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INTERNAL COMMUNICATION AND ORGANISATIONAL COMMITMENT: A STUDY OF MANAGEMENT AND STAFF RELATIONSHIP AT TAMALE TECHNICAL UNIVERSITY

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DECLARATION

STUDENT'S DECLARATION

I, Mohammed Rashad Abdulai, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, 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 and presentation of this work was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

MR. KWESI AGGREY (SUPERVISOR)

SIGNATURE: ……………………….

DATE: ……………………………..…

DEDICATION

This research work is dedicated to my two wives and children.

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ABSTRACT

The study evaluated the nature of internal communication as well as role of internal communication within Tamale Technical University's management in enhancing lecturers' work commitment. Data was drawn from multiple sources, specifically through the use of interviews and focus group discussions. The models of organisational commitment and social exchange theory formed the theoretical foundation of the study and particularly helped to properly contextualise the research. The researcher examined the nature of internal communication at Tamale Technical University in terms of the direction of communication, formality of communication, and the scope of communication. The study found that information flow at Tamale Technical University was primarily downward (superiors to subordinates), upward (subordinates to superiors), and horizontal (officials to officials of the same rank). The study also discovered that internal communication between management and lecturers was used as a mechanism to motivate lecturers, maintain discipline, and create a healthy employee-management relationship. Finally, the study found that when employees believe their employer cares about them, they feel obligated to repay the favour by making voluntary contributions that benefit the organisation. As a result, internal communication was used at Tamale Technical University to build employee recognition, trust, and respect for all. Furthermore, the study suggests that, in addition to internal communication being a continuous practice and beneficial to the university's day-to-day administration, the university should prioritise grapevine communication because it fosters a sense of solidarity among employees who share and discuss their ideas. Similarly, university administration should promote upward communication as a useful source of information that can aid in corporate decision-making.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education's value in any sociopolitical system cannot be emphasised. According to Armstrong (2015), education in today's society is the most important pillar for achieving progress and development. It is education, through which society can be guided on the road to growth in different dimensions (Armstrong, 2015). The biggest share of the effort goes back to schools as the operational patterns of the educational system are first in line when it comes to planning and the administration of the curriculum for the attainment of goals (Armstrong, 2015). As a result, schools, now more than ever, require strong and devoted human resources to achieve the educational goals (Armstrong, 2015; Cherian, Alkhatib & Aggarwal, 2018). In other words, to have an effective teacher who will be able to teach, and consequently, bring about an effective education, the fulfillment of some conditions is required (Armstrong, 2015; Cherian et al., 2018). One of these conditions is teacher commitment, which is the teacher behaviour that is directed towards helping students develop both intellectually and socially (Armstrong, 2015; Cherian et al., 2018). Therefore, to create an effective school, it is necessary to have a committed teacher (Armstrong, 2015). Teacher commitment is a crucial phenomenon to understand due to its intimate connection with concepts such as: quality of teaching, teacher adaptability, teacher attendance, organisational "health" of the school, and student attitudes and learning outcomes (Armstrong, 2015). Lecturer commitment has also been used as a measure of school effectiveness in that lecturer commitment is viewed as a foundational element in the success and future of education (Cherian *et al.,* 2018).

Commitment is important for teachers because it reflects a personal interpretation of work experience as absorbing and meaningful. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Almodarresi & Hajmalek, 2014). Teacher commitment is a motivational force that inspires teachers to invest more time and energy in student achievement (Almodarresi & Hajmalek, 2014). This willingness to promote student accomplishment inspires teachers to seek ways to enhance the teaching profession and establish an effective learning environment to allow students to achieve their goals (Almodarresi & Hajmalek, 2014). Teacher commitment is a crucial factor that impacts student achievement. Committed teachers devote themselves to their students, school and teaching profession. When teachers are involved in developing their teaching profession, they can influence student accomplishment (Almodarresi & Hajmalek, 2014). Teachers with a high level of commitment also motivate students to be involved in school activities. Once students take part in learning activities, they stand a better chance of developing their achievement (Almodarresi & Hajmalek, 2014).

Lecturer commitment is conceptualised in terms of the organisational dimensions of affective, continuance, and normative commitment (Albdour & Altarawneh, 2014). Affective commitment (love for the job) is a strong emotional attachment to a job or organisation that increases job satisfaction (Albdour & Altarawneh, 2014). Employees with a strong affective commitment continue employment with the organisation because they want to do so. Secondly, continuance commitment (fear of job loss) is a fear of loss that could be greater than the benefit one can get out of the new job (Albdour & Altarawneh, 2014). Employees whose primary link to the organisation is based on continuance commitment remain because they need to do so (Albdour & Altarawneh, 2014).

Thirdly, normative commitment (obligation to stay at work) is the state of mind where the employee feels that he should stay with the organisation (Albdour & Altarawneh, 2014). The normative commitment reflects a feeling of obligation to continue employment (Albdour & Altarawneh, 2014). Employees with a high level of normative commitment feel that they ought to remain with the organisation (Albdour & Altarawneh, 2014). All institutions, both public and private, rely on some form of communication to send their messages across to their staff and target audience, or inform them of the mission and vision of their entity (Marques, 2015).

When effective communication is at its optimum, employees tend to emphasise their commitment in the workplace (Marques, 2015). For instance, when the information about an organisation's policies and procedures is at its optimum level with openness and accuracy, and also when the information provided is adequate, factual, and has good feedback, employees become committed to the organisation (Marques, 2015). Meanwhile, only a few sizable modern-day organisations have valued efficient workplace communication as a means of connecting with employees (Marques, 2015). It is assumed by some management members that communication is the simplest task for everyone to execute, but research has shown that communication can make or unmake the existence of an organisation (Men, 2014). Most managers delegate that aspect of effective communication to the human resources department because their primary focus is on operational activities (Marques, 2015). In Tamale Technical University, for example, the top management or the head of departments only concentrate on target achievement, thereby forgetting that free flow of communication and how well the staff understand this information dissemination boost their morale to work harder. Similarly, there is a major issue when management assumes that they have had sufficient communication with their employees simply by informing them of their daily schedules (Men, 2014).

Internal communication also plays an important role in enhancing the work commitment of employees (Chmielecki, 2015). When employees are satisfied with information flow in an organisation, they feel that they are important to the organisation and, in turn, committed to it. On the other hand, lack of internal communication among employees results in a low level of job satisfaction and organisational commitment, and also leads to a high level of intention to quit (Chmielecki, 2015). Valuckiene (2015) noted that internal communication had a positive impact on employee work commitment, as well as job satisfaction and improved well-being. Allen and Meyer in Armstrong (2015) noted three components in the model of organisational commitment, which distinguishes between affective commitment, continuance commitment, and normative commitment. The affective component of organisational commitment refers to employees' emotional attachment to, identification with, and involvement in the organisation; the continuance component refers to commitment based on the costs that employees associate with leaving the organisation; while the normative component refers to employees' feelings of obligation to remain with the organisation (Allen & Meyer 1991 as cited in Al-Qatawneh, 2014).

Al-Qatawneh (2014) argues that employees who have a strong affective commitment to the organisation would be motivated to higher levels of job commitment than employees who convey continuance or normative commitment. Additionally, he argued that those employees with strong affective commitment also make more meaningful contributions to the organisation. Al-Qatawneh (2014) further perceives that commitment within an organisation could be improved significantly by way of sharing information with employees through desired internal communication practises (Al-Qatawneh, 2014). However, this recuperates general employee work commitment and productivity within an organisation (Holden, 2016). In some cases, the communication gap between managers and employees makes them generally not trustworthy, respected or valued enough to be responsible in their field of work (Holden, 2016).

Holden (2016) further indicates that the most valuable resources within an entity are the employees, therefore, it is the responsibility of managers to encourage the two-way flow of information to optimise the organisation's performance as well as employee productivity. This makes communication very essential for all stakeholders as it assimilates most managerial purposes (Holden, 2016). Ethically, communication is needed internally to initiate plans for expansion, to consolidate resources effectively and with less cost, and to select, nurture, and appraise members of an organisation (Holden, 2016). Conversely, communication is needed externally to serve as awareness creation for management to do business with their stakeholders such as suppliers, government agencies, and many others (Ruck, 2016). The essence of communication is its vitality, which cannot be ignored; it is this type of mechanical system that determines an organisation's growth in all aspects in this modern age

(Dolphin, 2015). It is against this background that the study on internal communication on lecturers' work commitment is set to ascertain what pertains on the grounds of the low level of lecturers' work commitment.

1.2 Statement of Problem

Organisations are formed by individuals or groups of people who come together to work to achieve common objectives or purposes (Cagrl, 2016). The individuals or groups making up an organisation interact with the environment in which they operate to ensure the achievement of the goals of the organisation (Cagrl, 2016). According to Robbins and Judge (2014), employees' commitment is the basis for achieving organisational success. Employees with low levels of commitment do only enough to get by or what is expected of them (Robbins & Judge, 2014). They do not place their heart in the job and mission of the organisation. They seem to be more focused on their private success than on the success of the organisation as a whole (Robbins & Judge, 2014). On the other hand, employees with a high commitment to an organisation see themselves as a vital element of the organisation (Robbins & Judge, 2014). Anything that threatens the organisation is an imminent danger to them as well. Such employees become creatively involved in the organisation's values and mission and constantly think about ways to do their jobs better. Committed human resources work for the organisation as if the organisation belongs to them (Robbins & Judge, 2014).

Cagrl (2016) investigated employee commitment at four US colleges and discovered that committed instructors prefer working with students and are eager to assist them reach their full potential. According to Cagrl (2016), instructors who like their profession at the four US universities studied also proved that they care about their students' well-being. Dolphin (2015) analysed the influence of lecturer commitment on student views of teaching satisfactions in higher education in the United Kingdom. Dolphin (2015) found that lecturers' commitment helps to distinguish between individuals who are committed to their profession and those who are not. The study also found out that commited lecturers were not only committed to their students and their school, but also to themselves as lifelong learners and teachers (Dolphin, 2015). Dolphin (2015) went on to explain that commitment to teaching is an effective way to strengthen teaching practice and that it also entails instructors' ongoing exploration of new ways of teaching in order to improve students' learning experiences.

According to Downs and Hazen (2017), internal communication is the strategic management of interactions and relationships and includes all formal and informal communication happening internally in an organisation. Internal communication has been recognised as an important and vital part of any organisation, with strong effects on employee work commitment (Downs & Hazen, 2017). This implies that a lack of internal communication between the management or authorities and employees results in employees not understanding the organisations they work for (Downs & Hazen, 2017). In this sense, the employees feel no sense of belonging and commitment to the organisation (Grey & Laidlaw, 2014). Downs and Hazen (2017) therefore concluded that the role of internal communication in an organisation is pivotal as it influences the way employees are committed to their work and the organisation.

Although there have been various studies on internal communication, none has focused on lecturers' commitment to their professions (Agyeman, 2018; Clutterbuck

& James, 2017; Downs & Hazen, 2017; Scott, 2020). For example, Clutterbuck and James (2017) looked at healthcare workers and their work commitment in the United Kingdom. He noted that effective internal communications make employees feel valued and increase employee performance. Agyeman (2018) investigated the nature of internal communication and employee performance in the Ghanaian oil sector and found out that poor internal communication leads to confusion, loss of productivity, and lower morale among employees. Inversely, the study noted that when internal communication is well adopted and implemented, it guarantees employees' motivation, loyalty, and productivity.

Despite the fact that various studies on internal communication have been conducted, Scott (2020) suggested that future researchers investigate internal communication and lecturer commitment in Africa because tertiary institution management communicates with both employees and students, as well as their ability to connect and establish supportive relationships with the aforementioned stakeholders. On that basis, this current study seeks to investigate how internal communication between management and lecturers at Tamale Technical University creates a sense of work commitment using a qualitative research approach.

1.3 Research Objectives

The main objective of the study is to investigate the contribution of internal communication within the management of Tamale Technical University in enhancing lecturers' work commitment (Clutterbuck & James, 2017). Committed employees' involvement within the organisation and cooperation with each other achieve the organisation's common goals (Clutterbuck & James, 2017). Internal communication is assumed to serve as a catalyst that enhances the lecturers' work commitment (Clutterbuck & James, 2017). More specifically, this research attempts to:

1. Identify the nature of internal communication in Tamale Technical University.
2. Determine how internal communication between management and lecturers creates a sense of commitment at Tamale Technical University.
3. Explore the role of internal communication in the commitment of Tamale Technical University lecturers.

1.4 Research Questions

Following the above mentioned arguments under the specific objectives, the below mentioned research questions will be explored within the framework of this study:

1. What is the nature of internal communication in Tamale Technical University?
2. How does internal communication between management and lecturers create a sense of work commitment with lecturers at Tamale University?
3. What is the role of internal communication in the commitment of Tamale Technical University lecturers?

1.5 Significance of the Study

The findings and conclusions of this study will provide organisational leaders in Ghana with a more dependable and in-depth understanding of the role internal communication plays in employee job commitment. This will aid in shaping the future communication-policy formulation, thus facilitating greatly the achievement of the objectives of the institutions in improving the reliability and efficiency of services to their employees.

To the management of organisations or higher institutions, the findings are expected to provide answers to the central question of why employees seem to be working hard, yet their commitment is not reflected in the general productivity of their respective organisations. This would allow the organisations to formulate appropriate internal communication policies and strategies that would enhance employee work commitment. In the end, work commitment and productivity can be measured appropriately.

For researchers, the findings of the study will serve as a useful resource in shedding more light on the role of internal communication on employee work commitment. The results will further serve as secondary data for future research in the area of the role of internal communication in enhancing work commitment. The conclusions will add to the theory and empirical data regarding the role of internal communication in employee work commitment. The findings of this current study can also be used to apprise teaching and learning about the nature of internal communication and employee commitment in Ghanaian organisations. Additionally, the limitations and suggestions for further research provided in the study can be used to conduct more research in the field of internal communication and employee work commitment.

1.6 Delimitation of the Study

The study is delimited to finding out the role of internal communication in the lecturers' work commitment. The study included both management staff and senior lecturers as study participants because they possessed the appropriate body of information relevant for achieving the study's overall objective.

1.7 Organisation of the Study

The study comprises five chapters. Chapter one includes the background of the study, statement of the problem, purpose of the study, objectives of the study, questions, significance of the study, delimitations of the study, and organisation of the study. Chapter two comprises a review of the related literature on the subject under investigation. Chapter three deals with research methodology that will include philosophical stance and research paradigms that will underpin the study, research approach,research design, target population, sample and sampling procedures, research instruments, data collection procedures, and data analysis. Chapter four consists of data presentation and analysis. Chapter five presents the summary, conclusions, and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter examines the literature that is relevant to this research. This chapter reviews related literature specifically on the following concepts: internal communication; characteristics and channels of internal communication; benefits of Internal communication;and, organisational commitment and approaches to organisational commitment. The chapter also discusses organisational commitment models, the stakeholder approach to internal communication, and social exchange theory, as well as their relevance to the research.

2.1 The Concept of Internal Communication

Internal communication is operationally defined as the exchange of information, both informal and formal, between management and employees within the organisation (Heron, 2016). Smith and Mounter (2015) emphasise that the term internal communication is widely accepted in the corporate communication and public relations literature to describe communication within the boundaries of an organisation. According to Argenti (2018), the alternative terms also describing similar functions include internal relations, organisational communication, internal public relations and employee communication. According to Kalla (2015), while several definitions of internal communication have been offered, four main definitional themes have been synthesised from his body of work. Internal communication, he claimed, can be thought of as: (1) transactional in nature, (2) including the exchange of information, (3) a management process, and (4) defined by communication flows (Kalla, 2015).

Internal communication is also defined by Argenti (2018) as the interchange of information and ideas, while Smith and Mounter (2015) characterise it as a process occuring between organisational leaders and employees. Internal communication, according to these definitions, is a critical function that takes place within an organisation. In addition, Decenzo and Robbins (2015) emphasise information dissemination as an important aspect of every internal communication process. Clinton (2014), on the other hand, posits that internal communication as the flow of communication between parties. Clinton's (2014) definition suggests that internal communication is a two-way process. Therefore, drawing on these definitions, this study defines internal communication as a process responsible for the internal exchange of information between stakeholders at all levels within the boundaries of an organisation.

Internal communication consists of different types of information including employees' roles, personal impact, team information, project information, and organisational issues (Smith & Mounter, 2015). Communication concerning an employee's role (i.e. goal setting, appraisals, and day-to-day activities) and organisational issues (i.e. goals, objectives, new developments, activities, and achievements) is central to this study for two reasons. First, communication dedicated to informing employees about their roles and organisational issues is controlled and managed by the dominant coalition (Smith & Mounter, 2015). Second, internal communication about an employee's role and organisational issues are most representative of the two essential workplace relationships experienced by employees: a relationship with their organisation and with their direct supervisor (Smith & Mounter, 2015).

2.2 Characteristics and Channels of Internal Communication

Pigors (2015) examines the characteristics of internal communication. He noted that in order to define the direction of internal communication development, approximate goals should be formulated (Pigors, 2015). In the given case, desirable aims would be represented by characteristics of effective internal communication as a system within which every process is working at its maximum (Pigors, 2015). Consequently, the establishment of effective internal communication in the case company will achieve one of the thesis project’s goals, since, when operating at its best, internal communication will become an engine of progress for the employees themselves (Pigors, 2015).

Although organisations worldwide want its internal communication to be as effective as possible, many business organisations are oblivious to the importance of effective internal communication (Redding & Sanborn, 2014). Thus, it is critical to go deeper into the analysis of effective internal communication characteristics, as internal communication that is truly effective, according to Pigors (2015), looks to be an irreplaceable component of every company's working process. According to Clinton (2014), effective internal communication includes the ability for top management and employees to interact as well as stakeholder engagement. Concerning the ability of top management and employees to interact, Clinton (2014) stated that it is critical to provide an opportunity for both top management and employees to provide feedback, as this helps to keep the company developing steadily in one direction, rather than turning against its culture and positioning strategy. According to Clinton (2014), more interpersonal interactions, such as face-to-face meetings and impromptu conversations, can increase stakeholder engagement. A carefully selected location to convey a message from top management to employees, or vice versa. It was mentioned that the setting may either encourage or discourage people from engaging in conversation (Clinton, 2014).

