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**The Effect of Organisational Citizenship Behaviours on Service
Quality: A case of Midlands State University.**

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R12097, hereby sincerely declare that this dissertation is my original work that has not been submitted in parts or full for any other degree to any other university or college. Equally, I also declare that proper citations and acknowledgements in accordance with copy right law and ethical requirements have been strictly adhered to in writing of this dissertation.

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DEDICATION

I dedicate this project to my family; friends and relatives for without their support the journey could have been harder.

ABSTRACT

The study sought to examine the effects of organisational citizenship behaviour on service quality at MSU. Objectives of the study were to examine if altruism has any effect on responsiveness, to determine if conscientiousness has effect on reliability and to determine if sportsmanship has effect on empathy. A thorough review of literature of the two concepts of Organisational Citizenship Behaviour and Service Quality was conducted with a view to get a good insight of contributions of authorities on the two variables. Both exploratory and descriptive research approaches were used during the study. Questionnaires and interviews were used to gather information. A sample size of 360 students and 50 lecturers was used during the study. Both probability and non probability sampling was used. The questionnaire for lecturers sought to bring out information on their opinion about OCB while that of students sought to get their perception of service quality at MSU. In order to measure the responses interval data was arranged with the following descriptive being used strongly disagree: disagree: neither agrees nor disagrees: agree and strongly agree. The responses were weighted between 1 and 5 with one being the lowest and five the highest. Altruism, conscientiousness and sportsmanship are the OCB variables used in the study while reliability, responsiveness and empathy are the three service quality variables used in this study. The major findings were that altruism has an effect on responsiveness; conscientiousness has any effect on reliability while sportsmanship has an effect on empathy. The overall conclusion was that OCB has an effect on service quality. It was recommended that induction be done whenever a new member joins the institution and that lecturers are multi-skilled in their respective departments to enable them to cover for each other. It is also recommended that management consider including extra-role behaviours in annual appraisals to motivate employees and that team building initiatives be encouraged at the university.

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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter highlights the background to the study, statement of the problem, objectives as well as the hypothesis. Also included is the significance of the study, the assumptions, delimitation, limitations and definition of terms.

1.1 Background to the Study

Service quality

Jayasundara et al (2010) define service quality as a function of the gap between customers' expectation of a service and their perception of the performance of the actual service delivery by an organisation. Service quality variables that were used for this study are; reliability, assurance, tangibles, empathy and responsiveness

Organisational Citizenship Behaviour

Organisational Citizenship Behaviour (OCB) is defined by Ghosh et al (2012) as "behaviour above and beyond those formally prescribed by an organisational role, is discretionary in nature, is not directly or explicitly rewarded within the formal reward structure, and is important for the effective and successful functioning of the organisation." Organisational Citizenship Behaviour variables are; consciousness, altruism, civic virtue, sportsmanship and courtesy. Midlands State University (MSU) is a state owned institution of higher learning established in the year 2000. Its vision is "to be a unique, development oriented-pace-setting and stakeholder- driven university that produces innovative and enterprising graduates." The university is headquartered in Gweru, Zimbabwe. It employs approximately 2000 personnel of which a quarter is made up of full time teaching staff.

The university offer tertiary education which includes Degrees to both undergraduate and postgraduate students as well as relevant Diplomas. There are currently 14 Universities in Zimbabwe of which 9 of them are state universities and in terms of enrolment and therefore student preference MSU is undoubtedly the market leader. The university has witnessed phenomenal growth during the 14 years of its existence. Its first enrolment figure in 2000 was 1736 and by 2011 it had 10000 registered students, this compared to University of Zimbabwe which had 7336 students in 2000 and 8611 students in 2011(Duve et al 2011) is indeed commendable. The current figure for registered students extracted from MSU website is 15000. The University's niche is Commerce with special focus on Entrepreneurship. The university put in several strategies meant to attract, retain and motivate these highly skilled lecturers at a time the country was witnessing unprecedented skills flight and the strategies include: staff development program, staff dependants' benefits, competitive salaries and retention allowances, contact leave, and sponsored attending conferences among others according to preliminary survey. In return members of staff have been motivated to go an extra-mile in the manner they perform their duties. This was evidenced by lecturers that continued serving the institution during the years 2007 and 2008 despite the fact that the lecturers were receiving no payment as a result of hyperinflation. Several studies conducted elsewhere have concluded that these extra-role activities referred to as OCBs have a positive relationship with organisational performance and success. The effects of these extra role activities on service quality levels at MSU have not been fully explored.

1.2 Statement of the Problem

Midlands State University (MSU) has been quite a success story in the tertiary education sector in Zimbabwe. In the first decade of its operation the enrolment figures continued to rise in sharp contrast with the general trend of the period where the country witnessed depressed economic activities characterised by the flight of skilled manpower to foreign countries in search for greener pastures, and continued negative economic growth. MSU is also perceived to be expensive in terms of its fees structure but students continue to flock to the institution and

currently it houses 15000 registered students according to the MSU website and the question that begs for an answer is what could be the reasons behind this success. According to previous studies conducted the following were identified as key success factors: programme uniqueness, flexible entry modes and e- resources. The human resource factor's contribution has not been adequately explored in that while the effectiveness of several motivational strategies put in place by the university is occasionally measured the extra-mile effort by employees (OCB) has not yet been measured to find out its effect on service quality. This study therefore seeks to measure the effect of Altruism, Conscientiousness and Sportsmanship on Service Quality level at MSU.

1.3 Research Objectives

1.3.1 Broad Aim

To determine the effect of Organisational Citizenship Behaviour on Service Quality at Midlands State University.

1.3.2 Specific Objectives

This study seeks to:-

- Examine if Altruism has an effect on Responsiveness.
- Determine if Conscientiousness has an effect on Reliability.
- Determine if Sportsmanship has an effect on Empathy.

1.3.3 Hypothesis

H₁ : Altruism has an effect on responsiveness

H₀: Altruism has no effect on responsiveness

H₂: Conscientiousness has an effect on reliability

H₀: Conscientiousness has no effect on reliability

H₃: Sportsmanship has an effect on empathy

H₀: Sportsmanship has no effect empathy

1.4 Significance of the Study

1.4.1 Benefits to Midlands State University as a Company.

Service employees are critical to organisations in the provision of services and as such it become imperative that the university constantly monitors the way the employees discharge their duties. This research therefore, acts as an evaluation of the extent to which employees go an extra mile towards their work on behalf of the university. The university's policy makers will gain more knowledge of the effects of Organisational Citizenship Behaviour on Service Quality. Upon awareness of the extra- effort by employees, management may recognise and appreciate the staff. The research findings may result in further studies being carried out by students and other stakeholders as well as adding to the body of knowledge currently held by the university.

1.4.2 Benefits to Midlands State University Staff

Members of staff will benefit from positive appraisals by management for their voluntary initiatives that improves service quality. Management may decide to reward staff members by considering certain positive actions which benefit members of staff. Being aware of what other members are doing in terms of OCB may act as a motivator to staff members who might engage in similar activities and improve their individual profiles in the process.

1.4.3 Benefits to the Researcher

The researcher who was conducting research for the first time benefited from acquiring research skills. Since the research involved all faculties and departments, the researcher benefited from the improved networking with university stakeholders as well as current and former students who formed part of the sample. As an entrepreneur the researcher also benefited from understanding how OCB can help organisations achieve competitive advantage and therefore profitability. This research has indeed propelled interest in the researcher to carry out further studies on the subject in order to have further insight on the subject especially where all the five dimensions would be used as well as both longitudinal and cross section

approaches. Finally the researcher will benefit from attainment of a degree as this is a pre-requisite

1.5 Delimitation

The research was conducted at Midlands State University in Gweru and from selected current and former students who come from all over places in Zimbabwe. The study targeted all faculties' fulltime lecturers, departments' chairpersons, and current and former students. The concepts that were covered on OCB are: Altruism, Conscientiousness and Sportsmanship while Civic Virtue and Courtesy were left out. On the other hand the two elements of service quality namely assurance and tangibility also did not feature much in this study. Data that were collected was for a period extending from 2011 to 2013. The research was carried out during the period extending between May 2014 and October 2014.

1.6 Assumptions

It was assumed that preliminary research results done of few individuals who confirm that they employ Organisational citizenship behaviour indicates a reasonable sample size.

It was assumed that the combination of questionnaires and interviews that were used to gather information enabled the researcher to get the best out of the respondents.

It was assumed that as a result of experience, knowledge and exposure of both the lecturers and chairpersons, the information gathered was indeed dependable.

It was assumed that since most of the universities are state owned and similar practices prevail, therefore choosing a sample from one university give results that can be generalised across all state universities.

1.7 Limitations

- The sample consisted of the teaching staff and students only and yet supporting staff such as those involved in registration and information technology also

contribute towards service quality, such that if someone is to include them the results will be different.

