

**OCCUPATIONAL STRESS
ON LECTURERS**
at Colleges of Commerce in Uganda



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DEDICATION

Dedicated to my wife, Prisca, and Children: Liz, Allan,
Lelia and Lewis.

ACKNOWLEDGEMENTS

My sincere gratitude goes to all who have contributed in making this research a success. Therefore, they all deserve a vote of gratitude.

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PREFACE

This book is the outcome of a study that sought to establish the relationship between occupational stress, commitment, customer satisfaction and organizational citizenship behavior among lecturers in selected Uganda Colleges of Commerce (UCCs). A total of 93 students and 23 lecturers from UCC-Tororo, UCC-Kabale and UCC-Soroti participated in the study. A cross-sectional survey design was conducted and primary data collected through interviews. Data collected was analyzed using the Statistical Package for the Social Science (SPSS). Descriptive statistics were used in the analysis.

The study findings indicate that lecturers in UCCs were experiencing occupational stress as a result of doing various activities like teaching big class sizes, marking coursework and exam scripts on deadlines as well as supervising research. This eventually led to lower commitment of lecturers to work. In addition, the study found that occupational stress and customer satisfaction are significantly negatively related. A statistically significant positive relationship between commitment and organizational citizenship Behaviour was also realized. Customer satisfaction and Organizational Citizenship Behaviour were positively related.

Finally, the study recommended prioritization of tasks and cutting down unnecessary work; identifying possible work related stressors and addressing them in time as well as adopting stress coping strategies like exercises and, watching and participating in games in order to reduce occupational stress, increase commitment on the side of lecturers and subsequently customer satisfaction.

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Chapter One

INTRODUCTION

Occupational stress is a complex pattern of emotional states, physiological reactions and related thoughts in response to external demands. These external demands are referred to as stressors (Greenberg and Baron, 2000). Thorsen (1996) argues that academics now experience similar pressures to professionals in any large organization. There is evidence to suggest that workers involved in high levels of personal interaction, such as lecturers/teachers, are particularly vulnerable to occupational stressors and strains (Jones & Bright, 2001). Research indicates that lecturers commonly report lower levels of job satisfaction and psychological health than workers in other occupations (ibid).

However, most of these studies focus on schoolteachers rather than lecturers in Tertiary Institutions. In a study conducted in an Australian University, Gillespie, Walsh, Winefield & Stough (2001) indicated five major stressors to lecturers including lack of human and technical resources; insufficient research funding; work overload; poor leadership and management; job insecurity; and lack of promotion, recognition and reward.

In accordance with recent Uganda Universities and other Tertiary Institutions Act, the current UCCs were born out of the expansion of UCC-Nakawa, currently Makerere University Business School (MUBS). Like any other unit of operation in Uganda, these UCCs operate amidst several problems. Major problems include financial constraints, difficulty to attract staff to the up country livelihood, shortage of books and scholastic materials. The increased number of students in these UCCs is not properly matched

with the number of lecturers. The College's intake was initially restricted to boarders only. But the intake was drastically increased by admitting new students with effect from the 1986/87 academic year. Also the introduction of many more new courses including UNEB courses with effect from 1986/87 academic year constituted yet another dimension of increased intake. For example, in UCC Kabale, the student's population increased by 45% from 1986/87 to 1987/88 academic years. It was, however, reported that there was no increase in academic staff. This indicates that the growth of academic staff was less elastic than growth of student's population.

Therefore, the academic staff work under pressure to ensure that they teach all students which creates anxiety and consequently occupational stress. Lecturers are supposed to teach 20 hours per week, which overworks them and reduces their commitment to lecture. This had led to poor customer satisfaction and performance as evidenced in the constant absenteeism, failure to mark course works and exams in time, high labour turnover, misbehaving at school campus and in classroom setting which affects student's performance and commitment to study. This behaviour of lecturers has resulted from work overload when it comes to lecturing over 200 students in one class and marking their course works and exam scripts under pressure. This increases stress and reduces their performance, which affects customer satisfaction. Due to occupational stress in Tertiary institutions, many lecturers exhibit low levels of OCB as evidenced in arrogance, overdrinking and absenteeism that greatly hinder their performance thus affecting customer satisfaction.

Although a high level of stress has been observed in teachers generally, the tertiary education sector is a relatively new focus of concern. Lecturers in tertiary institutions experience occupational stress that is

associated with increased growth of student's population compared to academic staff. Increased stress has resulted into high levels of absenteeism, alcoholism, mental illness, arrogance and low morale at work among others. This is likely to lead to low commitment and low levels of OCB among lecturers that could affect customer satisfaction.

The research was carried out in three Uganda Colleges of Commerce (UCCs) namely; UCC-Tororo, UCC-Kabale and UCC-Soroti. The study established the relationship occupational stress, commitment, customer satisfaction and organizational citizenship behaviour among lecturers in selected Uganda Colleges of Commerce (UCCs). The independent variable was occupational stress and dependent variable was customer satisfaction. The interviewing variables were commitment and OCB.

Occupational stress

In the study, occupational stress is the interaction of work conditions with characteristics of the worker such that the demands of work exceed the ability of the worker to cope with them. This study was limited to occupational stress resulting from all forms of academic work done by lecturers.

Customer Satisfaction

This is the tendency of somebody to continuously seek products or services of a particular firm at whatever price. The study will be limited to students and the satisfaction they derive from being under the guidance and instruction of lecturers.

Organizational Citizenship Behaviour

Organizational Citizenship behaviour (OCB) refers to individual behaviour performed voluntarily and not directly recognized by the reward systems but contributes to organizational effectiveness. Under OCB, the study will be looking at the voluntary behaviour of lecturers towards students.

Commitment

Commitment refers to the feeling of belonging; employees have towards the company that consequently influences their ability to perform above and beyond expectations in achieving the company's goals. Only the commitment of lecturers towards their duties in the organization will be considered.

Significance of the study

The research findings might be useful to the tertiary institutions to design strategies aimed at minimizing occupational stress, increase employee commitment to the job and ensure employee satisfaction.