Pigors (2015) also makes the case that effective workplace communication can be difficult to achieve in the absence of a channel through which information can travel. Thus, channels of internal communication can be as important as efficient internal communication itself (Pigors, 2015). According to Drafke (2018), an internal communication channel is the exchange of information between employees of an organisation; purposely created to suit the needs of both the informant and the recipient. This information exchange is enabled by internal communication channels and relationships amongst organisation employees (Klein, 2016).

Klein (2016) further argues that selecting the most appropriate communication channels can be a difficult job. However, communication channels are usually evaluated based on the sender's expectations of those channels, but it is important to understand that different communication channels are appropriate for different kinds of information and achieve different objectives (Mumby, 2016). Therefore, it is vital to choose the right communication channel that fits the nature of the communication best (Armstrong, 2014). This is significant because different people understand and interpret messages in different ways, which is critical to understand when deciding on a communication method, and the channels used can make a significant difference in how the message is received (Armstrong, 2014). Communication channels can be classified under the following directions of information: top-down, down-up, or horizontal (Mumby, 2016).

Top-down communication occurs when information flows from people at higher levels of the organisational hierarchy to those at lower levels (Wilcox & Cameron, 2016). This type of communication includes tasks such as giving job instructions, providing information, and providing feedback to subordinates (Mumby, 2016). Upward communication, on the other hand, includes messages that flow from subordinates to superiors and continue up the corporate hierarchy (Wilcox & Cameron, 2016). These forms of interactions transmit information such as what subordinates are up to, unresolved job problems, and improvement suggestions (Wilcox & Cameron, 2016). According to Wilcox and Cameron (2006), the third direction of communication, which is horizontal in nature, consists of messages exchanged between equal-power employees within the organisation. This type of communication encompasses messages such as task coordination, problem solving, information sharing, conflict resolution, and relationship building.

For effective internal communication, all three directions of communication are required in every organisation (Wilcox & Cameron, 2006). In order for managers to deliver orders and provide information to subordinates, top-down communication is essential. Organisational charts are an excellent example of top-down communication since they clearly define who is responsible for what (Wilcox & Cameron, 2006). Despite the fact that top-down communication is critical in every organisation, it alone will not result in efficient communication (Wilcox & Cameron, 2006). Furthermore, managers must receive feedback from their subordinates to ensure understanding of the provided instructions or information (Dominick, 2012). Dominick (2012) believes that creating an atmosphere of trust, participation and respect is not done with top-down communication only. This is supported by Clinton (2014), who claims that "people must be able to ask questions and expect them to be answered"(p. 23).

Additionally, Dominick (2012) claims that to be able to suggest improvements or come up with new ideas is an essential part of employee self-confidence, commitment and participation. In order for employees to feel that they are a part of the organisation and that they really matter, upward communication is very important (Clinton, 2014). Finally, organisations cannot live without horizontal communication (Clinton, 2014). Social and interpersonal communication is vital for every person (Clinton, 2014). Therefore, without communicating with co-workers and sharing information about the job or the company, people will not establish a relationship between each other, and company culture and the workplace atmosphere will be unappealing (Clinton, 2014).

2.3 Approaches to Internal Communication

According to Clinton (2014) and Smith and Mounter (2015) internal communication can be broadly divided into formal and informal approaches. Formal communication refers to a company's management planned communicative activities and their implementation (Clinton, 2014; Smith & Mounter, 2015). Informal communication activities take place spontaneously, in parallel with formal communication (Clinton, 2014; Smith & Mounter, 2015). Both the one and the other form a whole and are inseparable. Unfortunately, formal, scheduled communication only rarely satisfies the needs of employees (Clinton, 2014; Smith & Mounter, 2015).

Clinton (2014) believes that circulation of information in all levels of organisation need to be developed for the general corporate internal communication to be successful. Formal internal communication is a broad term that includes multiple communication channels (Clinton, 2014). Jurišová and Ďurková (2016) define formal internal communication as a standard protocol that describes when and what is being communicated and who is participating in the communication transaction. The formal communication is therefore traceable and is often known to the participants beforehand (Clinton, 2014; Jurišová and Ďurková, 2016). Clinton (2014) however, noted that Jurišová and Ďurková (2016) described formal communication as including rules, conventions, and standard procedures through predetermined schedules, memos, and management reports.

Formal internal communication is frequently planned and specified in advance from the leadership (Kalla, 2015). The formal internal communication can be further developed using a system that integrates the employees through a platform (Kalla, 2015). This can be used as an automated version of a formal communication protocol (Kalla, 2015). Formal internal communication works as a facilitator for the mediation of information throughout the entire organisation, which sometimes makes large investments in internal communication systems necessary (Kalla, 2015). Lacking the necessary formal internal communication structure may lead to loss of information and, therefore, to a lack of teamwork (Jurišová & Ďurková, 2016). Since the formal internal communication is traceable, a better understanding of the colleagues' knowledge becomes evident, which eases the cooperation (Juholin & Aula, 2015).

Communication provides information regarding the extent to which members feel accepted as valued organisational colleagues (Howard, 2018). It can particularly affect employees' degree of identifying with an organisation (Kreps, 2015). Open and respectful communication will generate feelings of being part of a group as well as the feeling of self-esteem (Kreps, 2015). Through such communication attributes, employees' willingness to identify with a company increases (Kreps, 2015). This emphasises the significance of communication because it guides the formation of organisational culture (Kreitner & Kinicki, 2017). Furthermore, continual communication from management to employees, that is top-down, leads to common thoughts about the organisation that additionally establishes members with the feeling of being part of and identifying with the organisation (Howard, 2018).

According to Smith and Mounter (2015), formal communication within an organisation can be characterised by three main areas:

1. Downward communication: the flow of information from managers to employees;
2. The upward communication: the flow of information from employees to managers;
3. Horizontal communication: the flow of information between departments (p. 42).

Smith and Mounter (2015) believe that for general corporate internal communication to be successful, information circulation at all levels of the company must be developed. Downward communication, each enterprise is self-evident because the manager gives the orders and informs employees about what is happening and lists their duties. In contrast, upward communication may not seem so natural and easy to understand, but each manager should be aware that the acquisition of information by employees can play an important role in the company's ability to function efficiently (Smith & Mounter, 2015).

Lowery and DeFleur (2015), on the other hand, note that they also find formal communication can be divided into two levels: vertical and horizontal communication: vertical and horizontal. Vertical communication takes place from top to bottom: the highest hierarchical levels report to lower level employees (Lowery & DeFleur, 2015). At the same time, there is a transmission of information in the opposite direction – from the lowest in the hierarchy to the highest. According to Lowery and DeFleur (2015), horizontal communication is a vital complement to vertical communication because it occurs between equal (one level) persons and organisational subdivisions.

Informal communication on the other hand is "news" or communication between people within the organisation (Argenti, 2018). O'Rourke (2014) characterises informal communication as a simple glance, smile, or signal between people within an organisation. Lowery & DeFleur (2015) claim that it is an inevitable part of the organisation. Moreover, it should be seen as a natural consequence of people interacting. Pigors (2015) opines that with informal communication, people can talk about their feelings, create relationships and discuss the issues that matter to them at each time. This is supported by Mumby (2016), who believes that informal communication establishes the actual relationships between people within the organisation. However, informal communication also has its disadvantages. It can increase rumours and carry wrong information about the company or certain topics (Mumby, 2016).

However, informal communication is important because, without it, employees cannot fill in gaps left from official words and may not feel ownership of information (O'Rourke, 2014). O'Rourke (2014) further agrees that this is vital if the formal communication has left out some important information. However, this gap should be kept as small as possible in order to minimise rumours and wrong information within the organisation. Furthermore, O'Rourke (2014) claims that this will not occur if the formal information is well structured and efficient. This is supported by Argenti (2018), who claims that the stronger the trust, commitment, and engagement are between managers and people at lower levels in the organisation, the less people will use informal communication. Thus, it can be concluded that if employees believe informal communication information more than formal communication, the formal structure of the organisation cannot be trusted (Argenti, 2018).

2.4 Benefits of Internal Communication

Kalla (2015) indicates that internal communication benefits organisations in many different ways. According to Kalla (2015), the benefits of internal communication include: (1) communication culture, (2) communication climate, (3) communication satisfaction, (4) organisational justice, and (5) organisational climate.

2.4.1 Enhancement of the Communication Climate

Equally so, the communication climate is a positive reflection of good internal communication (Blakstad & Cooper, 2015). Communication climate is defined as the subjective views, interpretations, and satisfaction of an organisation's members regarding communication phenomena in a specific context (Blakstad & Cooper, 2015). On the other hand, Balakrishnan & Masthan (2016), argue that communication climate is the aggregation of observations, feelings, and valuations of individuals, and the result of the working process of communication systems. Internal communication should be in such a way that it fosters the environment that will create a platform for communication climate (Balakrishnan & Masthan, 2016).

2.4.2 Enhancement of communication satisfaction

In today's competitive business environment, the emotional being of the employees is very essential. It should be maintained and sustained. Through communication satisfaction, employees can be kept happy (Cartwright & Holmes, 2013). Hackman & Johnson (2014) view communication satisfaction as a "summing up" of an individual's satisfaction with a flow of information and relationship variables. According to them, it includes the extent to which informal communication is accurate and free-flowing; the extent to which meetings are well organised and written directives are short and clear; information about the organisation as a whole, which includes notifications about changes, overall policies, and goals of the organisation; the degree to which individuals receive information about their immediate work environment; the extent to which communication in the organisation motivates and stimulates workers to meet organisational goals; and most importantly, information concerning how workers are being judged and how their performance is being appraised, as well as the upward and downward aspects of communicating with superiors (Hackman & Johnson, 2014).

2.4.3 Cultivation of organisational justice

Chreim (2012) defines organisational justice as the extent to which employees perceive workplace procedures, interactions, and outcomes to be fair in nature. These perceptions can influence attitudes and behaviour for good or ill, in turn, has a positive or negative impact onemployee performance and organisation's success (Chreim, 2012). Transparency is one of the outcomes of organisational justice (Chreim, 2012). Kalla (2015), on the other hand, defines organisational justice as the employees' perception of the fairness with which they have been treated by an organisation or organisations. Organisational justice, includes among others, interactional justice, which is concerned with the sensitivity with which information is communicated (Kalla, 2015). It is critical to note that organisational justice is not possible without a free flow of two-way symmetrical communication (Kalla, 2015). Thus, internal communication is a key facilitator of this process (Kalla, 2015). It is through effective internal communication that the organisation can achieve organisational justice (Kalla, 2015).

According to Kitchen and Daly (2016), benefits of internal communication include the following: It increases productivity; Easy attainment of goals; Reduce day-to-day conflict between team members; Enables fast response; Enables fast decision making, and helps in motivating the employees. Goldhaber (2017), indicates that internal communication has become increasingly important to overall organisational functioning due to the following reasons: Work is more complex and requires greater coordination and interaction among workers; Simultaneous distributed work processes are more common; Knowledge and innovation are more critical to an organisation's competitive advantage; Communication technologies and networks are increasingly essential to an organisation's structure and strategy.

According to Goldhaber (2017), when management is communicating effectively with its employees, it develops a cohesive culture where everyone is focused on the same goals and has the same objectives. By working within a cohesive culture, the organisation can work more efficiently together and collaborate more effectively (Goldhaber, 2017). Goldhaber (2017), further indicated that some specific benefits that can result from effective internal communication include: Employees can make more decisions themselves since they have the tools and knowledge to know the "right" decisions in line with the organisation's goals; Staff can identify better with the goals, mission, and procedures of the organisation, which can result in a sense of "making a difference" and increase effort and efficiency in the workplace; Programmes and departments share more resources and information, resulting in less duplication of work and stronger impact as a whole organisation; as well as day-to-day conflict can be reduced since a lot of conflict is the result of conflicting ideas about what is important to the organisation. Although effective internal communication may not bring about all of these results for all organisations, it can go a long way towards building an organisational culture where people work together effectively towards a common goal (Goldhaber, 2017).

2.5 The Role of Internal Communication in an Organisation

People at work communicate regardless of the intentions of their managers or leaders (Smith & Mounter, 2015). The purpose that a formally-appointed Internal Communication manager or team will serve within a given organisation will depend on the business context (Smith & Mounter, 2015). In one, the internal communication function may perform the role of “internal marketing” (i.e., attempting to win participants over to the management vision of the organisation); in another, it might perform a “logistical” service as a channel manager; in a third, it might act principally as a strategic adviser (Smith & Mounter, 2015). It is important to distinguish between communications on behalf of the organisation and the day-to-day activities within work groups or between managers and subordinates (Smith & Mounter, 2015).

Internal communication affects the ability of organisations to engage with employees and is a fundamental process for organisations (Smith & Mounter, 2015). Smith & Mounter (2015) further argue that although internal communication is important for practice, there are considerable gaps in its theory with regard to its mandate, scope and focus. Poor internal communication has been stated as a major concern for organisations. Internal communicationenables engagement between an organisation and its employees (Smith & Mounter, 2015). Ferreira (2016), on the other hand, maintains that internal communication has been identified as an underlying factor associated with employee commitment. Redding and Sanborn (2014) maintain that communication should produce integration and a true spirit of team work within organisations.

Cornelissen (2018), on the other hand, states that the internal communication function serves to strengthen the connection between an organisation and its internal stakeholders, that is, its employees. According to Clinton (2014), internal communication plays five different roles, namely: a communicator, an educator, a change agent, a communication consultant when providing guidance and advice, as well as an organisational strategist. Bambacas and Patrickson (2018) argue that an internal communication manager plays a role in communicating work; communicating news; communicating control; communicating change; and communicating culture. Baskin and Aronoff (2016), on the other hand, identify internal communication aimed at promoting a positive sense of belonging in employees; developing awareness of environmental change among employees; contributing to internal relationship building within organisations; and promoting and developing understanding of an organisation's mission and objectives.

Internal communication plays a role in building organisational culture as well as the process of forming an organisational culture (Bovée & Thill, 2016; Grey & Robertson, 2015). To Grey and Robertson (2015), internal communication enhances values of management, in that, it makes them socialised within the organisation so that they serve to enhance the organisational culture. Grey and Robertson (2015) further indicated that management actions have a big impact on organisational culture via internal communication. Their speech and behaviour in carrying out norms are very influential on members of the organisation (Bovée & Thill, 2016). The socialisation process requires effective internal communication to obtain the same understanding by members of the organisation. This socialisation is intended so that employees can adjust to organisational culture (Bovée & Thill, 2016).

According to Bambacas and Patrickson (2016), internal communication has an important role in building organisational culture through the organisation's vision and mission, strategic direction, sharing values, and empowerment within the organisation. This is reinforced by Neher (2018), who states that internal communication has an important role in directing and shaping the behaviour of members of the organisation so that compact teamwork can be formed and directed to efficient organisational objectives, with internal communication strategies organisation goals. Effective communication encourages a positive culture and is essential to the way employees work. Ineffective communication can be guided to match steps with the corporate culture (Neher, 2018).

2.6 Dimensions of Internal Communication

Smith and Mounter (2015) emphasised that internal communication has been conceptualised as multi-dimensional. Smith & Mounter (2015) identified four dimensions of internal communication, namely: communication frequency; communication mode; communication content; and communication direction. Smith & Mounter (2015) stated that these dimensions have been tested in the context of supervisor and employee communication and argue that internal communication should be defined using these dimensions.

An additional dimension of communication information quality has also been identified as an important part of internal communication (Robertson, 2016). Tourish and Hargie (2018) indicate that effective dimension of internal communication enhances the information quality that makes individuals perceive information received from a sender as being valuable. Information quality is concerned with the perception that employees have about whether or not information received from managers is useful. (Tourish & Hargie, 2018). Quirke (2014) argues that for internal communication to influence levels of employee commitment in organisations, employees have to regard information communicated as valuable. Smith & Mounter (2008) added that perceived information quality to be an outcome of communication frequency and communication mode. Although information quality has been identified as an element of internal communication, Smith and Mounter (2015) argue that it has only been positioned as a mediator and an outcome variable and never as a dimension of internal communication.

2.6.1 Communication frequency

Generally frequency refers to the rate of occurrence, which are incidences (Orpen, 2017). According to Smith and Mounter (2015), communication frequency refers to the amount of contact between an organisation and its employees. Orpen (2017) moves from an assumption that a greater amount of communication occurrences is beneficial within the work environment. On the other hand, Cornelissen (2018) cautions that an excess of communication can lead to employees feeling overwhelmed and experiencing communication overload. Cognizant of the caution, Cornelissen (2018) emphasises that greater communication frequency positively encourages employee commitment within an organisation. Quirke (2014) also contends that organisations either communicate with employees too frequently or not too frequently leading to information overload and or misunderstandings. While Quirke's (2014) argument is limited to a Western context, it does give a window of inquiry for the same in the African context, particularly the Ghanaian situation. As a result, it also serves as the foundation for this current investigation. For example, in determining the nature of internal communication at Tamale Technical University, the current study will also investigate whether the organisation communicates with employees too frequently or not, which could lead to a possible effect of information overload and or misunderstandings, as Quirke (2014) suggests.

2.6.2 Communication mode

The channels or media used to convey information and messages during the communication process are referred to as modes of communication. Bowman &Targowski (2015) differentiate between formal and informal modes of communication. Furthermore, Wood (2016) asserts that there are four modes of communication, namely: electronic, written, face-to-face, and telephone. Under electronic modes of communication, Miller (2016) includes social media, websites and intranets. Cornelissen (2018), however, extends the list of modes to include broadcast and audio-visual, internet-driven, and corporate events.

