses up too much time, causing one to feel stressed.

Mueller and Lee (2002) also assert that an individual's communication satisfaction could be in the context of interpersonal, group or organisational. The central focus of this study was on the organisational context of communication satisfaction. Putti et al. (1990) observe that employees are likely to express varied levels of satisfaction or dissatisfaction with the quantity of information communicated to them on organisational issues of grave interest to them.

White, Vanc and Stafford(2010) suggests that employees' perception and attitude towards an organisation depends on whether or not and how they get information. Pettit, Goris and Vaught (1997) note that employees' perception of an organisation's communication system and their supervisor's communication style, credibility, and content do influence the amount of satisfaction (morale) he or she receives.

In line with Pettit, Goris and Vaught (1997) observation, Madlock (2008) notes that followers (in this context, employees) experience greater level of satisfaction when leaders communicate effectively. Yoon and Suh (2003) emphasizes that when employees are satisfied, they are more likely to work harder and provide better services. Sharbrough et al. (2006), argue from the other end that a highly satisfied employee need not necessarily be a producer of results. However, when employees are not satisfied, they can cause retrogression to effectiveness of organisation.

Taking the discussion further, Clampitt and Downs (1993) postulate that employee communication satisfaction is a multidimensional construct. Hence, employees are not merely satisfied or dissatisfied with communication in general, but may express varying degrees of satisfaction with definite aspects or certain variables in a communication process.

Zwijze-Koning and de Jong (2007) also cite several studies (Gregson, 1990; Mathieu and Zadjac, 1990; Pettit et al, 1997; Varona, 1996) to affirm that communication satisfaction influences not only employees' job satisfaction, commitment to organisation, and work motivation, but also overall organisational outcome.

Citing Downs and Adrian (2004) as well as Hargie and Tourish (2000), Zwijze-Koning and de Jong (2007) observe that communication literature is replete with

findings that effective and satisfactory communication contribute to organisational outcomes such as productivity, performance, and external customer orientation.

Gray and Laidlaw (2004) observe that employee communication satisfaction has received considerable attention in academic literature in the past two decades. Different researchers have investigated communication satisfaction from diverse angles, mostly, from the perspective of employees using communication audits.

In other works, scholars have been arguing as to whether communication satisfaction is a one-dimensional construct (Downs & Adrian, 2004) or multi-dimensional (Mount & Back, 1999; Gray & Laidlaw, 2002; Gray & Laidlaw, 2004). Proponents of the multi-dimensional construct claim that individuals may have varied levels of satisfaction for different organisational communication variables or dimensions. In view of this, Carriere and Bourque (2009) assert that it behooves management to institute effective and efficient internal communication system to ensure that all employees and members receive the best of information communication.

Measuring communication satisfaction on four dimensions namely: supervisory communication, subordinate communication, personal feedback, and communication climate, Gray and Laidlaw (2002) find that employees or members of an organisation—both part-time and full-time in the organisation, are generally dissatisfied with all aspects of communication, even though respondents express varied levels of satisfaction with the various communication satisfaction dimensions.

The results from Gray et al. (2002) are in harmony with the findings from Clampitt and Downs' (1993), as well as Varona's (1996) studies, which show that the areas of greatest employee satisfaction are supervisory and subordinate communication, while the area of least satisfaction is personal feedback.

Quantity of information or information adequacy, according to Thomas et al. (2009), bothers on whether employees or members feel adequately informed or not. Hogard and Ellis' (2006) study, which was conducted to evaluate the strength and weakness of internal communication of members of two health institutions (Hospital and Nursing College), confirms Thomas et al's finding. Conducting a survey with the Hogard Barker Communication Audit, respondents were asked to, among other things, rate the amount of communication received or sent on broad topics on a scale of: very little, little, some, great and very great. According to Hogard and Ellis (2006), most respondents were dissatisfied and said they received insufficient information on a range of topics.

2.10 Theoretical Framework

2.10.1 Introduction

A review of literature on organisational communication such as this study that seeks to interrogate the forms of communication between the Ghana National Association of Teachers (GNAT) as well as the National Association of Graduate Teachers (NAGRAT) and their respective members cannot be complete without theoretical analysis. Literature review is therefore extended to analysis of two theories—Media Richness Theory, and the Channel Expansion Theory, and their relevance to this study.

2.10.2 The Media Richness Theory

The seminal work on Media Richness Theory was carried by Daft and Lengel (1984), and later popularised in 1986. The theory proposes that organisational communication channels possess inherent characteristics which determine their capability to carry rich information in a message to the intended receiver. Daft et al. (1984) therefore contend that all communication channels, for instance the telephone, conventional mail as well as the electronic mail, possess attributes that lead to distinct, objective richness capacities.

Media richness, according to Daft et al. (1984) therefore, refers to channels' relative abilities to convey messages that communicate rich information from the sender to the intended receiver. On the basis of these differences, communication channels can be arrayed along a continuum describing their relative richness, which have been labeled the "richness continuum" (Rice, Sitkin, Sutcliffe, & Barrios-Choplin, 1992).

Trevino, Daft and Lengel (1990) reviewed the theory by identifying certain characteristics which are seen to determine media richness as: speed of feedback, ability to communicate multiple cues, ability to present individually tailored messages intended to reach the right recipients, and the capability of the message channel to use the right language to convey subtleties.

According to Trevino, Daft and Lengel (1987), messages should be communicated on channels with sufficient and appropriate media richness capacities. They argue that messages communicated on channels that are inappropriate to the equivocality of a situation, for that matter, the richness of the information sought to be transmitted, may be misinterpreted by the recipients, or may be otherwise ineffective with regard to their intended purpose.

The main communication channels implied in the Media Richness Theory by Trevino et al. (1987) were traditional media such as face-to-face communication, the telephone, letters and memos. The theory has however been extended in order to incorporate other electronic media, which, even though were more advanced than the telephone at the time, were considered less rich than the telephone, but richer than written communication.

The focus of the theory was to propose the need for organisations to select the most appropriate and most efficient channels that would convey their messages to the intended receivers without any misinterpretations. When this is done, effective communication may be said to have taken place between an organisation and its members.

The prescription offered by Trevino et al. (1987) were based on their findings that managers who select their communication channels appropriately, with respect to the information richness present in the message they seek to convey to their intended targets, will be rated as more effective in their communication.

2.10.3 Relevance of the Theory to the Study

The use of the Media Richness Theory is appropriate to this study which seeks to interrogate the forms of communication between teacher unions and their members from the organisational communication perspective. This is because the kind of channel used by managers of organisations, as in the case of the two teacher unions—GNAT and NAGRAT, can determine the effectiveness of the message (Daft & Lengel, 1984).

Another relevance of the Media Richness Theory to this study is that, it provides a set of evaluation criteria such as speed of feedback, ability to communicate multiple cues, ability to present individually tailored messages, and capability of the channel to use natural language to convey subtleties, as some of the characteristics of evaluating the appropriateness of the communication channels used by teacher unions to reach out to their members.

The Media Richness Theories is also relevant to this study because it helps to rank the richness of the channel employed by managers of organisations as proposed by (Daft & Lengel, 1984). This offers the opportunity for executives of the two teacher unions to do self-appraisal of the channels they use to communicate to their members, the appropriateness of these channels, and the effectiveness of these channels in communicating with their target audience.

Another relevance of the Media Richness Theory to this study is in relation to the argument of Daft and Lengel (1984) that the characteristics of a channel are determined by that channel's capability to carry rich information. The theory is also relevant as it will help executives of the two teacher unions to understand the richness of the various communication channels they select, and the capabilities of these channels to efficiently transmit their messages to their intended audience.

2.10.4 Criticisms of the Media Richness Theory

The Media Richness Theory is important as it helps to determine the richness and for that matter, the effectiveness of the appropriate communication channel used in information dissemination. However, the theory has its own limitations. Among the

critics of the theory are Carlson and Zmud (1999) who argue that although the Media Richness Theory is conceptually appealing, it has no consistent empirical support. They contend that whereas Daft et al. (1984) findings place electronic email on lower richness continuum, other findings prove otherwise.

Other studies, which sought to directly test the media richness model, have reported conflicting results. While Trevino, Daft and Lengel (1990) argue that the use of electronic mail (e-mail) has lower media richness capability than the so-called traditional channels such as the telephone, letters and memos in the Media Richness Theory, other authorities have found the electronic mail to be of a rather high media richness capabilities (Jones, Saunders, & McLeod, 1989; Kraut, Galegher, Fish, & Chalfonte, 1992).

The above criticisms are justified as they would seek to open the flood gates for more debates, and also challenge authorities to investigate further as to which channel of communication is considered the most preferred, and for that matter the most effective form of communication between organisations and their members.

2.10.5 The Channel Expansion Theory

The Channel Expansion Theory was put up by Carlson and Zmud (1999) to provide explanation for the inconsistencies found in the Daft and Lengel (1984) Media Richness Theory. The Channel Expansion Theory however identifies certain experiences as important in shaping how an individual develops richness perceptions for a given communication channel.

According to Carlson and Zmud (1999), four experiences are identified as being particularly relevant in developing the richness perception of a given communication channel. These are experience with the channel, experience with the message topic, experience with the organisational context, as well as experience with communication co-participants.

The central premise of the Channel Expansion Theory holds that an individual's relevant experiences are crucial factors that influence perceptions of a channel's richness. Experience is important because it allows communicators to "develop associated knowledge bases that may be used to more effectively both encode and decode rich messages on a channel" (p.155).

It is proposed that individuals whose experiences build such knowledge bases and who are thus able to participate in increasingly rich communication through the channel, will perceive the channel as becoming increasingly rich. On the other hand, participants who do not develop knowledge bases on the channel used through experience will not perceive the richness of the channel (Carlson & Zmud, 1999).

What Carlson et al. (1999) imply in effect, is that, in order to test the effectiveness of any form of communication, both participants in the communication process—the sender of the message as well as the receiver, should both develop the experience of communicating with each other with a specific channel, such as telephone or e-mail. Knowledge on the part of the two parties on the channel of communication used will determine the richness of that channel for effective communication.

2.10.6 Relevance of the Theory to the Study

The Channel Expansion Theory by Carlson and Zmud (1999) is important to this study that seeks to interrogate the forms of communication between teacher unions and their members. One premise of the theory is that, the knowledge-building experience that an individual has with a communication channel will be positively related to the individual's perception of the channel's richness.

This assertion is relevant to this study for the reason that, in order to determine the forms of communication between the two teacher unions and their members in this study, there is the need to know the forms of communication used, and the knowledge and experiences of both the executives of these teacher unions and their members of the effectiveness of the channel used. It is only when members have experience of the channel used by their teacher unions to communicate to them that they can express their level of satisfaction or otherwise of the forms of communication used.

The theory is also relevant to the study because unlike the Media Richness Theory that lacks empirical support and consistency when it comes to determining the richness of a communication channel (Carlson & Zmud, 1999), the Channel Expansion Theory advocates the need to assess the knowledge and experiences of the two parties in the communication process—in this case, teacher unions and their members, to be able to determine the effectiveness of the forms of communication used between them.