- While five variables have emerged in studies carried out so far in the discipline of Organisational Citizenship Behaviour, only three were used in this study and therefore tended to limit the literature scope.
- Of the five service quality variables only three namely Reliability, Empathy and Responsiveness. The use of all the five variables could possibly produce different results.
- Only interviews and questionnaires were used to gather information, whereas other methods such as focus groups could have improved the scope of the study.
- The study focused on the Midlands State University's Gweru campus yet the university has other campuses in Harare, Swaziland and Namibia whereas views of such eligible respondents would have helped in diversity of responses.
- Cross sectional study was done and therefore if another research is to be carried out using both cross sectional and longitudinal approaches, results will be different.

1.8 Definition of Terms and Abbreviations

MSU- Midlands State University

OCB- Organisational Citizenship behaviour

Consciousness- Employees carry out their tasks well beyond minimum levels

Altruism- Employees help one another in the execution of their duties although this will be outside their formal mandate

Civic Virtue- Employees responsibly participate in the political life of the organisation.

Sportsmanship- Employees do not always complain even where circumstances warrant, but have positive attitudes, just taking blows with ease.

Courtesy- Employees treat each other with respect and frequently consult amongst themselves.

1.9 Chapter Summary

This chapter introduced organisational citizenship behaviour as an independent variable on service quality. The next chapter is going to review literature on the following concepts altruism, civic virtue and sportsmanship.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The literature review sought to find possible answers to the research objectives by exploring literature by previous authors and scholars who have made their contributions on both Organisational Citizenship Behaviour and Service Quality.

2.1 Service Quality Defined

The unique characteristics of services namely intangibility, heterogeneity and inseparability of production and consumption make service quality an abstract which is elusive. Jayasundara, et al (2010) defines service quality as a function of the gap between customers' expectation of a service and their perception of the performance of actual service delivery by an organisation. The definition implies that when customers enter into contracts with service providers, they already will be holding certain expectations regarding the standard, nature and quality of service to be delivered. Expectations can be explained as beliefs about service delivery (Zeithaml et, at 2006: p 49). The view is supported by Govender & Naidu (2011) who observe that quality is viewed as the degree to which the service, the process, and the service organisation can satisfy the customer's expectations. Coetzee et, al (2013) provides the most simplified description of service quality when the authors notes that, service quality is a comparison of expectations and performance. When customers have certain expectations on performance of a service and go on to receive the service they make certain judgements based on the perceptions they would have made about the service delivery.

Dhurup, & Mohamane, (2010) also explain further the concept of expectations and noted that "expectations are a result of promises and assurances an organisation would have made". When an organisation promises a certain level of service output it simply has to achieve it. Organisations must ensure that the expectations they create among clients regarding levels of service quality are indeed attainable

(Coetzee et al 2013). From what the authors quoted above have said, it is clear that service quality is indeed a function of the gap between expectations and perceptions of the actual performance of service. However, in order to be able to measure the gap between expectation and perception, there have to be certain measurable variables.

2.1.1 Dimensions of Service Quality

The debate on how to measure service quality has been raging on for quite some time. Koots (2010) in their paper on Performance indicators in Higher learning institutions, make mention of three approaches to service quality. One such approach is the reputational approach in which the authors emphasise the need for a peer review approach. The second is the outcomes approach which relies on such service outcomes as the pass rate of students, the number of publications by lectures and so forth. The authors also bring in a third approach which is the total quality approach which stresses broad participation by stakeholders, continuous improvement, organisational learning and focus on the needs of customers. This study will, however, adopt the SERVQUAL model developed by Parasuraman et al (1985) which has five distinct dimensions of service quality which have been widely used by authors in measuring service quality and these are; reliability, assurance, tangibles, empathy, and responsiveness

2.1.1.1 Reliability

Truter (2006) describe reliability as the ability to perform the promised service dependably and accurately. This is supported by Coetzee et al (2013) who emphasise that the dependability and accuracy of the manner in which the service is delivered is of utmost importance. Govender and Naidu (2011) concludes that reliability is considered the most important dimension of service quality. It is clear that any service provider who is reliable has higher chances of influencing the good perceptions by clients of their service quality thereby attracting and retaining clients.

2.1.1.2 Assurance

Coetzee et al (2013) describe assurance as the ability of contact personnel to infuse trust and confidence through their knowledge and courtesy. This view is supported by Truter (2006) who stress that employees should have the capacity to inspire trust and confidence of their clients through knowledge and courtesy. Govender and Naidu (2011) present a similar assertion by stressing that service providers need to convince their customers that they are knowledgeable in order to invoke confidence. It is true that for any customer to make repeat appearances at a service provider they should be convinced that the providers have the requisite knowledge and also that they are courteous.

2.1.1.3 Tangibles

Govender and Naidu (2011) describe tangibles as referring to physical facilities, professional appearance of staff and communication materials such as brochures. Chahal and Kumari (2012) went on to consider the ambient conditions such as the temperature, scent, music, natural light, and fresh air as part of tangibles. Truter (2009) bring in the aspect of organisation's equipment such as vehicles, computer laboratories and projectors as part of the tangible aspects of an organisation. From what is stated by the authors it is clear that the environment that surrounds the provision of a service plays a major role in influencing customers' perceptions of the service quality.

2.1.1.4 Empathy

Truter (2009) describe empathy as caring, individualised attention, which the organisation provides for customers. This is supported by Coetzee et al (2013) who state that empathy is the ability to care for and provide personalised attention to clients. Chahal and Kumari (2012) also give emphasis on the two aspects of caring as well as individualised attention. Indeed human beings are different so are their needs. Learning the different needs of the different clients and providing the appropriate care therefore has the potential to influence the clients' perception of the organisation's service quality.

2.1.1.5 Responsiveness

Chahal and Kumari (2012) define responsiveness as the willingness to help customers and provide prompt service. This is supported by Coetzee et al (2013) who state that responsiveness assess the willingness to help clients and deliver prompt service. Govender and Naidu (2011) describe responsiveness as the willingness to assist customers and provide prompt service on a continuous basis. What comes out clearly is that service providers should clearly show their willingness to provide services by doing so as quickly as possible. Perhaps the authors Govender and Naidu brought in a different dimension by adding on the issue of continuous basis. It only makes sense that when a trend has been set it has to be maintained if not bettered. It is important to note that for the purpose of this study only three elements of service quality namely Reliability, Empathy and Responsiveness will be used.

2.2 Organisational Citizenship Behaviour

Authors on Organisational literature first mooted the concept of Organisational Citizenship Behaviour (OCB) in the early 1980s (Bateman and Organ 1983, Smith et al 1983). The researchers were interested in identifying employee behaviours that were usually overlooked during performance appraisals, but which in aggregate contribute to the enhancement of organisational effectiveness. According to Ghosh et al (2012) OCB is “behaviour above and beyond those formally prescribed by an organisational role, is discretionary in nature, is not directly or explicitly rewarded within the context of the organisation’s formal reward structure, and is important for the effective and successful functioning of the organisation.” This is in support of Kim (2010) who considers OCB to be “discretionary behaviours on the part of employees that directly promote the effective functioning of the organisation.” Ucanoc & Karabati (2013) also suggests OCB as voluntary contributions by employees not explicitly recognised by the formal reward system and ultimately critical for sustaining organisational effectiveness. It is particularly worthwhile to note that Ucanoc & Karabati brings in the issue of OCB being critically necessary in organisations.

These behaviours have often been referred to as extra-role behaviours chiefly because they do not form part of an employee's job description. From the observations by the above authors it becomes clear that OCB is all about volunteerism and that the actions are not motivated by a desire for some recognition. This is amply made clear by Ehtiyar et al (2010) who described OCB as serving without considering formal gratification system, which helps enhancing service quality. However, whilst it is generally agreed that these behaviours contribute positively to organisational effectiveness other authors made different conclusions. Chibauru and Baker (2010) argue that "behaviours such as helping colleagues with workloads, attending functions that are not required and obeying informal organisational norms might be construed as supporting the status quo and perpetuating organisational procedures and routines that are less than perfect for enhanced performance". According to Pahalad & Hammel (2011), such compliance and uncritical support may be at odds with business imperatives that require employees to "getting off the treadmill". While this line of argument might need consideration it is important to weigh the benefits against the disadvantages and in the view of the writer the benefits of engaging in OCB far outweigh the perceived negative effects. It has to be noted that contact- person employees especially in a service organisation often engage in extra role behaviour in order to enhance their performance and in the process encourage better perceptions of service quality by clients.