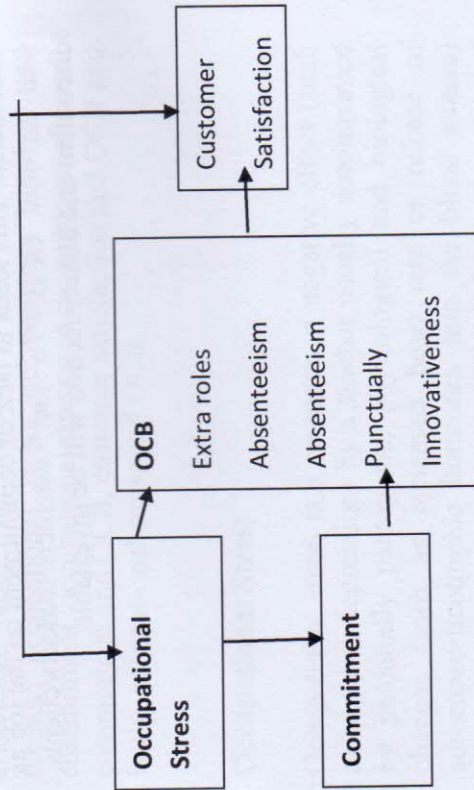
They might also be useful to academicians as new avenues for further research and new information related to the subject will be generated.

They can also use the use findings for literature review. The findings can also benefit employers as background information for educating and sensitizing the people on occupational stress management.

Conceptual Framework

The research was conceptualized against occupational stress, commitment, customer satisfaction and OCB among lecturers in UCCs. Occupational stress was the independent variable, while commitment and OCB were the intervening variables. Customer satisfaction was the dependent variable. The inter relationship between the study variables is illustrated in figure 2.1.

Fig. 2. The relationship between Occupational Stress, Commitment, OCB and Customer Satisfaction among lecturers in UCCs.



Source: Developed by the Researcher
An increasing number of academics in High

Education Institutions have to perform a number of roles simultaneously: the job commonly involves teaching, planning and running tutorials, laboratories, seminars and dealing with students' personal problems, while at the same time carrying out research, conducting personal experiments, attempting to obtain research funding, writing papers and books and attending conferences. Under such conditions, the potential for role overload, depression, anxiety and role conflict is high. A multiplicity of roles, each with numerous factors regularly competing for attention, are potentially strain-producing for the lecturers, and potentially damaging for the quality of work undertaken. This leads to lack of commitment on the job as well as low OCB. To the customers/students/clients, discontent and dissatisfaction will be investable.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section of the book looks at the various areas of research undertaken about occupational stress and identifies the research gaps related to its effects on commitment, customer satisfaction and OCB among lecturers in high institutions of learning. It further shows how this study relates to, and builds upon the existing knowledge base. The literature is reviewed under sub themes: occupational stress, relationships between and commitment, occupational stress and customer satisfaction, commitment and OCB, customer satisfaction and OCB and lastly, occupational stress and OCB.

Occupational Stress

Occupational stress is a response of negative effect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic, physiological and biological changes (such as increased heart rate or release of adrenocorticotrophic hormones into the blood stream) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well-being and by copying mechanisms activated to reduce the perceived threat (Jones & Bright, 2001).

Cooper and Marshall's (1976) original model of work related stress included five sources of stress at work, each of which are represented in the revised model of

stress on which ASSET is based (Robertson Cooper, 2002). Cooper and Marshall's five sources of stress, with examples of the components of these sources given for each, are:

1. Intrinsic to the job, including factors such as poor physical working conditions, work overload or time pressure;
2. Role in the organization, including role ambiguity and role conflict;
3. Career development, including role ambiguity and role conflict;
4. Relationships at work, including poor relationships with your boss or colleagues, an extreme component of which is bullying in the work place; and
5. Organization structure and climate, including little involvement in decision-making and office politics.

Cooper, Dewe and O'Driscoll (2001) distinguished among six types of occupational stress factors, that is job characteristics (e.g., overload, type of work schedule, quality of physical environment, etc.), Professional roles (e.g., level of authority, role ambiguity or conflict, etc), relationships among colleagues, with the supervisor or subordinates, factors associated with career progress (employment insecurity, inter-and intra-organizational mobility, etc.), organizational factors (work climate, corporate culture, management style, etc.), and work-life balance. Of interest, these characteristics may be directly or indirectly related to major changes encouraged by organizations.

The Relationship between occupational Stress and Commitment

Commitment refers to the feeling of belonging; employees have towards the company that consequently influences their ability to perform above and beyond expectations in achieving the company's goals. Employees feel as if the company makes up part of their "family" and are willing to continually provide supportive behaviour to uphold the company's values (Meyer a Herscovitch, 2001).

The amount of stress a person experiences at work is likely to be a result of the interaction of a number of factors such as the type of work they are doing (their occupation), the presence of work stressors, the amount of support they receive both at work and at home and the coping mechanisms they use to deal with stress. Different occupations will have different basic stressors, for example, the threat of violence, lack of control over work decisions or long working hours.

However, people working in the same occupation will experience different levels of stress due to the interplay of many other factors, for example, their personality type and the support mechanisms they have available to them. It is not possible therefore, to say that all people working in a certain occupation will experience the same amount of stress. It is however, reasonable to state that employees working in high-risk occupations will have an increased likelihood of experiencing negative stress outcomes.

Historically, academic work was seen a highly satisfying and in comparison with other occupations, relatively stress free (Bayona, Goni and Madorran, 1999). It was generally believed that autonomy, role clarity, tenure, and a collegiate culture protected academics from occupational stressors and strains. However, more recent

research suggests that working conditions have changed considerably.

Commitment comprises of three factors: affective or attitudinal, continuance or calculative; and normative (Bayona et al. (1999). the attitudinal perspective of commitment is concerned with the adopted of the three (Zangaro, 2001). Whereas affective commitment is concerned with the extent to which the individual identifies with organization, normative commitment, on the other hand is influenced by society's norms about the extent to which people ought to be committed to the organization.