2.10.7 Criticisms of the Channel Expansion Theory

The Channel Expansion Theory, notwithstanding its strength in pointing out the weaknesses in the Media Richness Theory, is itself subject to criticisms. In the first place, although Carlson and Zmud (1999), proponents of the theory argue the strength and relevance of the Channel Expansion Theory, their research is limited strictly to perceptions of e-mail richness, whereas there are other newer media that could have been incorporated. This rather limits their channel, instead of expanding them as the name of their theory seeks to portray.

Another criticism of the Channel Expansion Theory is its failure to study both traditional channels such as face-to-face and the telephone, and newer technologies such as instant messaging. In other words, channel expansion, as the name connotes, means that both traditional and newer channels would have to be merged and arguments deduced as to how the merger could strengthen communication. This has not been done by the so-called Channel Expansion Theory, and therefore, does not contribute anything significant as far as knowledge is concerned as to how executives of the two teacher unions could make improved use of both the old and new media to enhance communication.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is an outline of the research methods and the procedures followed by the researcher to collect and analyse data aimed at interrogating the forms of communication between the teacher unions and members in the Sekondi-Takoradi Metropolitan Area. This chapter elaborates on the methodology used for the study by discussing the subject of the study, population, research design, data collection techniques, as well as data handling for analysis.

3.1 Subject of the Study

The subjects of this study are executives of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT), as well as members of these two teacher unions in the Sekondi-Takoradi Metropolitan Area. The choice of these two teacher unions is based on Bediako (2005) recognition of GNAT and NAGRAT as the two largest teacher unions in Ghana.

The researcher's choice of executives of the two teacher unions, as well as their members, who have been targeted for interview is premised on Lindlof and Taylor (2002) who prescribe the use of interview as the appropriate data collection instrument to understand the social actors' (executives of the two teacher unions and their members) experiences and perspectives.

3.1.1 History of the Ghana National Association of Teachers

The Ghana National Association of Teachers (GNAT), was established in 1960 as the recognised Association for teachers in pre-tertiary schools and institutions in Ghana. The Association was established to unite members of the teaching profession and present a unified front to advise government on educational policy formulation and implementation. It is also to act as the ‘spokesman’ to discuss and influence government in ensuring better conditions of service for teachers.

In 1994, GNAT decentralised its administration to give a measure of autonomy to local branches to manage their own affairs. In spite of the decentralisation, the National Secretariat of GNAT still co-ordinates and monitors the programmes and activities of all branches to ensure conformity and fairness at all levels of the Association.

3.1.2 History of the National Association of Graduate Teachers

The National Association of Graduate Teachers (NAGRAT) was formed in 1996 as a pressure group by some graduate teachers within the Ghana National Association of Teachers (GNAT), the main umbrella body for teachers in pre-tertiary education. On October 1998, NAGRAT formally gained full autonomy as a labour union.

The reason for the formation of NAGRAT as outlined in a press conference at the Teachers’ Hall in Accra on 16th December 1998, was basically as a result of GNAT’s decision to kick against the recommendations of the Pay and Grading Committee of the 1992, and the Gyampo Salary Review Commission, which recommended a

separate hierarchical structure for graduates and non-graduates for salary purposes in the Ghana Education Service.

The Association, in the quest to achieve its full vision, has the following objectives: To bring all university graduates under one fraternity to protect the social and economic rights of teachers; to serve as a negotiating body specifically for graduate teachers in matters pertaining to remunerations and other conditions of service; as well as initiate programmes to improve upon the professional and academic status of graduate teachers in the Ghana Education Service.

The other objectives of the Association are to serve as a means of encouraging graduates to make teaching a profession of choice; to serve as a source of encouragement to other categories of teachers to climb up the academic and professional ladder; to become professional graduate teachers; and to make the teaching profession attractive for graduate teachers among others.

3.2 Research Design

According to Creswell (1998), social science research involves three methodological approaches namely: quantitative, qualitative and mixed methods. The researcher's choice of qualitative method for data collection for this study, using interview and document analysis as data collection instruments was due, in part, to Babbie (2005) who suggests the usefulness of interviews in connection with many modes of observation in social research.

McCracken (1998) also makes a case for the appropriateness of the use of interview as a very important technique which makes it possible for the researcher to explore the worldview of respondents and the logic behind their actions.

The researcher's choice of qualitative method for this study is also due to the position of Du Plooy (2002) as cited in Ranchod (2007), who argues that "the objectives of qualitative research design are to explore areas where limited information exists and/or describes the trends and attitudes that are applicable to the units of analysed" (p.31). The design for this study is therefore qualitative, using document analysis, as well as interview to sample the responses of executives of the two teachers unions and their members.

The focus of this study, using qualitative in-depth interview, is due to Lindlof and Taylor (2002) argument of the appropriateness of qualitative in-depth interview to "understand the social actor's experience and perspective" (p.173). Babbie (2005) also considers qualitative in-depth interview as more suitable, and conducted on persons whose experience is central to the research problem.

3.3 Period of the Study

The period of the study was nine months—beginning from September 2013 to May 2014. The month of September was chosen because it is the beginning of a new academic year on the Ghana Education Service calendar. The second reason for beginning the study from the month of September was because it is the time where new teachers are posted to the classroom, and a period where many of these teachers

express interest in joining teacher unions and a lot of communication goes on between teachers and unions.

The relatively long period of this study was also due to the fact that it gave the researcher enough time to collect data for analysis. The nine-month period for this study was also justifiable because according to Wilmer and Dominick (2003), the time period to be examined should be relatively long enough so as to make sure that the phenomenon to be studied would have enough time to occur.

3.4 Data Collection Instruments

3.4.1 Interview

According to Lindlof and Taylor (2002), while interviews are particularly well suited to understand the social actor's experience and perspective" (p.173), qualitative interviews are also conducted on persons whose experience is central to the research problem, and conducted on respondents who are usually asked to express themselves on an issue or situation, or to explain what they think or feel about their social world.

Babbie (2005) also considers qualitative interview as essentially a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. This, according to Babbie, calls for the respondent doing most of the talking, while the interviewer obviously does the listening.

Boyce and Neale (2006) on the other hand, consider in-depth interview as a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents with the aim of exploring respondents' views or

perspectives on particular idea, programme or situation. This definition is in line with the one proffered by Lindlof and Taylor (2002) as they both focus on eliciting respondents' view on a situation under study.

Guion (2006) views in-depth interview as an open-ended, discovery-oriented method that enables the researcher to explore perspectives and points of view of study respondents. McCracken also shares the perspective of Guion on in-depth interview as very important as it makes it possible for the researcher to explore the worldview of respondents and the logic behind their actions. This definition is in consonance with those offered by Lindlof and Taylor (2002), as well as Guion (2006). They all, from a common perspective, support the appropriateness of in-depth interview in qualitative research by considering the wealth of detail it provides as an important advantage.

The researcher's decision to use in-depth interview, choosing the semi-structured interview form as the first data collection instrument, is based on the importance of the technique as argued by Guion (2006), which enables the researcher to elicit detailed information from respondents, who, in this study, are executives of GNAT and NAGRAT, as well as their members, on the forms of communication between them.

3.4.1.1 Setting for the Interview

The researcher began the interview process by booking appointments in advance with executives of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan

Area, in order to interview them on the forms of communication between them and their members.

The researcher later designed a semi-structured interview guide, largely open-ended in nature, interspersed with few closed-ended questions aimed at confirming and validating information otherwise provided by the respondents. The researcher proposed a venue for the interview to be the offices of the respondents in order to create a comfortable atmosphere for the interviewees.

The researcher honoured the appointment by arriving at the venue in time, started the interview with self-introduction and the purpose of the interview. This was to break the ice, and get both the interviewer and the interviewee settled for the interview. Before the interview proper, the researcher sought the consent of the various interviewees which enabled her to record the interview with a digital Sony voice recorder. The duration of each interview lasted between 20 and 30 minutes.

After the interview, the researcher asked for the opportunity to call the respondents back for further clarification on the subject matter that was discussed, the purpose for this was to guard against misinterpretation and misrepresentation of the information provided during the interview session. The eight recorded interviews—four each from the GNAT and NAGRAT regional executives were later transcribed verbatim and coded under related themes to be used for the analysis.

The few major categories created by the researcher became the specific themes which the researcher interpreted and analysed to find answer to the research questions posed in this study as to the forms of communication used by the two teacher unions to communicate with their members, how the forms of communication adopted were

used, and why they were the preferred forms of communication between the two teacher unions and their members in the Sekondi-Takoradi Metropolitan Area.

3.5 Document

The researcher also resorted to document as the second instrument for data collection. With this method, the researcher accessed copies of letters written by regional executives of the two teacher unions to their members. Other documents such as memos, circulars as well as newsletters which serve as channels of communication to their members were carefully studied to find out how these documents communicate to members of the two teacher unions. One advantage of the use of document analysis for this study is that raw data collected from these sources are available for independent inspection (Baxter & Jack, 2008).

Creswel (2003) also contends that analyzing documents improves the validity of the case study as it enables the researcher to track and organise data sources. In this particular study therefore, document analysis, as argued by Baxter and Jack(2008), not only gave access to the researcher, but also enabled the researcher to independently examine the documents to find out how they were used as channels of communication and feedback.

3.6 Validity and Reliability of the Study

The issue of validity is a critical element in qualitative research. Validity therefore, in the view of Creswell (1998), attempts to cross-examine how researchers know that qualitative research is believable, accurate and right. Creswell's attempt to help

researchers answer this question, has prescribed a list of eight verification procedures namely: prolonged engagement and persistent observation of the research phenomenon, triangulation, peer review and debriefing, negative case analysis, clarification of research bias, member-checking, rich-thick description, as well as external audits, all geared towards helping the researcher to validate the qualitative study.

Glesne (1999) supports Creswell (1998) prescription of the eight verification procedures in validating qualitative research study. Glesne however argues that it would not be necessary to employ all the eight verification procedures but as many as would be applicable to verify and increase the validity of the study. Creswell (1998) suggests that in qualitative research, at least two of the verification procedures could be used in a given study. Based on this suggestion, the researcher chose two verification procedures for this study namely: triangulation of sources, which according to Cohen and Crabtree (2006), examines the consistency of different data within the same category; as well as rich-thick description.

Patton identified four types of triangulation namely: methods triangulation, triangulation of sources, analyst triangulation, as well as theory triangulation. The researcher employed three of these triangulation methods—methods triangulation, triangulation of sources, and theory triangulation. The methods triangulation checks the consistency of findings generated by different data collection methods to explain complementary aspects of same phenomenon (Cohen & Crabtree, 2006).

It could be realised that differences in data collected in a particular research are of great interest as they provide more insight to a study. In the case of this study, the methods of triangulation were accomplished through the use of in-depth interviews

conducted with the help of an interview guide approved and recommended by the research supervisor. The eight interviews, which were conducted on two Regional executives of GNAT, two Regional executives of NAGRAT, as well as on four teachers, being two members of each of the two teacher unions, were recorded and transcribed verbatim.

Triangulation of sources, according to Cohen and Crabtree (2006), also examines the consistency of different data sources within the same methodology. In the case of this study, data was collected through document analysis, where documents such as letters, memos, emails newsletters, as well as the websites of the two teacher unions were accessed and analysed.