2.2.1 Organisational Citizenship Behaviour Dimensions

Studies by Organ et al (1988) saw the development of five distinct dimensions of Organisational Citizenship Behaviour being developed. These researchers identified the following variables namely Altruism, Conscientiousness, Civic virtue, Courtesy and Sportsmanship (Taylor 2013). Conscientiousness is described as "dedication to the job, which exceeds formal requirements". Cited examples are working long hours and volunteering to do jobs besides duties (Swaminathan & Jawahar 2013). Altruism is given as a situation where employees, assist colleagues with a particular problem to complete his/her task under unusual circumstances at the workplace (Organ et, al 2010). Civic Virtue refers to members of staff participating in organisational political life of the organisation. Courtesy refers to

behaviour that prevents problems and takes the essential steps to lessen the results of the problem in future and Sportsmanship is best described by Swaminathan & Jawahar (2013) who defined it as “the behaviour of warmly tolerating irritations that are an unavoidable part of nearly every organisational setting”.

These authors Swaminathan & Jawahar (2013) also narrow the five dimensions by bundling together Altruism, Conscientiousness, and Civic Virtue and labelling those (Helping behaviours) while Sportsmanship and Courtesy made up (Courtesy behaviours). Nevertheless the five dimensions have continued to be used by researchers to date as distinct elements (Sommer et, al 2011: Ghosh et, al 2012, Taylor 2013 :). This research used some of these dimensions in examining their relationship with perceived service quality levels.

2.2.1.1 Altruism

Kelly & Hoffman (2010) describe altruism as “volunteering to help colleagues in the performance of their tasks”. Sommer and Kulkarni (2011) add that altruism includes helping internal (e.g. co-workers) and external (e.g. customers) stakeholders with organisationally relevant tasks. Ehtiyar et al (2010) define altruism as helping partners at work without demanding anything from them. Other researchers like Podsakoff, et al (2010) group together conscientiousness and altruism and referred the two as “helping behaviour”. In this case the researchers sought to bundle together such behaviours as working after hours and helping colleagues at the workplace. This significantly contrasts with early researchers who are clear that Altruism is about “helping specific others’ (Organ, Podsakoff, Smith 1988). The importance of separating Altruism and Conscientiousness is that it becomes easy to appreciate the behavioural intention of the employee (Kelly & Hoffman 2010). Yoon et al (2010) describe service climate as the working environment. According to Lo et al (2009) where a senior colleague voluntarily assists a new member of staff or another colleague who has temporarily become overwhelmed, which is altruism, they both help the organisation achieve its objectives while at the same time enhancing the service climate . It is therefore important as suggested by Ehtiyar and others that the two are always treated separately.

2.2.1.1.1 Altruism and Responsiveness

The lifeblood of a service organisation is its employees particularly front-line, customer-contact employees (Beinstock et al 2011). The authors argue that, unlike tangible products, services are produced and consumed at the same time, essentially making those employees the service producers. This is supported by Paulin et al (2010) who concluded that, “customers’ evaluation of service judgement ultimately depends on the competence, attitudes, skills, and expertise of customer- contact employees”. Universities are service organisations which rely to a great extent on its employees for the delivery of superior service. According to Taylor (2013) it is very important that service companies encourage discretionary behaviours since they increase contact among employees and also contact between employees and customers. According to Kelly & Hoffman(2010) the voluntary behaviours where employees provide assistance to a colleague with a particular problem to complete a task result in the quickening of processes which then lead quicker completion of tasks which delights the clients leading to better perceptions of service quality. Paulin, et al (2010) confirms that the attitudes of service employees will always have a major bearing on customers’ perception of service quality. Castro et al (2009) suggest that by helping each other university employees can build a good image of their organisation such as lecturers filling in the slot of an absent colleague, proceeding to do work related supervision on behalf of a colleague or, responding to emergence calls on behalf of a colleague.

2.2.1.2 Conscientiousness

Castro et al (2009) define conscientiousness as “behaviour that goes beyond the requirements established by the organisation in the workplace.” This is supported by Swaminathan & Jawahar (2013) who describe conscientiousness as “dedication to the job, which exceed formal requirements”. Lo et al (2009) concludes that the behaviour indicates that a particular individual is organised, accountable and hardworking. Examples such as, working before or after normal hours and volunteering to perform other tasks without expecting payment have been cited Ghosh et al (2012). Lecturers often accommodate students for their various learning requirements such as project supervision even during weekends, after hours and even at their homes all in a bid to ensure organisational success and

effectiveness. Some employees especially those deployed in critical areas often attend to work requirements even when they are on official leave. This behaviour as observed by Organ (2010) is not an enforceable requirement of the role or job description such that omitting to do so is generally not understood as punishable. In many cases it becomes practically difficult to complete tasks within the stipulated working hours resulting in employees especially in service organisations either starting early or leaving late.

2.2.1.2.1 Conscientiousness and Reliability

Organ, et al (2009) noted that the positive contribution of OCB to organisational performance is widely accepted by literature (Podsakoff and Mackenzie 1994, 1997, Podsakoff 2000). However, understanding the importance of this contribution to customer perception of service quality can be extremely valuable for service management. Service quality has been described as comparison of expectations and performance (Paulin et al 2010). Several researchers are in agreement that the most fundamental driver of an excellent and stable competitive advantage in a service industry is service quality (Zeithaml et al 1996, Lea and Pereira 2003). It is important, therefore to measure the extent to which the actions of volunteering for extra work by service employees would enhance the consumers' perception of service quality.

The period surrounding examinations often force members of staff both teaching and non- teaching, at universities to work well beyond hours. Finalisation of examination papers, printing of the same, or even collecting and accounting for the examination scripts have often implied that members of staff work beyond the fixed hours of work. The administrative work that includes preparation of venues and lining up all the invigilating staff can also require more than the stipulated job hours resulting in employees volunteering to extend the working hours, in many cases these hours are not be paid for. In the end when everything is done there is smoothness, efficiency and effectiveness in the running of the examinations and consequently stakeholders will conclude that there is a high level of quality service at the institution.

2.2.1.3. Sportsmanship

Swaminathan and Jawahar (2013) define sportsmanship as “the behaviour of warmly tolerating irritations that are an unavoidable part of nearly every organisational setting”. This is in support of Organ (2010) who defined sportsmanship as “the employees’ goodwill in tolerating less than ideal circumstances, without complaining and making a federal case out of small potatoes”. Ehtiyar (2010) describe sportsmanship as tolerating any negative thing such as impositions. Perhaps Sommer & Kulkarni (2011) gave a clear description of sportsmanship when the authors noted that “it is defined by the absence of destructive behaviour, including petty grievances for real or imagined slights”. Podsakoff (2009) described sportsmanship as behaviour that encourages minimisation of conflicts at the workplace.

2.2.1.3.1 Sportsmanship and Empathy.

Two arguments have been advanced in support of a positive relationship between OCB and the customer’s perception of service quality: The first one being that OCB can have an immediate effect derived from employee- customer interaction while the second one is that more positive effects can take place through internal factors of the organisation such as working environment, service climate, and service process consistency (Castro et al 2009 p 11).

In line with the two observation made above it is important to examine how sportsmanship can positively influence stakeholders’ perception of service quality. Where service employees complain of challenges they encounter within their organisations too often especially in front of a customer there are high chances that the customer will have a negative perception of empathy. An example can be cited where a wronged person approaches a police station to make a crime report an.

Truter (2006) suggest that where employees do not blow things out of proportion and pursue the organisation’s objectives as a united entity even where challenges are present, there are higher chances for enhancing service quality. Taylor (2013) supports this view by noting that it is essential that employees behave appropriately in order to enhance service quality. However, Taylor (2013) argue that there is need to ensure that organisational justice is not sacrificed taking advantage of employees’ sportsmanship behaviour, as nothing can be taken for

granted. Swaminathan & Jawahar (2013) establishes that sportsmanship enhances the morale at work group and thus reduces the irritation rate. It is clear, therefore that where there is less irritation there is bound to be cooperation which enhances organisational fluidity that improve service quality. This study will examine whether MSU employees, through discretionary, voluntary activities could have helped in enhancing the perceived service quality by stakeholders resulting in it becoming the institution of choice and market leader.

2.4. Antecedents of Organisational Citizenship Behaviours

Karabati (2013) identified the following as being amongst the major motivators for employees to engage in organisational citizenship behaviours; Job satisfaction, Perceptions of Organisational justice, Organisational commitment, Personality characteristics, Task characteristics and leadership behaviours among others. Research conducted by Ghosh et al 2012, Lo et al 2009 and many others have shown that there is a positive relationship between the cited antecedents and OCB. It is indeed clear that for employees to go an extra mile there is need for particular positive conditions to prevail. Where employees perceive their organisation to be justly treating them they tend to work harder. It is the same with the leadership style at an organisation; it is highly likely that where the employees perceive their leader to be acting fairly they would perform well beyond the minimum levels established by the organisation. This study, however, sought to establish the extent to which employees' voluntary job activities have impacted on the clients' perception of service quality at MSU an area which has not been fully explored.