Miller (2016) studies formal modes of communication as they follow organisational hierarchical levels, and are impersonal in nature. Miller (2016) notes that these modes are used to convey official business information in order to help achieve organisational objectives. Examples of formal modes of communication include organisational publications, electronic mail, newsletters, memoranda, reports and organisational meetings. Cornelissen (2018) whose study also highlighted informal communication modes. He noted informal communication modes, on the other hand, do not follow any structure and are more personal in nature. They are designed to help with the achievement of individual objectives (Cornelissen, 2018). Informal modes of communication can be the “grapevine”, text messages or handwritten notes (Cornelissen, 2018).

2.6.3 Communication content

Men (2015) define communication content as the type of influence strategy used by organisations and supervisors to guide employees’ actions. Beslin & Reddin (2014) differentiate between directive and in-directive influence strategies that are used by a sender to communicate with a receiver. According to Men (2015), directive influence strategies are used by supervisors to provide employees with specific directions and instructions. Men (2015) further noted that directive influence strategies explicitly communicate instructions that should be followed by employees in conducting their job. In-directive influence strategies are more flexible in nature. Men (2015) asserts that in-directive strategies allow and encourage employees to be part of decision-making processes.

2.7 Factors Influencing Internal Communication

Internal communication is influenced by a variety of elements (Argenti, 2018). According to Argenti (2018), the elements include: organisational communication climate, relationships with superiors, organisational integration, and organisational culture.

2.7.1 Communication climate

Communication climate refers to an employee’s general response to the communication environment at organisational and personal levels (Argenti, 2018). Satisfaction with a communication climate includes the extent to which communication in the organisation motivates and stimulates workers to meet organisational goals, and the extent to which attitudes toward communication are perceived to be basically healthy (Argenti, 2018). It was against this background that the communication climate was considered as a contributor towards internal communication management (Argenti, 2018).

Welch & Jackson (2017) define communication climate as a subjectively experienced quality of the internal environment of an organisation. According to Argenti (2018), there are five factors responsible for the communication climate, namely: superior-subordinate communication, quality of information, superior openness, opportunities for upward communication, and reliability of information. Neher (2013) found that the communication climate has the strongest link with employee commitment. Communication climate is concerned with overall satisfaction with the perceived effectiveness of the communication environment at both the organisational and individual levels (Ruck & Welch, 2016). Thus, organisational communication climate is viewed by management as the barometer of whetheremployees' satisfaction toward internal communication is healthy in the organisation or not (Welch & Jackson, 2017).

According to Neher (2013), the communication climate is defined as the perceptions of employees regarding the quality of internal communication they experience within their organisations. Roper (2015) added that communication climate is a process by which the information is communicated within an organisation. It reflects on an individual's perception and develops an interpretation of their environment in terms of psychological meaning and significance (Roper, 2015).

According to Argenti (2018), there are two types of communication climates found in organisations, namely: defensive and supportive. Argenti (2018) distinguishes between the two climates by stating that a supportive communication climate facilitates efficient and effective message transmissions, while a defensive climate hinders the successful transmission of messages. A supportive communication climate can be likened to a positive communication climate wherein employees perceive the communication environment as supportive and are satisfied with it (Argenti, 2018). In a supportive communication climate, employees are encouraged to be innovative in solving problems and feel a sense of belonging as organisational members (Argenti, 2018). On the other hand, a defensive communication climate is likened to a negative climate, wherein employees unduly criticise or are not satisfied with the communication environment (Argenti, 2018). A supportive communication climate is said to be characterised by an open exchange of information, accessibility of co-workers, cooperative interactions and an overall culture of knowledge sharing (Smith, 2015). Sacks (2016), on the other hand, asserts that communication climate is crucial when creating effective organisations and further defines communication climate as the perception of employees with regard to the quality of mutual relations and communication in the organisation.

2.7.2 Relationship to superiors

According to Sacks (2016), the relationship to supervisors has been regarded as the support of people (social support) for achieving the individual's sense of personal worth and enhancing their feeling of importance. Neher (2013) argues that the relationship with superiors is important to create a sense of teamwork among employees and increase self-managed teams. This relationship is often central in determining employees' satisfaction and motivation in the company (Neher, 2013). Sadri and Lees (2011) notes that without effective communication (between supervisors and employees), employee job satisfaction suffers as well as the quality of the services. This clearly suggests that the communication between supervisors and employees impacts not only employees' attitudes but also employees' behaviour. According to Sadri & Lees (2011), there is a strong link between supervisory communication and employees' positive attitudes.

Sacks (2016) emphasises that the relationship between supervisor communication and employees' attitudes is complex and says that employees who are satisfied with supervisor communication behaviours, including open communication, explanations for decisions, interaction patterns, effective supervisory communication, the supervisor-subordinate relationship, supervisory communication behaviour, and supervisory characteristics, are more likely to be committed to the organisation than those who are dissatisfied. There is said to be a direct relationship between employee satisfaction and supervisor communication and the level of commitment (Devi, 2012). That is, when employee satisfaction is high, commitment tends to be high (Devi, 2012). Dolphin (2015) found that a positive employee–supervisor relationship has influence on employees' commitment with internal communication. Dolphin (2015) further noted a relationship between employee satisfaction with supervisor communication and commitment could be moderated by the importance of supervisor communication behaviour, which is the quality of the supervisor's communication.

2.7.3 Organisational integration

According to Barker and Angelopulo (2016), organisational integration refers to the satisfaction of information individuals receive about the organisation and their immediate job environment. Block (2013) defines organisational integration as the extent to which employees receive information about the immediate work environment, such as information about department plans, the employees' progress benefits, the requirements of their jobs, personnel news, and providing information that can make staff members feel they have been integrated. Block (2013) notes that organisational integration provides specific information about employees' immediate work environment and effort to develop a workforce that is integrated with a set of organisational values and objectives.

Cornelissen (2018) notes the following characteristics are evident across the organisation integration constructs: the quality of the information; and types of presentation information. Cornelissen (2018) suggests that organisations attain higher levels of employee commitment when they help employees feel like a valuable part of the organisation, by informing them about employees' immediate work environment. Within the framework of the quality of the information, the employees' commitment improves (Cornelissen, 2018).

Grunman and Saks (2011) found that organisations with more satisfied employees with information about organisational integration tended to have more positive employees' work commitment, loyalty, and performance. According to Block (2013), the quality of task-related communication was significantly related to employees' commitment and dedication.

2.7.4 Organisational culture

According to Neher (2013), organisational culture remains a constant topic of debate, but in simple terms, it is the way organisations do things. Neher (2013) defines organisational culture as deeply-seated values and beliefs shared by employees in an organisation. It is manifested in the typical characteristics of the organisation. Roper (2015) refers to organisational culture as a set of basic assumptions that have worked so well in the past that they are accepted as valid assumptions within the organisation. Organisational culture is viewed as the set of values, guiding beliefs, understanding and ways of thinking that is shared by members of an organisation and it is taught to new members as correct (Roper, 2015).

Smith (2015) added that organisational culture provides members with a sense of organisational identity, refers to the way things are done in a particular organisation and a shared system of meaning, and dictates the way the organisation operates. Neher (2013) identified three types of organisational culture, namely: bureaucratic, innovative and supportive. The bureaucratic organisational culture is hierarchical and compartmentalised. There are clear lines of responsibility and authority. In this case, the internal flow of communication is influenced by the lines of responsibility as dictated by organisational culture in practice (Neher, 2013).

The innovative organisational culture refers to a creative, result-oriented and challenging working environment (Neher, 2013). The organisation with an innovative organisational culture is always reflected through strong emphasis on the innovation function of internal communication (Neher, 2013). In addition, the internal communication flow is shaped in such a way that it stimulates creativity amongst the employees. A supportive organisational culture on the other hand exhibits teamwork and a people-oriented, friendly, encouraging, trusting working environment (Neher, 2013). This type of culture is normally highlighted through the strong emphasis on the socialisation function of internal communication. It promotes ongoing interaction amongst all the stakeholders within the organisation, irrespective of the position, department or directorate (Neher, 2013).

According to Neher (2013), several models have been developed to describe organisational culture and its relationships with other subsystems within the organisation. Ruck & Welch (2016) have developed a very intellectually appealing model that describes organisational culture within a typical ideal organisation. The model is based on the interaction between the organisational subsystems and the dimensions of culture. According to Ruck and Welch (2016), the dimensions of organisational culture encompass the following: Mission and vision which determines employees' understanding of vision, mission and values of the organisation and how these can be transformed into measurable individual and team goals and objectives; External environment that determines the degree of focus on external and internal customers and also employees' perception of the effectiveness of community involvement; The means to achieve objectives determine the way in which organisational structure and support mechanisms contribute to the effectiveness of the organisation; Image of the organisation refers to the manner in which the outside world views the organisation; Management processes which focus on the way in which management processes take place in the organisation. It includes aspects such as decision making, formulating goals, innovation processes, control processes and communication; Employee needs and objectives which focus on the integration of employees' needs and objectives with those of the organisation, as perceived by employees/personnel; Interpersonal relationships focus on the relationship between managers and personnel and on the management of conflict; Leadership focuses on specific areas that strengthen the way the organisation is managed and led (Ruck & Welch, 2016).

According to Ruck & Welch (2016), this is a comprehensive model which encompasses all aspects of an organisation upon which organisational culture can have an influence. The organisational culture affects internal communication in many different ways. For the purpose of this study, the focus will be on organisational culture refracts communication (Ruck & Welch, 2016). According to Men (2015), if one does not know how employees listen, then it is difficult to control one's internal communication. Men (2015) further maintains that, without some knowledge of the organisational culture, it is impossible to create an effective internal communication strategy. In addition, organisational culture that supports openness and transparency will have a positive influence on promoting effective internal communication (Ruck & Welch, 2016). If the organisation encourages openness and transparency, it will commit time and resources to develop internal communication programmes that allow a two-way flow of communication.

2.8 Defining commitment

According to Cohen (2014), commitment is a very multidimensional concept and therefore somewhat hard to define. Cohen (2014) defines commitment as a force that binds an individual to a course of action that is relevant to one or more targets. Those targets can be directed at people, for example, family or friends, as well as various institutions, like sports, community groups or work organisations. Dunham and Castaneda (2014) added that commitment is the relative strength of an individual's identification with and involvement in the organisation.

According to Cohen (2014), commitment in the workplace can further be divided into different aspects. Employees may be committed to their career, occupation, goals, or organisation. Meyer & Topolnytsky (2015) argue that it is well recognized that employees develop more than one work-relevant commitment. Even though all of these are to be seen in the workplace and affect employees' total workplace commitment, they all have their own characteristics (Meyer & Topolnytsky, 2015).

2.9 Approaches to Organisational Commitment

Approaches to organisational commitment are conceptualised in a variety of ways (Castaneda, 2014; Cohen, 2016). Cohen (2016), suggests that the different conceptions of organisational commitment can be subsumed into two categories: exchange approaches and psychological approaches. Exchange approaches view commitment as an outcome of inducement/contributions transactions between the organisation and member, with an explicit emphasis on the instrumentalities of membership as the primary determinant of the member's accrual of advantage or disadvantage in the ongoing process of exchange. In contrast to the exchange-based conception of commitment, the psychological approach as originally conceived by Dunham and Castaneda (2014) is a more active and positive orientation toward the organisation.

2.9.1 Exchange approaches

According to Becker (2000), as cited by Cohen (2016), the exchange approach is made up of two approaches, namely the behavioural and the attributions approach.

2.9.1.1 Behavioural approach

Becker's (2000) work gave rise to the behavioural approach. This is known as the exchange-based or side-bet theory and holds that individuals are committed to the organisation as far as they hold their positions and accumulate better benefits and this may dissuade them from seeking alternative employment (Becker, 2000). Individuals are committed to the organisation because the benefits assimilated by staying in the organisation are higher than the alternative opportunities and costs of leaving (Blau & Boal, 2014). Commitment is thus an outcome of inducement or contribution transactions between an organisation and its members (Blau & Boal, 2014). According to Steers (2016), one limitation of exchange-based measures of commitment stems from the lack of empirical evidence that they are, in fact, related to particular ongoing behavioural outcomes within the organisation.

2.9.1.2 Attributions approach

This approach focuses on attitudes that result in the attribution of commitment (Cohen, 2016). According to Balfour and Wechsler (2016), these attributions are made in part in order to maintain consistency between one's behaviour and attitudes. This is a moral or attitudinal approach in which the individual's behaviour is guided by emotions or the heart, or what Balfour and Wechsler (2016) call "affective/value rationality" (p.4). The individual is socialised by showing active and effective participation in the goals of the organisation (Meyer & Parfyonova, 2015).

Accordingly, organisational commitment is conceptualised as a state in which an individual identifies with a particular organisation and its goals, and he/she wishes to maintain membership in the organisation in order to facilitate its goals (Blau & Boal, 2014). The attributions approach conceptualises commitment as a binding of the individual to behavioural acts, which occurs when individuals attribute an attitude of commitment to themselves after engaging in behaviours that are volitional, explicit, and irrevocable (Champoux, 2016).

2.9.1.3 Psychological approach

The psychological approach relates to the process of identification and dedication of one's own energies to the organisation's goals (Meyer & Herscovitch, 2014). An organisation has to foster in its employees feelings of commitment to their work world, commitment to the organisation and its values and goals, commitment to one's occupation, commitment to one's career, and a strong work ethic (Meyer & Herscovitch, 2014). This is also known as the psychological approach, and conceptualises commitment as an attitude or an orientation toward the organisation that links or attaches the identity of the person to the organisation (Meyer & Herscovitch, 2014). According to Meyer and Herscovitch (2014), there are three components of this orientation consisting of a) identification with the goals and values of the organisation, b) high involvement in its work activities and c) a strong desire to maintain membership in the organisation. According to Cohen (2016), psychological approaches to commitment depict a decidedly positive, high-intensity orientation towards the organisation. In addition, psychological approaches include but go beyond the hesitancy to leave a component that has been the fundamental dimension represented in exchange-based measures of organisational commitment (Cohen, 2016).

2.10 Benefits of Organisational Commitment

When an employee is committed to an organisation, there can be seen positive outcomes for the individual as well as for the organisation itself. One benefit that it has for the employee is that it has the potential to influence the employee's well-being (Stan, 2014). In addition, it has been shown to increase employees' job satisfaction (Yukl, 2015). Organisations can benefit from committed employees in a variety of ways. On a wide scale, they have the potential to influence an organisation's effectiveness (Stan, 2014). Employees are less likely to leave the organisation, reducing turnover (Allen & Meyer 1991 as cited in Meyer & Topolnytsky, 2015). Equally important, Riketta (2014) states that committed employees can often make things work even without very good systems, and they are key to higher productivity in organisations.

Organisational commitment should result in improved relationships and performance of the organisation (Hall, Schneider & Nygren, 2015). In particular, affective organisational commitment has been shown to correlate positively with the measures of organisational performance (Meyer & Allen, 1997 as cited in Meyer & Topolnytsky, 2015). Meyer and Allen, (1997) as cited in Meyer and Topolnytsky (2015) used six measures of performance, namely: workers' compensation, quality, shrinkage, productivity, operating expenses, and profitability. There was a strong correlation between all of these measures of organisational performance and affective organisational commitment (Meyer & Allen, 1997 as cited in Meyer & Topolnytsky, 2015).

2.11 Models of Organisational Commitment

According to Enache and Fernandez (2014), the study of organisational commitment can be classified into various models. Models are important in the study of organisational commitment as they explore the different perspectives studied and documented and how they are expressed in an organisational setting. The various models classify organisational commitment as either one-dimensional or multidimensional (Enache & Fernandez, 2014).

2.11.1 O'Reilly and Chatman's model

O'Reilly and Chatman (1986), as cited by Meyer and Herscovitch (2014), developed their multidimensional framework based on the assumption that commitment represents an attitude toward the organisation, and that there are various mechanisms through which attitudes can develop. Based on Kelman's (1958) cited by Meyer and Herscovitch (2014) on attitude and behaviour change, O'Reilly and Chatman (1986) cited by Meyer and Herscovitch (2014), argued that commitment takes on three forms, namely: compliance, identification and internalisation.

Compliance occurs when attitudes and corresponding behaviours are adopted in order to gain specific rewards (Meyer & Herscovitch, 2014). Identification also occurs when an individual accepts influence to establish or maintain a satisfying relationship (Meyer & Herscovitch, 2014). Then, internalisation, which occurs when influence is accepted because the attitudes and behaviours an employee is being encouraged to adopt are congruent with existing values (Meyer & Herscovitch, 2014). The employee's psychological attachment can reflect varying combinations of these three psychological foundations (O'Reilly & Chatman, 1986 as cited by Meyer & Herscovitch, 2014).

2.11.2 Morrow's Major commitment

Morrow (1983) as cited by Meyer and Herscovitch (2014), identifies five major commitments which she thinks has a reciprocal influence on each other. These five commitments are divided into two main groups. The first group examines commitments that influence work attitude with no relation to the organisation in which the worker is employed. It includes commitments like career and job commitment (Blau & Boal, 2014). The second group includes commitments that are influenced directly by the organisation in which the worker is employed, including both continuance and affective organisational commitment (Allen & Meyer, 1993, as cited in Meyer and Herscovitch, 2014). According to Morrow (1983) as cited by Meyer and Herscovitch (2014), career commitment is connected to continuance and affective commitment to the organisation. In turn, continuance commitment to the organisation relates to affective commitment, and both of these commitments influence job involvement. Morrow (1983) as cited by Meyer and Herscovitch (2014) argues that there is a reciprocal connectedness between the different levels of commitment.