Interviews were also conducted on eight respondents, which were made up of executives as well as members of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area. These interviews were conducted to examine the forms of communication used by the two teacher unions in communicating with their members, the motive for the choice of the forms of communication used, as well as the level of satisfaction of members towards the forms of communication used to communicate to them.

Cohen and Crabtree (2006) also argues that it is inadequate to use a single method to explain a research phenomenon, but instead, a multiple methods to facilitate deeper understanding of the phenomenon. This has informed the researcher's decision to resort to multiple theoretical perspectives—using the Media Richness Theory, as well as the Channel Expansion Theory to examine and interpret data collected for the study as discussed in chapter two of this study.

The third verification procedure in the case of this study—rich-thick description, helped to facilitate the description and explanation of data in this study. This verification procedure was used to present in-depth accounts of the field experiences in which the researcher interacted with teacher unions and their members in the Sekondi-Takoradi Metropolitan Area by way of interviews, and placing the responses given in their appropriate contexts so as to enhance understanding of the forms of communication used by these teacher unions to interact with their members.

Reliability is also defined as “the extent to which results are consistent over time, and an accurate representation of the total population under study” (Joppe, 2000, p.1). It can therefore be argued that if a repeated application of a methodology can produce similar results, then that justifies the reliability of the research instrument used. Similar methodology was used in conducting this study to examine the forms of communication between teacher unions and their members in the Sekondi-Takoradi Metropolitan Area.

The researcher analysed documents used as media of communication by the two teachers unions, such as letters, memos, newsletters as well as circulars. In-depth interviews were also conducted throughout the study, using one set of interview guide for four Regional executives of GNAT and NAGRAT in the Sekondi-Takoradi Metropolitan Area. Another set of interview guide was also used to conduct interview on four teachers, two each which belong to the two teacher unions. The similarities in the responses given by the interviewees, derived from the coding process, not only informed the findings of the study, but also confirmed the reliability of the findings of the study.

The researcher also ensured the validity of the study by reviewing literatures by authorities which were published in globally recognised journals and books on organisational communication (Monge & Poole, 2008; Mafalopoulos, 2008; Bauer & LaGanke, 2002); and trade unionisation (Palmer, 2014; Addai-Poku, 2009; Ken & Farzana, 2002).

3.7 Chapter Summary

This study employed qualitative method as a research design, using in-depth interview and document analysis as data collection instruments to examine the forms of communication between teacher unions and their members: a study of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area. The study employed in-depth interview on four executives and four members of the two teacher unions, whose responses, added to the analysis of documents such as letters, circulars, memos, and newsletters, and other materials on their websites, were analysed to examine the forms of communication used by teacher unions and their members.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents analyses of the data collected from the field. The study, which sought to interrogate the forms of communication between teacher unions and their members in the Sekondi-Takoradi Metropolitan Area, relied mainly on in-depth interview as data collection instrument. Executives of the Ghana National Association of Teachers (GNAT), the National Association of Graduate Teachers (NAGRAT), as well as teachers belonging to these two teacher unions were interviewed and their responses on the subject matter analysed.

The study also analysed documents from the two teacher unions on the forms of communication they use in communicating with their members in the Sekondi-Takoradi Metropolitan Area. In order to begin the discussions of the findings of the study, it is important to recap the four research questions that guided the data collection process for the analysis. These research questions were:

RQ 1: What are the forms of communication used by GNAT and NAGRAT to communicate to their members?

RQ 2: What are the motives for using the various forms of communication in interacting with their members?

RQ 3: How satisfied are members on the forms of communication used by their unions in interacting with them?

In order for the researcher to protect the identities of the all respondents who did not want their names mentioned, the respondents have been identified using codes that represent their names thus: Respondents –A1” and –B2” for the two GNAT executives interviewed; Respondents –C1” and –D2” for the NAGRAT executives interviewed; Respondents –E1” and –F2” for the two teachers interviewed who were members of GNAT; as well as Respondents –G1” and –H2” for the other two teachers who were members of NAGRAT in the Sekondi-Takoradi Metropolitan Area.

The researcher interviewed a total of eight respondents as follows: two executives from GNAT, two executives from NAGRAT, two teachers who were members of GNAT, as well as two teachers belonging to NAGRAT. The codes of the respondents are shown in Table 4.1 below:

Table 4.1 Code of Respondents

Association of Respondents		Respondents’ Position	Respondents’ Identity	
Ghana National Association of Regional Executives Teachers			A1	B2
National Association of Graduate Teachers		Regional Executives	C1	D2
Members of GNAT		Members of GNAT	E1	F2
Members of NAGRAT		Members of NAGRAT	G1	H2

RQ (1): What are the forms of communication used by GNAT and NAGRAT to communicate to their members?

The first research question, which sought to present the analysis and findings of forms of communication used by the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) to interact with their members focused on the analysis of in-depth interviews conducted on executives of the two teacher unions in the Sekondi-Takoradi Metropolitan Area.

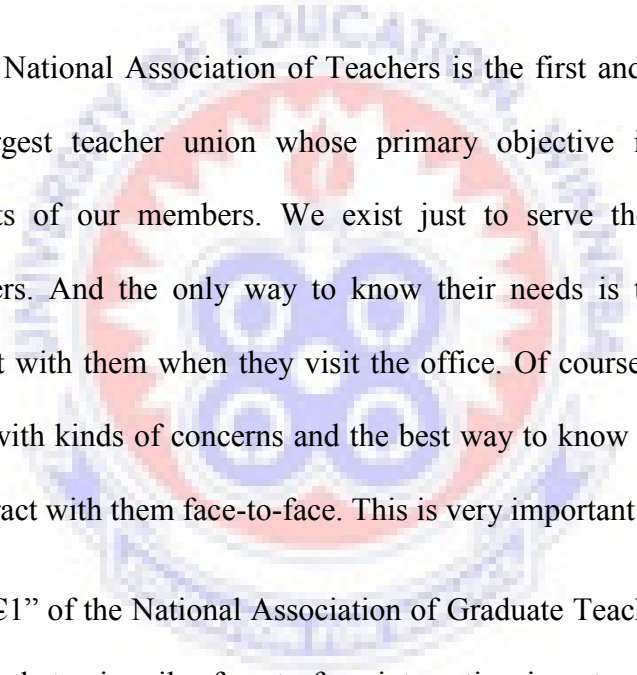
The responses given from the interviews with executives of the two teacher unions had been coded under the following themes: communication using face-to-face interaction with members; communication through letters and circulars; communication through the use of telephone; communication through instant messaging; as well as communication through new media technology. The identities of the four teacher union executives interviewed had been withheld due to their request for anonymity, and represented with letters for the purpose of this research.

4.1.1 Communicating Using Face-to-Face Interaction with Members

The responses provided to the interviews conducted on the four executives -- two each from the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area, as to the forms of communication they use in communicating with their members, all recognised face-to-face communication as one of the channels they use to interact with their members. The executives maintain that since members always

come to the regional offices for all forms of services, face-to-face interaction has become the most suitable form of communication to interact with their members.

Respondent –A1,” an executive of the Sekondi-Takoradi branch of the Ghana National Association of Teachers (GNAT), thinks that the communication is an important means of sending information, and that the way information is communicated determines the desired result it will achieve. On why the face-to-face form of communication has become one of the forms of communication, this is what respondent –A” said:



Ghana National Association of Teachers is the first and for that matter the largest teacher union whose primary objective is to serve the interests of our members. We exist just to serve the needs of our members. And the only way to know their needs is to have time to interact with them when they visit the office. Of course, many of them come with kinds of concerns and the best way to know their problem is to interact with them face-to-face. This is very important.

Respondent –C1” of the National Association of Graduate Teachers (NAGRAT), also is of the view that primarily, face-to-face interaction is not only the most effective means of communication when it comes to interacting with their members, but also the most appropriate because it is an opportunity for executives of NAGRAT to create rapport with teachers, and thereby strengthen the excellent customer relations that underpins their operations. Respondent –C1” emphasizes the need for the face-to-face interaction, which to her, gives the customer the assurance that the organisation cares about them. Respondent “C1” intimated:

We in NAGRAT have resolved as part of our objective to bring all university graduates under one fraternity to protect the social and economic rights of teachers; to serve as a negotiating body specifically for graduate teachers in matters pertaining to remunerations and other conditions of service; as well as initiate programmes that improve on the professional and academic status of graduate teachers in the Ghana Education Service.

The importance of face-to-face interaction as one of the foremost forms of communication as used by teacher unions to communicate with their members has also been justified by Respondent –B2,” an executive of the Ghana National Association of Teachers (GNAT). According to this respondent, face-to-face communication is more appropriate when using participatory communication to interact with stakeholders to know their problems, appreciate their needs, and be able to better address these concerns in a satisfactory manner. Respondent –B2” emphasises:

The core objective of any teacher union is to priorities the interests of its members. That is why we exist as teacher unions. As GNAT executives for that matter, we consider our members as our number one stakeholders, and the best way to interact with our stakeholders is through the face-to-face communication. It makes the interaction participatory. The purpose is to build trust, and drive home the assurance that we care about them and that our doors are open because we exist to serve them.

The responses provided by executives of the two teacher unions on why they prioritise face-to-face interaction as a form of communication is supported by the Media Richness Theory, which argues that communication channels are employed based on channels' relative abilities to convey messages that communicate rich information from the sender to the intended receiver, (Rice, Sitkin, Sutcliffe, & Barrios-Choplin, 1992).

The choice of face-to-face interaction by executives of the two teacher unions as a form of communication to interact with their members is also justified in literature where according to Shiu and Lenhart (2004), and Fallows (2002), face-to-face communication has become central for that matter, the preferred channels of interaction in organisations, compared to newer technologies such as e-mail and instant messaging, which may be more important in shaping communication richness.

Lengel and Daft (1988) also consider face-to-face as the richest medium of communication because of its capacity for direct experience, multiple information cues, immediate feedback, and personal focus. They add that "face-to-face discussions enable the assimilation of broad cues and deep, emotional understanding of a message" (p. 226). Daft, Lengel and Trevino (1987) also consider face-to-face as the richest communication medium because it allows for rapid feedback.

The participatory effect of the use of the face-to-face communication, which Respondent "B2" believes leads to deeper interactions and feedback with stakeholders to know their problems, appreciate their needs, and be able to better address these concerns satisfactorily, is supported by Mefalopulos (2008: p.7) who asserts that "to be truly significant and meaningful, participation needs to be based on the application of genuine two-way communication principles and practices." Stakeholder

engagement, Mefalopulos argues, should be participatory in order to get the concerns of all sides. This, in the view of the researcher, will make face-to-face communication essential to executives of teacher unions in facilitating stakeholders' engagement in problem analysis and resolution.

4.1.2 Communicating through Letters, Memos and Circulars

The second theme generated from interviews conducted on executives of the two teacher unions as to the forms of communication they use to interact with their members point to the use of letters and circulars as channels of communication. The four executives representing the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT), cite the usefulness of letters and circulars in communicating with their members and why these communication media are prioritised.

Respondent "C1," an executive of the National Association of Graduate Teachers (NAGRAT), in his interview response on the relevance of letters, memos and circulars as forms of communication maintains that even though such media are considered traditional and are said to be giving way to modern communication media, the former cannot be ignored in critical administrative communication purposes. Respondent "C1" argues thus:

The use of letters as a medium of communication can never be regarded as obsolete and therefore abandoned because, whether you like it or not, letters will still remain one important administrative media of communication in organisations. When members apply for

formal membership of NAGRAT, letters are written to formally admit and recognise their membership.