2.5 Organisational Citizenship Behaviour and Service Quality.

Swaminathan and Jawahar (2013) conclude that OCB enhances Job satisfaction and in turn improves service quality. OCB encourages team communication and overall co-worker relationship and overall service delivery. Coetzee et al (2011) suggest that OCB creates cohesion, allows employees to stretch and encourages inclusion. It is clear that OCB facilitates service quality through improved service climate.

2.6. Chapter Summary

The chapter made a deep analysis of the contributions by authors on the study topics. The first section covered the dependent variable which is service quality while the second section explored literature on OCB. In each case efforts were made to link the literature with the current study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section considered the different methods used to conduct research and choose the most appropriate. The most relevant tools and techniques, which brought about the best out of the respondents, were be selected. Topics covered include research design, target population, sampling methods and sampling techniques, sampling frame, sample size, data sources, research instruments, data collection procedure and administration among others.

3.1 Research Design

According to Sekaran & Bougie (2013) a research design is a blueprint for the collection, measurement, and analysis of data based on the research questions of the study. There are three often used research designs which are exploratory, descriptive and causal research designs. This study used exploratory and descriptive research designs. While there is always the temptation to use causal research design the danger is that it assumes that everything is held constant yet the researcher has no power to do so, hence it is excluded.

3.1.1 Exploratory Research Design

Exploratory research design is used when little is known about the situation under study. There was not much information known about voluntary actions by MSU staff and the extent to which they influence clients' perceptions of service quality. The research also used qualitative research techniques in that in both questionnaires for students and lecturers some space was provided for open ended responses over and above close ended questions. In-depth interviews were also carried out with chairpersons of randomly selected departments. The use of an interview guide was enlisted to ensure uniformity and coherence.

3.1.2 Descriptive Research Design

Descriptive research design is used to describe characteristics of persons, situations, or events. The nature of the voluntary activities by employees had to be described, ranked and weighted necessitating the use of descriptive research design. While causal research design could have been quite appropriate under the current study, the researcher did not consider it due to the fact that it implied the holding of everything constant for which the researcher had no power and authority. The research also used quantitative research methods. Two questionnaires were used one meant for lectures and the other meant for students. The lecturers were required to respond to questions relating to their involvement in OCB while the students were required to respond to their perceptions of service quality at MSU.

3.2 Target Population

Midlands State University has 15000 registered students according to its website. The target population include all full time lectures, assistant lectures, and departments' chairpersons. There is about 500 full time teaching staff. The academic professionals have been targeted to give their opinion on the extra-role activities which inform the concept of OCB, while the students were required to give their perceptions of service quality at the institution.

3.3 Sampling Methods and Techniques

According to Hair et al (200) Sampling is the selection of a number of elements from a larger defined target group of elements and expecting that the information gathered from the small group allowed judgements to be made about the larger group.

3.3.1. Sampling Frame

The sampling frame comprise of a list of all registered students, and included all fulltime university lecturers and all departments' chairpersons.

MSU students	15000
MSU lecturers	500
MSU departments chairpersons	48

3.3.2 Sample Size

Two authorities were used in order to determine sample size. In determining the sample size for student respondents the researcher used the model by Krejcie & Morgan (1970) as shown by the table below. On the other hand Creswell (2003) points out that the population being observed should not be less than 10% to produce accurate results for a small population. This percentage was used to determine sample size for lecturers and department chairpersons.

Table for Determination Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source : Krejcie and Morgan (1970)

3.3.3. Sampling Methods

There are two major types of sampling methods which are probability sampling and non probability sampling.

3.3.3.1 Probability sampling

In probability sampling the elements in the population have some known non=zero chance or probability of being selected as sample subjects according to Sekaran & Bougie (2014, p: 112). This method was used for sampling MSU staff as they are known and had equal chances of being selected.

3.3.3.2 Non Probability Sampling

Non probability sampling is appropriate where the elements in the population do not have a known or pre-determined chance of selection. This method fitted well and was used in sampling students. It is obviously not possible to pre-determine which students from a pool of students could be selected. The researcher also used purposive sampling on gathering qualitative data from departments' chairpersons. These chairpersons are strategically positioned to confirm the assertions by both lecturers and students about the subject under study.

3.3.4. Sampling Technique

Two sampling techniques were used namely; stratified random sampling technique and convenience sampling technique. According to Hair et al (2003) stratified random sampling is a probability sampling in which the defined population is divided into groups called strata while convenience sampling is a non probability sampling method in which samples are drawn at the convenience of the researcher. Stratified random sampling was used on department chairpersons where the researcher ensured that only one chairperson per faculty is targeted. Convenience sampling was used on lecturers and students.

3.4. Data Sources

There are basically two sources of data which are secondary data and primary data which are secondary and primary data.

3.4.1. Secondary Data

The researcher requested for permission from university authorities to conduct the research and that was granted. The researcher then requested for figures from the Human resources department regarding to numbers of students registered with the college, number of faculties as well as departments. The information was used to draw the sample frame as well as the sample size as shown in previous sections.

3.4.2. Primary Data

The researcher gathered information regarding both OCB and Service quality from three distinct groups namely, departments' chairpersons, lecturers and students. Lecturers gave their opinion regarding the various voluntary activities that they carry out at MSU; students also gave their perceptions of service quality at the university while the departments chairpersons were asked to confirm the comments by both the students and lectures.

3.5 Research Instruments

The study used two major research instruments explained below

3.5.1. Questionnaires

Two sets of questionnaires were used to gather information for the study. One questionnaire which was designed and distributed to lecturers mainly focused on the elements of OCB. This questionnaire was adopted with minor modifications from one that was used by Swaminathan & Jawahar (2013). A five point likert scale was used to rank the extent to which lecturers embark of extra role behaviours. The descriptors used included: strongly disagree: disagree: neither agree nor disagree: agree, and strongly agree. On the other hand a questionnaire developed by Coetzee et al (2013) was also adopted again with minor modifications to measure service quality. This scale was distributed to students and

the descriptors are similar to the ones used on the OCB questionnaires. In order to enlist qualitative information both questionnaire contained open ended questions. Here the respondents would fill in open spaces in their own language providing further information pertaining to either OCB or Service quality. The questionnaires also contained ratio questions whereby the respondents would give a score to each objective under consideration.

One challenge often encountered when questionnaires are personally administered is the attempt by the researcher to give further explanations to the questions. This has the potential of giving different explanations to different people and in the process lead to respondents answering to different questions. In order to minimise this possibility, the researcher ensured that there was not much discussions at least on the contents of the questionnaires with respondents. The use of questionnaires has the potential of limiting the scope of respondents' expression of views because usually respondents are restricted to answer to questions already provided. This challenge was addressed by drawing up a comprehensive questionnaire that captures as much as possible pertinent information. There is also the challenge of respondents failing to complete and return the questionnaires. The researcher relied on lecturers who facilitated students' participation. The sample size was also big enough to cater for any eventuality.

3.5.2 Interviews

Structured interviews were conducted with randomly selected departments' chairpersons. To aid the interview and maintain consistency an interview guide was used. The aim was to gain further insight as well as confirmation of information by the chairpersons who are indeed best placed to do so. Chairpersons make observations of personnel under their jurisdiction on a day to day basis. They know the amount of extra role activities performed by staff and they also know the general levels of commitment by lecturers to the organisation. Chairpersons also receive compliments and complaints about their staff hence are better placed to validate claims by their staff members in an in-depth interview.

When students have performance related complaints they approach chairpersons again making these respondents key to claims by students. The departments'

chairpersons are often busy people who may find limited time to facilitate an interview. The researcher did not encounter this challenge chiefly because appointments had to be confirmed first and where confirmations were not successful the researcher would move on and approach another department chairperson. The researcher did everything possible to exhibit professionalism, confidence and enthusiasm in order to create good rapport and enlist the trust with the interviewees. A set of few open ended questions were developed to guide the researcher when carrying out the interviews. The challenge of bias by respondents often occurs whereby the truth is sacrificed for socially acceptable responses. The researcher did not encounter this problem after emphasising on the total observance of ethical conduct of research especially the area of confidentiality and anonymity.

3.6 Data Collection Procedure and Administration

Data collection procedures entail the process of collecting information required for the study. The first step of applying for permission from the university authorities to be granted in order to conduct the research was done and the requisite authority was duly granted. The next step was the development of the questionnaires and distribution of the same to both students and lecturers. Respondents were kindly asked to complete and return the questionnaires in a given timeframe. Arrangements for interviews with departments' chairpersons were done resulting in actual interviews taking place and their responses were carefully recorded by the researcher during the interview sessions. Lecturers from the several faculties and departments cooperated well in assisting the researcher secure the responses from students. As soon as students had completed the questionnaires contact lecturers would collect them and advise the researcher to come and collect.