2.11.3 Etzioni's model

According to Meyer and Herscovitch (2014), Etzioni's model encompasses three perspectives, namely: moral commitment, calculative commitment and alienative commitment. The moral commitment represents one of the two affective perspectives oforganisational commitment (Meyer & Herscovitch, 2014). Calling it moral commitment, Meyer and Herscovitch (2014) viewed it as emanating from a symbolic compliance structure. Moral commitment is characterised by the acceptance of and identification with organisational goals (Wasti & Can, 2014). According to Meyer & Topolnytsky (2015), it may be thought of as a kind of organisational identification. Meyer & Topolnytsky (2015) labelled such forms of affective organisational attachment (e.g. moral involvement), commitment. They used this label because of their association of organisational identification with the commitment work of Wasti and Can (2014).

Calculative commitment is based on the employee receiving inducements to match contributions (Meyer & Herscovitch, 2014). Meyer and Herscovitch (2014), saw this type of organisational attachment as typical of compliance systems which are based on exchange. According to Cohen (2016), calculative commitment needs not be reduced to willingness to retain organisational membership. It may be thought of in the broader terms of an instrumental organisational attachment (Cohen, 2016). Cohen (2016) indicates that calculative commitment may be more closely associated with an affective form of organisational commitment. According to Cohen (2016), a willingness to forfeit organisational membership may be the result of anger (negative affect) towards the organisation. Consistent with Etzioni's (1961) model, cited by Meyer and Herscovitch (2014) such feelings emanate from alienation (affective organisational attachment) rather than a calculative commitment. Moreover, retention of membership may reflect a personal identification with the organisation, and such positive affect may be more appropriately associated with moral involvement in the Etzioni model (Etzioni, 1961 as cited by Meyer & Herscovitch, 2014).

Alienative commitment represents an affective attachment to the organisation (Meyer & Herscovitch, 2014). Meyer and Herscovitch (2014), originally described alienative involvement as typical of a prison or military basic training camp in which a coercive compliance system is prevalent. According to Meyer and Herscovitch (2014), alienation can be viewed as a basis for organisational commitment if one thinks of an employee's commitment to the organisation as a consequence of a) a lack of control over the internal organisational environment and b) the perceived absence of alternatives for organisational commitment (Meyer & Herscovitch, 2014).

2.11.4 Meyer and Allen's three-component model

Meyer and Allen (1990) as cited in Meyer and Topolnytsky (2015) made the biggest contribution to the organisational commitment. Meyer and Allen's (1990) as cited in Meyer and Topolnytsky (2015) three component model of commitment was chosen for this study, because it has undergone the most extensive empirical evaluation to date. Allen & Meyer (1990) as cited in Meyer and Topolnytsky (2015) developed their three component model from an identification of common themes in the conceptualization of commitment. Common to all conceptualizations, they argue the belief that commitment binds an individual to an organisation and thereby reduces the likelihood of turnover (Meyer & Herscovitch, 2014).

The key difference is in the mindset presumed to characterise the commitment (Meyer & Herscovitch, 2014). The mindsets reflected three distinguishable themes: Affective attachment to the organisation, labelled Affective commitment, perceived cost of leaving, labelled Continuance commitment and obligation to remain at the organisation, labelled normative commitment (Meyer & Herscovitch, 2014).

Meyer and Topolnytsky (2015) noted that organisational commitment is the view that commitment is a psychological state that: (a) characterises the relationship with the organisation; and (b) has implications for the decision to continue membership with the organisation. They describe these three components as affective, continuance and normative.

2.12 Allen and Meyer's Models ofOrganisational Commitment

There are two main models oforganisational commitment. They are: affective commitment, continuance commitmentand normative commitment (Meyer & Topolnytsky, 2015).

2.12.1 Affective commitment

The first component of organisational commitment is affective commitment (Meyer & Topolnytsky, 2015). According to Meyer and Allen (1996) in Meyer and Topolnytsky (2015), affective commitment is the employee's emotional attachment to, identification with, and involvement in the organisation. Organisational members who are affectively committed to the organisation continue to work for the organisation because they want to (Meyer & Allen, 1991 in Meyer & Topolnytsky (2015). Members who are committed on an affective level stay with the organisation because they view their personal employment relationship as congruent to the goals and values of the organisation (Barker & Angelopulo, 2016). Cohen (2016) defines it as the attachment of an individual's fund of affectivity and emotion to the group. According to Daif & Yusof (2014), it is an attitude or an orientation toward the organisation, which links or attaches the identity of the person to the organisation.

Bowditch & Buono (2015) define the affective component as the process by which the goals of the organisation and those of the individual become increasingly congruent. It is also viewed as a partisan, affective commitment to the goals and values of the organisation, to one's role in relation to goals and values, and to the organisation for its own sake, apart from its purely instrumental worth (Bowditch & Buono, 2015). Ahuja & Shukla (2016) observed that some employees put effort into their work beyond what appears to be instrumentally required for the expected reward, and attributed this to the affective component of organisational commitment. Meyer and Allen (1997) in Meyer & Topolnytsky (2015) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity, and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability. Affective commitment development involves identification with the organisation and internalisation of organisational values (Ahuja & Shukla, 2016).

2.12.2 Continuance commitment

The second component of Allen and Meyer's model of organisational commitment is continuance commitment. Meyer and Allen (1996) in Meyer and Topolnytsky (2015) define continuance commitment as "awareness of the costs associated with leaving the organisation. Balay (2016) supports this definition and states that it is the "profit associated with continued participation and a cost associated with leaving the organisation". It is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current organisation (Meyer & Allen, 1996 in Meyer & Topolnytsky (2015). Meyer and Allen (1996) in Meyer & Topolnytsky (2015) state that employees whose primary link to the organisation is based on continuance commitment remain because they need to do so.

Continuance commitment can be regarded as an instrumental attachment to the organisation, where the individual's association with the organisation is based on assessment of economic benefits gained (Cristina & Cristina, 2014). Another view of continuance commitment is that it is a structural phenomenon, which occurs because of individual-organisational transactions and alterations in side bets or investments over time (Armstrong, 2014). Cristina and Cristina (2014) also maintain that accrued investments and poor employment alternatives tend to force individuals to maintain their line of action and are responsible for these individuals being committed because they need to. Individuals stay in the organisation because of the investments they accumulate due to the time spent in the organisation, not because they want to. This is different to affective commitment, wherein individuals stay in the organisation because they want to, and they identify with the organisation and its values (Cristina & Cristina, 2014).

2.12.3 Normative commitment

The last component of the organisational commitment model is normative commitment. Meyer and Allen (1991), cited by Meyer & Topolnytsky (2015), define normative commitment as a feeling of obligation to continue employment. Internalised normative beliefs of duty and obligation make individuals obligated to sustain membership in the organisation (Allen & Meyer, 1991 as cited in Meyer & Topolnytsky, 2015). The normative component is viewed as the commitment employees consider morally right to stay in the company, regardless of how much status enhancement or satisfaction the firm gives him or her over the years (Angel & Perry, 2014).

According to Benkhoff (2015), commitment behaviours are socially accepted behaviours that exceed formal and/or normative expectations relevant to the object of commitment. Normative commitment is also viewed as the totality of internalised normative pressures to act in a way which meets organisational goals and interests (Bakalis & Joiner, 2016). The strength of normative organisational commitment is influenced by accepted rules about reciprocal obligation between the organisation and its members (Angel & Perry, 2014).

The reciprocal obligation is based on the social exchange theory, which suggests that a person receiving a benefit is under a strong normative obligation or rule to repay the benefit in some way (Firestone & Pennell, 2014). Meyer and Allen (1991), as cited in Meyer and Topolnytsky (2015), argue that this moral obligation arises either through a process of socialisation within society or the organisation. Employees consequently feel obliged to repay the benefits from the organisation by remaining as part of the workforce (Meyer & Allen, 1991 as cited in Meyer & Topolnytsky, 2015).

The integration of the forms of commitment sensitised researchers to the multidimensional nature of commitment. What differentiates the various dimensions of commitment in the multidimensional conceptualization is the nature of the underlying mindset (Northcraft & Neale, 2016). Meyer and Allen (1991) cited by Meyer & Topolnytsky (2015) argues that affective, continuance, and normative commitment are components of organisational commitment rather than types, because the employee-employer relationship reflects varying degrees of all three. The multi-dimensional framework or conceptualization does not seem to be incompatible. Meyer and Allen (1991) suggested the lack of consensus in the definition of commitment contributed greatly to its treatment as a multidimensional construct. Meyer and Allen (1996), cited by Meyer and Topolnytsky (2015), use the tri-dimensional model to conceptualise organisational commitment in three dimensions, namely, affective, continuance and normative commitments.

2.13 Relation between Internal Communication and Employee Commitment

One of the ways to make employees committed through internal communication is to set new goals and objectives continuously (Ayoko, 2017). As well as take care of the fact that these objectives and goals should be achievable and realistic. This is necessary so that workers themselves could demonstrate their abilities, and skills (Argenti, 2018). In this way, employees will be encouraged to achieve more and more, not only the company's goals, but also personal goals (Argenti, 2018). Cohesive corporate team building is one of the best ways to encourage employees to commit themselves and each other (Clutterbuck, 2015). A cohesive team is characterised by a common goal, which is known to all and is important, as well as clear rules and a set out plan to achieve the objectives, where each staff member is aware of his/her responsibilities and contribution to reaching the established targets (Clutterbuck, 2015).

Internal communication allows employees to gain trust from their institution through effective internal communication, so that they will commit to their institution to change. According to Downs (2018), there could be several ways to distinguish between employees' commitment: More obligations and responsibilities assigned to employees; Expression of recognition; and effective communication. One of the most effective elements that managers can use to motivate committed employees is recognition (Downs, 2018). Expressing recognition provides an opportunity to reward employees for good work, but in contrast to monetary recognition, it mostly does not cost anything (Downs, 2018). According to Armstrong (2014), recognition as an intrinsic incentive is recognized because of its values that go hand in hand with the core human values: The need to fully cooperate with other people; The need to cope well with the work and enjoy the success; and the need to obtain recognition from a superior about working with the best intentions and delivering the best possible result.

Recognition is effective because it can contribute to forming trust and loyalty to the organisation as such (Armstrong, 2014). Ways of expressing recognition can be very different – special, certificates, diplomas, badges, verbal recognition-publicly or privately, flowers, greeting cards, even memorization of the names of employees and their relatives is a remarkable way of expression, and all of this can contribute to effectively influencing the level of employee motivation (Armstrong, 2014). The informal interactions between colleagues and leaders serve as a key element of employee commitment (Barker & Angelopulo, 2016). Elements such as empathy towards colleagues as well as frequent interactions where team members share and confront their views participate in employee commitment (Barker & Angelopulo, 2016).

It makes sense to bring this organisational and psychological notion to internal communication because some authors do recognize its role in contributing to a positive atmosphere within the institution by cultivating team values such as solidarity or respect (Argenti, 2018). Asif and Sargeant (2014) have underlined the positive connection between internal communication and employee commitment. According to Littlejohn (2016), internal communication enhances employees' work commitment that in turn promotes a positive sense of belonging in employees, develops their awareness of environmental change, and develops their understanding of the need for the organisation to evolve its aims in response to, or in anticipation of environmental change.

Satisfaction with internal communications was found to be related to higher scores of employee commitment (Barker & Angelopulo, 2016). In addition to an increase in employee commitment, Ludlow and Panton (2014) found that internal communication satisfaction added a sense of community and gave employees a feeling of greater responsibility to advocate for the organisation at a personal level. Given these findings, it is not surprising that institutions are placing more emphasis on internal communication channels. Gerson & Gerson (2016) notes that internal communication systems that do not satisfy employees will in turn affect their job satisfaction and organisational commitment. Gerson & Gerson (2016) further asserted that employees' satisfaction with internal communication was related to work commitment and job satisfaction. Peggy (2015), on the other hand, found that institutions with different cultures had different communication channels and concluded that two-way communication channels help organisations achieve a greater degree of employee commitment and trust.

Zaremba (2014) adds that internal communication promotes employees' work commitment. Zaremba (2014) further emphasises that internal communication serves as a vehicle for organisational commitment. Ludlow and Panton (2014) notes a link between internal communication and employee commitment and further expressed that internal communication is a factor contributing to external prestige and when that external image is positive, employees experience a greater sense of identification with the organisation.

2.14 Theoretical Framework

2.14.1 Social exchange theory

The social exchange theory was developed by Cropanzano and Mitchell (2005). Social exchange theory is a broad conceptual framework that encompasses many social scientific fields, including management, social psychology, and anthropology (Cropanzano & Mitchell, 2005). The social exchange theory is based on the assumption that social interaction consists of a series of sequential transactions between two or more people (Mitchell, Cropanzano & Quisenberry, 2012). Resources are shared through a reciprocal process in which one party tends to return the good (or sometimes negative) conduct of another (Cropanzano & Mitchell, 2005). The quality of these exchanges is sometimes influenced by the relationship between the actor and the target (Mitchell et al., 2012). However, according to Kitchen (2017), economic interactions are more often than not quid pro quo in nature (something exchanged for something of relatively comparable worth) and involve less trust and active monitoring, whereas social exchanges are more open ended and involve higher trust and flexibility. Thus, social exchange refers to voluntary actions of individuals that are motivated by the returns they are expected and typically do bring to others (Mitchell et al., 2012).

Social exchange theory is one of the most durable and extensively utilised theoretical frameworks, based on the aforementioned ideas (Cropanzano & Mitchell, 2005; Kalla, 2015). Many of the most key aspects in organisational behaviour have been examined via the lens of social exchange theory at some point. This theory has been used to investigate organisational citizenship behaviours (Kalla, 2015), commitment (Mitchell et al., 2012), equity (Grunig & Hunt, 2014), and both supervisory and organisational support (Ladd & Henry, 2015). According to Kalla (2015), the social exchange process begins when an organisational actor or perpetrator, typically a supervisor or coworker, treats a target individual in a favourable or negative manner. Kalla (2015) refers to those initial behaviours as initiating actions. Activities such as offering organisational assistance or justice are examples of positive initiating actions (Kalla, 2015). Abuse of authority, incivility, or bullying are examples of negative initiating behaviours (Kalla, 2015). The target, usually a subordinate or coworker, may choose to respond to the initial action by engaging in good or poor behaviour of his or her own (Kalla, 2015). These actions are collectively referred to as reciprocal responses. According to social exchange theory, targets will tend to respond in kind to positive initiating actions by engaging in more positive reciprocating responses and/or less negative reciprocating responses (Kalla, 2015).

The implication of this theory on this study is that it describes the internal communication process within an organisation as an exchange that is motivated by the returns expected from the people involved in the process. According to social exchange theory, a party in an exchange relationship voluntarily provides benefits to the other party. This, in turn, involves an obligation to the other party to return the favour in the near future. This study argues that supportive internal communication via managers' interactions with employees and employee involvement provide various benefits likely to be viewed positively by employees. These benefits include information about the direction of the organisation and participation in important policy matters. Cropanzano and Mitchell (2005) suggest that openly communicating with employees and seeking their involvement in decision–making are likely to enhance their perception of the trustworthiness of management, increase their affective commitment to the organisation, and guarantee their satisfaction with their job and adequate performance.

Hence, an organisation that expects adequate performance from its employees must be one in which the internal communication network and processes are employee-friendly. One way for individuals to repay their organisation is through their levels of productivity. That is, employees will decide to engage themselves at different levels as an answer to the resources they obtain from their organisation. Bringing oneself more fully into one's work and dedicating greater amounts of cognitive, emotional and physical resources is a very insightful way for individuals to respond to an organisation's actions (Kalla, 2015). An organisation achieves this only when its employees perceive support from their superiors or managerial interactions. Managers are regarded as representatives of the organisation (Grunig & Hunt, 2014; Johlke & Duhan, 2016). If employees perceive their managers or organisation as supportive, they are satisfied and feel an obligation to return this support in the form of favourable attitudes and behaviours that promote employees' performance (Grunig &

Hunt, 2014). This perception further leads them to not just increase their roles, but play extra roles, thereby bringing about a decrease in stress and withdrawal behaviours such as absenteeism (Grunig & Hunt, 2014).

2.14.2 The stakeholder approach

The stakeholder approach to internal communication was propounded by Welch and Jackson (2007). This theory provides a framework to counteract the tendency of treating employees as a uni-dimensional "single public" (Welch & Jackson, 2007, p.177) and to differentiate the various stakeholders groups in order to provide a means to focus on all employees. The stakeholder theory is propounded to fill the considerable gaps in internal communication theories as it has been difficult to define what internal communication actually entails. This is because of the several, often interchangeably used, synonyms various theorists ascribe to it (Smith, 2008, Smidts, Pruyn &Van Riel, 2001).

Welch and Jackson's (2007) stakeholder approach defines stakeholder "as any group or individual who can affect or is affected by the achievement of the firms' objectives" (p. 4). Thus, the stakeholder theory identifies people at different organisational levels as all employees, strategic management, day-to-day management work team and project teams. It is therefore imperative that the internal communication is an interaction of information between the managers/management of the organisation and employees. In agreement, Welch and Jackson (2007) posit that internal communication deals with issues like organisational goals, achievements and objectives. Effective internal communication should therefore enable employees to understand the constant changes the company is going through and hence reduce uncertainty among employees (Welch & Jackson, 2007; Smith, 2008).

Welch and Jackson (2007) struggled with the use of the term internal stakeholder. They initially rejected its use because they felt it was opposed to their externally focused stakeholder approach to organisational management. In Welch and Jackson's (2007) initial stakeholder approach, they called for organisations to become more responsive to forces in their external environment by engaging in situational analysis and widening their understanding of their external stakeholders. Welch and Jackson (2007) eventually accepted the legitimacy of the term internal stakeholder after research with managers demonstrated that they identified with the concept of internal stakeholder groups. In a cautionary note, the authors emphasised the need for organisations to keep an external focus: “internal stakeholders must be seen as the conduit through which managers reach other external stakeholders” (p. 12).