The relevance of letters as forms of communication being used by teacher unions in communicating with their members as argued by Respondent –C1” is buttressed by Respondent –A1” of GNAT who maintains that although media have come to improve on communication, they have not in any way undermined, or rendered the use of letters in official communication in organisations obsolete. This is what Respondent –A” has to say about the relevance of letters:

Apart from the use of letters and memos to officially communicate to our members on certain important administrative matters, there are other transactions such as application for loans which members do by way of written documents, and these loans are granted with official letters and memos spelling out the terms of the repayment. In all these transactions, letters are the only medium of communication.

Respondents also justify the use of circulars as another important form of communication used by teacher unions to interact with their members. Circulars, the teacher union executives argue, are used when there is the need to communicate urgent and timely information to teachers across a wide geographical area without having to expend so much resource in terms of money and time. This argument is advanced by Respondent –B2” of GNAT who said:

Circulars are not only a cheap medium of disseminating information to a large audience base, they are also the most appropriate means of communicating some information that need to be propagated. In GNAT as well as other teacher unions, circulars are preferred because

they are effective means of information dissemination in an organisation whose membership base is broad.

The premium placed on letters and circulars by teacher unions as important forms of communication is rooted in literature. According to Lengel and Daft (1988), written media such as letters, memos notes and reports can be personally focused. This is corroborated by Daft, Lengel and Trevino (1987), who add that addressed written communication media such as letters, notes, memos are important in communicating because they can be tailored to specific recipients and for that matter, personalised.

The use of letters, memos and circulars as preferred communication media by teacher unions is also premised on Carlson and Zmud (1999), who argue that communication richness is related to participants perceptions concerning both richness of the channel used and the richness of the information processed in the communication event. This implies that a communication channel is selected and prioritised based on the richness it is perceived to have, as well as the appropriateness of that particular channel in communicating a particular message.

Notwithstanding the choice of letters, memos and circulars as useful communication channels for executives of teacher unions, the usefulness of these forms of communication have been discounted as less rich a channel compared to face-to-face medium (Lengel & Daft, 1988). Daft, Lengel and Trevino (1987) also contend that written media such as letters, memos and circulars are lower in terms of media richness because they provide a slow feedback.

4.1.3 Communicating through the Use of Telephones

The third theme generated from the interview transcripts coded on the forms of communication executives of teacher unions use to interact with their members is communication through the use of telephones. All the four respondents, being executives of the two teacher unions interviewed, acknowledge the importance of telephone as one form of communication used to interact with their members.

The executives maintain that the use of the telephone as a form of communication is important because it affords members an easier means of accessing information without having to travel from their destinations to the regional offices of their respective teacher unions. The relevance of the telephone communication is emphasised by Respondent —D”, a Sekondi-Takoradi NAGRAT executive who said:

We cannot neglect the important role the telephone plays in our work as executives of NAGRAT. The same applies to our sister teacher unions such as GNAT, POTAG, and UTAG. We in NAGRAT believe in creating easy access to our members to interact with us and let us know how best we can be of help in addressing their concerns. And we do this by creating an active customer service where members can call into our offices nationwide and get their needs addressed.

The importance of the telephone as a medium of communication between teacher unions and their members is also reinforced by Respondent —B2”, an executive of the Sekondi-Takoradi branch Ghana National Association of Teachers (GNAT), who contends that apart from the serving as a cheap and easy form of communication, it also provides rapid feedback to members on any information they need from their

teacher union offices, compared to the use of letters and circulars which at times do not generate any instant feedback that the members need.

According to Lengel and Daft (1987), even though the telephone medium is somewhat less rich compared to the face-to-face medium of communication, it nonetheless has a fast feedback capability. It can therefore be said that comparatively, telephone as a medium of communication is richer than written communications such as letters, memos and circulars which do not provide the desired feedback.

The telephone medium also enhances a genuine two-way communication between teacher unions and their members. This is because it obviously translates into some form of participatory communication where feedback is somewhat instant (Mefalopulos, 2008). Dengel and Daft (1988) also posit that effective communication depends on selection of a medium that has the capacity to engage both the sender and the receiver in mutual understanding of the message at hand. According to them, high performing managers use the telephone medium mostly when non-routine issues are being communicated.

4.1.4 Communicating through the Use of New Media and Technology

The fourth theme generated from the interview conducted on executives of the two teacher unions under the first research question reveals respondents' awareness of the relevance of new media and technology in communication. It is also encouraging to find that executives of the two teacher unions have realised the need to integrate both traditional and new media in modern-day communication.

Respondent –A1,” an executive of GNAT, maintains that communication has advanced with the introduction of new technology that comes with it a new industry that is fast catching up with modern-day communication. He admits that organisations cannot afford to stick to traditional media such as face-to-face communication, letters, and the telephone. He maintains that teacher unions are also evolving into serious corporate organisations that need to embrace the application of new technology in their communications. He states thus:

Communication in GNAT cannot be managed using the same old and routine media. Of course, we have evolved as the largest teacher union in Ghana, and we are taking advantage of modern technology and new media to not only enhance communication with our members, but also enhance our image as an organisation.

Respondent –A1” admits the inevitability of the use of new media and technology in modern-day communication. This, he said, has made it necessary for all the regional branches of the Association to migrate onto new media platforms, and also adopt mobile media such as email, SMS and voicemail to interact with their members. The relevance of new media and technology in organisational communication has been corroborated by Respondent –E1,” an executive of the Sekondi-Takoradi branch of NAGRAT, who attests to the impact that the new media and technology has had on the organisation’s interaction with its members in the metropolis.

The new media industry is seen to be spearheading the trend of using new media such as blogging, MySpace, wikis, and social networking as sites for communication (AIMIA, 2007). Hearn, Forth and Gray (2008) argue that since new media have become a necessity, organisations are best to adopt an experimental customer-

centered approach at this stage of the evolution of technology both in terms of use and implementation.

Castells (2001) also contends that with the introduction of new media in organisations, the once-dominant image of an office building filled with people sitting in front of personal computers is inadequate to capture life in contemporary organisations. This implies that organisations would have to embrace new media and technology to enhance their competitiveness in this technological age. Hearn et al. (2008) therefore provide “a timely warning to corporate communications practitioners of trends and implications for uses and implementations of new media communication strategies” (p.51).

According to Daft, Lengel and Trevino (1987), it was expected that with the introduction of communication technology, the use of traditional communication channels such as letters, memos, telephone, and face-to-face especially, would be supplemented with, or replaced by electronic messaging. Daft et al however maintain that such expectations have not materialised as executives continue to prefer oral and face-to-face communication for much of their work.

The above observation of Daft et al (1987) about executives’ continued preference for oral and face-to-face form of communication has been confirmed in the interview responses provided by executives of the two teacher unions, who emphasise the crucial role that face-to-face medium plays in organisational communication, notwithstanding the added advantage in the use of new media in organisational communication.

Documents such as letters and circulars collected from offices of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers

(NAGRAT), which were meant to communicate to their members were also carefully studied. The contents of these documents actually validate the responses given by executives of the two teacher unions in the Sekondi-Takoradi Metropolitan Area, who made references to letters and circulars as some of the forms they use in communicating to their members.

The advantage of using document analysis for this study is that raw data retrieved from these sources are available for independent inspection (Baxter & Jack, 2008). Creswell (2003) also notes that analysing documents improves the validity of the study as it enables the researcher to track and organise data sources. The choice of document analysis as data collection technique employed in this study is encouraged by Mensah (2009) who employed similar method.

RQ 2: What are the motives for using the various forms of communication in interacting with their members?

The second research question, which sought to examine the motives behind executives' use of the various forms of communication mentioned earlier, was answered using in-depth interview conducted on four executives representing the Sekondi-Takoradi branch of the Ghana National Association of Teachers (GNAT), and the National Association of graduate Teachers (NAGRAT).

The interview responses were coded and the themes generated provide answers to the research question which attempts to examine the motives behind executives' use of the various forms of communication in interacting with their members thus:

disseminate timely information; create rapport with stakeholders; ensure efficiency in communication; and improve image of organisation.

4.2.1 Disseminate Timely Information

One profound reason why the executives of the two teacher unions in the Sekondi-Takoradi branches have chosen the forms of communication they use to interact with their members is to ensure timely dissemination of information they deem urgent, to their members. This, according to the executives, is to facilitate rapid feedback on the urgent information disseminated. The respondents justify the appropriateness of some of the media used, and indicate their richness in dissemination a particular information.

Respondent —D2,” an executive of the Sekondi-Takoradi branch of the National Association of Graduate Teachers (NAGRAT), said the decision to choose one communication medium over another to disseminate information to their members is determined by the potential of that medium to facilitate easy dissemination of information. About the motive behind the use of the forms of communication, this is what Respondent —D” said:

The decision as to which communication medium to use is determined by two factors: one, the urgent nature of the information we want to put across, and two, the geographical spread of our target audience. We cannot circulate letters if SMS can get the information across to all our members quickly.

Respondent –D2” emphasises that executives of teacher unions also consider the cost effectiveness and convenience in deciding which form of communication to use in interacting with their members. To him, the most important thing is the ability of the medium to relay the information to their target audience within the stipulated period. The explanation given by Respondent –D2” is justified in literature by Lengel and Daft (1988) who argue that “the richness of a medium should be matched to the needs of the message for effective communication” (p. 225).

Respondent –B2” of the Sekondi-Takoradi branch of the Ghana National Association of Teachers (GNAT) also shares a similar view. According to the respondent, communication is dynamic, and as such, there are multiple means of transmitting information. The respondent maintains that apart from traditional media, new media are fast changing the way communication is practiced in organisations. To her, if the objective of a particular message is to officially inform, the appropriate medium for its transmission is a letter. The respondent however adds:

We in GNAT have realised that a chunk of our members use social media. We have therefore created a platform where urgent information targeted at our members is transmitted via social media. The message reaches a thousand people at a time, and they quickly forward it to another thousand. This has proven to be an effective medium for information dissemination.

The view expressed by Respondent –B2” is indeed an attestation that executives of teacher unions are not tied to the routine and traditional media of communication using letters, circulars and telephone, but have also embraced new media, which,

whether they like it or not, are crucial in 21st century organisational communication. This is in line with the suggestion given by Hearn, Foth and Gray (2008) on the need for communication practitioners in organisations, which also concerns executives of teacher unions, to see the trends and implementation of new media as a timely warning to corporate communications practitioners.

4.2.2 Create Rapport with Stakeholders

The second explanation given by executives of the two teacher unions on the motive behind the forms of communication used to interact with their members is to create rapport with stakeholders, who in this regard, are their members. Each of the four respondents representing the two teacher unions recognise teachers who constitute members of their unions as stakeholders whose interests are paramount.

The respondents think that to be able to meet the objectives of their unions in promoting the welfare and interests of teachers, there is the need to employ communication media that would enable them to engage interactively with teachers using two-way communication so as to know their problems and concerns, and how to address them. They identify the face-to-face meetings with members as the most suitable means of creating rapport, using two-way communication, followed by the telephone, which in this case, requires an active customer care unit that members could call in to have their problems and concerns addressed.