During the time of stress, an employee lacks commitment. This is evidenced by boredom with the job or low enthusiasm for projects, or difficulty to concentrate or frustration, depression, lack of interest and decline in the quality of your work (Jones & Bright, 2001).

Relationship between Occupational stress and customer satisfaction

It is generally recognized that teaching is a stressful occupation and past research has supported this (Travers and Cooper, 2002). This is reflected in the positioning of teachers at above average levels on physical and psychological health and lower than average levels of job satisfaction. In this study, the ASSET scores also reveal that teachers and experiencing higher stress levels and lower job satisfaction levels than both head teachers and teaching assistants, neither of whom score above the norm on any of the factors.

One possible reason for this is that teachers are working in close contact with children every working day and therefore, will be experiencing high levels of emotional labour. Head teachers and teaching assistants do

not generally take charge of the classroom or if they do it is for short periods of time or whilst under supervision. It is also possible that the differences between teachers and head teachers are due to their very different roles, with head teachers being in a more managerial position. The difference between teachers and teaching assistants could be the result of teachers being more accountable for the day-to-day running of the classroom and levels of performance (both their own and their students) reflecting on their ability as a teacher. Additionally, many teachers were concerned about the amount of paperwork they are now required to complete, often it has been argued at the detriment of time teaching or preparing lessons for the children. Teaching assistants do not have this level of paperwork.

Finally, if teaching assistants are trainee teachers they will have entered the profession relatively recently and therefore are not able to compare the "old" way of teaching with the "new". The changes within the teaching profession within the last ten years or so have been blamed for the high levels of stress reported by teachers (Moriarty et al., 2001). Or course much of this is speculative and in order to tease out the reasons behind these differences a full study on stress within schools would be required.

According to student satisfaction report by Gerpott, Rams and Schindler (2001), successful education institutions tend to share three basic attributes:

- They focus on the needs of their students,
- They continuously improve the quality of the educational experience and,
- They use student satisfaction assessment results to shape their future directions.

Consequently, Gerpott, Rams and Schindler state that since customers are the most valuable assets of a business,

organizations need to focus on the acquisition, development and retention of customers. However, Bulgarella (2005) suggests that work stressors negatively influence customer satisfaction.

Balgarella (2005) says that many dissatisfied customers will not lodge a complaint – their complaint will be made to their friends, colleagues and other potential customers. One such dissatisfied customer may result in a large number of lost customers. The satisfaction of the customer is the success of the organization for it is the customer who determines what a business is and he alone who through being willing to pay for a good or service converts economic resources into health, things into goods.

Balunywa (1995) adds that to give a good quality service, is the key to retaining the customer. This can be done by asking the customer whether they are happy with the service, they need anything else or they need an improvement (seeking the customers' opinion). The heart of any institution's customer satisfaction measurement endeavor is to know its target customers' current level of satisfaction and to realize if changes in their attitudes do occur, and then use that information to entail further sales and repeat purchases behaviour. More importantly, this kind of customer behaviour should lead to desirable outcomes for the company in terms of success.

Few investigations of occupational stress in academics have been conducted in Britain. There is some evidence to suggest, however, that working in higher education in the United Kingdom is comparatively stressful and that demands may be increasing and customer satisfaction eroding.

One of the notable development of the quality movement in the last decade is that measurement of customer satisfaction has become an important element in the quality management of organizations and institutions.

The endeavor to manage quality improvements and customer satisfaction among researchers, practitioners and companies is the recent focus that would have been hard to envision 30 years ago. Nowadays, institutions and organizations generally say that customer satisfaction is an important factor in determining the success of business and that customer's attitudes and perceptions should be assessed. This emphasis is reflected in a strong desire to establish and use measures of customer's attitudes as indices of the organization's quality.

A large-scale (n2500) daily study on academics' use of time indicated an average working week of almost 55 hours during term time in the "old" University sector (Court, 1996). Almost half of this work was conducted during evenings and weekends. Perhaps surprisingly, most of this time was spent on administration rather than teaching or research. Although findings are not conclusive, research has linked long working hours with psychological and physical ill health, particularly where there is little perceived control over working hours.

With the exception of these two studies, research on stressors and strains in academics in the United Kingdom has generally been restricted to single institutions. Although similar stressors have been found to be those already outlined, increased pace of work, shortage of preparation time, low control, pressure to conduct research, onerous administrative duties, lack of administrative support, role conflict, poor relationships with colleagues, demands from students and 'Uncaring' management styles have also been highlighted (Abouseric, 1996).

A recent study of job satisfaction experienced by academics from eight nations reported that less than 50% of British academics were generally satisfied with their jobs (Lacy & Sheehan, 1997). Relationships with colleagues were the most satisfying aspect of work for UK

respondents, and institutional management and prospects for promotion the least. In the United Kingdom, an epidemiological study of job satisfaction in 143 occupational groups analyzed by Feather and Rauter (2004) placed 'University and Polytechnic teaching professionals' in the bottom 25%.

Although academics might have been relatively privileged in the studies reviewed above suggest that teaching and researching in UK University has become comparatively stressful and unsatisfying – even distressing. Many reasons could be proposed; most could reasonably be linked to the widespread and rapid changes that have overtaken the sector over the past decade.

Customer satisfaction, customer loyalty, and profitability can be divided into two groups. The first, service management literature, proposes that customer satisfaction influences customer loyalty, which in turn affects profitability. Proponents of this theory include researcher such as Gummesson (1993) and Schneider and Bowen (1995). These researchers discuss the links between satisfaction, loyalty, and profitability. Statistically –driven examination of these links has satisfaction to profitability among hospitals, and Rust and Zahorik (1991), who examine the relationship of customer satisfaction to customer retention in retail banking.

The service management literature argues that customer satisfaction is the result of a customer's perception of the value received in a transaction or retention ship- where value equals perceived service quality relative to price and customer acquisition costs (Blanchard and Galloway, 1994)- relative to the value expected from transactions or relationships with competing vendors (Zeitham et al., 2000). Loyalty behaviours, including relationship continuance, increased scale or scope of relationship, and recommendation (word of mouth

advertising) result from customers' beliefs that the quantity of value received from one supplier is greater than that available from other suppliers. Loyalty, in one or more of the forms noted above, creates increased profit through enhanced revenues, reduced costs to acquire customers, lower customer- price sensitivity, and decreased costs to serve customers familiar with a firm's service delivery system (Reichheld and Sasser, 2001).