3.7 Validity and Reliability of Findings

Validity refers to the extent to which an instrument measures what it claimed to measure (Punch: 1998). The questionnaires and interviews that were used in the research provided the guarantee necessary for reliable outcomes. The sample size was good and also the hypothesis was tested. The questionnaires used were previously used by other authors so the researcher simply modified. A pilot study was done using fellow students. The corrections by the supervisor also helped develop valid questionnaires.

3.8. Chapter Summary

This chapter looked at the journey that was travelled during the research process starting with the research design. The target population, the sampling methods and techniques as well as sources of data are some of the areas that were addressed in this chapter. The research instruments, validity and reliability of results were also addressed in the chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION FINDINGS

4.0 Introduction

This chapter presents the study's research findings. The data that was collected are presented, described, analysed and also interpreted. Statistical data is presented for each objective in the form of tables, bar graphs and pie charts. The chapter tested the hypothesis which gave birth to the research project. In the end the research findings are summarised appropriately.

Table 4.1 Response Rate

Respondents	Questionnaires Delivered/Interview opportunity	Questionnaires Returned/interview done	Percentage of return
Lecturers	50	50	100
Students	375	360	96
Department Chairpersons	5	5	100

Table 4.1 above shows that a total 50 questionnaires which were administered to lecturers were all returned accounting for a 100% response rate in that category. 375 questionnaires were administered to students and 360 were returned accounting for a 96% response rate. This was largely made possible by the close co-operation which existed between the researcher and the lecturers. All the targeted 5 heads of departments randomly selected cooperated and responded to the in-depth interview conducted at their respective offices.

4.2. Level of altruism a MSU

The study sought to establish the level of altruism at MSU and its possible effect on the service quality element of responsiveness. Questionnaires designed for lectures and students produced results shown in table 4.2.1 below.

Table 4.2.1 Frequencies for Altruism and Responsiveness

		Responsiveness				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Altruism		8,62%	21,04%	24,62%	35,66%	10,06%
	Strong disagree	1.2%				
	Disagree		3.6%			
	Neither agree nor disagree			5.6%		
	Agree				52.92%	
	Strongly agree					36.6%

Key Strongly disagree, disagree = low, Neither = Medium, Agree and Strongly agree = high

The table above show that there is a very high level of altruism at MSU where a combined total is 89.52 % for those who either agreed or strongly agreed. A mere 5.6 % were neutral while a combined 4.8% either disagreed or strongly disagreed. The element of altruism was measured against responsiveness. Again there is a high level of responsiveness with a combined total 45.72% either agreeing or strongly agreeing. 24.62 % were in the medium range while 29.66 % scored lowly. The results show that while lecturers put a lot more effort towards going the extra mile the perception of students on their responsiveness comparatively is lower.

The study went further to statistical test the results and the diagrams on altruism and responsiveness descriptive statistics below is self explanatory.

Table 4.2.1 Altruism Descriptive Statistics

	N	Minimum	Maximum	Mean
environment	50	2.00	5.00	4.3800
Problems	50	3.00	5.00	4.3200
Supervision	50	4.00	5.00	4.3200
Pressure	50	2.00	5.00	4.2200
Taught	50	1.00	5.00	4.1800
Valid N (listwise)	50			

The above table 4.2.1 show the descriptive statistics for altruism. The fifty lecturers who took part in the study gave a very high average rating in all areas under consideration. The least average score was on teaching on behalf of colleagues which however, got a very good mean of 4.2 out of a possible 5. Assisting new members adjust to the work environment received the highest average score of 4.4. This therefore points to a very friendly working atmosphere that exists at MSU. This point was supported by one department chairperson who noted that the team under him knows that covering for each other is the only way they can manage the high numbers of students in their department.

Table 4.5.5 Responsiveness Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Determination	360	1.00	5.00	3.4972	1.11710
Consistently	360	1.00	5.00	3.0861	1.16391
Heart	360	1.00	5.00	3.1528	1.13270
Prompt	360	1.00	5.00	3.3139	.90115
Respond	360	1.00	5.00	2.8250	1.21730
Valid N (listwise)	360				

Table 4.5.5 above shows the descriptive statistics for responsiveness. The issue of lecturers no being too busy to respond to student needs appear to be a matter for concern. Although not entirely in the red it probably received the least score compared to all other areas under review at a mean score of 2.8 out of a possible 5. This is probably explained by a response from an interview with one

department chairperson who said that lecturers are overloaded. This probably leaves them with little space to accommodate students

4.3 Conscientiousness levels at MSU

The study also sought to establish the levels of conscientiousness at MSU and its possible effect on the service quality element of reliability. A questionnaire designed for lecturers produced results shown in figure 4.3.1 below. Lecturers were asked to rate themselves on the following statements related to conscientiousness and the highlighted words were used for coding purposes:

Table 4.3.1. Responses on Conscientiousness and Reliability

		Reliability				
Conscientiousness		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		8.7%	15.2%	22.9%	35.92%	17.28%
	Strong disagree					
	Disagree		6%			
	Neither agree nor disagree			10%		
	Agree				60 %	
	Strongly agree					24%

The Table 4.3.1 above show that there is a very high level of conscientiousness standing at 84% for those who either agreed or strongly agreed. This compared to the reliability combined score of 53.2 % in the same category show that there is still room for improvement in the area of reliability even though there is a positive rating especially when one considers that a total of 22.9 % of the respondents on reliability were in the medium range.

The study went further to statistically examine the results of the two elements and the tables below show the descriptive statistics.

Table 4.3.2 Conscientiousness Descriptive Statistics

	N	Minimum	Maximum	Mean
Arrive	50	2.00	5.00	4.2800
Weekends	50	4.00	5.00	4.6000
Important	50	3.00	5.00	4.5400
Challenging	50	3.00	5.00	4.4400
coordinated	50	3.00	5.00	4.4800
Valid N (listwise)	50			

Table 4.3.2 above show the level of conscientiousness as given by respondent lecturers. All the five areas that were being measured received above 4 mean score signifying a very high level of extra-mile behaviour at MSU. It can be noted that none of the respondents gave the minimum possible score of 1 under this element of OCB.

Table 4.3.3 Reliability Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Promises	360	1.00	5.00	3.6389	.95739
Feedback	360	1.00	5.00	3.5417	.99494
Willing	360	2.00	5.00	3.7583	.92921
Service	360	1.00	5.00	3.6167	1.04642
information	360	1.00	5.00	3.4917	1.09440
Valid N (listwise)	360				

The table 4.3.3 shows that a total of 360 students took part in the research project. The likert scale that was used ranged from 1 to 5 with 1 being the least and 5 the most. The minimum score that was given by participants is 1 while others also scored 5 as the maximum. When all the scores are averaged students scored well above 3 which imply a positive overall rating. It can therefore be concluded that lecturers at MSU are reliable although there is room for improvement.

4.4 Level of Sportsmanship at MSU

The study also sought to establish the level of sportsmanship at MSU and its possible effect on the service quality element of empathy. A questionnaire designed for lecturers produced results shown in fig 4.4.1 below. Lecturers were asked to rate themselves on the following statements related to sportsmanship and the highlighted words were used for coding purposes:

Table 4.4.1 Responses by on Sportsmanship and Empathy

		Empathy				
Sportsmanship		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
		6.78%	15.55%	26.16%	41.7%	9.78%
	Strong disagree	2%				
	Disagree		0.8%			
	Neither agree nor disagree			2.4%		
	Agree				57.2%	
	Strongly agree					37.6%

Table 4.4.1 above show the responses to the two elements of sportsmanship and empathy. Again a whopping 94.8 either agreed or strongly agreed with the sportsmanship statements compared to 51.48 % scored by students on the empathy side of the equation. 26.16 % of the students were on the medium range implying again room for improvement. It is encouraging though that on all elements positive ratings were achieved.

The tables 4.4.2 and 4.4.3 below show descriptive statistics of the sportsmanship and empathy elements, a result of further effort by the researcher to statistically examine the results

Table 4.4.2 Sportsmanship Descriptive Statistics

Descriptive Statistics				
	N	Minimum	Maximum	Mean
trivial	50	3.00	5.00	4.3000
hurt	50	3.00	5.00	4.3400
wrong	50	1.00	5.00	4.1000
common	50	3.00	5.00	4.2400
avoid	50	1.00	5.00	4.4000
Valid N (listwise)	50			

The above table 4.4.1 shows that a total of 50 lecturers participated in the study and rated their level of sportsmanship very highly recording a mean score of above 4 on all areas under consideration. Avoiding causing problems to colleagues received the highest mean score on 4.4 an indication that the service climate at MSU at least amongst lecturers is conducive.

Table 4.4.3 below shows descriptive statistics for empathy. The likert scale that was used ranged between 1 and 5 with one being the least and 5 the most. A total of 360 students took part in the research project. The overall score were all in the positive range with the mean value being above three out of a possible five.