According to Respondent –D2,” a Sekondi-Takoradi NAGRAT regional executive, the primary objectives of the Association are to bring all university graduates under one fraternity to protect the social and economic rights of teachers; serve as a

negotiating body specifically for graduate teachers in matters pertaining to remunerations and other conditions of service; as well as initiate programmes to improve upon the professional and academic status of graduate teachers in Ghana Education Service among others.

Our business here as union executives is to render services to teachers who are the real owners of this Association. They come to the office for various reasons ranging from loan application to housing facilities, and we need to engage them face-to-face to advise them, and also get their views on what they need.

Respondent –D2” emphasises the need to engage in a two-way communication with members and by that, they not only understand the concerns of the members, but factor such concerns into policies that inure to the overall benefit of the members. This perspective is shared by Respondent –B2,” a GNAT regional executive who avers that by creating rapport with members, they receive feedback that enable teacher union executives to evaluate themselves as to whether they are living up to their responsibilities in serving the needs of their members.

The rapport-creation approach used by teacher union executives in engaging with members of the two teacher unions which the executives consider as –stakeholders” again finds expression in Mafalopulos (2008), who argues that engaging with stakeholders with participatory communication enhances instant feedback. This form of communication, in the view of the researcher, should be emphasised by executives of teacher unions so as to embody the views and perspectives of stakeholders when fashioning out policies and products that are targeted at their members.

4.2.3 Ensure Efficiency in Communication

Another reason adduced by executives of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT), on why they choose these forms of communication used in interacting with their members is to ensure efficiency of the channels used in communicating the message. Efficiency, in the unanimous view of the respondents, is to ensure that the message being communicated is understood by the target audience with the necessary feedback.

The four executives of the two teacher unions interviewed identify the various channels they are conversant with and the reason for prioritising those channels in their communication process. The most efficient channels identified by the respondents ranked from face-to-face, telephone, letters, and circulars. Respondents went ahead to provide reasons for the prominence given to the channels used, and why they think it is the most convenient in communicating their messages to their targeted audiences. Respondent —A,” a regional GNAT executive has this to say:

Face-to-face interaction is considered the most important communication channel in GNAT because it offers us the opportunity to engage with our members, thereby get to understand their problems better, build trust, and get ideas as to how they would want their needs met.

Respondent —B2,” a GNAT regional executive identifies telephone conversation as the second efficient form of interaction with members because it affords executives the opportunity to engage one-on-one with members who want their voices heard and assured of solutions to the problems they face. The choice of face-to-face and telephone media as the most efficient forms of communication is supported by

Respondents “C1” and “D2,” executives of the Sekondi-Takoradi branch of NAGRAT, who consider the two media as facilitating efficient and effective communication between executives and their members.

Many of our members call our customer lines for information. This gives us the first opportunity to interact and give them feedback. We invite them to our offices where necessary for face-to-face interactions to understand their needs and satisfy those needs through mutual interactions to get their concerns addressed, said Respondent “C1”.

This is buttressed by Respondent “D2” who intimates that through face-to-face interaction, members get answers and explanations to questions that bother their minds on the benefits they tend to derive from their membership in the Association, as well as receive advice on the various facilities they are entitled to as members.

The decision of the various respondents as to which channel they consider as the most efficient in their quest to communicate their messages to their target audience is justified in literature where according to Daft, Lengel and Trevino (1987), communication media differ in their ability to facilitate understanding. Daft et al. maintain that media can be characterised as high or low in “richness” based on their capacity to facilitate shared meaning and understanding. These authorities further rank face-to-face as the richest channel, followed by telephone, addressed documents as less rich, and unaddressed documents as the least media channel in terms of their capacity to process information.

The decision of the respondents as to which media they think is the most suitable and the most efficient in communicating their messages to their target audience is in line

with Daft et al. (1987) Media Richness Theory analysed in this study which basically explains channels' relative abilities to convey messages that communicate rich information. The correlation between the perspectives of respondents as to the motive for the choice of the forms of communication channels they use to interact with their members, and the arguments in literature, the researcher thinks, justifies the media choice of the respondents.

4.2.4 Improve Image of Organisation

The fourth theme generated from the in-depth interviews conducted on leaders of the two teacher unions on the motive behind the choice of the forms of communication used in interacting with their members is to improve the image of the organisations. Indeed, the issue of image is such a crucial thing in Public Relations that Seitel (2007) considers image as the most important asset of any organisation.

Respondents admit that one of the challenges that leadership of teacher unions face has to do with the misconceptions that the public (teachers) have about leadership. According to the respondents, there is the perception among teachers that the contributions they make toward the running of the teacher unions are actually used by executives of the associations to enrich themselves while the contributors (teachers) wallow in poverty. This perception, according to the respondents, has created an image problem for teacher unions that is not easy to erase.

Teachers have this perception that the leadership of GNAT executives are enjoying better standards of living by unduly profiting from their contributions, while they themselves are poor.

We therefore use any face-to-face opportunity we have with our members to disabuse their minds about these perceptions, said Respondent —A”.

Respondent —C1” shares similar worry, adding that the only way to erase this negative image about teacher unions, especially NAGRAT, is to make maximum use of the face-to-face and telephone conversations which explain to members how their funds are being managed. —When we get the opportunity to chat with them one-on-one, we try to make them understand that NAGRAT remains committed to promoting their welfare and that their monthly contributions are being properly managed properly duly accounted for.”

Another problem respondents mention as facing teacher unions is members’ perceived apathy on the part of leadership of teacher unions when it comes to addressing the needs and concerns of their members. This, the respondents say, concerns members’ perception that leadership of teacher unions are not responsive when it comes to addressing their issues by way of providing feedback to questions and concerns expressed that need urgent attention. According to Respondent —B”:

Members of GNAT used to complain that their leadership was not responsive enough when it had to do with fighting for their welfare. Others thought our channels of communication were not efficient enough. This has enabled us to integrate other forms of communication such as social media to interact with our members.

According to Respondent —D2,” the problem of image cuts across all teacher organisations. This, the respondent believes, has motivated leadership of teacher

unions to be proactive and devise other effective means of communicating with their members hence the decision to employ, besides traditional media, new media as well as modern technology such as emails, instant messaging (SMS), Facebook, and WhatsApp to enhance efficient communication with their members.

Efforts by leadership of the two teacher unions to integrate traditional and new media to enrich and enhance communication with their members provides justification for the researcher to criticize Carlson and Zmud (1999) on their Channel Expansion Theory, which the researcher thought, could have argued the need for traditional and new media to be merged and also deduce arguments as to how the merger would have enhanced communication.

Notwithstanding the researcher's criticism, the Channel Expansion Theory is important to the analysis of using communication to enhance the image of an organisation because the theory advocates the need to assess the knowledge and experiences of the two parties in the communication process—in this case, teacher unions and their members, to be able to determine the effectiveness of the forms of communication used between them.

RQ 3: How satisfied are members on the forms of communication used by their unions in interacting with them?

In an effort to answer the third research question which seeks to examine members' satisfaction of the forms of communication used by their teacher unions to communicate with them, four teachers, who belong to the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers in the

Sekondi-Takoradi Metropolitan Area, were interviewed and their responses coded under the themes generated:

4.3.1 General Mixed Feelings from Respondents

The respondents interviewed as members of both the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) expressed mixed feelings about their satisfaction of the forms of communication used by their teacher unions in interacting with them. In the first place, the respondents believe that the forms of communication being used by their teacher unions to interact with them have been generally satisfactory. Respondent –E1,” a member of GNAT has this to say:

Generally, I will say that the forms of communication used by the leadership of GNAT in the region to interact with their members are quite satisfactory. It is satisfactory because formally, communication with members was predominantly through letters and circulars. Currently, one can call executives on their cell phones any time on any issue and receive instant feedback.

The view expressed by Respondent –E1” is corroborated by Respondent –H2,” a member of the National Association of Graduate Teachers (NAGRAT), who thinks that communication between NAGRAT regional leadership and members has improved quite significantly because the new regional executives have been responsive when reached on phone for any enquiries compared to those who were at

the helm of affairs in the region some few years ago. Respondent –G1” further indicates:

I think members of NAGRAT are getting some improved level of satisfaction from the services rendered to us by the new regional executives of NATRAT. Indeed, they are human and cannot be perfect, but I can testify that members of NAGRAT in the region appreciate the good leadership of our regional executives. They are easily accessible by phone and they give you regular feedback on any issues that bother members.

Other respondents share contrary views on their satisfaction of the forms of communication used by their leadership in interacting with them. According to them, the bureaucratic tendencies that exist in some of their leaders have not only made their customer relations poor but frustrating. They decry the frustrations and the delays members go through when they need the services of the executives concerning loan application and other facilities.

It is about time our regional executives sat up and realised that members have problems that need to be attended to with some level of urgency. Some of our executives are not proactive as they claim to be. To me, they have a long way to go as far as communication is concerned, said Respondent –G”.

Respondent –F2” a member of the Sekondi-Takoradi branch of the Ghana National Association of Teachers (GNAT) also shares similar sentiment concerning lack of satisfaction of the forms of communication used by GNAT regional executives in interacting with their members. According to this respondent, one can only describe GNAT regional executives as being effective in communication when they are

prompt in interacting with their members regularly and providing regular feedback to members. This, the respondent thinks the executives are not doing.

GNAT leadership, whether local or national, has not been that effective as far as communication or customer relation with their members is concerned. Some of our members have defected to join other teacher unions because of the perceived bureaucracy and apathy on the part of our executives when it comes to providing services to members. They need to sit up when it comes to customer relations. Respondent “F2” said.

The mixed feelings expressed by members of the two teacher unions on the question that seeks to find out if members were satisfied with the forms of communication used by their union executives to interact with them is significant. While some of the members express some level of satisfaction with their executives' mode of communication with them, others think communication by executives as well as the media used are unsatisfactory. This difference in opinion finds expression in literature where according to Lengel and Daft (1988), media differ markedly in their capacity to convey information, and that media richness is judged by the ability of the media to facilitate rapid feedback as well as establish personal focus

The reason for the mixed feelings expressed by respondents—with some expressing satisfaction with the forms of communication used by the two teacher unions to communicate with them, and others thinking otherwise, is explained in literature. Lengel and Daft (1988) are of the view that many executives do not understand the relationship between a communication medium and communication effectiveness. They posit that a medium can enhance or distort the intended message, and that each

channel—be it written, telephone, face-to-face, or electronic—has characteristics that make it appropriate in some situations and not in others.

4.3.2 Prioritising Integrated Communication

Respondents acknowledge the various media used by executives of the two teacher unions in communicating with their members as relevant as they each are used for specific purposes. According to Respondent —G1,” a communication that involves the use of a traditional medium such as letters is not only effective but has become very necessary for official purposes. The respondent emphasises the inevitability of letters in communication as they are often used to communicate purely official messages notwithstanding the existence of other forms of communication. According to Respondent —G”:

Even though there are other modern forms of communication, the use of letters will forever remain a crucial medium of communication in organisations for record purposes. Of course, communication using new media and technology should be encouraged because they will definitely enrich the communication process, but they can never substitute letters when it comes to official communication.