The second definition of loyalty is behavioural. Examples of loyalty behaviour include continuing to purchase services from the same supplier, increasing the scale and or scope of a relationship, or the act of recommendation (Yi, 1990). The behavioural view of loyalty is similar to loyalty as defined in the service management literature. This approach is intended, first, to include behavioural loyalty in the conceptualization of customer loyalty that has been linked to customer satisfaction, and second, to make the demonstrated satisfaction/loyalty relationship immediately accessible to managers interested in customer behaviour linked to firm performance.

Both the service management and the marketing literatures suggest that there is a strong theoretical underpinning for an empirical exploration of the linkages among customer satisfaction, customer loyalty, and profitability. The relatively small quantity of empirical research performed on these relationships to date (Storbacka et al., 1994) is probably the result of the paucity of organizations' measuring "soft" issues, such as customer satisfaction and customer loyalty, in meaningful ways.

Larger organizational changes can introduce changes in employees' working environments, which might cause stress and a decrease in employees' well-being. These might in turn influence the effectiveness of organizational

processes, the quality of services and products delivered to the customer and ultimately customer satisfaction. It seems logical to assume that customer friendliness and ultimately customer satisfaction. It seems logical to assume that customer satisfaction will at least partly depend on customers' perceptions of employee behaviours such as friendliness and helpfulness and this has effectively been shown in studies conducted in the service sector (Winter, Sarrors & Tanewski, 1998). In turn, it can be argued that these employees' behaviour will depend on their attitudes towards their work and the organizations they work for and their sense of well-being at work. Based on this argument, the issue of improving customer satisfaction in services has resulted in recent years in a combination of two fields of research that were traditionally separated, namely research on organizational behaviour and research in marketing.

The relationship between commitment and OCB

Organ (2001) defines organizational citizenship behaviour as individual behaviour that is discretionary or not directly or explicitly recognized by formal record system, which on aggregate promotes the effective functioning of the organization by discrepancy. This means that behaviour is not an enforceable requirement of the role on job description that is, the clearly specifiable term of the person's employment contract with the organization.

Organizational commitment can be described as a multidimensional work attitude that concerns bond between the employee and their employing organization (Allen and Meyer, 2002). Classically, it is the extent of belief in and acceptance of organizational goals, a willingness to exert effort for the organization and a desire to stay with the organization. These three dimensions have

been embodied in the organizational Commitment Questionnaire and a similar instrument designed for British manual workers, the British Organizational Commitment scale (Cook and Wall, 1999). Commitment theory is underpinned by reciprocity theory that essentially states that when one person treats another person favourably then the norm of reciprocity stimulates a proportional return. In an organizational setting, favourable treatment from an employer in the form of respect, consideration or resources given to an employee should be reciprocated in the form of positive attitudes and work-directed effort. This concept has been examined through the development of organization support theory (Eisenberger et al., 1997). Organization support theory suggest that employees hold views about how much their organization values their contribution and how much it cares about them and do value them as individuals then this should be reciprocated via commitment to the organization's aims (organizational commitment) and via behaviour to help achieve those aims.

The concept of organizational support has been operationalized in a measure of Perceived Organizational Support (Eisenberger et al., 1997). In simple terms, perceived organizational support is akin to the employee's sense of the organization's commitment to them. Research shows a strong positive correlation between perceived support and organizational commitment (Eisenberger et al., 2001; Swailes, 2001).

In an effort to better understand the commitment – performance relationship the concept of Organizational Citizenship Behaviour was introduced to encapsulate the helpful and constructive actions and behaviour that are not set out in job descriptions and which are not captured by typical measures of work performance. Citizenship behaviours are firmly within the grasp of

individual employees and, like commitment, are seen as desirable in enhancing organizational effectiveness. Research shows that they are a "robust" correlate of job satisfaction (Organ and Konovsky, 1989), commitment (Feather and Rauter, 2004) and also influence group performance (Podsakoff et al., 2000).

The relationship between Customer satisfaction and OCB

Satisfaction is an 'overall customer attitude towards a service provider "or an emotional reaction to the difference between what customers anticipate and what they receive (Zineldin, 2000), regarding the fulfilment of some need, goal or desire. A similar definition is provided by Gerpott et al., (2001) who propose that satisfaction is based on a customer's estimated experience of the extent to which a provider's services fulfill his or her expectations.

Customer satisfaction brings many benefits. Satisfied customers are less price sensitive, buy additional products, are less influenced by competitors and stay loyal longer (Zineldin, 2000). Although customer satisfaction is important, it is not equally important to the company. There are many customers whose satisfaction is less important, such as those a company cannot serve or who are unprofitable; on the other hand, there are customers whose satisfaction is crucial to a company's survival, and the goal should always be to satisfy those customers.

Social exchange theory is widely cited by scholars to explain why employees display OCB. According to the theory, when a customer feels satisfied, the organization will benefit (e.g. Organ & Ryan, 1995). Consequently, employees are also bound to benefit from bonuses and

overtime allowance due to the need to increase production to satisfy the increased market share.

Customer satisfaction leads to customer loyalty and increased revenue. A high level of customer satisfaction leads to increased turnover and market share (Heskett, Jones, Loveman, Sasser and Scheslinger, 1994).

Based on social exchange theory, many scholars have demonstrated the existence of a very positive relationship between customer satisfaction and OCB (for example, Organ & Ryan, 1995). In addition, Bateman and Organ showed that customer satisfaction was positively related to OCB and suggested that only employee with a high degree of satisfaction will dedicate their efforts and display behaviour beneficial to organizations. Moreover, Organ and Ryan's meta-analysis showed that an individual's cognitive work attitudes (e.g. customer satisfaction, organizational fairness, organizational commitment and leader support) can predict OCB better than can an individual's dispositions. In sum, research evidence has shown that customer satisfaction is positively related to OCB.