Table 4.5.3 Empathy Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Courteous	360	1.00	5.00	3.2639	1.02874
Interests	360	1.00	5.00	3.2944	1.09797
Academic	360	1.00	5.00	3.5694	1.02648
Attention	360	1.00	5.00	2.9667	1.15341
Requests	360	1.00	5.00	3.5139	.89245
Valid N (listwise)	360				

4.5 Hypothesis Testing

The researcher used the Pearson Chi-Square to test the hypothesis. This test was used for it allowed the researcher to establish whether there is a relationship between the variables concerned in this case, altruism and responsiveness, conscientiousness and reliability and sportsmanship and empathy. Further the researcher went on to use Phi and Cramer's V to test the strength of the relationship.

The altruism element was tested against the responsiveness element and the following results were drawn.

In table 4.6.1.a and b, below results for supervision determination are shown.

Table 4.6.1a Chi-Square Tests for Altruism and Responsiveness

Supervision and determination	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.414 ^a	4	.247
Likelihood Ratio	5.334	4	.255
Linear-by-Linear Association	.042	1	.837
N of Valid Cases	50		

- a. 7 cells (70.0%) have expected count less than 5. The minimum expected count is .96.

$$\chi_{Cal}^2 > \chi_{Crit}^2 = \text{Reject } H_0 \text{ and Accept } H_1$$

$$5.414^a > .247$$

Table 4.6.1b Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.329	.247
	Cramer's V	.329	.247
N of Valid Cases		50	

- a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.

The Phi and Cramer's V results above are .329 and .247 shows that there is a weak association between supervision on behalf of colleagues and lecturers' determination to help students.

Lecturers Conscientiousness was tested against reliability and the following results were established in tables 4.5.2a

Table 4.5.2a Chi-Square Tests for Conscientiousness and Reliability

Arrive and willing	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.735 ^a	9	.003
Likelihood Ratio	26.888	9	.001
Linear-by-Linear Association	3.248	1	.072
N of Valid Cases	50		

- a. 13 cells (81.2%) have expected count less than 5. The minimum expected count is .40.

$$\chi_{cal}^2 > \chi_{crit}^2 = \text{reject } H_0 \text{ and accept } H_2$$

$$24.735^a > .003$$

Table 4.5.2b Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.703	.003
Cramer's V	.406	.003
N of Valid Cases	50	

- a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.

The Phi and Cramer's V results above are .703 and .003 which shows that there is a weak association between lecturers arriving early at work and lecturers' willingness to assist students.

The sportsmanship element was tested against the empathy element and the following results were established as indicated in table 4.5.3a

Table 4.5.3a Chi-Square Tests for Sportsmanship and Empathy

Trivial and academic	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.240 ^a	8	.973
Likelihood Ratio	2.952	8	.937
Linear-by-Linear Association	.202	1	.653
N of Valid Cases	50		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .16.

$$\chi_{Cal}^2 > \chi_{Crit}^2 = \text{reject } H_0 \text{ and accept } H_3$$

$$2.240^a > .973$$

Table 4.5.3b Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.212	.973
	Cramer's V	.150	.973
N of Valid Cases		50	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

The Phi and Cramer's V results above are .212 and .973 which shows that there is a weak association between lecturers not complaining about trivial matters and lecturers' understanding students' individual academic needs.

4.7 Chapter Summary

The analysis conducted used both quantitative as well as qualitative analysis. The findings are that the three variables of organisational citizenship behaviour namely Altruism, Conscientiousness and Sportsmanship have a positive effect on service quality. Conscientiousness carried the highest weight with a combined mean average of 4,468 followed by altruism with 4,278 and lastly Sportsmanship at 4,276. The averaged mean for OCB stands to be 4, 34 out of a possible 5. This is indeed a very high level of rating by lecturers of their voluntary contributions towards their work. On the other hand when all the five elements of service quality are given a combined weighting the score stands at 3, 35 out of a possible 5.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The major focus of this research was to establish the extent to which members of the teaching staff at MSU were engaging in activities that exceed the normal requirements of their jobs. In the same vein the research also sought to establish whether these extra role activities had any bearing on service quality at MSU. The study took place during the months of April 2014 to October 2014. Review of literature on Organisational Citizenship Behaviour was explored to gain further insight into the concept and also examine instruments that have been used in similar studies to gather information. The research was motivated by the realisation that MSU had recorded phenomenal growth since its establishment in 2000 and that past studies had attributed this success to other factors other than the human factor. Contact- personnel in any service organisation are obviously key success elements, therefore neglecting their contribution would amount to a negation of established ethos. The study used both exploratory and descriptive research designs. Both quantitative and qualitative data was gathered through the use of questionnaires and in depth interviews. The sample size comprised of 375 students, 50 lecturers and 5 departmental chairpersons.

Major findings were that there is a high level of altruism at MSU. This is confirmed by the overall mean score of 4.3 out of 5. Data obtained through in-depth interviews conducted by the researcher also supported this view. The research also established that there is a high level of conscientiousness at MSU. This is evidenced by the high mean score of 4.5 out of 5 given by respondent lecturers. Interviews by the researcher also supported this view. Finally the study established that there is a high level of sportsmanship at MSU. A high mean score of 4.3 out of 5 recorded from lecturers vindicates this view. Interviews carried out from departmental chairs also support the view that lecturers warmly tolerate less than ideal circumstances.

On Service quality was found to be good with a combined average mean score of 3.4 out of 5. Enrolment figures which have continued to soar also vindicate this finding.

5.2 Conclusions

The following conclusions can be drawn from the data that was gathered and analysed.

5.2.1 Altruism and Responsiveness

Altruism has a positive effect on responsiveness. This is supported by the statistical data which give both variables a positive count of 4.3 and 3.4 respectively both out of a maximum of 5. The qualitative data obtained from one departmental chairperson who highlighted that lectures cover for each other too often also supports this conclusion. Otherwise it would be close to impossible to succeed with up to 5000 students against seven lecturers.

5.2.2. Conscientiousness and Reliability

Conscientiousness has a positive effect on reliability. The lecturers gave it a combined average rating of 4, 5 out of 5 while service quality scored 3.4 out of 5. It would be correct to conclude that the average lecturer at MSU cannot possibly complete their day to day tasks within the stipulated hours of work no matter how hard they try. Qualitative data from one department chairperson who said that lecturers know no normal working hours also supports this finding. Swaminathan & Jawahar (2013) however concluded that the relationship between elements that make up OCB and service quality though positive is found to be moderate as there are other factors that influence service quality besides OCB.

5.2.3 Sportsmanship and Empathy

Sportsmanship has a positive effect on empathy at MSU. The supported by a 4, 3 score out of 5 for sportsmanship and a 3, 2 out of a possible 5. The implication is that MSU lecturers do not always complain as a result of certain unfair practices. One department head noted during an interview that lecturers can actually work whilst on official leave. This is because vocational leave days

are only allowed to accrue to a certain point and as a result lecturers end up taking leave without physically going on leave due to pressure of work. The hypothesis that sportsmanship has an effect on service quality is therefore accepted.

5.2.4. Overall OCB and Service Quality

The three elements of OCB give us a weighted average mean score of 4.3 out of 5. On the other Service Quality elements stands at an average 3.4 which is also a positive score. What is noted also is that in all instances lecturers put more than they eventually reap. Those variables of service quality such as responsiveness and tangibility fared the least at 3.1 each. This shows that as a result of being overwhelmed lecturers end up not being able to respond in the best possible ways. Tangibles also did not fare very well mostly due to inadequacy of classrooms and boarding rooms for students. Overall there is a positive effect between OCBs and Service Quality at MSU

5.3 Recommendations

To enhance OCB at MSU it is recommended that

Altruism and Responsiveness

- Official induction is done when ever a new member joins the institution.
- Lecturers should be multi skilled to allow them to quickly cover for another where need be. This is supported by Koorts (2012) who concluded that service quality cannot be achieved in service organisations without a self-driven approach, by organisational employees, which is centred on volunteerism.

Conscientiousness and Reliability

Ucanoc & Karabati (2013) indicated that going an extra mile increases productivity, lower costs, and enhances service quality as such every effort should be put towards enhancing OCBs. Consideration to have a lecturer student ratio which have upper limit to encourage more individualised attention to students.

- Alumni developmental programs can be initiated to enhance construction and other developmental projects.

- Management could consider including in annual appraisals all extra-mile activities embarked upon by staff members.

Sportsmanship and Empathy

- Students should continuously receive orientation so that they appreciate the demands of every level of the job. This is supported by Kim et al (2011) who concluded that formal training, coaching and rewards have positive relationship with service quality.
- Management must consider introducing staff canteens to encourage interaction amongst staff members.
- Inter-faculties sporting competitions for staff members to enhance relationships amongst staff.
- Team building exercises firstly within departments and across faculties.

5.4 Further Research suggestions

Other future research could consider evaluating all the five elements of OCB and the five elements of service quality. The outcomes approach which advocates for peer reviews, students pass rates, amount of published articles by lectures and the total quality approach can also be considered.