Applying Welch and Jackson's (2007) stakeholder approach to this current study is critical because it accepts the legitimacy of internal stakeholders, which is important because this current study focuses primarily on internal stakeholders at Tamale Technical University. However, differentiating internal stakeholder groups could be approached from a number of directions such as segmentation by demographics or by occupational classification systems. That is because organisations in different sectors will have different employee groupings depending on their particular purpose (Smith, 2008). Welch and Jackson's (2007) research identified a range of internal stakeholders including line management (boss and boss’s boss), team members, and other internal groups (related departments, subsidiary managers). In later work, Welch and Jackson

(2008) calls for more theory on: "different but useful ways to understand organisations in stakeholder terms" (p. 14) and endorses Jones's (2007) work on instrumental stakeholder theory which identifies employee stakeholder groups and subgroups. This study identifies and employs ten internal stakeholder groups comprised of five senior lecturers from various faculties and five management staff members. The internal stakeholder groups used for this current study were deemed appropriate because they will allow the researcher to conduct an in-depth analysis of his participants' perspectives on internal communication at Tamale Technical University.

Although this study is interested in internal communication because it contributes to organisational success (Argenti & Forman, 2002; Tourish & Hargie, 2004), other scholars such as Smidts et al. (2001) and Andrew (2017) have argued that the stakeholder approach to internal communication has its own set of challenges. Despite its seeming rise in popularity, Smidts et al. (2001) and Andrew (2017) argue that the stakeholder approach to internal communication lacks specificity and, thus, cannot be operationalized in a way that allows scientific inspection. Additionally, they feel that the stakeholder approach offers no decision-making criteria that would adequately guide organisational management. According to Smith (2008), there are no theoretical approaches without critics, and while these criticisms may be valid in some circumstances, theoretical approaches are also legitimate in other contexts.

2.15 Summary

The purpose of this chapter was to review relevant works on internal communication and organisational commitment, with the large body of literature coming from the

Western world. There is very little scholarship on the issue in Africa, notably in Ghana. According to the literature, a lot of firms throughout the world are incorporating internal communication as a tool for organisational commitment into their daily operations. However, there has been dispute over whether the adoption of informal internal communication methods complements or replaces formal internal communication methods. The next chapter discusses the data collection methodology and analysis.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the systematic procedure used by the researcher to collect and analyse the data for this study. It also discusses the principles that underlie the methods and procedures which were used for the data collection and analysis. The details of this chapter are presented under the following subheadings: research approach, research design, sample size and sampling technique, method of data collection, method of analysis of data and ethical consideration.

3.1 Research Approach

The study used a qualitative approach in order to gain a better understanding of the nature of internal communication and how internal communication between management and lecturers creates a sense of work commitment with lecturers at Tamale University. According to Creswell (2018), qualitative research is an approach for examining and understanding the meaning that individuals or groups attach to a social or human phenomenon. He goes on to say that qualitative research involves developing questions and procedures, obtaining data in the participants' environment and examined inductively, building from specific to general themes, and researchers creating interpretations of data. Qualitative research describes social phenomena as they occur naturally without the artificiality that sometimes surrounds experimental or survey research (Hancock, 2002; Wimmer & Dominick, 2011). This is confirmed by Creswell (2018) when he also posits that the processes of qualitative research involve emerging questions and procedures, data typically collected from the participants setting and analysed inductively building from particular to general themes and the researcher making interpretations of the meanings of the data. This study on internal communication and organisational commitment was conducted without any attempt to manipulate or influence the phenomena under study since qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data and not that of the researcher. Similarly,

Denzin and Lincoln (2007) also define qualitative research as a situated activity that locates the observer in the world. It involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpret in terms of the meanings people bring to them. In line with the above definition, the current study involved the researcher going to the field to gather data from lecturers and management of Tamale Technical University and to conduct a data analysis which was inductively built from particular themes obtained from individual participants to general themes that cut across all participants. Finally, the analysed data was interpreted to determine and comprehend the meaning that Tamale Technical University lecturers and management give to the phenomenon understudy.

3.2 Research Design

A research design, according to Creswell (2018), outlines the specific procedures for collecting, analysing and reporting in research. It may be thought of as a map of how the research will unfold and provides a logical plan as to how it will be conducted and the findings validated. Charmaz (2014) defines a research design as an integrated statement of and justification for the more technical decisions involved in planning a research project and a process. For Bryman (2015), the research design serves to plan, structure, and execute the research in order to maximise the validity of the findings.

A research design is used to describe and discuss the ways in which essential data can be collected and sorted for analysis. This analysis will lead to the meaningful interpretation of and a solution to existing problems (Bryman, 2015). There are several research designs available when adopting the qualitative approach to research. Some of these are: ethnography, phenomenology, case study among others. The design chosen for this study is case study.

3.2.1 Case study

This study applied case study research design. Baskarada (2014) posits that the case study design is one of the most widely used methods in academia for researchers interested in qualitative research. According to Bryman (2015), a case is a unit of human activity embedded in the real world, which can only be studied or understood in context that exists in the here and now. This is supported by Kaarbo & Beasley (1999) as cited in Rashid, Rashid, Warrich, Sabir, and Wassem (2009), that in a case study, a real-time phenomenon is explored within its naturally occurring context, with the consideration that context will create a difference.In a case study, the researcher explores a phenomenon (the case) bound by time and activity (a programme, event, practice, socialisation process, institution) and collects detailed information by using a variety of data collection procedures during a sustained period of time (Creswell, 2018). Yin (2009) avers that the case study design is typically used when a researcher wishes to delve deeper into a phenomenon. According to Yin (2009), a case study may be appropriate when a researcher's research questions are tailored to explain a current occurrence (for example, “how” and “why” a certain phenomenon works). Qualitative case study methodology enables researchers to conduct an in-depth exploration of intricate phenomena within some specific context.

The information presented above influenced the researchers’ use of the case study design. With this design, the researcher was able to conduct an in-depth investigation of the phenomenon under investigation, that is, he was able to collect a large amount of data in order to produce an in-depth understanding of the entity being studied. He first thoroughly interrogated the phenomenon of internal communication in Tamale Technical University. His research questions were designed to look into how internal communication between management and lecturers create a sense of work commitment with lecturers in the university, as well as the role of internal communication in lecturers’ work commitment in the Tamale Technical University. Adapting Creswell’s (2018) description for this research, the space of Tamale Technical University was the bounded system, and data was gathered over time through interviews and focus group discussions and then presented by categorising the findings into themes.

3.3 Sampling Technique

According to Lindelof and Taylor (2017), sampling is the process of picking a subgroup for a study. Many researchers who adopt the qualitative approach use a sampling technique that directs their choice of what to observe or who to interview (Lindlof & Taylor, 2002).Daymon and Holloway (2011) assert that a sampling technique helps the researcher in determining what to study and also provides justification for what to study. This way the researcher reduces the possibility of engaging in wasteful efforts because the exact unit or units to be studied are predetermined and well thought-through. Qualitative researchers employ different sampling techniques from the randomly selected and probabilistic sampling which quantitative researchers generally use (Daymon & Holloway, 2011). The underlying principle of gaining rich and in-depth information guides the sampling strategies of qualitative researchers. Thus, under the qualitative research approach, the object or subject selected for the study, where and when, depends on certain criteria which are determined by the purpose of the study. The term purposive or purposeful sampling therefore is applied (Daymon & Holloway, 2011).

Creswell (2018) defines purposive sampling as a form of non-probability sampling which includes data or subjects that are selected for possessing specific features that are in line with the study. Lindlof and Taylor (2018) also aver that no qualitative researcher can capture every event as it unfolds. There is therefore the need to purposely select a particular data site for the study. Lindlof and Taylor (2018) also acknowledge that the right choice of a sampling strategy enables researchers to make a systematic contact with communicative phenomena with a minimum of wasted effort. In line with the above assertions, purposive sampling was adopted for this study because there was the need to interview some lecturers and members of management of Tamale Technical University to share their perspectives on the phenomenon being investigated. These members of the university were selected based on their years of working experience with the university, which is ten years and above.

3.4 Sample Size

According to Schwandt (2015), a sample size can be defined as a set of participants selected from a larger population for the purpose of a research study. Creswell (2014) contends that the sample size can be a choice of restricted small numbers, representative of the bigger population, in trying to understand the phenomenon being studied in greater detail. Daymon and Holloway (2001) also refer to qualitative research as small-scale studies. In their view, qualitative researchers are interested in deep exploration in order to provide rich, detailed, holistic description as well as explanation. Therefore, small samples are the norm. Schwandt (2015) asserts that a sample of 6-15 interviews for qualitative case studies may be sufficient to enable the development of meaningful themes and useful interpretations, especially for studies with a high level of homogeneity among the populations. Per the above explanation, the sample size for this study was ten participants, five senior lecturers from different faculties and five management staff members composed of five senior registrars. The five senior lecturers and five management staff were selected for the study because they had been members of Tamale Technical University for more than a decade and hence have the relevant expertise and experiences required to answer the research objectives. This is consistent with Daymon and Holloway (2001), who stated that study participants should be chosen based on their relevant knowledge and expertise with the phenomena studied.

The sample size used for this research was considered to be appropriate, because the researcher would be able to do an in depth analysis of the perspectives of his participants in relation to the internal communication in Tamale Technical University.

3.5 Data Collection Method

Spencer and Snape (2003) aver that certain data collection methods have also been identified with qualitative research such as: observational methods, in-depth interviewing, group discussions, narratives, and the analysis of documentary evidence. The researcher was able to collect data to answer his research questions through the utilisation of interviews and focus group discussions.

3.5.1 Interviews

According to Braun and Clarke (2013), the term interviewing is "a professional conversation with the goal of getting a participant to talk about their experiences and perspectives and to capture their language and concepts, in relation to a topic that you have determined" (p. 77). Interviews, according to the authors, are utilised when the researcher wants to answer questions on the participants' experience, understanding, perceptions, and construction of things in which they have a personal stake.

Creswell (2014) defines qualitative interviews as a "means that the researcher conducts face-to-face interviews with participants, interviews participants by telephone, on the internet, or engages in focus group interviews with six to eight interviewees in each group. Brennen (2017) also asserts that an interview is a purposefully focused conversation between an interviewer and an interviewee with the aim of unravelling participants' perspectives, opinions, and important aspects of their lived experiences. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

In this study, the interviews were conducted in a one-on-one manner where the participants felt free to assertively state their viewpoints on the phenomenon under study. The interviewees were free to choose their own time and location for the interview. During the interview sessions, the researcher introduced himself to each participant and provided a brief narrative on what the study entailed. He also made it known to participants that they had the right to decline questions they are uncomfortable with or stop the discussion. He appealed to each participant to feel free to share their views. The interview was conducted in English because it was the only language in which all of my participants could express themselves fluently. The questions posed were clear and left room for participants to contribute new ideas. My supervisor also proofread the questions, and we both ensured that there was no anonymity. Participants were free to seek clarification on any questions that they did not fully understand, and additional explanations were provided where necessary.

Again, researcher asked for their permission to record the discussion with his mobile phone. Once the interview started, the researcher used his in-depth interview guide to moderate the discussion to prevent participants from straying away from the boundaries of the discussion. The interviews lasted between thirty to thirty-five minutes. The researcher also wrote down notes in his notepad as the discussion and interviews were ongoing. Overall, the discussion and interviews were conducted in a cordial and relaxing setting. Therefore, participants had the opportunity to express themselves fully.

3.5.2 Focus group discussions

One focus group was formed for the study. Lindlof and Taylor (2002) aver that though focus group discussion is a form of interview, it has become a stand-alone data collection method by itself. Hancock et al. (2009) on the other hand see focus group discussion as a data collection method that resembles interviews in a way. During focus group discussions, chairs are placed in a semicircle because a semicircular sitting design allows participants to readily see and hear each other (Escalada & Heong, 2018). The researcher chose this seating arrangement in line with Escalada and Heong (2018). The researcher mediated the discussion, in conformity with Krueger's (2002) theory that a focus group should have a moderator with sufficient expertise of the phenomena under research who sets the discussion's guidelines.

The focus group session lasted between thirty (30) and thirty-five (35) minutes, which fits with Escalada and Heong's (2018) argument that focus group discussions should not be longer than two hours to avoid boredom. Before the discussions began, the researcher greeted the participants, introduced himself, and explained the discussion's aim. He encouraged them to express themselves freely. He further got the ball rolling by leading a briefing process that elicited demographic information from participants, such as ethnic background, educational level, and how long they have worked with the university. This was done in order to create a welcoming atmosphere. The English language was used throughout the discussions. This was due to the fact that it was the only common language understood by both the researcher and participants of the focus group. Intermittently, the discussion processes were interspersed with comments and humour that piqued participants' interest in responding to concerns while also reducing tension. The researcher sought the participants' consent to use his phone to record the entire discussion and urged them to speak louder so the recorder can clearly capture all that was being said.

3.6 Data Analysis Method

In qualitative research, data analysis is a rigorous process involving working with the data, organising data into manageable units, categorising, comparing and searching for patterns (Wellman, 2015). It is a difficult task because qualitative research usually generates voluminous data as the researcher is found with many transcripts of verbatim accounts of what transpired in the interviews (Wellman, 2015). The data analysis started from interviews and was followed by one focus group discussion. The researcher gathered and organised all of the data that was obtained in order to give a response to my research questions. As Flick (2013) argues, qualitative data analysis aims at describing issues in the field or a phenomenon in greater detail, and this was done in order to have a clear picture, description, and comprehension of what had been discussed during the interview and the focus group discussion. The researcher went over the interview transcripts several times to look for description flaws. To get the interview transcript, he transcribed everything that was recorded on his phone. This was accomplished by repeatedly playing the tapes back and forth to obtain exact responses from the interviewees during the interview processes. He addressed the identified difficulties in great detail and made sure to include in-depth and direct quotations to support the extensive descriptions and discussions of the research questions.

The data was studied systematically by using thematic analysis. According to Braun and Clark (2006), thematic analysis is "a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail" (p. 6). The transcripts were re-read several times to give the researcher an overall idea of the content. Following this, concepts – i.e. working codes – were allocated to significant sentences. Then, the concepts were grouped into themes. These themes were largely descriptive and represented a wide scope to allow for variation. Instead of imposing a preselected theoretical grid on the data, this method ensured that the elements of the coding frame reflected the language of the participants (Glaser, 2016). Coding was undertaken manually, using techniques such as 'cut and paste' and colored pens to categorise data. After the categorization and coding of data into themes, the researcher analysed and interpreted the themes to find answers to the research questions.

3.7 Ethical Issues

Informed consent, confidentiality, anonymity, and the repercussions of the interviews were some of the ethical issues that arose during the study. Due to the nature of the problem, the methods of data collection, and the kind of people who served as research participants, ethical questions were also relevant to this study. While carrying out this study, cognizance was taken of the fact that this study would be investigating a very sensitive issue and, as such, followed ethical procedures suggested by Wellman (2015).

In terms of seeking consent and giving information, I informed the participants about the purpose of the research work and what will be expected of them. The participants were then given the opportunity to either accept or decline to be part of the research study. Even after consent had been given by the participants, I also made it known to participants that they have the right to decline questions they were uncomfortable with or stop the discussion. Again, he asked for their permission to record the discussion with my mobile phone. Once the interview started, he used his in-depth interview guide to moderate the discussion to prevent participants from straying away from the boundaries of the discussion. The interviews lasted between thirty to thirty-five minutes.

With respect to confidentiality, the participants were assured of both high (information considered very private) and low (information considered mundane) forms of confidentiality as espoused by Iphofen (n.d.). Also, in ensuring anonymity and privacy, the researcher also promised to assign the participants pseudonyms during the writing of the report especially at instances where they were being quoted directly.

3.8. Trustworthiness of Data

Creswell (2018) outlines eight validation strategies in ensuring validity and reliability in qualitative research. These processes include triangulation, using member-checking to determine accuracy on the part of participants, using rich and thick descriptions, presenting negative case analysis, spending prolonged time at the research field, using peer debriefing, using external auditors and bracketing of biases. He adds that qualitative researchers should adopt at least two of these strategies in their studies. This research work applied three of these strategies in order not to affect the objectivity of the analysis and interpretation of the data.

The researcher additionally double-checked the audio recordings with his supervisor and other colleagues to confirm that the data he collected matched the results and data analysis. The dates, time, and locations of the field work and focus group discussions were also documented and made available for auditing and verification. Again, in answering the research questions, the researcher adopted rich and thick descriptions to describe his findings in order to paint a vivid and thorough picture of the nature of internal communication between management and staff and how that enhances lecturers' work commitment at Tamale Technical University. The researcher also bracketed his biases by distancing himself from previously held assumptions or prejudices. He based his interpretations solely on immediate insight into the phenomena themselves as suggested by Bertelsen (2005).

3.9 Chapter Summary

This chapter presented the process of the research and the method of data analysis. Firstly, it highlighted the approach of research used and the design suitable for the study. It also sheds light on the sampling method and size and at every stage rationalises to suit the study. Finally, it discussed the method of data collection and analysis in detail and wrapped up with the ethical considerations.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter provides a detailed presentation of the findings from the internal communication and organisational commitment at Tamale Technical University. The research questions are addressed in this chapter by categorising the data gathered and assessing them in light of the related theories and literature discussed in the Chapter two of the study. The chapter begins by presenting the demographic characteristics of the respondents. Following that, the research questions are addressed and discussed. For easy analysis and interpretation, the data derived was simplified into thematic units. Each theme was thoroughly described and critically analysed using the stakeholder approach to internal communication and the social exchange theory. For anonymity and confidentiality, participants were represented with alphanumeric codes such as Participants 1, Participant 2, etc. Below are the research questions that guided the collection of data:

1. What is the nature of internal communication in Tamale Technical University?
2. How does internal communication between management and lecturers create a sense of work commitment with lecturers in Tamale University?
3. What is the role of internal communication in lecturers' work commitment in the Tamale Technical University?