Another union member, Respondent —E1,” supports the continuous use of traditional forms of communication such as circulars and the telephone and that their use by executives of the two teacher unions in interacting with their members. The respondent believes that the use of the telephone does not only enhance

communication, but also facilitates instant feedback. The respondent also calls for an integration of both traditional and new media by teacher unions to enhance effective communication with their members.

Our teacher union executives need to embrace technology in communication. In other words, they should use integrate modern technologies such as social media and instant messaging with the already existing traditional media to not only make communication effective but participatory, said Respondent —E.”

While respondents consider the forms of communication used by their teacher unions in interacting with them as quite satisfactory, owing to the gradual incorporation of new media and technology in their communication, they believe that the leadership of the two teacher unions could do better as far as the use of integrated communication—which is the use of both new and old media, is concerned.

The call by members for their teacher union executives to prioritise integrated communication is in place as they are of the view that such step would not only enhance communication but make it more efficient to enhance feedback. This also finds corroborates Daft, Lengel and Trevino (1987), who argue that the introduction of communication technology would not replace traditional media such as such as letters, telephone, and face-to-face, but would rather supplement these media to enrich communication.

4.3.3 Need for Improved Communication

Members of the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) acknowledge the crucial role communication plays in strengthening the relationship between members and the leadership of their unions. The members thus commend executives of the two teacher unions and the forms of communication they use to interact with them as generally satisfactory. Members also acknowledge the satisfactory manner concerns of teachers are being addressed by the two teacher unions, which hitherto, was not the case. This, they believe, is as a result of efforts on the part of the leadership of the two teacher unions to gradually embrace the use of new media in interacting and disseminating information to their members.

Members however advocate for a more improved communication between teacher unions and their members. This could be realised, according to members, when executives of teacher unions engage more with their members using two-way communication that ensures that members not only get the opportunity to share theirs on concerns with executives on one-on-one basis, but also that such participatory interaction generates the instant feedbacks that address the concerns of members.

According to Respondent H2,” a NAGRAT member, communication between teacher unions and their members has seen some improvement, but thinks that more can be done to improve communication between the two parties when executives shift from “information dissemination” to “mutual interaction” in a manner that members are not only informed through media such as letters and circulars, but also through face-to-face and telephone where the concerns of teachers are also considered by leadership of teacher unions in their policy decisions.

The need for an improved communication by teacher union executives has been reinforced by Respondent –F2,” a GNAT member who thinks that whatever initiatives that executives of teacher unions take must not be discussed and analysed at only their level but that such ideas should be discussed with teachers at the grassroots to seek their input before any such initiatives are implemented. The respondent avers that a policy initiative that has the input of all stakeholders also becomes a policy that all parties embrace. This, according to the respondent, can be successful when it is effectively communicated to members.

Mefalopulos (2008) supports respondents’ demand for their input to be factored in decision-making by executives by arguing that stakeholders participate by providing feedback to questions posed by outside researchers or experts. He adds that because stakeholders’ input is not limited to meetings, it can be provided at different points in time. In the final analysis, however, this consultative process keeps all the decision-making power in the hands of external professionals who are under no obligation to incorporate stakeholders’ input.

4.4 Conclusion

The chapter analysed interviews conducted on executives of the Sekondi-Takoradi branch of the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) on the forms of communication they use in communicating with their members. It also analysed interviews conducted on members of the two teacher unions on their satisfaction of the forms of communication used by the two teacher unions in interacting with their members.

The analysis brought to the fore the various forms of communication used by teacher unions such as letters, circulars, memos, telephones as well as new media and technology, and the related rationale for their use such as the need to ensure timely information dissemination, creation of rapport with stakeholders, ensure efficiency in communication, and also improve the image of the two organisations.

Also, members of the two teacher unions not only expressed mix feelings about their satisfaction of the forms of communication used by the two teacher unions in interacting with them. They also expect teacher unions to prioritise integrated communication, as well as the need for improved communication with their stakeholders.



CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the summary and conclusions drawn from the study that seeks to interrogate the forms of communication used by the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) in communicating with their members in the Sekondi-Takoradi Metropolitan Area. The chapter also provides a discussion of the limitations of the study and offers recommendations for future studies in this area.

5.1 Summary of the Findings

The study examines the forms of communication used by the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) in communicating with their members in the Sekondi-Takoradi Metropolitan Area. The findings of the study are grounded on data collection through in-depth interviews conducted on four executives of the Ghana National Association of Teachers (GNAT) and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area. Interviews were also conducted on four teachers who are members of the two teacher unions under study. Data was also collected through documents such as letters, memos as well as circulars collected from the two teacher unions.

The study identified four forms of communications used by teacher unions in communicating with their members such as the use of face-to-face medium; the use of letters, memos and circulars; the use of telephones; as well as the use of new media and technology. These channels, according executives of the two teacher unions interviewed, were used because of their appropriateness in communicating their messages to the target audience who in this case, are the members of the two teacher unions. Other reasons assigned for the use of these media are due to efficiency and their cost effectiveness, and also their ability to elicit the desired feedback from their target audiences.

Responses given by executives of the two teacher unions in the Sekondi-Takoradi Metropolitan Area, based on the in-depth interview conducted on them regarding the motives behind the forms of communication used in interacting with their members, have revealed that union executives used the forms of communication they have chosen with the intent of creating rapport with their stakeholders, ensure efficiency in communication, and al to improve organisational image.

Another set of in-depth interview conducted on teachers who are members of the Ghana National Association of Teachers (GNAT) as well as the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area, on whether they are satisfied about the forms of communication used to interact with them revealed the following findings: In the first place, members are of the view that leadership of the two teacher unions in the Sekondi-Takoradi Metropolitan Area tend to focus too much on the use of traditional media such as letters, circulars, memos, and to some extent, face-to-face and the use of telephone in communicating with them.

Members have also expressed mixed feelings on their satisfaction of the forms of communication used by their teacher unions in interacting with them. Whereas respondents described the forms of communication used by their teacher unions as quite satisfactory, owing to their gradual incorporation of new media and technology in their communication, they believe leadership of the two teacher unions could do better as far as the use of integrated communication—which is the use of both new and old media, is concerned.

The respondents also acknowledged an improvement in the interactive nature of the forms of communication between leadership of the two teacher unions and their members, as well as the satisfactory manner concerns of teachers are being addressed by the two teacher unions, which hitherto, was not the case. This, they believe, is as a result of leadership's effort to incorporate the use of new media in interacting and disseminating information to their members.

5.2 Limitations of the Study

The purpose of the study was to interrogate the forms of communication between teacher unions—GNAT and NAGRAT, and their members in Sekondi-Takoradi Metropolitan Area. The study was thus carried out from three perspectives: first, to identify the forms of communication used by these two teacher unions to interact with their members; second, to examine the motives behind the forms of communication used; and finally, to examine members' satisfaction with the media used in communicating with them.

One clear limitation of this study is that the researcher chose to focus on only two teacher unions—the Ghana National Association of Teacher (GNAT) and the National Association of Graduate Teachers (NAGRAT), whereas there are other teacher unions such as the University Teachers' Association of Ghana (UTAG), Polytechnic Teachers' Association of Ghana (POTAG), as well as the Coalition of Concerned Teachers (CCT). Even though the two teacher unions selected are considered the two largest teacher unions in Ghana and are influential when it comes to issues on teachers, the views expressed by the two teacher unions may not be enough to represent the totality of the views of all teacher unions in Ghana.

It is also modest to admit that although the result of this study is credible and valid in giving the public an idea of the forms of communication used by teacher unions in communicating with their members, this result would still not be enough to represent again, the totality of the views of all teacher unions in Ghana. In order to achieve a more holistic result, future studies can be done to incorporate the views of members of the two teacher unions in all the regions of Ghana, instead of just one region as is the case of this study.

5.3 Conclusions

Communication has become a vital medium for social interaction. It is fundamentally as a process of exchanging information imparting ideas, and making oneself understood by others. The communications goal of an organisation therefore is to inform or educate a particular public, persuade people to take certain actions, motivate employees, as well as to build mutual understanding (Seitel, 2007). It is therefore

important that anyone interested in teacher union activism understand the forms of communication used by teacher unions in communicating with their members.

Based on the findings of the study, the following are thus the conclusions drawn from the research: The two teacher unions which are the subjects of this study—the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT), used to focus more on the traditional forms of communication with much emphasis letters, circulars and memos, followed by the as face-to-face, telephone media, which make their interaction predominantly a communication-way communication with little feedback.

Efforts are however being made by leadership of the two teacher unions to gradually embrace integrated communication—which in other words, is an attempt merge both traditional communication media such as face-to-face, letters, telephone, memos and circulars, as well as new media and technology such as Facebook, emails, and instant messaging (SMS), to communicate with their members.

5.4 Recommendations

Communication, according to Mefalopulos (2008), is rooted in the basic Sender-Message-Channel-Receiver (SMCR) model which envisions a sender transmitting a message through the appropriate channel to a receiver, or group of receivers, which if done properly, is capable of achieving the intended goal. Seitel (2007) also contends that communication becomes useless unless it helps to achieve the desired goal of the communicator.

It is therefore important that in order to improve communication with their members, teacher unions should endeavour to focus more on integrated communication which involves the incorporation of both traditional and new media and technology to enhance the success and feedback of the information intended to be communicated.

It is also recommended that in order to improve effective communication between teacher unions and their members, the former should employ participatory communication, which involves two-way communication between the two parties. This will create a thriving atmosphere where leadership of the two teacher unions as well as their members would engage with each other to enhance effective and rapid feedback.

This research has provided a thriving academic environment for future studies on effective communication between teacher unions and their members in Ghana. This study focuses only on two teacher unions—the Ghana National Association of Teachers (GNAT), and the National Association of Graduate Teachers (NAGRAT) in the Sekondi-Takoradi Metropolitan Area. It is recommended that subsequent studies may have to be extended to more regions, or examine the forms of communication between other teacher unions such as the Polytechnic Teachers Association of Ghana (POTAG), and the University Teachers Association of Ghana (UTAG).

REFERENCES

- Adae, E.K. (2008). *Internal communication and organisational change*. (Unpublished MPhil thesis). University of Ghana, Legon.
- Ahmad, Z., Ali, L., Ahmad, N., Ahmad, Z., Ahmed, I., & Nawaz, M.M. (2010). Satisfaction as an outcome of communication and organisational structures: An outcome based approach. *Interdisciplinary Journal of Contemporary Research in Business*. 5 (2): 153-163.
- AIMIA (2007). Traditional media the early marketing adopters of YouTube and MySpace within entertainment industry. *Australian Interactive Media Industry Association*. doi: www.aima.com.au.
- Aldrich, H., & Ruef, M. (2006). *Organisational evolving* (2nded.) Thousand Oaks, CA: Sage.
- Alessandra, T & Hunsaker, P. (1993). *Communication at Work*. Fireside, Simon & Schuster, New York, NY.
- Al-Nashmi, M.M., & H.J. Syd-Zin, H.S.A.R. (2011). Variation in communication satisfaction of academic staff in universities in Yemen depending on national culture. *Cross Cultural Management: An International Journal*, 18 (1), 87 – 105. Emerald Group Publication Limited.
- Antos, G. (2011). *Handbook of interpersonal communication*. The Hague, the Netherlands: Mouton De Gruyter.
- Argyris, C. (2011). *Organizational traps: Leadership, culture, organizational design*. New York, NY: Oxford University Press.
- Armstrong, M. (2003). *A Handbook of Human resource Management Practice*. Kogan Page.
- Arthiabah, B. P., & Mbiah, H. T. (1995). *Half a century of toil, trouble and progress: The history of the trades union congress of Ghana-1939-1995*. Accra: Gold-Type Publications Ltd.
- Babbie, E. (2005). *The Basics of Social Research* (3rd Ed.) Thomson Wardsworth Publishing.
- Bakar H.A., Dilbeck K.E. and McCroskey J.C. (2010) Mediating role of supervisory communication practices on relations between leader-member exchange and perceived employee commitment to workgroup. *Communication monographs* 77 (4): 637-656.
- Baum, J.A.C. (2002). *The Blackwell companion to organisations*. Oxford, UK: Blackwell.