There is a strong correlation between overall quality or satisfaction as perceived by employees or customers (Johnson, 2001). Second, when choosing employee attitudes or characteristics to examine in terms of the relationship with customer reactions it might seem obvious to choose those that allow differentiating in behaviour towards the customer. In order to examine the relationships between employee attitudes and customer reactions, one would prefer to concentrate primarily on attitudes that have already been shown to be associated with work related behaviours. Similarly, one might choose to examine only employees who have high levels of direct contact with customers, assuming that organizational processes invisible to the customer and non-contact employees

'attitudes cannot influence customer's reactions (Heskett, Jones, Loveman, Sasser and Schesling, 1994).

However, these assumptions are counteracted by the empirical work of (Zineldin, 2002), who found that student evaluations of faculty in the classroom are consistent with ratings for non-teaching facets of the faculty role, suggesting that what takes place inside an organization, out of sight of the customer, can actually be reflected in customer perceptions.

Johnson (2001) examined the relationship between service climate dimensions in financial services and customer satisfaction, and found that all climate dimensions were related to one or more of the customer satisfaction dimensions, and eight of the 11 dimensions had significant correlations with overall satisfaction, especially information seeking, training, and rewards and recognition. Greenberg and Baron (2000) found positive relationships between employee cooperation and service quality perceptions. Satisfaction was positively associated with professional orientation of employees and satisfaction with their organization (Kitzmn, 2000) and with organizational citizenship behaviours.

Travers and Cooper (2002) examined antecedents and consequences of a climate for service and found that global service climate was the result of a complex set of system issues, some foundation issues and some more specifically focusing on service policies and practice. In addition, they found that the relationship between employee and customer perceptions was a reciprocal one (via customer feedback). Interdepartmental service and customer feedback had a strong direct customer relation to customer perceived quality. Cooperation can also be seen as a mediator of the relationship between shared attitudes and performance, because individual satisfaction levels are

not strongly related to performance (see meta-analysis by Iaffaldano and Muchinsky, 1985).

More specifically, customer satisfaction ratings at time one caused 'morale' ratings for employees at time two.

Even though Johnson (2001) has shown that the relationship between customer satisfaction and OCB is very weak, an understating of the two concepts cannot always be achieved by isolating them from each other, but rather by examining the relationship between them. Gerpott et al.(2001) suggest that OCB and customer satisfaction should be treated as distinct, but causally inter-linked construct. According to them, "customer satisfaction is a direct determining factor in customer loyalty, which, in turn, is a central determinant of OCB" (Gerpott et al. (2001).

Relationship between Occupational Stress and OCB

OCB has received much attention in the first decade as scholars have recognized its significant impact on the success of organizations. Therefore, more important and what makes organizations succeed are the non-prescribed behaviours and gestures exhibited by members such as OCB. According to Podsakoff et Al (2000), there are dimensions of OC: altruism, conscientiousness, courtesy, civic virtue and sportsmanship.

Organ (2001) argues that individual contribution to the production of goods and services is measured of work performance. However, more important and what makes organizations succeed are the non-prescribed behaviours and gestures exhibited by members such as OCBs.

Organ (2001) identifies five dimensions of OCB:

• Altruism which is discretionary behaviour of helping others in an organizational task also known as neighborliness or pro-social behaviour.

• Conscientiousness which refers to faithful adherence to rules about work procedure and carrying out tasks beyond the minimum required level.

• Courtesy entails gestures taken to help prevent problems of work associations like giving advance notice, reminders, consultation and briefing others or passing along information.

• Civil virtue or response participation in the political life of the organization involves such forms as attending meetings, discussing issues on personal time voting and "speaking up" constructively on issues.

Sportsmanship enhancing internal relationships, involves avoiding actions which results into complaints and grievances and displaying willingness to forebear minor and temporally personal inconveniences without fuss, appeal or protest.

The last decade has seen a growing interest in the nature, causes, and effects of occupational stress and most interest has been no less obvious where the teaching profession is concerned. Stress is one of the main health and safety problems in the workplace (Health and Safety Executive, 2000). It has been associated with job dissatisfaction, ill health, absenteeism, higher turnover and lower productivity (Jones & Bright, 2001).

It is believed that organizations cannot survive unless employees were willing to occasionally engage in OCB. Organizations where employees engage in OCB have been proved to enjoy a clear competitive advantage.

During the time of stress, you may become bored with your job or lose enthusiasm for projects, or you may

find it difficult to concentrate or you may become less productive and the quality of your work declines.

When an employee feels dissatisfied with his/her job, she will reduce or withdraw organizational citizenship behaviour and adapt behaviour that adversely affect the organization such as absenteeism, tardiness and stick of the principles. This is when he/ she feels that the extra-role behaviour will not be reciprocated by the organization. According to Kityo (2000), consequences of occupational stress on the organization indicate that performance of the staff will be affected, hence leading to low levels of discretionary effort (OCB).

There is research evidence that work-related stress among employees has serious implications for their performance (Health and Safety Executive, 2000). The studies found out that those employees who are stressed experienced a decline in their performance and in cooperating with others. Note that organizational citizenship behaviour incorporates an element of co-operation.

CHAPTER THREE

RESEARCH METHODOLOGY

During the study, a cross sectional survey design was used to seek views from lecturers in UCCs. A cross section was selected for use because of the nature of the study that required views from lecturers in different UCCs. Quantitative data was used in the study.

The research was carried out in three Uganda Colleges of Commerce (UCCs) namely; UCC-Tororo, UCC-Kabale and UCC- Soroti. The study population involved 93 lecturers and 1832 students. The sample size included 23 lecturers and 83 students randomly selected from the three UCCs (see table 3.1).

Table 3.1 Response Rate by Institution

Uganda College of Commerce	Students		Lecturers	
	Frequency	Percent	Frequency	Percent
Kabale	48	57.8	12	52.2
Soroti	14	16.9	4	17.4
Tororo	21	25.3	7	30.4
Total	83	100.0	23	100.0

Table 3.1 indicates the response rate by institution. Results indicated that among the student respondents, the greatest percentage were those Kabale UCC (57.8%). Kabale UCC was further observed to have the greatest portion of respondents among the lecturers (52.2%). On the other hand, Soroti UCC had the least percentage of respondents in the sample for both students 16.9% and Lecturers (17.4%).