4.1 Demographics of Research Participants

As part of answering the research questions, it was important to analyse the demographics of the participants of the study. The demographics covered sex, age range, educational level and job experience. Out of the 10 research participants, seven (70%) were males and three (30%) were females. In terms of age, they were all between the ages of 40 and 50. Moreover, they all had ten years of job experience. When it came to their educational backgrounds, it was discovered that they were all second-degree holders. The demographics show that, while the numbers in the various demographical categories varied, the participants for this current research study cut across all of them (sex, age range, educational level and job experience). The demographics also revealed that all participants had 10 years of working experience, supporting the assumption that they had long worked at Tamale Technical University and have the depth of expertise to assist in answering the research questions.

4.2 Research Question1:What is the nature of internal communication in Tamale Technical University?

The research question one addresses the nature in terms of key features and characteristics of internal communication of Tamale Technical University. The question was to determine the manner of the exchange of formal information between management and employees within the Tamale Technical University. Internal communication is the process of transferring information among members of the same organisation. It serves as the information flow network that binds the organisational members together in relational subservience (Heron, 2016). The primary goal of internal communication therefore, is to ensure the seamless operation of organisational activities (Smith & Mounter, 2015). According to Argenti (2018), some businesses perceive internal communication to be an afterthought or a lofty ideal that seems unattainable even though the benefits of internal communication have been widely acknowledged (Heron, 2016; Smith & Mounter, 2015). If management and personnel are not on the same page and communication breaks down in formal organisational settings like educational institutions, it has a ripple effect through every department, even the entire nation. As a result, the need to evaluate educational institutions' internal communication is intensifying (Heron, 2016; Smith & Mounter, 2015). In responding to the question of what the nature of internal communication in Tamale Technical University is, three main themes came up. These were direction, formality and scope.

4.2.1 Direction

The theme of direction relates to the trajectory that information takes (Heron, 2016). The data revealed three directions of internal communication in Tamale Technical University. They were: downward (superior to subordinates), upward (subordinates to superiors) and horizontal (officials to officials of the same rank). Regarding downward direction of communication, the participants responded that communication at Tamale Technical University was frequently handled in a way that entailed a message travelling to one or more receivers at a lower level in the hierarchy. Performance feedback is sometimes included in the message. Participant 1 explained that:

> *"...messages are frequently shared with lower-level employees...and, unless specifically asked as part of the message, the messages do not normally expect to elicit a response...these messages can take the form of announcements or notices…"(Participant 1).*

The formal organisational communications system, which is commonly associated with the chain of command or line of authority, corresponds to the downward flow of communication (Pigors, 2015). As observed in Participant 1's response, the most prevalent types of downward communication are daily directions from departmental heads or management to subordinates. These can even take the shape of announcements or notices, as Participant 1 pointed out. As a result of the preceding, Participant 6 agreed that subordinates require this information direction in order to do their jobs and meet their reporting superiors' expectations. In that light, she explained that:

> *"...the flow of information from higher levels in this institution not only helps us (subordinates) to know what we are supposed to do...it also helps us know whether we are doing our responsibilities well and even highlighting the areas we need to pay more attention to..." (Participant 6).*

As downward internal communication entails work-related information to lower-level employees, it aids in providing performance feedback (Pigors, 2015). It also provides information that aids in informing employees about important organisational changes, new goals, or presenting an official policy (Pigors, 2015). As a result, Participant 6's responses adequately reinforce Pigors' (2015) admission as stated above. Participant 6 also highlighted that faculty meetings and departmental circulars are all examples of downward communication. According to Redding and Sanborn (2014), in order for organisational meetings and circulars, such as those cited by Participant 6, to be effective, the communication purpose must be specified, and the message must be precise, explicit, and unambiguous. This leads to the next direction of internal communication at Tamale Technical University: upward communication.

The participants for this study also revealed that communication at Tamale Technical University also takes the form of messages conveyed from a lower level in the hierarchy to a higher level in the hierarchy (upward communication). These communications were delivered in the form of progress reports or information regarding the successes and failures of people or work groups reporting to their superiors. Employees occasionally communicate suggestions or complaints to higher levels of the organisation via suggestion boxes and face-to-face meetings. For instance, Participant 8 described his personal experience of meeting his head of department in a face-to-face meeting to discuss certain work-related difficulties. He indicated that:

> *"I required a reassessment of my course load... I had been handed schedules that were, in my perspective, overbearing...I met with my head of department about it...we had a lengthy and fruitful discussion...at the end, my course load was re-evaluated..." (Participant 8).*

According to Redding and Sanborn (2014), upward communication consists of two different manager-subordinate activities: employee participation in formal organisational decisions and employee appeals against formal organisational decisions. While Participant 8's account corresponds to Redding and Sanborn's (2014) employee appeals against formal organisational decisions, the other activity, employee engagement in formal organisational decisions, was not directly represented in any of the participants' responses. However, there were subtle references to how employees had taken the effort to ensure their perspectives were heard and considered during faculty meetings. Particular mention can be said of Participant 10 who indicated that:

> *"...not all of the issues on the agenda are available for discussion during (faculty) meetings. Some issues are occasionally placed on the agenda as a reminder or as decisions that have already been taken and are just to be passed on to us...in such occasions, if you want to have a say in a decision, you must engage management via other available ways, such as face-to-face conversations or even emails, before the issues become an item on the meeting agenda..." (Participant 10).*

As observed in Participant 10's standpoint, in a formal organisational system such as the Tamale Technical University, decisions are made at the management level that lower-level employees may not be aware of. Lower-rank employees, on the other hand, who want to appeal formal organisational decisions, according to Participant 10 engage management through other available channels, such as face-to-face meetings or even emails. When the researcher delved more into Participant 10's view, it became clear that, before engaging top management on certain issues, lower level employees frequently engage themselves in peer-to-peer conversation on the same subject.

The third mode of internal communication at Tamale Technical University was therefore peer-to-peer communication, also known as lateral or horizontal communication. Horizontal communication in an organisation refers to the flow of information between personnel and units at the same hierarchical level (Redding & Sanborn, 2014). In other words, departments and managers at the same organisational level communicate with one another across organisational silos in this direction of communication (Redding & Sanborn, 2014). According to the study's participants, peer-to-peer or horizontal communication at Tamale Technical University, which frequently consisted of staff members of the same rank, aided in the completion of related work duties. For example, Participant 2 indicated that messages shared among members of the same work group involve advice, problem solving, or activity coordination. He explained further that:

> *"Sometimes communication takes place in my department between my colleagues and I...imagine if I had to talk to my department head every time; it would not be acceptable all of the time. Sometimes all I need to do is check in with a colleague...this helps me in getting the work done using the help of my colleagues and it helps with teamwork and team bonding…" (Participant 2).*

The participants of the study also indicated that based on structure, the peer-to-peer communication at Tamale Technical University was less formal than both downward communication and upward communication. Participant 4 explained that the peer-to-peer communication was less formal because it is more prevalent across the lower levels and does not require the formality and structured system of day-to-day downward and upward communication and introduces flexibility in organisational structure. She also explained that the peer-to-peer communication takes the shape of casual talks, phone calls, teleconferencing, videoconferencing, memoranda, and routine meetings. As a result, at Tamale Technical University, peer-to-peer communication allows her and her colleagues to communicate directly without having to go through multiple levels of organisational structures. Participant 8 also remarked that peer-to-peer communication at Tamale Technical University aids in conflict resolution. According to the participant, members' propensity to speak frankly and directly with one another, allows them to resolve underlying conflicts amicably. He also mentioned that, because of its convenience, peer-to-peer communication makes it easier to resolve organisational conflicts in a more rapid, direct, and efficient manner than up or down communication.

In light of the foregoing, Wilcox and Cameron (2016) argue that peer-to-peer communication, or horizontal communication, which consists mostly of informal communication, exists in all organisations. According to the authors, people who know each other in an organisational environment tend to communicate informally about what's going on in the organisation and even about other people. This is also known as grapevine communication (Wilcox & Cameron, 2016). Grapevines exist in almost every organisation (Wilcox & Cameron, 2016). According to Wilcox and Cameron (2016), while grapevine communication can connect members of an organisation in any combination of directions, it is most common at the horizontal or peer-to-peer directional level of communication. Grapevine communication allows colleagues in organisations to interact directly without having to go through numerous levels of organisational structures due to its informal nature (Wilcox & Cameron, 2016).

Although the participants at Tamale Technical University did not specifically mention grapevine communication, their responses indicated that their ability to communicate through informal discussions was indicative of grapevine communication being practised at the horizontal or peer-to-peer directional level of communication. For example, participant 2 mentioned to the researcher how the messages shared among his colleagues in the same work group aided in the coordination of their work. He also mentioned that when a colleague learns of some confidential information, he passes it on to his other colleagues, who in turn pass it on to another or several others. As a result, the communication flow rambles and spreads quickly, providing a good alternative in situations where formal communication is difficult.

4.2.2 Formality

In the context of this study, formality refers to the procedure or system through which internal communication is carried out at Tamale Technical University (Heron, 2016). In any organisation, communication offers a mechanism of sending and receiving messages among interconnected individuals within a certain environment or setting in order to achieve individual and shared goals (Heron, 2016). Formality, on the other hand, describes the protocols or standards of conduct that regulate how communication is carried out in the organisation (Heron, 2016). This current study found that the formality that characterises internal communication at Tamale Technical University comprises both authorised and unauthorised protocols. These protocols determine the communication system that is used at Tamale Technical University.

Participant 1 explains how communication at Tamale Technical University is characterised by authorised and unauthorised protocols. She notes that authorised communication, also known as formal communication such as emails and memos to staff members, frequently follows a defined structure or channels but informal or unauthorised communication can flow freely in any direction. She went on to say:

> *"When sending information to superiors or from superiors to subordinates, the information has be routed through the authorised, specified channels established by this institution...and because the flow of information is regulated, communication in this regard has to be intentional...even though in more situations information in formal settings are being passed on from superiors to subordinates, anytime one wants to pass on information he/she has to follow the laid down communication channels..." (Participant 1).*

It was evident from participant 1's foregoing remark that formal communication took place in a hierarchical system at the Tamale Technical University. She also highlighted that the information flow design reflected a top-down command structure, with managers in various departments and senior staff funnelling information down to lower-level personnel via the institution's approved and established lines of contact. She went on to say that the institution's personnel were required to use these command structures when performing their duties.

In agreement with participant 1, participant 3 stated that the language and tone used to deliver information was equally a vital formality in both formal and informal communication within the institution. Participant 3 observed that the vocabulary and tone used in formal contexts differed significantly from that used in informal conversations. He highlighted that, despite the fact that the command structures were obvious, the wording of the message can determine the nature of the message being received. He also said the formality of the communication is often determined by how it is addressed. He specified that:

> *"...when I notice that the message is addressed to the organisational function rather than the person, I know it is formal....here, you will observe that the message in question emphasises the individual's position or role. Which implies that the person who fills the role is not as important as the person's position..." (Participant 3).*

Participant 3 also indicated that the unauthorised protocols that constitute primarily informal communication have a far larger role at Tamale Technical University than just fostering friendly chatter. He mentioned that this form of communication is more relational than formal. He goes on to say that, although the formal communication system is intended to provide a streamlined means of communication that travels upstream and downward, the informal communication system's primary objective is to maintain and create connections with colleagues, superiors, and subordinates. As there are no defined channels to messaging, he notes that it flows much faster yet there is no paper trail or official record.

Pigors (2015) in assessing the internal procedure or system through which communication is carried out in organisations, first argued that formal protocols communicate rules, procedures, and company policy to lower level employees. It is also favourable in situations where documentation is needed to prove or disprove a claim or complaint. If someone violated company policy or broke a rule against another coworker, it is easy for employees to point to formal communications between staff and upper management. Pigors' (2015) claim was backed by participant 1, who stated that the information flow architecture mirrored a top-down command structure, with managers and senior staff funnelling information down to lower-level personnel through the institution's approved and established channels of communication.

Second, according to Pigors (2015), informal communication is all about relationships; if the organisation fosters a culture of goodwill and relationships, informal interactions can build unity and improve teams. One of the most important reasons for the importance of informal communication in organisations is that it allows employees to provide feedback to their superiors (Pigors, 2015). It encourages upward interface action and allows effective communication in both directions (Pigors, 2015). Pigors' (2015) second point also aligns with participant 3's view that informal communication at Tamale Technical University is more relational than formal, establishing bonds with coworkers, superiors, and subordinates. Furthermore, while the participants in the study did not directly demonstrate Pigors' (2015) claim that informal communication allows employees to provide feedback to their superior officers, it can be extrapolated from participant 3's point of view that because there are no defined channels for messaging, both superiors and subordinates can interact informally. When members of staff, for example, are given the opportunity to informally remark on their experiences at the institution, it pushes senior management to improve and fulfil their expectations. As a result of this activity, employee morale improves..

4.2.3 Scope

The term 'scope' describes the extent to which a particular action or subject is engaged, acknowledged or significant (Clinton, 2014). It also refers to the limit or range of possibilities for anything (Clinton, 2014). The purview or extent of successful communication among members within an organisation is thus characterised as the scope of internal communication (Clinton, 2014). The data on the nature of internal communication at Tamale Technical University revealed that, like other institutions, the extent of internal communication at this institution is limited because it does not take the form of mass communication as it is confined within the same institution. The data also affirmed that communication at the institution is limited since it does not take the form of mass communication and it is restricted to only the employees of the organisation. Just about every participant's response followed the premise outlined above. Participant 9 particularly noted that:

> *"...internal communication's purpose here as elsewhere is to provide an effective flow of information between the organisation's departments and my colleagues…it does not include what we do or send to other institutions...it serves its purpose...It helps with the development of employee and organisational engagement….." (Participant 9).*

The preceding excerpt from participant 9 demonstrates not just Tamale Technical University's usage of internal communication to establish an information flow among divisions inside the school, both up and down the management/employee chain but it is also advantageous to school personnel who interact with one another (Wilcox & Cameron, 2016). In a similar line, participant 9's viewpoint on internal communication assisting with employee and organisational engagement emphasised the central significance of internal communications in supporting corporate culture (Wilcox & Cameron, 2016). The ultimate purpose of internal communication is to keep employees informed about future events, policy decisions, engagement programs, workforce changes, and updates on the organisation's overall wellbeing in order to foster a transparent and open culture that people value (Wilcox & Cameron, 2016). This purpose reinforces internal communication's function as a limited flow of information confined to the institution's internal engagements (Wilcox & Cameron, 2016).

Participant 3 also stated that the scope and parameters of the institution's internal communication channels were informative in and of themselves. He went on to say that internal communication channels were confined to the transmission of information between the organisation employees, with the primary purpose of meeting the needs of both the source and the receiver. He specified that:

> *"...even the communication channels we utilise here convey that internal communication is a vital system that takes place within the confines of this organisation...Consider the memo I received from my department's head...In most circumstances, a memo like that is used to announce or explain policies or processes. It also announces new hires, service updates, and or related official business within the organisation...These details are solely for the purposes of internal engagements..."(Participant 3).*

What is noteworthy about Participant 3's viewpoints is that they shed light on how Tamale Technical University's communication network represents the one and only aim of the school's internal communication procedures which is the transmission of information between the school's employees. Similarly, while Participant 3 identifies a specific internal communication route employed at Tamale Technical University, namely the memo, his comments on memos imply a one-to-all perspective, disseminating a message to a collective audience rather than to individuals, as email or letters frequently do. A memo (or memorandum) is a type of internal communication document that is commonly used to communicate policies, processes, short reports, or other official business within an organisation (Decenzo & Robbins, 2015).

From the above three main themes which were in response to the question of what the nature of internal communication in Tamale Technical University is, it is evident that internal communication happens constantly within organisations and includes informal chat on the “grapevine” as well as managed communication. However, a closer examination of these themes reveal that the nature of internal communication in Tamale Technical University was also transactional, involving an exchange of information, a management process, and characterised by flows of communication (Decenzo & Robbins, 2015; Smith & Mounter, 2015). To put it another way, internal communication, according to Smith and Mounter (2015), is the continuous exchange of information in which both the sender and the receiver are involved in the process and take turns communicating messages, regardless of the direction, procedure, or scope of the information. Internal communication is an important function that occurs within the boundaries of an organisation, and it is often a two-way process that occurs between organisational management and personnel in order to ensure that the organisation's overall goal is met, as evidenced by the participants' responses shown above (Smith & Mounter, 2015).

Relating the data to the stakeholder approach to internal communication, Welch and Jackson (2007) first described stakeholder as any organisation or people who can affect or is affected by the achievement of the firm's objectives. As previously stated, this study included senior academics and management staff members, two of the main stakeholder groups at Tamale Technical University who are critical to the success of the school's objectives. As internal communication is explained as the exchange of information between an organisation's managers/management and its staff members (Welch & Jackson, 2007), it was clear from the data described above that lecturers and management at Tamale Technical University were constantly engaged in sharing information that was critical for the school's day-to-day management. This also allowed them to grasp the ongoing changes that the organisation was undergoing, reducing employee uncertainty (Welch & Jackson, 2007; Smith, 2008). It was critical to emphasise the importance of unambiguous, consistent, and continuous information flow among study participants, particularly because it aids in the development of employee engagement and managers can continue to contribute to engaging employees across the organisation. This is significant because, as evidenced by the responses of the participants, it is the basic foundation of organisational success (Welch & Jackson, 2007; Smith, 2008).

4.3 Research Question 2:How does internal communication between management and lecturers create a sense of work commitment with lecturers in Tamale Technical University?

Organisational commitment according to Meyer and Herscovitch (2014) is required for organisations to perform better and achieve their goals because their employees feel linked to the organisation, are more productive, and dedicated to their work. However, one of the primary concerns of institutional communication research has been how internal communication is used to foster work commitment among employees (Meyer & Herscovitch, 2014). This research question aims to find out how management and lecturers communicate to build a sense of work commitment among lecturers at Tamale Technical University. In response to this research question, study participants agreed that one of the primary issues of institutional communication has been internal communication between management and lecturers. They further asserted that the flow of information in the institution has been structured hierarchically to conduct monitoring and regulatory functions. An analysis of their responses can be categorised into three parts: motivating lecturers, maintaining discipline, and keeping a positive employee-management relationship.