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Appendix 1 Cover page for Lecturers' questionnaire

Dear Sir, Madam, Doctor, Professor

My name is Godfrey Madzikanda. I am a student at Midlands State University pursuing a Bcom Marketing Management Honours Degree. I am carrying out a research on the Impact of Organisational Citizenship Behaviours on Service Quality at Midlands State University. Kindly complete the following questionnaire which should not take more than 20 minutes. The importance of completing the questionnaire cannot be over emphasised. Both management and staff at MSU stand to benefit from the research findings in their search for continuous improvement. The community and students will equally benefit in the process. I undertake to observe confidentiality and anonymity of respondents, and also that the research findings will be used solely for educational purposes.

I wish to thank you in advance

Yours faithfully

G Madzikanda

R12097y

0772383239

Appendix 2 Questionnaire for Lecturers

Instructions: please complete the following questionnaire pertaining to Organisational Citizenship Behaviours at Midlands State University. Kindly tick, or fill in the space or box provided.

i. Gender

 Female Male

ii. Indicate your Age range in years

 20-30 30-40 40- 50 50 and over

iii. What is your length of service with MSU

 1-4 4-8 8-12 12 and over

iv. Kindly indicate your faculty-----

v. Your highest level of completed academic qualification-----

1. Given below is a scale (1-5) with 1 being the least and 5 being the most. Using the following statements indicate the extent to which you have voluntarily helped or assisted colleagues at work.

Altruism Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I have often assisted new colleagues adjust to the work environment					
I have often helped colleagues solve work related problems					
I have often assisted with supervision of dissertation students on behalf of colleagues					
I have often volunteered to assist colleagues who find themselves under pressure					
I have often taught students on behalf of colleagues					

i. Any other areas of assistance to colleagues at work-----

ii. Give reasons for the activity that you strongly agreed with-----

iii. Give reasons for the activity that you strongly disagree with -----

iv. State any areas needing improvement -----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, kindly rate the importance of helping colleagues at the work place in enhancing service quality.

2. Given below is a scale (1-5) with 1 being the least and 5 being the most. Using the following statements indicate the extent to which you have voluntarily acted well beyond the minimum level of your job requirements.

Elements conscientiousness	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I often arrive early at work and start to work immediately					
I often work during weekends when need arises					
I often work after normal hours to complete important tasks					
I do not mind taking new challenging assignments					
I have often voluntarily coordinated job activities at the work place					

i. Any other behaviours that go beyond the requirements established at work that you have embarked upon-----

ii. Give reasons for the behaviour that you strongly agreed with-----

iii. Give reasons for the behaviour that you strongly disagree with -----

iv. State any ways to enhance positive behaviour -----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, kindly rate the importance of going an extra mile at the work place in enhancing service quality.

Given below is a scale (1-5) with 1 being the least and 5 being the most Using the following statements indicate the extent to which you have avoided conflict at the work place by tolerating less than ideal circumstances

Sportsmanship Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
.I avoid consuming a lot of time complaining about trivial matters					
I always avoid taking actions that hurt others					
I avoid focusing on what is wrong about his/her situation					
I always avoid hurting colleagues' right to common/shared resources					
I always try to avoid causing problems for colleagues					

i.Any suggestions for ways that minimise conflicts -----

ii.Give reasons for the behaviour that you strongly agreed with-----

iii.Give reasons for the behaviour that you strongly disagree with -----

iv.State any ways to enhance tolerant behaviour -----

v.On a scale of 1 to 10 with 1 being the least and 10 the most ,kindly rate the importance of tolerating minor irritations at the work place in enhancing service quality.

Appendix 3 Cover page for students

Dear Sir/ Madam,

My name is Godfrey Madzikanda. I am a student at Midlands State University pursuing a Bcom Marketing Management Honours Degree. I am carrying out a research on the Impact of Organisational Citizenship Behaviours on Service Quality at Midlands State University. Kindly complete the following questionnaire which should not take more than 20 minutes. The importance of completing the questionnaire cannot be over emphasised. Both management and staff at MSU stand to benefit from the research findings in their search for continuous improvement. The community and students will equally benefit in the process. I undertake to observe confidentiality and anonymity of respondents, and also that the research findings will be used solely for educational purposes.

I wish to thank you in advance

Yours faithfully

G Madzikanda

R12097y

0772383239

Appendix 4 Questionnaire for Students

Instructions: Please complete the following questionnaire pertaining to service quality at Midlands State University. Kindly tick or fill in the space provided.

i. Gender

ii. Kindly indicate your Program -----

iii. Level-----

iv. If post graduate indicate your previous institution-----

On all the following questions kindly tick or fill in where appropriate.

.Given below is a scale (1-5) with 1 being the least and 5 being the most. Using the following statements indicate the extent to which lecturers can be relied upon in keeping up to their promises.

Reliability Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Lecturers at MSU keep the promises they make					
Lecturers at MSU always provide accurate feedback					
Lecturers at MSU are always willing to help students					
Lecturers at MSU perform service correctly first time					
Lecturers at MSU provide accurate and error free information					

i. Any other relevant information pertaining to reliability-----

ii. Give reasons for the element that you strongly agreed with-----

iii. Give reasons for the element that you strongly disagree with -----

iv. Highlight your expectations in future-----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, kindly rate the importance of reliability on service quality?

2. Given below is a scale (1-5) with 1 being the least and 5 being the most. Using the following statements indicate the extent to which the several actions of lecturers instill confidence in students.

Assurance Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Lecturers who attend to students are trustworthy					
The Lecturers have knowledge and knowhow of their work					
Lecturers at my university instill confidence in students					
The Lecturers are polite towards students					
Students belonging to MSU feel safe during their learning					

i. Any other relevant information pertaining to students' assurance-----

ii. Give reasons for the element that you strongly agreed with-----

iii. Give reasons for the element that you strongly disagree with -----

iv. Highlight your expectations in future about assurance -----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, how would you rate the importance of assurance on service quality?

3. Given below is a scale (1-5) with 1 being the least and 5 being the most .Using the following statements indicate the extent to which MSU lecturers have been empathetic towards students.

Empathy Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Lecturers at MSU are consistently courteous with students					
Lecturers at MSU have students interest at heart					
Lecturers at MSU understand students' personal academic needs					
Lecturers at MSU give individualized attention to students					
Lecturers at MSU have knowledge to answer students' request					

i. Any other relevant information pertaining to empathy by lecturers-----

ii. Give reasons for the element that you strongly agree with-----

iii. Give reasons for the element that you strongly disagree with -----

iv. Highlight your expectations in future about empathy -----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, how would you rate the importance of empathy on service quality?

4. Given below is a scale (1-5) with 1 being the least and 5 being the most .Using the following statements kindly rate how well the several tangible aspects of MSU are presented.

Tangibility Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
MSU has modern equipment, e.g. computers, cars etc					
MSU faculties are clearly labelled and user friendly					
MSU has buildings that are visually appealing and clean, e.g. computer labs, lecture rooms					
MSU lecturers are always neatly and professionally dressed					
MSU Learning materials are of high quality					

i. Any other relevant information pertaining to tangibles at MSU-----

ii. Give reasons for the element that you strongly agreed with-----

iii. Give reasons for the element that you strongly disagree with -----

iv. Highlight your expectations in future about tangibles-----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, how would you rate the importance of tangibility on service quality?

5. Given below is a scale (1-5) with 1 being the least and 5 being the most .Using the following statements indicate the extent to which lecturers have been responsive to students’ academic concerns.

Responsiveness Elements	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
When a student has a problem, Lecturers show utmost determination in solving it					
Lecturers consistently give feedback about progress of students’ concerns					
Lecturers have the interest of students at heart					
Lecturers at MSU give prompt service to students					
Lecturers at MSU are never too busy to respond to students’ needs					

i. Any other relevant information pertaining to responsiveness by lecturers at MSU-----

ii. Give reasons for the element that you strongly agreed with-----

iii. Give reasons for the element that you strongly disagree with -----

iv. Highlight your expectations in future about responsiveness -----

v. On a scale of 1 to 10 with 1 being the least and 10 the most, how would you rate the importance of responsiveness on service quality?

Appendix 5 Interview Guide for Departmental Chairperson

Organisational Citizenship Behaviours on service quality at MSU.

1. In your opinion to what extend do lecturers under your department voluntarily assist each other in the execution of their duties?
2. How often have lecturers performed their duties before or after normal working hours without expecting recognition or reward?
3. Do you think the team of lectures under you tolerate less than ideal situations such that they do not constantly make trivial complaints?
4. How often have students complained about misdemeanours of your lecturers.
5. To what extend has voluntary work activities by lecturers in your department contributed towards the effectiveness of the department?