Sampling frame and Procedure

The sample size was determined according to Krejcie and Morgan (1970) to ensure adequate representation. A total sample size of 106 respondents was selected using stratified random sampling where lecturers formed one stratum and, students another one. Consequently, students and lecturers were selected by simple random sampling.

To ensure cooperation from respondents, the researcher was obtain an introductory letter from the Makerere University Business School to convince the respondents that the study is purely academic and that information would be kept confidential.

Measurement of variables

There were four variables that were measured using questionnaires as follows:

- Commitment was measured using eight-item affective, normative and continuation commitment scales used in previous research by Allen and Meyer (1994).
- OCB was based on Kagger (2002).
- Occupational stress was measured basing on a five point Likert type of answering ranging from strongly agree to strongly disagree. This measure was proposed by Beer and Beer (1992).
- Customer satisfaction was measured basing on dimensions of customer expectations, complaints and retention. It was measured using Woodruff (1997) measure.

Data collection Instruments

Both primary and secondary data were captured during the study. Primary data was obtained using the following data collection institutions:

A detailed questionnaire with both structured and open-ended questions was constructed and administered to lecturers. A Covering letter explaining the nature, purpose of the research project and enlisting the respondents' co-operation was attached to the questionnaire. A pilot study for pre-testing the questionnaire was done to establish its effectiveness in collecting the required data.

Secondary data was collected by documentary review. Secondary data related to the occupational stress, customer satisfaction, commitment and OCB was obtained from library, sourcing of journals, newsletters, text books, magazines and reports.

Reliability and Validity

To establish reliability and validity of the instrument, the questionnaire was first pre-tested. The unclear questions were either dropped or rephrased. This helped to improve the reliability and validity of the questionnaire. Further, the reliability test was computed with the aid of Cronbach reliability statistics. All the variables that measured OCB, occupational stress, commitment and customer satisfaction were highly reliable with Cronbach alpha value of 0.8 as indicated in Table 3.2 below:

Table 3.2: Reliability Statistics

Variable	Cronbach Alpha Value
Organizational Citizenship Behaviour	.8549
Commitment	.9385
Occupational Stress	.8737
Satisfaction	.8457

Data analysis

Data from the questionnaire interviews was entered in a computer and Statistical Package for social Scientists (SPSS) programme was used to analyze it. The data was analyzed using correlation, regression and descriptive statistics. The questionnaires were edited for accuracy, consistency and completeness of information before leaving the field. Thereafter editing was done at the end of each working day after gathering data from the field.

The analysis involved use of tables and graphs according to variables such as; sex, age, education level, occupational stress, customer satisfaction, commitment and OCB and so on. Qualitative data was organized and analyzed using content analysis. Comparison of the findings and postulated research questions was made in order to arrive at appropriate conclusions. Since the researcher had two sets of data, both sets were coded, entered and used to generate statistical results such as cross tabulations.

Problems encountered

- Limited financial resources affected the research process to commence in time. The study required a lot of finances for transport, lunch and for necessary instruments like questionnaires and required stationery. The researcher worked hard within his means to overcome this constraint and produced quality work.
- It was hard to contact some targeted respondents because they had other commitments. It necessitated the researcher to make several visits to their particular places, hence, costing time and money resources. However, the researcher made sure that appointments were made and thereafter, the necessary information was obtained.
- Some respondents asked for payment before releasing information claiming that a lot of researchers had been to the area and had promised them change about their working conditions which has not been done. However, the researcher convinced them about the value of the research and therefore, the information was given with ease.

CHAPTER FOUR

ANALYSIS OF RESULTS

This chapter presents results and their interpretation. The presentation is in line with the objectives of the study. The chapter begins with the sample characteristics that were presented using Cross tabulations. Further, the reader will find correlations which were used to establish the nature of the relationships among the variables and the Regression analysis that was used to establish the predictive potential of the independent variable upon the dependent variable.

The research objectives guiding the study were:

1. To establish the relationship between occupational stress and commitment among lecturers.
2. To examine the relationship between occupational stress and customer satisfaction
3. To establish the relationship between commitment and organizational citizenship behaviour.
4. To establish the relationship between customer satisfaction and organizational citizenship behaviour in selected UCCs.

Sample Characteristics

In this section, sample characteristics of the UCC lecturers and students, such as age, gender and period of service are presented.

Sample Characteristics of the Lecturers of the UCCs

Tenure and Highest education level: The cross tabulation results (Table 4.1 below) reveal that the majority of the UCC staff are holders of the first Degree (60.9%). Results

show that only 39.1% of the respondents are holders of PhD or Masters Degrees.

Table 4.1 Tenure by Highest education level - Cross tabulation

	Count	Highest Education level			Total
		PhD Masters Degree	First Degree		
Less than 2 yrs	R		1	1	
	ow %		100.0%	100.0%	
	Column %		7.1%	4.3%	
2-4 yrs	Count	2	4	6	
	R	33.	66	1	
	ow %	3%	.7%	00.0%	
4-6 yrs	Count	1	1	2	
	Row %	50.0%	50.0%	100.0%	
	Column %	11.1%	7.1%	8.7%	
Over 6 yrs	Count	6	8	14	
	Row %	42.9%	57.1%	100.0%	
	Column %	66.7%	57.1%	60.9%	
Total	Count	9	14	23	
	Row %	39.1%	60.9%	100.0%	
	Column %	100.0%	100.0%	100.0%	

The longest serving members of the UCCs were those that had been working for over 6 years (60.9%) while only 4.3 % had been with the UCCs for less than 2 years. Among the longest serving members, 42.9% were holders of either a PhD or a Master Degree and only 57.1% were holders of a Bachelors' degree.

Age group and Gender of the Respondents

Cross tabulations (Table 4.1.2) were also used to present the age group and gender of the respondents. The majority of the lecturers were males (69.6%) while their female counterparts formed 30.4%.