4.3.1 Motivating the lecturers

The drive to act in pursuit of a goal is known as motivation. It is the most important factor in determining and achieving goals (Meyer & Herscovitch, 2014). One of the driving elements underlying human behaviour is motivation. It gives a competitive edge while also encouraging social interaction. Its lack might result in mental diseases like depression (Meyer & Herscovitch, 2014). Employee motivation is described as the proportion of enthusiasm, energy, devotion, and inventiveness that an employee provides to the workplace on a regular basis (Meyer & Herscovitch, 2014). Since work motivation can be extrinsic or intrinsic, meaning that an employee's motivating factors can come from both internal and external sources, the theme of motivating lecturers describes how internal communication is used to foster work commitment at Tamale Technical University in a way that demonstrates how committed lecturers are to their jobs, how engaged they are with the school's goals, and how empowered they feel in their daily work.

Downward communication, according to some interviewees, is utilised to motivate lecturers to do better via appraising their work performance. Encouragement and motivational talks are often applied to assist lecturers improve their performance. In their responses, Participants 4 and 7 for example amplified the preceding viewpoint adequately. According to Participant 4:

> *"Internal communication between management and lecturers (here) provides lecturers with a clear understanding of the message they have*

> *received. Whether informational or persuasive, these messages drive lecturers to commit to their work... Personally, I've had the opportunity to be encouraged by my reporting officers on a number of occasions...this has greatly aided me…" (Participant 4).*

Participant 7 equally averred that:

> *"I have observed that internal communication between management and lecturers incentivizes (us) lecturers especiacially in confirming and clarifying the work to be done, the manner in which the task is being performed, and how to improve their performance if it is not up to par." (Participant 7).*

It can be well noted from the above responses that the benefits of employee motivation go beyond just keeping employees happy at work and increasing employee morale. One can glean from Participant 4's standpoint that motivated workers also stay focused and work more productively and effectively to meet goals and obtain the rewards and recognition they seek. This tends to increase quality of work and productivity as well as reduce its costs (Cohen, 2016). The foregoing are also in line with that of Hatch and Cunliffe (2016) who noted that downwards communication helps individuals to coordinate activities to achieve goals, and it's vital in socialisation, decision-making, problem-solving and change-management processes.

Salem (2018) added that downward internal communication also provides employees with important information about their jobs, organisation, and environment, which helps motivate, build trust, create shared identity, and spur work commitment. The finding was in line with Hurn and Tomalin (2016), who noted that downward communication is the basis for individuals and groups to make sense of their organisation, what it is, and what it means. The finding supports that of Torrington and Hall (2016), who noted that downward communication practises are at the heart of every successful organisation via the employees' work commitment. Torrington and Hall (2016) added that downward communication serves two essential functions in every organisation as it disseminates the information needed by employees to get things done and builds relationships of trust and commitment.

4.3.2 Maintaining discipline

Discipline is the backbone of healthy organisational relations (Meyer & Herscovitch, 2014). Organisational discipline is the exercise of self-control and learning to pursue the best course of action, even if it is not one's preference. Discipline is essential in team activities where numerous people work together to achieve a common goal (Meyer & Herscovitch, 2014). The promotion and maintenance of employee discipline is essential for smooth functioning of an organisation (Meyer & Herscovitch, 2014). Employee morale and organisational peace are definitely linked with a proper maintenance of discipline (Meyer & Herscovitch, 2014). Maintaining discipline thus implies that internal communication between management and lecturers at Tamale Technical University, among other things, is employed to ensure that employee discipline is met.

The interview sections with the study participants disclosed that a chain of command is maintained in the internal communication between management and lecturers, which aids in the development of a sense of discipline among the lecturers. Participants also noted that internal communication between management and lecturers occurs in accordance with officially recognized rules and regulations, which aids in the establishment of official discipline at the university. One participant observed:

> *"...The first thing you will notice is the chain of command that exists in how management and lecturers here communicate...It is not subtle, it is*

> *clear cut…in my opinion this command chain or reporting lines of authority serves to develop a sense of discipline among the lecturers which in turn shapes lecturer commitment in this school…" (Participant 10).*

Another interviewee stated, in agreement with participant 10, that:

> *"It is apparent that internal communication between management and lecturers follows the institutional hierarchy, therefore every sector unit or department must follow the defined regulations or procedure…As a result, discipline is maintained, which influences lecturers' devotion to their work…" (Participant 8).*

According to Vercueil (2015), the true sanction behind laws and regulations is thus the permission of the people to whom they apply, and no attempt to develop decent people by imposing a specific behaviour would succeed if this consent is lacking. As can be seen from the study participants' responses, the first thing they mention is a chain of command that oversees internal communication within the university. Second, they follow the orders of the chain of command, proving Vercueil's (2015) assertion that the majority of employee behaviour and interactions with subordinates are governed by informal and unwritten standards and norms, and that these rules and norms that support and legitimise practice are based on organisational tradition and culture. Additionally, according to Batool (2017), discipline is a type of training that aims to enhance and shape employees' knowledge, attitudes, and behaviours so that they willingly desire to work cooperatively with other employees and improve their job commitment. This study backs up Batool's (2017) claim that organisational discipline improves and modifies employees' knowledge and attitudes so that they are willing to collaborate and improve their job commitment. This finding is also backed up by Kwon and Park (2016), who discovered that employee job commitment influences organisational discipline through internal management-employee communication.

4.3.3 Maintaining good lecturer-management relationship

According to Meyer and Topolnytsky (2015) when employees have a strong, healthy relationship with their employers, the entire company benefits. Studies show that employees who have mutually respectful relationships with their employers are more likely to be happy, loyal and productive in the long-run (Meyer & Topolnytsky, 2015; Riketta, 2014). Thus, maintaining a good lecturer-management relationship encapsulates a healthy lecturer-management relationship that ensures that both lecturers and management are comfortable with each other and work in unison towards a common goal (Meyer & Topolnytsky, 2015; Riketta, 2014).

The data revealed two dimensions of good lecturer-management relationships at Tamale Technical University. The participants mentioned the benefits of good lecturer-management relationships to their activities in the school as well as how the practice of a healthy lecturer-management relationship is maintained. Take for example the following excerpts from both Participant 5 and 10:

> *"...Let's face it: if a person enjoys working with his or her boss and coworkers, he or she is less inclined to seek out disputes. A tranquil workplace is only one of the numerous advantages of solid employee-employer relationships in my opinion…" (Participant 5).*

> *"I have witnessed first hand in my former job that losing an employee to a competitor can be distressing, but regrettably…this is made easier when employees have a strained relationship with their management. Employees are significantly more likely to remain loyal if they feel at ease and respected around their boss, in my opinion." (Participant 10).*

A close inspection of the quotes above shows that the relationship flourishes in an atmosphere of mutual respect and appreciation. While Participant 5 believes that strong lecturer-management relationships at Tamale Technical University help to keep staff loyalty, Participant 10 on the other hand believes that strong lecturer-management ties lead to less workplace conflicts. Organisations that encourage positive relationships between workers and managers are more successful, and because their employees are more likely to stay, they spend less on recruiting, hiring, and training new workers (Meyer & Topolnytsky, 2015; Riketta, 2014). Conflicts, on the other hand, reduce productivity and increase disharmony, and the energy spent resolving conflicts could be better spent working (Meyer & Topolnytsky, 2015; Riketta, 2014).

On how how the practice of a healthy lecturer-management relationship is maintained at Tamale Technical University, Participant 6 noted that:

> *"I find that communication from management to lecturers is very helpful in establishing good relationships between management and lecturers, since I joined this school I have not had the occasion where I felt discriminated against by way of how we are treated by management. There is a level playing field here…" (Participant 6).*

Kitchen's (2017) position that for any organisation to benefit from a strong employer-employee relationship, the employer must be viciously seen as a role model to his team members is emphasised by participant 6's comments. According to Kitchen (2017), the employer must respect each employee as an individual and avoid showing favouritism at work. Kitchen (2017) adds that the employer should not be rude or harsh to his/her employees. There is a correct way for everything and that they should not insult any team member. It is strictly unethical. Sit the employee down and make them realise their mistakes. In the future, they will undoubtedly look up to you. Participant 2 agrees with the claim made by Kitchen (2017). According to Participant 2:

> *"...In a particular incident that happened between my Head and I, my Head was very polite in how she handled the situation…I felt very sorry for my actions even though she was charitable with words…today, she is*

> *my biggest inspiration…I want to treat everyone as she did..” (Participant 2).*

The results of the data on maintaining good lecturer-management relations is similar to that of Jaussi (2017), who argued that downward communication helps to maintain good employee-management relationships, which also improves employee commitment to their jobs. The data equally back up Hamilton and Smith's (2016) claim that favourable downward communication in the workplace increases employee commitment by fostering a harmonious environment in which both parties practice the act of working in such a way that they effectively communicate and work pleasantly, recognizing each other's needs and values, and thus increasing employee motivation and morale.

In relating the above outlined themes to O’Reilly and Chatman’s model of organisational commitment, O’Reilly and Chatman (1986) as cited by Meyer and Herscovitch (2014), argued that commitment takes on three forms, namely: compliance, identification and internalisation. On compliance, it can be well noted from the above responses that, for example, the participants were motivated to comply and in pursuit of the organisational goals. Again, the responses proved that motivation or the drive to comply with organisational standards go beyond just keeping employees happy at work and increasing employee morale. One can glean from Participant 4's standpoint for example that motivated workers also stay focused and work more productively and effectively to meet goals and obtain the rewards and recognition they seek. This tends to increase quality of work and productivity as well as reduce its costs (Cohen, 2016).

On identification, the interview sections with the study participants also disclosed that a chain of command is maintained in the internal communication between management and lecturers, which aids in the development of a sense of discipline among the lecturers. In view of that the participants noted they were ready to accept to be influenced to establish or maintain a satisfying relationship (Meyer & Herscovitch, 2014). This sense of identification with the school allowed the internal communication between management and lecturers to occur in accordance with officially recognized rules and regulations, which aided in the establishment of official discipline at the university. Then, internalisation, which occurs when influence is accepted because the attitudes and behaviours an employee is being encouraged to adopt are congruent with existing values (Meyer & Herscovitch, 2014). When employees have a strong, healthy relationship with their employers, they are also encouraged to act in ways that are congruent with existing organisational values.

The behavioural approach to organisational commitment can be applied when it comes to how internal communication between management and lecturers generates a sense of work commitment among lecturers at Tamale University. Individuals are committed to the organisation as long as they hold their positions and accrue better benefits, according to Blau and Boal (2014), which may discourage them from seeking alternative employment. As a result, individuals are committed to the organisation because the benefits gained by remaining in the organisation outweigh the alternative opportunities and costs of leaving (Blau & Boal, 2014). Commitment is thus an outcome of inducement or contribution transactions between an organisation and its members (Blau & Boal, 2014). Although the study's participants did not ascribe their commitment towards the organisation to physical benefits, they did mention that the institution's information flow served as a monitoring and regulating function. In that monitoring and regulating function, they also indicated that it served as a good lecturer-management relationship. Consider the responses of Participants 5 and 10. A careful investigation of their responses reveals that they valued healthier organisational working relationships significantly more than any other organisational benefit. Thus, at Tamale University, exhibiting a good lecturer-management relationship as a result of the structures of internal communication between management and lecturers, went a long way in contributing to work commitment among lecturers.

The psychological approach to organisational commitment can also be used to explain how internal communication between management and lecturers promotes a sense of work commitment among lecturers at Tamale Technical University. The psychological approach is concerned with the process of identifying and dedicating one's own energies to the aims of the organisation (Meyer & Herscovitch, 2014). To do so, an organisation must cultivate in its employees a sense of commitment to their workplace environment (Meyer & Herscovitch, 2014). The participants ascribed their sense of motivation and for that matter commitment to Tamale Technical University to internal communication being used as a favourable medium in confirming and clarifying the work to be done, the manner in which the task is being performed, and how to improve their performance if it is not up to par. This according to Participant 7 keeps employees happy at work as well as increases employee morale. The sense of commitment demonstrated by Participant 7 for example, is an attitude or orientation toward the organisation that connects or attaches the employee's identity to the organisation (Meyer & Herscovitch, 2014).

4.4 Research Question 3: What is the role of internal communication in lecturers' work commitment Tamale Technical University?

Work commitment is described as an employee's level of enthusiasm for the responsibilities assigned to him or her at work. It can also be understood as a person's sense of responsibility for the aims, mission, and vision of the organisation with which he or she is affiliated (Meyer & Topolnytsky 2015). Employee satisfaction is linked to organisational commitment and engagement. This leads to improved organisational performance, which leads to increased profitability, productivity, staff retention, and an overall better work environment (Meyer & Topolnytsky, 2015). It is no secret that university education in Ghana is evolving and getting more competitive as the number of institutions and schools of higher education grows by the day (Appiah, 2020). Institutions of higher education must therefore be able to improve the performance of its employees in order to secure the continuation of an organisation in the face of competition and to achieve the stated goals, vision, and mission (Appiah, 2020). Employee performance can be influenced by both external and internal factors, according to the literature (Meyer & Topolnytsky, 2015). This research question examines the role of internal communication in lecturers' work commitment Tamale Technical University. Three themes emerge as a result of answering the question: Employee recognition, trust and respect and job satisfaction.

4.4.1 Employees recognition

Employee recognition is the act of publicly acknowledging your people for who they are and what they do (Meyer & Topolnytsky, 2015). With employee recognition, workers recognize each other and make the workplace feel more inclusive and human (Meyer & Topolnytsky, 2015). The interviews with the participants uncovered that employee recognition is one of the most important factors in driving workplace engagement, productivity, and employee retention at Tamale Technical University. This was demonstrated particularly with the interview session with Participant 1, who explained to the researcher how he tactically employs employee recognition as a tool to drive workplace engagement and productivity. She explained as follows:

> *"I've always known that recognition is strategic, consisting of managers randomly giving out gift cards from a drawer or years-of-service programs that award tenured employees with trinkets such as watches or pins. So I do it all the time as well." (Participant 1)*

Other study participants, such as participants 2 and 3, advanced the idea that Ghanaian institutions are supposed to serve as a knowledge reservoir for the country's workforce needs. The achievement of this goal is more dependent on management's crucial function of creating a work environment that recognizes employees, thereby improving their commitment and allowing them to perform at their best. Participant 2 for example adds that:

> *"I am an example of how lecturer recognition may be an effective motivational tool that can have a major beneficial impact on lecturer dedication and overall organisational success...These, I believe, are dependent on good internal communication." (Participant 2).*

In light of the foregoing, it's worth keeping in mind that employee recognition is the cornerstone for developing a culture of excellence - one that develops appreciation and empowers employees (Meyer & Topolnytsky, 2015), as both participants 1 and 2 demonstrated in their responses. Employee recognition, on the other hand, can be said to strengthen connections and provide a clear purpose that is connected with attainable goals. When she pointed to how strategically she embraces it as a tool of fostering a culture of excellence at work, Participant 1 amplifies strongly. By connecting people and culture to a shared purpose, a culture of excellence empowers company leaders to strive toward critical goals like retention, culture, and employee happiness (Meyer & Topolnytsky, 2015).

Mazzei (2015) found that desirable up-down communication in an organisation makes employees feel valued in his study on the benefits of employee recognition. Mazzei's (2015) claim supports Phelps' (2016) thesis that employee recognition through internal communication elicits desired behaviour and employee job dedication, both of which are important in achieving corporate goals. The research results by Mazzei (2015) and Phelps (2016) support the current study's findings on employee recognition in that they corroborate how the kind of workplace recognition experienced in Tamale Technical University shapes the job commitment of lecturers there.

4.4.2 Trust and respect

According to Ahuja and Shukla (2016), from fostering a leadership team with humility to confronting brutal evolving facts, it is not easy to take any business organisation to the next level. However, when you really look at it, it all comes down to trust and respect in the workplace. While trust is a belief in your employees, respect is the manifestation of that belief (Ahuja & Shukla, 2016). Every team member, including employees and managers, must take responsibility for their actions in order to forge a relationship built on trust and respect (Ahuja & Shukla, 2016). Communication between management and lecturers, according to the participants, is critical for corporate growth through employee commitment. However, they went on to say that good communication between management and lecturers fosters trust and respect between employers and employees.

Participant 1 acknowledged that as the leader of her unit, it is her primary obligation to chart a constructive route and mobilise personnel. She went on to say that:

> *"...if you want to promote a great work environment, you must not only be seen issuing instructions, but you must also listen to them…one of the drivers of university performance, in my opinion, is good communication between management and lecturers…effective communication between management and lecturers fosters organisational trust, which improves lecturers' dedication to their jobs and experience." (Participant 1).*

Every employee, according to Bowditch and Buono (2015), brings their own set of values, strengths, and communication styles. As a result, Bowditch and Buono (2015) recommend that employers spend time getting to know their employees on a personal level and encouraging them to get to know one another. Employers can better adapt the discourse to the person when problems emerge. Bowditch and Buono's (2015) argument is emphasised by Participant 3's comments on how he manages her subordinates at the university. He notes that:

> *"...imagine if you know your employee is an extrovert who enjoys human interaction, I would consider stopping by their desk to fix a problem face-to-face rather than trying to resolve it via an email thread to create trust and mutual respect. Similarly, if an employee is an introvert who likes to handle business over chat, I can send an instant message." (Participant 3).*

Employers who adapt to the individual clearly show that they are aware of their distinctive personality. This makes people feel valued, and it also helps you acquire their mutual regard. Employees who are treated with respect are more likely to pass it on to others (Bowditch & Buono, 2015). The preceding excerpts are in line with a study by Barrelas (2015), who found that good internal communication increases trust between employees and management in a company. Likewise, Keith (2014), who claims that effective internal communication improves information sharing and builds trust relationships, which in turn improves work commitment, backs up the participants' claim that respect and trust are important factors in predicting job commitment and employee well-being.