- Baum M.A (2002). Soft news and political knowledge evidence of absence or of evidence, *Political communication*, 20 (6): 173,-190
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4): 544-559. CA: Sage.
- Bediako, T. A. (2005). GNAT in retrospect. *The Teacher*, 5(2): 8-10.
- Bogg, A., 2011. Trade unions, democracy and power. *International Journal of Law in Context*, 7, (1): pp. 95–105.
- Bovee, C., & Thill, J. (2010). *Business communication today* (10th ed.). Upper Saddle River, NJ: Pearson Education pp. 342-36, <http://dx.doi.org/10.1108/01425450910965414>.
- Boyce, C. & Neal, P. (2006). *Conducting In-Depth Interviews: A guide for designing and conducting in-depth interviews for evaluation input*. doi:http://www.pathfind.org/site/DocServer/m_e_series_indepth_interviews.pdf?docID=6301.
- Bryant, J.A., & Monge, P.R. (2008). The evolution of the Children's Television Community, 1953-2003. *International Journal of Communication*, (2): 160-192.
- Burton, S. K. (2006) Without trust, you have nobody : Effective employee communication for today and tomorrow . *The strategist*, 32-36.
- Cain, J., 2012. Out from a "Deep, Dark Ford" Women leaders as learners in Eastern and Western European trade unions in gendering and diversifying trade union leadership, Ed. by Ledwith, S., Hansen, L.L., Routledge..
- Carlson, J.R., & Zmud, R.W. (1999). Channel Expansion Theory and the Experimental Nature of Media Richness Perception. *Academy of Management Journal*. 42.(2): 114-121.
- Carriere, J., & Bourque, C. (2009). The effects of organizational communication on Job satisfaction and organizational commitment in a land ambulance service and the mediating role of communication satisfaction. *Career Development International*, 14 (1):29 – 49.
- Castells, M. (2001). *The Internet Galaxy: Reflections on the internet, business, and society*. Oxford University Press, Oxford.
- Chen, G., Tjosvold, D., & Liu, C. (2006). Cooperative goals, leader people and productivity values: Their contribution to top management teams in China. *Journal of Management Studies*, 43, 1177-1200.
- Clampitt, P. G., & Downs, C. W. (1993). Employee perceptions of the relationship between communication and productivity: A field study. *Journal of Business Communication*, 30(1): 156-161.

- Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project*. Retrieved on April 10, 2015 from <http://www.quatres.org/Home/Tria-3692.html>.
- Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five designs*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks: Sage Publications.
- Cutlip, S.M., Center, A.H., & Broom, G.M. (2001). *Effective Public Relations* (8th Edition), New Jersey: Prentice Hall.
- Cutlip M. Center AH, Broom G.M (2006) *Effective Public relations Prentice: Person* prentice hall .
- D'Urso, S.C. & Rains, S.A. (2008). Examining the scope of channel expansion. *Management Communication Quarterly*. 21(4): 131-139, Sage Publications.
- Daft, R. L. & Lengel, R. H. (1984). Information richness: A new approach to managerial information processing and organization design. *Research in Organizational Behavior*, pp. 191 – 233. Greenwich, CT: JAI.
- Daft, R.L., Lengel, R.H., & Trevino, L.K. (1987). Message equivocality, media selection, and manager performance: Implication for information systems. *MIS Quarterly*, 11 (3):355-366.
- De Vries, S., & De Diana, I. (2005). Implementation of networked organizational communication- a communication reference model. *Corporate Communications: An International Journal*, 10 (2): 117-128. Emerald Group Publishing Limited.
- Deetz, S. (1992). *Democracy in the age of corporate colonisation: Developments in Communication and the Politics of Everyday Life*. Albany, NY: State University of New York Press.
- Dempsey, M., Brewster, C., 2009. On leaving the nunnery: management in trade unions. *Employee Relations*, 31 (4): 48-53.
- Dimmick, J.W. (2003). *Media competition and coexistence*. London: Erlbaum.
- Dobos, J. (1992). Gratification models of satisfaction and choice of communication channels in organisations. *Communication Research*. 6(19).29-51.
- Dommel, H.-P., & Garcia-Luna-Aceves, J. J. (2000). A coordination framework and architecture for internet groupware. *Journal of Network and Computer Applications*, 23, 401-427.
- Downs, C.W. & Adrian, A.D. (2004). *Assessing organizational communication: strategic communication audit*. p 55-61. New York: The Guildford Press.

- Eisenberg, E. M. (2010). *Organizational communication: Balancing creativity and constraint*. New York, NY: Saint Martin's.
- Fahlbeck, R. (1999). Trade unionism in Sweden. *International Institute for Labor Studies*. Geneva Switzerland. 23-32.
- Fallows, D. (2002). Email at Work: Few feel overwhelmed and most are pleased with the way email helps them to do their jobs. *Washington, DC: Pew Internet & American Life Project*. Doi: http://www.pewinternet.org/pdfs/PIP_Report.pdf.
- Farace, R.V., Monge, P.R., & Russell, H. (1977). *Communicating and organizing*. New York. Random House.
- Goodin, J. M. (1983). Working women: The pros and cons of unions. In I. Tinker, Gray, H. & Laidlaw, H. (2002). Part-time employment and communication satisfaction in an Australian retail organisation. *Employees Relations*, 24 (2), 211 – 228. Emerald Group Publishing.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multilevel multi-domain perspective. *Leadership Quarterly*, 6, 219-247.
- Grant, G., Hardy, C., & Putnam, L.L. (2004). Introduction: Organisational discourse: Exploring the field. In D. Grant, C. Hardy, C. Osrick, & L. Putnam (Eds.), *The Sage Handbook of Organisational Discourse* (pp.1-36). London: Sage.
- Gray, H., & Laidlaw, H. (2002). Part-time employment and communication satisfaction in an Australian retail organisation. *Employees Relations*, 24 (2): 211 – 228. Emerald Group Publishing.
- Gray, J., & Laidlaw, H. (2004). Improving the measurement of communication satisfaction. *Management Communication Quarterly*, 17 (3): 425 – 448. Sage Publications.
- Greenberg, J., & Baron, R. A. (2010). *Behavior in organizations* (10th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.
- Grunig, J.E. (1992). *Excellence in public relations and communication management*. Lawrence Erlbaum Associates, Inc., New Jersey, USA.
- Grunig, J. & Hunt, T. (1984). *Managing public relations*. New York: Holt, Rinehart and Winston.
- Guion, L.A. (2006). *Conducting an In-depth Interview*. University of Florida.
- Hammer, T. H., Bayazit, M., Wazeter, D. L., 2009. Union leadership and member attitudes: A multi-level analysis, *Journal of Applied Psychology*, 94, (2) 392–410.

- Hargie, O., & Tourish, D. (2000). *Handbook of communication audits for organisations*. Routledge: New York.
- Hargie, O., & Tourish, D. (2009). *Auditing organizational communication*. London: Rutledge.
- Harris, Thomas E & Nelson, Mark D 2008, *Applied organizational communication*, 3rd edn, Lawrence Erlbaum Associates, Mahwah, NJ.
- Hearn, G., Foth, M., & Gray, H. (2009). *Action research and new media: Concepts, methods and cases*, Hampton Press, Cresskill, NJ.
- Hepple, B. (1998). *Soviet management and labour relations*. Boston: M. A. Allen Irwin.
- Hirokawa R.Y, & Poole, M.S. (1996). *Communication and group decision making*. Gelifornia: Sage Publication.
- Hirsch, B. T. and Schumacher, E. J. (2000) Private sector union density and the wage premium: Past, present and future. *Journal of Labor Research*, 22, (3): Summer 2001, 487-518-Retrieved May, 2014, from <http://www.ecu.edu/econ/wp/00/ecu0015.pdf>
- Hogard, E., & Ellis, R. (2006). Evaluation and communication: using communication audit to evaluate organizational communication. *Evaluation Review*. Sage Publications.
- Jones, J., Saunders, C., & Mcleod, R. (1989). Information media and source patterns across management levels: A pilot study. *Journal of Management Information Systems*. 5(3): 71-84.
- Katz, D, & Kahn, R.L. (1978) *The social psychology & organization*. New York Wilay. Sinclair. A. (1992) *The Tyrant of team ideology organization studies*
- Kelly, J. (1998). *Rethinking industrial relations mobilization collectivism and long waves*. New York: Routledge.
- Ken, J., & Farzana, S. (2002). *Teacher trade unionism in urban contexts: The global and the local*. London: Keele University.
- Keyton, J. (2005). *Communication and organizational culture*. Sage, Thousand Oaks, CA.
- Kozlowski, S. W. J., & Ilgen, D. R. (2006). Enhancing the effectiveness of workgroups and teams. *Psychological Science in the Public Interest*, (7): 77-124.
- Kraut, R., Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. *Human-Computer Interaction*. 4 (74): 374-407.

- Kumar, B.P. & Giri, V.N. (2009). Examining the relationship of organizational communication and job satisfaction in Indian organizations. *Journal of Creative Communications*, 4 (3), 177–184. Sage Publications.
- Lee, J. (2005). Communication as antecedents and consequences of LMX development globally: A new strong inference approach. In G. Graen, & J. A. Graen (Eds.), *Global organizing designs. A volume in LMX leadership: The series* 1-41. Greenwich, CT: Information Age Publishing.
- Lee, J. (2001). Leader–member exchange, perceived organizational justice, and cooperative communication. *Management Communication Quarterly*, 3(14): 574-589.
- Lee, J. (1997). Leader–member exchange, the “Pelz effects” and cooperative communication between group members. *Management Communication Quarterly*, 5,(11), 266-287.
- Lengel, R.H., & Daft, R.L. (1988). The Selection of Communication Media as an Executive Skill. *The Academy of Management Executive Journal*. 11 (3) 122-127.
- Lichtenstein, N. (2010), Why American Unions Need Intellectuals. *Dissent*, 2010, 57, (2): 69 – 73. <http://dx.doi.org/10.1353/dss.0.0128>.
- Lindlof, T. R. & Taylor, B. C. (2002). *Qualitative Communication Research Methods*, (2nd ed.) Sage Publications, Thousand Oaks, California.
- Madlock, P.E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *Journal of Business Communication*, (45) 1, 61-78. Sage Publications.
- Madlock, P.E. (2012). The influence of power distance and communication on Mexican workers. *Journal of Business Communication* (49) 2, 169 – 184.
- Mefalopulos, P. (2008). *Development Communication Sourcebook Broadening the Boundaries of Communication*. The International Bank for Reconstruction and Development/The World Bank.
- Mensah, V. (2009) *The Role of Corporate Social Responsibility on Sustainable Development: A Case Study of the mining community in the Obuasi municipality*. Unpublished MasterThesis.
- Miller, Katherine 2006, *Organisational communication: Approaches and processes*, (5th ed) Cengage/Wadsworth, Belmont, CA.
- Monge, P., & Poole, M.S. (2008). The evolution of organisational communication. *Journal of Communication*. (58) 679-692.