Thank you

Appendix 6 Altruism chi-square tables

Crosstab

		determination					
		strongly disagree	disagree	neither agree nor disagree	agree		
supervision	agree	Count	1	11	3	1	
		% within supervision	2.9%	32.4%	8.8%	41.2%	
		% within determination	33.3%	84.6%	42.9%	70.0%	
		% of Total	2.0%	22.0%	6.0%	28.0%	
	strongly agree	Count	2	2	4		
			% within supervision	12.5%	12.5%	25.0%	37.5%
			% within determination	66.7%	15.4%	57.1%	30.0%
			% of Total	4.0%	4.0%	8.0%	12.0%
	Total	Count	3	13	7	2	
		% within supervision	6.0%	26.0%	14.0%	40.0%	
		% within determination	100.0%	100.0%	100.0%	100.0%	
		% of Total	6.0%	26.0%	14.0%	40.0%	

Crosstab

		determination			
		strongly disagree	disagree	neither agree nor disagree	
disagree	Count	0	2	0	
		% within pressure	0.0%	40.0%	0.0%
		% within determination	0.0%	15.4%	0.0%
		% of Total	0.0%	4.0%	0.0%
pressure	Count	0	0	0	
		% within pressure	0.0%	0.0%	0.0%
		% within determination	0.0%	0.0%	0.0%
		% of Total	0.0%	0.0%	0.0%
agree	Count	0	4	5	
		% within pressure	0.0%	20.0%	25.0%
		% within determination	0.0%	30.8%	71.4%

	% of Total	0.0%	8.0%	10.0%
	Count	3	7	2
strongly agree	% within pressure	13.0%	30.4%	8.7%
	% within determination	100.0%	53.8%	28.6%
	% of Total	6.0%	14.0%	4.0%
	Count	3	13	7
Total	% within pressure	6.0%	26.0%	14.0%
	% within determination	100.0%	100.0%	100.0%
	% of Total	6.0%	26.0%	14.0%

Crosstab

		determination		
		strongly disagree	disagree	neither agree nor disagree
strongly disagree	Count	0	0	0
	% within taught	0.0%	0.0%	0.0%
	% within determination	0.0%	0.0%	0.0%
disagree	Count	0	2	0
	% within taught	0.0%	100.0%	0.0%
	% within determination	0.0%	15.4%	0.0%
neither agree nor disagree	Count	0	0	0
	% within taught	0.0%	0.0%	0.0%
	% within determination	0.0%	0.0%	0.0%
agree	Count	1	3	4
	% within taught	5.9%	17.6%	23.5%
	% within determination	33.3%	23.1%	57.1%
strongly agree	Count	2	8	3
	% within taught	8.0%	32.0%	12.0%
	% within determination	66.7%	61.5%	42.9%
Total	Count	3	13	7
	% within taught	6.0%	26.0%	14.0%
	% within determination	100.0%	100.0%	100.0%
	% of Total	6.0%	26.0%	14.0%

Conscientiousness- Chi- square distribution table

		Crosstab				
		willing				
		disagree	neither agree nor disagree	agree	strongly agree	
arrive	disagree	Count	0	1	2	2
		% within arrive	0.0%	20.0%	40.0%	40.0%
		% within willing	0.0%	20.0%	7.4%	20.0%
		% of Total	0.0%	2.0%	4.0%	4.0%
	neither agree nor disagree	Count	0	2	0	2
		% within arrive	0.0%	50.0%	0.0%	50.0%
		% within willing	0.0%	40.0%	0.0%	20.0%
		% of Total	0.0%	4.0%	0.0%	4.0%
	agree	Count	0	0	12	1
	% within arrive	0.0%	0.0%	92.3%	7.7%	
	% within willing	0.0%	0.0%	44.4%	10.0%	
	% of Total	0.0%	0.0%	24.0%	2.0%	
strongly agree	Count	8	2	13	5	
	% within arrive	28.6%	7.1%	46.4%	17.9%	
	% within willing	100.0%	40.0%	48.1%	50.0%	
	% of Total	16.0%	4.0%	26.0%	10.0%	
Total	Count	8	5	27	10	
	% within arrive	16.0%	10.0%	54.0%	20.0%	
	% within willing	100.0%	100.0%	100.0%	100.0%	
	% of Total	16.0%	10.0%	54.0%	20.0%	

		Crosstab				
		willing				
		disagree	neither agree nor disagree	agree	strongly agree	
weekends	agree	Count	0	3	14	3
		% within weekends	0.0%	15.0%	70.0%	15.0%
		% within willing	0.0%	60.0%	53.8%	30.0%
		% of Total	0.0%	6.1%	28.6%	6.1%
	strongly agree	Count	8	2	12	7
		% within weekends	27.6%	6.9%	41.4%	24.1%

Total	% within willing	100.0%	40.0%	46.2%	70.0%	5
	% of Total	16.3%	4.1%	24.5%	14.3%	5
	Count	8	5	26	10	
	% within weekends	16.3%	10.2%	53.1%	20.4%	10
	% within willing	100.0%	100.0%	100.0%	100.0%	10
	% of Total	16.3%	10.2%	53.1%	20.4%	10

Crosstab

		willing			
		disagree	neither agree nor disagree	agree	strongly agree
important	Count	0	2	0	
	% within important	0.0%	100.0%	0.0%	
	% within willing	0.0%	40.0%	0.0%	
	% of Total	0.0%	4.0%	0.0%	
	Count	2	1	11	
	% within important	10.5%	5.3%	57.9%	
	% within willing	25.0%	20.0%	40.7%	
	% of Total	4.0%	2.0%	22.0%	
	Count	6	2	16	
% within important	20.7%	6.9%	55.2%		
% within willing	75.0%	40.0%	59.3%		
% of Total	12.0%	4.0%	32.0%		
Total	Count	8	5	27	
	% within important	16.0%	10.0%	54.0%	
	% within willing	100.0%	100.0%	100.0%	
	% of Total	16.0%	10.0%	54.0%	

Sportsmanship Chi-square tabulation tables

		Crosstab				
		academic				
		strongly disagree	disagree	neither agree nor disagree	agree	
trivial	neither agree nor disagree	Count	0	0	0	100
		% within trivial	0.0%	0.0%	0.0%	7
		% within academic	0.0%	0.0%	0.0%	4
	% of Total	0.0%	0.0%	0.0%	4	
	agree	Count	2	5	4	54
		% within trivial	6.5%	16.1%	12.9%	60
		% within academic	50.0%	71.4%	66.7%	34
	% of Total	4.0%	10.0%	8.0%	34	
	strongly agree	Count	2	2	2	52
% within trivial		11.8%	11.8%	11.8%	32	
% within academic		50.0%	28.6%	33.3%	18	
% of Total	4.0%	4.0%	4.0%	18		
Total	Count	4	7	6	56	
	% within trivial	8.0%	14.0%	12.0%	100	
	% within academic	100.0%	100.0%	100.0%	100	
		% of Total	8.0%	14.0%	12.0%	56

Crosstab

				academic			
				strongly disagree	disagree	neither agree nor disagree	a
common	neither agree nor disagree	Count		0	0	0	
		% within common		0.0%	0.0%	0.0%	
		% within academic		0.0%	0.0%	0.0%	
	% of Total		0.0%	0.0%	0.0%		
	agree	Count		2	5	4	
		% within common		5.9%	14.7%	11.8%	
		% within academic		50.0%	71.4%	66.7%	
	% of Total		4.0%	10.0%	8.0%		
	strongly agree	Count		2	2	2	
% within common			14.3%	14.3%	14.3%		
% within academic			50.0%	28.6%	33.3%		
% of Total		4.0%	4.0%	4.0%			
Total	Count		4	7	6		
	% within common		8.0%	14.0%	12.0%		
	% within academic		100.0%	100.0%	100.0%		
	% of Total		8.0%	14.0%	12.0%		

Crosstab

		academic				
		strongly disagree	disagree	neither agree nor disagree	agree	stro
avoid	strongly disagree	Count	0	1	0	0
		% within avoid	0.0%	33.3%	0.0%	0.0%
		% within academic	0.0%	14.3%	0.0%	0.0%
		% of Total	0.0%	2.0%	0.0%	0.0%
		Count	2	1	2	13
		% within avoid	11.1%	5.6%	11.1%	72.2%
		% within academic	50.0%	14.3%	33.3%	46.4%
		% of Total	4.0%	2.0%	4.0%	26.0%
		Count	2	5	4	15
Total	strongly agree	% within avoid	6.9%	17.2%	13.8%	51.7%
		% within academic	50.0%	71.4%	66.7%	53.6%
		% of Total	4.0%	10.0%	8.0%	30.0%
		Count	4	7	6	28
	% within avoid	8.0%	14.0%	12.0%	56.0%	
	% within academic	100.0%	100.0%	100.0%	100.0%	
	% of Total	8.0%	14.0%	12.0%	56.0%	