4.4.3 Job satisfaction

Employee satisfaction is one of the biggest determinants of long-term favourable organisational success (Ahuja & Shukla, 2016). Job satisfaction, also known as employee satisfaction, is a measure of how happy employees are with their jobs, whether they like the job or specific components of it, such as the nature of the work or supervision (Ahuja & Shukla, 2016). Job satisfaction has cognitive, affective, and behavioural components that can be quantified (Ahuja & Shukla, 2016). Job satisfaction measures vary in the extent to which they reflect feelings about the job (affective job satisfaction) or cognitions about the job (how the employer thinks about the job) (Agyeman, 2019; Meyer & Topolnytsky, 2015). For the purposes of this study, the interviewees presented that communication from management to subordinates at the Tamale Technical University makes the subordinates satisfied with their work. They further gave credit to internal communication that made the subordinates feel part of the institution.

The data revealed a higher level of affective work satisfaction that is because while some study participants displayed emotional attachments to the organisation largely through positive work experiences, others demonstrated affective commitment to the school by exhibiting native ties to Ghana's northern regions and being alumni of the school. For example, Participant 9 reported that the work environment at Tamale Technical University is satisfactory for him because of his warm and welcoming job experiences, particularly with the way his department head communicates with him and the other coworkers.n He mentioned in his clarification that:

> *"...My Head and I have a pretty good working relationship... She is like a mother to us...our bond of mutual respect is reflected in our communications as well. I love working with her…" (Participant 9).*

What is revealing about Participant 9's account is that he shows his desire to continue working for the organisation, which he credits to his positive working relationships with his boss. According to Barker and Angelopulo (2016), members of organisations who are committed on an affective level stay with the organisation because they view their personal employment relationship as congruent to the goals and values of the organisation. Similarly, Barker and Angelopulo (2016) claim that an organisation's member's attitude or orientation toward the organisation can link or attach the person's identity to the organisation. Participant 10's account of how his native ties to Ghana's northern regions, as well as his status as alumnus of the school, had moulded his sense of affective affinity for the school, exemplified this. In Participant 10's account, he noted that:

> *"...Tamale Technical University is our school…we have to support it…we are not lucky to have lots of schools in Northern Ghana…some of us hail from the North…we attended school here too…the least we can do is to put in our best to help build this place…" (Participant 10).*

Job satisfaction is a significant determinant of organisational commitment (Meyer & Topolnytsky, 2015). Hence, it is widely documented that employees who are satisfied are more likely to be committed to their organisations (Barker & Angelopulo, 2016; Meyer & Topolnytsky, 2015). Meyer and Topolnytsky (2015), for example, highlighted job satisfaction and organisational commitment as important factors for the well-being of individuals within an organisation as well as the organisation's overall success. For that matter, job satisfaction and organisational commitment are typically linked to structural factors that allow an organisation to be considered as a system, or a holistic entity, rather than a simple aggregate of individuals (Meyer & Topolnytsky, 2015). The responses of the study's participants, as seen above, agree with the preceding authors as well as Peter (2015), who stated that internal communication is one of the most important aspects in boosting employees' job satisfaction. Internal communication has an influence on work satisfaction and employee commitment as a result, organisations should design their internal communication system to fulfil the information demands of their employees in order to strengthen member commitment to their jobs (Smith & Mounter, 2016).

To thrive in competitive marketplaces, almost every organisation in the world is under pressure to embrace new information systems within organisations (Kitchen, 2017). As a result, researchers and practitioners alike must improve their grasp of the inner working mechanisms related with the adoption of new information systems (Kitchen, 2017). The social exchange theory can be utilised to explain the motivational basis underlying employee activities and the building of positive employee attitudes (Kitchen, 2017). According to the social exchange theory, employees who believe their employer cares about them would feel obligated to return the favour by making voluntary contributions that help the company (Kitchen, 2017). In other words, when one party treats another well, the reciprocity principle requires the other party to return the favour (Kitchen, 2017).

Second, the participants stated that their immediate interactions with their supervisors, known as leader-member exchange, were important in lecturers' commitment to their jobs at the Tamale Technical University (Meyer & Topolnytsky, 2015). Both lecturers and management members interviewed for this study agreed that publicly recognizing the members of the school for who they are and what they accomplish makes the workplace feel more inclusive and humane. Thus, this served as the cornerstone for developing a culture of employee empowerment (Meyer & Topolnytsky, 2015). Employees who are satisfied are more likely to be dedicated to their organisations, thus immediate interactions with lecturers and their superintendents not only boost job satisfaction, but they also help in working relationships (Barker & Angelopulo, 2016).

4.5 Summary

This chapter presented the findings and discussions of the research questions. The study sought to examine the nature of internal communication in Tamale Technical University as well as discuss how internal communication between management and lecturers create a sense of work commitment with lecturers in Tamale University. The study found that the nature of internal communication in Tamale Technical University, first and foremost followed the downward (superior to subordinates), upward (subordinates to superiors) and horizontal (officials to officials of the same rank) directions of internal communication. Secondly, the nature of internal communication consisted of a protocol or system through which communication was carried out. This information system was mainly authorised and unauthorised protocols. Thirdly, the nature of internal communication in Tamale Technical University was confined in terms of scope to within the same institution. In other words, the study found that communication at the institution was limited since it does not take the form of mass communication and it is restricted to only the employees of the organisation. This is in line with Decenzo and Robbins' (2015) argument that internal communication comprises the type of communication that is commonly used to communicate policies, processes, short reports, or other official business within an organisation.

Furthermore, the study discovered that the information flow at Tamale Technical University has been organised hierarchically in order to execute monitoring and regulatory functions. Internal communication was also used to motivate lecturers, maintain discipline, and maintain a healthy employee-management relationship at Tamale Technical University. Furthermore, the survey found that acknowledging employee contributions, fostering workplace trust and respect, and ensuring that employees are satisfied with their jobs and the nature of supervision are all important. According to the social exchange theory, publicly recognizing employees for who they are and what they achieve makes the workplace more inclusive and humane. As a result, this serves as a foundation for creating a culture of employee empowerment (Meyer & Topolnytsky, 2015). As a result, employees who are happy with their jobs and the environment in which they work are more likely to be committed to their employers (Meyer & Topolnytsky, 2015).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the major findings of the study, which investigates the contribution of internal communication within management of Tamale Technical University in enhancing lecturers' work commitment. This chapter includes the summary of the research findings, and conclusions from the results and finally the recommendations for further studies.

5.1 Summary of Findings

The study sought to evaluate the nature of internal communication as well as role of internal communication within Tamale Technical University's management in enhancing lecturers' work commitment. Data was drawn from multiple sources, specifically through the use of interviews and focus group discussions. The models of organisational commitment and social exchange theory formed the theoretical foundation and undertone of the study and particularly helped to properly contextualise the research. The findings of the study are summed up below.

5.2 Main Findings

The study first sought to identify the nature of internal communication in Tamale Technical University. Data gathered based on this objective were themed as follows: direction, formality and scope. In the area of direction, the data revealed three modes of internal communication at Tamale Technical University. They were as follows: downward (superior to subordinates), upward (subordinates to superiors), and horizontal (officials to officials of the same rank).

The downward flow of communication is linked to the chain of command or line of authority in formal organisational communication systems, such as that of Tamale Technical University. The findings also showed that downward internal communication, which entails the sharing of work-related information to lower-level employees, profited greatly in the provision of performance feedback. It also provided information that was utilised to notify Tamale Technical University personnel about important organisational changes, new goals, or coordinate activities to increase worker morale. The upward communication at the Tamale Technical University was delivered in the form of progress reports or information regarding the successes and failures of people or work groups reporting to their superiors. Lecturers occasionally communicate suggestions or complaints to higher levels of the organisation via suggestion boxes and face-to-face meetings. Furthermore, both Tamale Technical University's management and lecturers relied on the flow of information between personnel and units at the same hierarchical level. This type of internal communication is known as peer-to-peer communication or horizontal communication.

The study also discovered that the formality that characterises Tamale Technical University's internal communication consisted of both authorised (formal) and unauthorised (informal) protocols. Tamale Technical University's communication system was based on these two protocols. The formal communication protocols consisted of emails, query letters and memos to staff members. The information flow design at the school reflected a top-down command structure, where managers in various departments and senior staff funnel information down to lower-level personnel via the institution's approved and established lines of contact. The informal communication protocols which had no defined channels to messaging as well as no paper trail or official record were found to have a far larger role at Tamale Technical University than just fostering friendly chatter. That form of communication was more relational than formal.

The scope of the nature of internal communication in Tamale Technical University described the extent to which internal communication at this institution was engaged, acknowledged or significant. The findings confirm that internal communication at the institution was limited to only the organisation's employees. This was due to the ultimate goal of internal communication being to keep employees informed about future events, policy decisions, engagement programs, workforce changes, and updates on the organisation's overall wellbeing in order to foster a transparent and open culture that people value.

Apart from internal communication being a continual practice at Tamale Technical University, the study discovered that internal communication between management and lecturers was used as a mechanism to motivate lecturers, maintain discipline, and create a healthy employee-management relationship. However, this mechanism meant that a sense of work commitment was fostered at the institution. In accordance with O'Reilly and Chatman's model of organisational commitment, Meyer and Herscovitch (2014) argued that commitment takes on three forms, namely: compliance, identification and internalisation. Compliance, for example, was demonstrated by study participants' motivation to comply with and pursue organisational goals.

Furthermore, the data showed that the internal flow of information between management and lecturers facilitated the building of discipline and respect for the university's chain of command. Then there is internalisation, which happens when a manager's influence is accepted since the attitudes and behaviours that an employee is urged to adopt are in line with the company's established values (Meyer & Herscovitch, 2014). According to Meyer and Herscovitch (2014), when employees have a strong, healthy relationship with their employers, they are also motivated to work in ways that are consistent with existing organisational values. As a result of the sense of work commitment at Tamale Technical University, both lecturers and institution managers were encouraged to collaborate.

Finally, the study looked into the role of internal communication in lecturers' commitment to their jobs at Tamale Technical University. Employee recognition, trust, and respect, as well as job satisfaction, were shown to be important factors in lecturers' commitment to their jobs at Tamale Technical University. The study also indicated that when employees believe their employer cares about them, they feel bound to repay the favour by making voluntary contributions that help the company (Kitchen, 2017). This was evident in the responses of the participants, who claimed that their immediate interactions with their supervisors, referred to as leader-member exchange in social exchange theory, were crucial in lecturers' commitment to their employment at the Tamale Technical University (Meyer & Topolnytsky, 2015). Hence, both lecturers and management members contacted for this study felt that publicly rewarding staff for who they are and what they achieve helps the workplace feel more welcoming and humane.

5.3 Conclusion

The study's objectives were to identify the nature of internal communication at Tamale Technical University and how internal communication between management and lecturers fosters a sense of work commitment among Tamale Technical University lecturers. The study also sought to determine the role of internal communication in lecturers' commitment to their jobs at Tamale Technical University. In accordance with the foregoing, the following conclusions were reached based on the study's findings.

The study concluded that the internal exchange of information between management and lecturers has been beneficial to the university's day-to-day administration. First and foremost, the flow of information at the institution took three paths: downward, upward, and horizontal. Secondly, protocols were established to govern how communication is conducted at the university. These protocols took the form of formal and informal communication channels. Finally, the nature of the information flow between management and lecturers was constrained to the bounds of the school's internal internal administration, as it is in all organisations.

The study also indicated that effective internal communication aids in the development of respect for authority, as well as encourages collaboration among lecturers and institution managers. That is because employees are motivated to work in ways that are compatible with organisational ideals when they have a strong, healthy relationship with their employers. Furthermore, when internal communication is used as a way to recognize employee efforts, create trust and respect, and promote job satisfaction, it helps foster worker commitment. As a result, staff members who are recognized for their contributions and accomplishments at work frequently feel more appreciated and esteemed at work. These employees then feel obligated to reciprocate the favour by contributing voluntarily to the organisation's growth.

5.4 Limitations of the Study

The quest to meet the deadlines of the research placed some limitations on the study. That is, the time factor did not give the researcher the opportunity to carry out a lot more follow-ups, especially with regard to the internal communication channels and how they are deployed. This is particularly significant given that employee engagement and channels of internal communication are fairly new phenomena that continues to gather the attention of and implementation into organisations and the study's participants referenced the school's internal communication channels in a number of the interview sessions. As a result, it's possible that reviewing the school's internal communication channels can confirm or refute some of the study's participants' responses, as well as what the literature has documented. Nonetheless, the researcher was still able to gather enough data on the internal communication and organisational commitment over the limited period which provided useful information on how it shapes employee commitment at Tamale Technical University.

Again, it was difficult getting literature on internal communication and lecturer work commitment in Ghana and even within the African context. Most of the literature reviewed was situated within the Western context. This owes to the fact that, generally, there have been minimal studies on internal communication and lecturer work commitment within the African context. The researcher therefore situated much of the analysis within the framework of literature from the West. It is hoped that this study will contribute to the minimal literature on the internal communication and lecturer work commitment within the African and Ghanaian contexts. Another limitation of this research is that it only looked at one case study. As a result, it is difficult to apply the findings of this study to other educational institutions. Any attempt to extrapolate the findings would neglect the vast differences in philosophy, strategy, and business model among educational institutions.

5.5 Suggestions for Further Studies

Future researchers could build on this study by conducting a multiple case study to examine the similarities and differences in how internal communication is practised in Ghana, as well as how it affects organisational commitment. Future researchers may use an ethnographic approach to investigate how educational institutions, such as universities, use internal communication to promote lecturers' and university management's organisational commitment. Using a variety of methods such as focus group interviews, participant observation, ethnography, and document analysis, the researcher will be able to investigate internal communication practises within universities. It will allow the researcher to have a better understanding of organisational culture and how internal communication drives it in certain situations.

Likewise, future researchers on this topic should expand the sample to include students' perceptions of how internal communication promotes lecturers' and university management's organisational commitment. Students are significant in the educational setting and therefore their contributions will be vital in enriching future studies. Similarly, future researchers can expand the scope of the multiple case study to include a lot more universities in order to ensure the incorporation of a variety of information on how internal communication promotes lecturers' and university management's organisational commitment. It will also help improve the validity and reliability of the research.

5.6 Recommendations

The following recommendations are made based on the research questions, findings, discussions and conclusions of the research in the area of internal communication and organisational commitment:

1. The Tamale Technical University should prioritise grapevine communication because it creates a sense of solidarity among employees who share and discuss their ideas with one another. Again, the grapevine aids in the development of social cohesion while also providing emotional support. It also serves as a supplement in situations where formal communication is ineffective.
2. Ensuring effective downward communication is not necessarily an easy task. Differences in experience, expertise, levels of authority, and status can often increase the likelihood that the sender and recipient do not share the same assumptions or grasp of context, resulting in communications being misunderstood or misread. Thus, university administration should make it a priority to generate clearly phrased and non-ambiguous communications while maintaining a courteous tone in order to overcome these challenges and boost efficiency.
3. The study also recommends that management should encourage upward communication as a valuable source of knowledge that can help inform corporate decisions. This is because, in contexts where upward

communication is encouraged, it aids in alerting management to new developments, levels of performance, and other issues that may require their attention. As a result, managers that are open to and encourage upward communication foster cooperation, earn support, and reduce employee frustration.

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APPENDICES

APPENDIX 'A'

INTERVIEW GUIDE FOR SELECTED RESPONDENTS

The researcher is a graduate student at the University of Education, Winneba, pursuing a Master of Philosophy (MPhil) Degree in Communication and Media Studies. In fulfilment of the requirements of the course, the researcher is undertaking a study on the topic *"Internal Communication And Organisational Commitment: A Study Of Management And Staff Relationship At Tamale Technical University"*. Kindly assist by answering the following questions as candidly as possible. Confidentiality of your responses is assured as the study is strictly for academic purposes.

MANAGEMENT STAFF MEMBERS

1. How do you understand internal communication?
2. How often does the university management communicate with lecturers?
3. What processes does the university management use to communicate with lecturers?
4. What are the main channels used to communicate within your organisation?
5. How and when do you use these kinds of channels?
6. How does the university management collaborate with the lecturers to ensure that they completely comprehend the information given to them?
7. How does the university management deal with inconsistencies in how lecturers understand the information given to them?
8. How does university management ensure that the sharing of information between them and lecturers fosters a sense of work commitment among lecturers?

9. How does information sharing between university management and lecturers benefit the university?
10. What are some of the challenges you face in communicating with lecturers?
11. What processes are being adopted to correct the aforementioned challenges?

SENIOR LECTURERS

1. How do you understand internal communication?
2. How often does the university management communicate with lecturers?
3. What processes do lecturers use to communicate with the university management?
4. What are the main channels used by lecturers to communicate within your organisation?
5. How and when do you use these kinds of channels?
6. How do you see the kind of communication you have with the university management?
7. How does the university management ensure that sharing of information between them and lecturers fosters a sense of work commitment for lecturers?
8. How does information sharing between university management and lecturers benefit the university?
9. What are some of the challenges you face in communicating with the university management?
10. What recommendations would you make to improve internal communications in the organisation?

APPENDIX 'B'

DEMOGRAPHIC INFORMATION

Researcher ticked (√) where appropriate as guided by respondents.

1. Age: Less than 31 years [ ]

   31 – 39 [ ]

   40 – 49 [ ]

   50 – 59 [ ]

   60 and above [ ]

2. Educational level: ……………………………………………………

3. Work Experience:

   1 -5years [ ]

   6 – 10 years [ ]

   11 – 15 years [ ]

   16 years and above [ ]

4. Subject lecture………………………………………………………………….