- Monge, P.R., Heiss, B., & Margolin, D. (2008). The ecology of communication networks in organisational communities. *Communication Theory*, (18) 449-477.
- Mount, D.J. & Ki-Joon, B. (1999). A factor-analytic study of communication satisfaction in the lodging industry. *Journal of Hospitality & Tourism Research*, (23) 4, 401 -408. Sage Publications/?LT.
- Mueller, B. H., & Lee, J. (2002). Leader-member exchange and organizational communication satisfaction in multiple contexts. *Journal of Business Communication*, (39) 220-244. Sage Publications.
- Nathanson, R. and Associates. (1999). *Union responses to a changing environment: The new histadrut - The general federation of labour in Israel*. International Institute of Labor Studies, Geneva Switzerland.
- Nickel, W.G., McHugh, J., & McHugh, S. (1996). *Understanding Business*. New York: McGraw Hill Inc.
- Oswick, C., Putnam, L.L. & Keenoy, T. (2004). Tropes, discourse, organizing In D. Grant, C. Hardy, C. Oswick, & L. Putnam, (Eds.), *The Sage handbook of organisational discourse* 105-128, London: Sage.
- Parpart, J. L. (1988). Women, work and collective labour action in Africa. In R. Pettit, J.D., Goris, J.R., & Vaught, B.C. (1997). An examination of organization communication as a moderator of the relationship between job performance and job satisfaction. *Journal of Business Communication*, 34(1):81-98.
- Pauley, J. A. (2010). *Communication: The key to effective leadership*. Milwaukee, WI: ASQ Quality Press.
- Peace, R. W., & Faules, D.F (1994). *Organizational communication* (3rd Ed) Englewood Cliffs, N.J Prentice Hall.
- Putnam, L.L., & Fairhurst, G.T. (2001). Discourse analysis in organisations: Issues and concerns. In F.M. Jablin & L.L. Putnam (Eds.), *The new handbook of organisational communication: Advances in theory, research, and methods* 78-136. Thousand Oaks, CA: Sage.
- Putti, J. M., Aryee, S. & Phua, J. (1990). Communication relationship satisfaction and organizational commitment. *Group & Organization Studies*, (15) 44 – 52.
- Quinn, D & Hargie, O. (2004) Internal communication audits : a case study , corporate communications: An international journal 9 , (2) :146-158.
- Rebore, R.W. (2001). *Human resource administration in education: Management approach* (6th Ed.). Boston: Allyn and Bacon.
- Rice, R.E. (1993). Media appropriateness: Using social presence theory to compare traditional and new organisation media. *Human Communication Research*. 4 (19) 451-459.

- Richmond, P.V. & Mccrossley, T.C. (2009) Organizational communication for survival: Making work, work Boston, MA: person/Allyn & Becon.
- Roberts, T. L., Lowry, P. B., & Sweeney, P. D. (2006). An evaluation of the impact of social presence through group size and the use of collaborative software on group member "voice" in face-to-face and computer-mediated task groups. *IEEE Transactions on Professional Communication*, 49(2): 28-43.
- Seers, A. (1989). Team-member exchange quality: A new construct for role-making research. *Organizational Behavior and Human Decision Processes*, 5(43)118-135.
- Seitel, F.P. (2007). *The Practice of Public Relations*. Pierson International Edition.
- Shaw, G. B. (2011). *The wit and wisdom of George Bernard Shaw*. Mineola, NY; Dover Publications.
- Sharbrough, W.C., Simmons, S.A., & Cantril, D.A. (2006). Motivating language in industry – its impact on job satisfaction and perceived supervisor effectiveness. *Journal of Business Communication*, 4 (43), 322-329. Sage Publications.
- Shui, E., & Lenhart A. (2004). *How Americans Use Instant Messaging*. Washington, DC: Pew Internet & American Life Project. Retrieved April 28, 2015 from http://www.pewinternet.org/pdfs/PIP_Report.pdf.
- Shumate, M., Bryant, A., & Monge, P.R. (2005). Storytelling and globalization: The complex narrative of netwar. *Emergence: Complexity and Organisation*. (7) 42-52.
- Sias, P.M. (2005). Workplace relationship quality and employee information experiences. *Communication Studies* . 56, (4):23-29
- Sparrowe, R. T., & Liden, R. C. (2005). Two routes to influence: Integrating leader-member exchange and social network perspectives. *Administrative Science Quarterly*, 50, 505-535.
- Swantz, M. (1985). *Women in development: A creative role denied*. London: Erlbaum.
- Taylor, J.R., & Van Every, E.J. (2000). *The emergent organisation: Communication as its Site and Surface*. Mahwah, NJ: Erlbaum.
- Tjosvold, D., Johnson, D. W., & Johnson, R. (1990). Influence strategy, perspective taking, and relationships between high- and low-power individuals in cooperative and competitive contexts. *Journal of Psychology*, 116, 187-202.
- Timmerman, C.E. (2002). The moderating effect of mindlessness/mindfulness upon mediocrity and social influence explanation of organisational media use. *Communication Monographs*, (69) 111-131.

- Tourish, D. & Hargie, O.D.W. (1998). Communication between managers and staff in the NHS: trends and prospects. *British Journal of Management*, (9), 53 – 71. British Academy of Management.
- Trevino, L. K., Lengel, R H., & Daft, R. L. (1987). Media symbolism, media richness, and media choice in organizations: A symbolic interactionist perspective. *Communication Research* 14(5): 553-574.
- Varona, F. (1996). Relationship between communication satisfaction and organizational commitment in three Guatemalan organizations. *The Journal of Business Communication*, 33, (2): 111-140.
- Weick, K. (1987). Theorising about organisational communication. In F.M. Jablin, L.L. Putnam, KH. Roberts, & W. Porter (Eds.) *Handbook of organisational communication: An Interdisciplinary Perspective*: 97-129. Newbury Park, CA: Sage.
- Welch, M. (2012). Appropriateness and acceptability: employee perspectives of internal communication. *Public Relations Review* 38 (2012), 246– 254.
- White, C., Vanc, A., & Stafford, G. (2010). Internal communication, information satisfaction, and sense of community: the effect of personal influence. *Journal of Public Relations Research*, 22(1)65–84.
- Williams, J., & Geller, E. S. (2008). Communication strategies for achieving a total safety culture. *Occupational Hazards*, 70 (7), 49–51.
- Wimmer, R.D., & Dominick, J.R. (2003). *Mass media research: An Introduction* (7th ed.). Belmont, C.A: Wadsworth.
- Yoon, M H & Suh, J (2003), Organizational citizenship behaviors and service quality as external effectiveness of contact employees. *Journal of Business Research* 56, (8): 597-611.
- Yusim, S. E. (2008). Teacher unionism: past, present, and future: A study to determine the future of union involvement in School reform. Educational Leadership Department. National College of Education National-Louis University.
- Zwijze-Koning, K. & de Jong, M. (2007). Evaluating the communication satisfaction questionnaire as a communication audit tool. *Management Communication Quarterly*, (20) 3, 261 - 282. Sage Publications.

APPENDIX A

**INTERVIEW GUIDE FOR GNAT AND NAGRAT EXECUTIVE MEMBERS
IN THE SEKONDI-TAKORADI METROPOLITAN AREA**

1. Which teacher union do you represent in the Sekondi-Takoradi Metropolitan Area?

.....

2. How long have you been an executive member of the Sekondi-Takoradi branch of the teachers' union you represent?

.....

3. What are the requirements needed for membership into the teachers' union you represent?

.....

4. How often do you communicate with members of this teachers' union in the Sekondi-Takoradi Metropolitan Area?

.....

5. What forms of communication do you use in communicating with your members in this metropolis?

.....

6. Which media do you use in communicating with members of your teachers' union in this metropolis?

.....

7. Why have you chosen the media you use in communicating with members of this branch of your teachers' union?

.....

8. Which other media do you use to communicate with members of your teachers' union in the metropolis?

.....

9. How effective are the forms of communication you use to interact with your members?

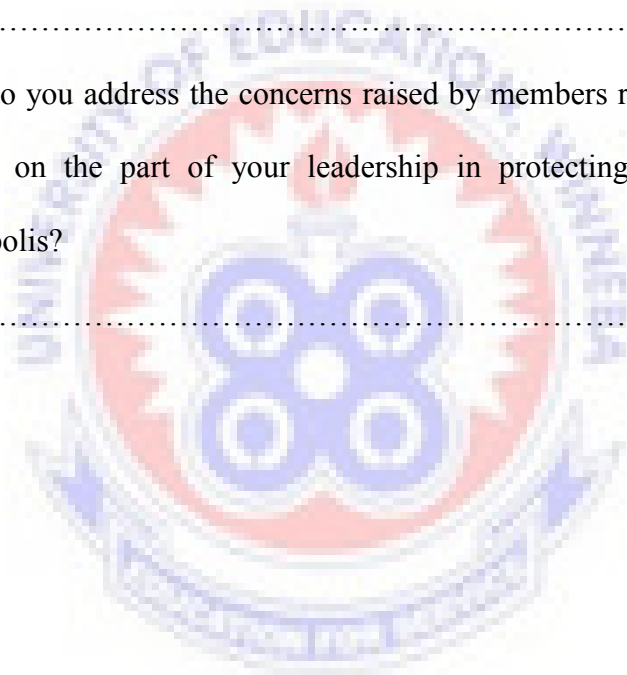
.....

10. How would you assess members' response to the forms of communication you employ in interacting with them?

.....

11. How do you address the concerns raised by members regarding the perceived apathy on the part of your leadership in protecting their welfare in this metropolis?

.....



APPENDIX B

**INTERVIEW GUIDE FOR TEACHERS IN GNAT AND NAGRAT
MEMBERSHIP OF THE SEKONDI-TAKORADI METROPOLITAN AREA**

1) Which teachers' union do you belong in the Sekondi-Takoradi Metropolis?

.....

2) How long have you been a member of the Sekondi-Takoradi branch of this teachers' union?

.....

3) What motivated you to join the Sekondi-Takoradi branch of this teachers' union?

.....

4) How often does the leadership of this branch of teachers' union communicate with you?

.....

5) What forms of communication does leadership of this branch of the teachers' union use to communicate with you?

.....

6) Which media does leadership of this branch of the teachers' union use in communicating with you?

.....

7) How satisfied are you with the forms of communication used by your union leadership in interacting with you?

.....

8) How appropriate are these forms of communication used by leadership of your union in interacting with you?

.....

9) Which other media would you have suggested the leadership of your union use in communicating with their members in this metropolis?

.....

10) How often does leadership of your teachers' union respond to concerns you raise regarding your conditions of service as teachers in this metropolis?

.....