Table 4.2: Age group and Gender of the respondents Cross tabulation

Age group	Count	Row %	Column %	Gender of the Respondent		Total
				Female	Male	
31-40 yrs	Count			5	8	13
	Row %	38.5%		38.5%	61.5%	100.0%
	Column %		71.4%	50.0%	56.5%	
41-50 yrs	Count			2	4	6
	Row %	33.3%		33.3%	66.7%	100.0%
	Column %		28.6%	25.0%	26.1%	
50 yrs & Above	Count				4	4
	Row %				100.0%	100.0%
	Column %				25.0%	17.4%
Total	Count			7	16	23
	Row %			30.4%	69.6%	100.0%
	Column %			100.0%	100.0%	100.0%

Students' sample characteristics

The majority of the students (77.1%) in the UCCs were boarding while their day section counterparts constituted only 22.9% of the respondents (Table 4.4 below). This could partly be explained by the fact that so many of the students travel long distances sometimes to rural areas in order to pursue courses at the UCCs.

Table 4.4: Nature of Enrollment by Gender Cross tabulation

	Count	Row %	Column %	Gender		Total
				Male	Female	
Boarding	32	50.0%	76.2%	32	50.0%	64
						100.0%
Day	10	52.6%	77.1%	9	47.4%	19
						100.0%
Total	42	23.8%	22.9%	41	22.9%	83
						100.0%
						100.0%

Further more, among the Boarding section students, 50.0% are males and 50.0% are females. On the other hand, more males 52.6% are to be found in the Day section than females (47.4%). Overall, there were more males 50.6% than females 49.4% who participated in this survey regarding the UCCs.

Table 4.2 indicates that 25.0% of the males were aged 50 years and above. On the other hand, none of the females featured in this age category. The majority of the females were in the 31-40 year age group (71.4%) and only 28.6% were in the 41-50 year age group. It can be noted that with advancement in age, the female lecturers tend to leave the UCCs.

Marital Status and Job Cross tabulation

The results of Table 4.3 indicate the distribution of respondents according to marital status and job title. 87.0% of the respondents were married and only 13.0% were still single. Among the married, only 10.0% were senior lecturers with the dominant 75.0% holding the lecturer post.

Table 4.3 Marital Status and Job Cross tabulation

Status	Count	Row %	Column %	Job Title		Total
				Assistant Lecturer	Lecturer	
Married	3	15.0%	83.3%	3	2	20
						100.0%
						87.0%
Single						3
						100.0%
						13.0%
Total	3	13.0%	78.3%	2	2	23
						100.0%
						100.0%

Among the singles, there were no Assistant lecturers or Senior lecturers. All the single respondents held the post of lecturer.

Relationship Between the variables

The Pearson correlation Coefficient (r) was used to test the relationship between the study variables (Table 4.5 below)

Table 4.5: Relationships among the Variables

	1	2	3	4	5	6	7
Conscientiousness (1)	1.000						
Altruism (2)	.588**	1.000					
Civic Virtue (3)	.400**	.693**	1.000				
Organizational Citizenship Behaviour (4)	.738**	.843**	.939**	1.000			
Occupational Stress (5)	-.502**	-.353**	-.587**	.617**	1.000		
Commitment (6)	.689**	.429**	.338**	.532**	-.431**	1.000	
Satisfaction (7)	.570**	.360**	.147**	.391**	-.509**	.753**	1.000

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Relationship between occupational stress and commitment among lecturers

From Table 4.5 above, the results indicated a significant negative relationship between occupational stress and commitment ($r = -.431^{**}$, $p < .01$). This indicates that the greater the levels of occupational stress, the less the resulting commitment of the lecturers to their various roles. In other words, a 43.1% decrease in the commitment of the lecturers can be attributed to the occupational stress they are exposed to.

Relationship between occupational stress and customer satisfaction

It was further observed that occupational stress and customer satisfaction are significantly negatively related ($r = .509^{**}$, $p < .01$). The more the lecturers are experiencing occupational stress, the more they are likely to offer services that leave the students dissatisfied.

Relationship between commitment and Organizational citizenship Behaviour

The results indicated statistically significant positive relationship between commitment and Organizational Citizenship Behaviour ($r = .532^{**}$, $p = 0.1$). This implies that increase in commitment leads to increase in OCB among lecturers.

The relationship between customer satisfaction and organizational citizenship behaviour in selected UCCs.

The results revealed a positive significant relationship between customer satisfaction and organizational Citizenship Behaviour ($r = .391^{**}$, $p < .05$). The results indicate that the more the lecturers express organizational Citizenship Behaviours, the more the students are likely to be satisfied with the services that the UCCs offer.

The Regression Model

Regression analysis was used to determine the extent to which Organizational Citizenship Behaviour and Occupational stress can explain Customer Satisfaction (Table 4.6 below).

Table 4.6: Regression Model Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Dependent Variable: Satisfaction
	B	Std. Error	Beta				
(Constant)	2.499	.876			2.853	.006	R Square .445
Commitment	.555	.136	.512		4.074	.000	Adjusted R Square .414
Occupational Stress	-.248	.133	-.259		-1.859	.069	F Change 14.428
Organizational Citizenship Behaviour	4.331E-02	.153	.038		.283	.778	Sig. Change .000

The regression analysis results indicated that the predictors can explain up to 41.4% (Adjusted R Square) of the overall student customer satisfaction. The regression results indicated that the best predictor of customer satisfaction is commitment (Beta= 0.512, sig=.000).

Analysis Variance (ANOVA) Results

Table 4.7 ANOVA Results for UCC by Variable

	Mean	Std. Deviation	F	Sig.	
Conscientiousness	Kabale	3.7619	.53220	2.208	.136
	Soroti	4.2857	.45175		
	Tororo	3.8964	.00000		
Altruism	Kabale	3.7693	.46381	1.161	.333
	Soroti	4.0938	.37326		
	Tororo	3.8109	.00000		
Civic Virtue	Kabale	2.9212	.87968	4.117	0.33
	Soroti	4.0833	.68718		
	Tororo	3.2661	.00000		
	Kabale	3.5379	.55544	2.798	.085
	Soroti	4.1543	.48286		

Organization	Tororo	3.6578	.00000	
Citizenship Behaviour	Kabale	2.4578	.49057	2.307
	Soroti	1.8810	1.03199	
	Tororo	2.6755	.45619	
Occupational Stress	Kabale	3.6685	.64114	.165
	Soroti	3.8500	1.18181	
	Tororo	3.5143	1.23076	
Commitment	Kabale	3.6685	.64114	.849
	Soroti	3.8500	1.18181	
	Tororo	3.5143	1.23076	

ANOVA results (Table 4.7 above) indicate that among the UCCs, there are significant differences among them on civic with the Soroti UCC (Mean=4.0833) faring better than either Tororo (Mean=3.2661) or Kabale (Mean = 2.9212).

Table 4.8: Tenure by Variable

	Mean	Std. Deviation	F	Sig.	
Conscientiousness	Less than 2 yrs	3.6699	.42937	2.886	.063
	2-4 yrs		.41736		
	4-6 yrs		.40406		
	Over 6 yrs		.38083		
	Less than 2 yrs		.16463		
	2-4 yrs		.12419		
Altruism	4-6 yrs		.44194	.550	.654
	Over 6 yrs		.55225		

lecturers whose Tenure is 2-4 years ranking highest (mean = 3.1552) and lecturers whose tenure is 4-6 years (Mean=1.6655) ranking lowest.

Descriptive of the Variables

The results in the table below show the descriptive results for the variables and these were generated using a five point likert scale such that 1 represents strongly Disagree, 2 -Disagree, 3- Uncertain, 4- Agree and 5- Strongly Agree.

Table 4.9: Descriptive Statistics

Variabl	Min	Max	Mean	Std. Deviation
Organizational Citizenship Behaviour	2.00	5.00	3.65	.090
Occupational Stress	1.00	5.00	2.37	1.22
Commitment	1.00	5.00	3.63	1.03
Satisfaction	1.00	5.00	3.76	1.11

The results in the table above shows that the variable with the highest ranking was Customer satisfaction (Mean= 3.76) followed by Organizational Citizenship Behaviour (Mean=3.65) and commitment of the lecturers (Mean= 3.63). The variables was ranked least was Occupational stress implying that it is least prevalent among the respondents.

Civic Virtue	Less than 2 yrs	.49155	1.063	.389
	2-4 yrs	.82071		
	4-6 yrs	.94281		
	Over 6 yrs	.93459		
Organizational Citizenship Behaviour	Less than 2 yrs	.28008	1.929	.159
	2-4 yrs	.3497		
	4-6 yrs	.59627		
	Over 6 yrs	.58095		
Occupational Stress	Less than 2 yrs	.40606	7.135	.002
	2-4 yrs	.26142		
	4-6 yrs	.40238		
	Over 6 yrs	.57871		
Commitment	Less than 2 yrs	1.34594	.520	.674
	2-4 yrs	.74297		
	4-6 yrs	1.33565		
	Over 6 yrs	.48218		

ANOVA results by Tenure of the lecturers (Table 4.8 above) indicated that there are significant differences (Sig. = .002) among the lecturers on Occupational stress with

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the Discussion, Conclusions and Recommendations, which are based on the findings of the study. The discussion/ conclusions involve a summary of the most significant issues and their perceived implications as found out in the study. The recommendations on the other hand are proposed purposely for reducing occupational stress among staff, increase their commitment to work, boost their OCB and, increase customer satisfaction in UCCs.

Discussion

The following section discusses the findings of the study according to objectives, namely:

1. To establish the relationship between occupational stress and commitment among lecturers in UCCs.
2. To examine the relationship between occupational stress and customer satisfaction.
3. To establish the relationship between commitment and organizational citizenship behaviour.
4. To establish the relationship between customer satisfaction and organizational citizenship behaviour in selected UCCs.

The Relationship Between Occupational Stress and Commitment among Lecturers in UCCs.

From the results obtained, it was concluded that lecturers were experiencing occupational stress as a result of doing various activities like teaching big class sizes, marking coursework and exam scripts on deadlines as well as supervising research.

This partly agrees with previous research by Manso-Pinto (1987) that job stress among teachers was associated with role overload, conflict with parents of children and lack of support from supervisors or co-workers.

That eventually resulted into lower commitment of lecturers. This is in spite of the fact that Loui (1995) found that other factors like trust, job involvement, and job satisfaction influenced commitment. Therefore, the greater the levels of occupational stress, the less the resulting commitment of the lecturers to their various roles.

The results of the study were further discussed in relation to other scholars in different environments, which essentially gave the researcher the confidence attached to the results of the current study. For example, Jones & Bright (2001) noted that during the time of stress, an employee lacks commitment as evidenced by boredom with the job or low enthusiasm for projects, or difficulty to concentrate or frustration, depression, lack of interest and decline in the quality of your work.

Given the above scholarly views and the findings of the current study, therefore, one may conclude that the greater the levels of occupational stress, the less the resulting commitment of the lecturers to their various roles.

Relationship between Occupational Stress and Customer Satisfaction

Research findings indicate that occupational stress and customer satisfaction are significantly negatively related ($r=.509^{**}$, $p<.01$). This implies that the more the lecturers experience occupational stress, the more they are likely to offer services that leave the students dissatisfied.

This is supported by Bulgarella (2005) that work stressors negatively influence customer satisfaction. The satisfaction of the customer is the success of the organization for it is the customer who determines what a business is and he alone who through being willing to pay for a good of service converts economic resources into health, things into goods. Consequently, Gerpott, Rams and Schindler state that since customers are the most valuable assets of a business, organizations need to focus on the acquisition, development and retention of customers.

However, Bulgarella (2005) suggest that work stressors negatively influence customer satisfaction. In line with Balunywa (1995), the satisfaction of the customer is the success of the organization for it is the customer who determines what a business is and he alone who through being willing to pay for a good or service converts economic resources into health, things into goods.

Relationship between Commitment and Organizational Citizenship Behaviour

The results indicated statistically significant positive relationship between commitment and Organizational Citizenship Behaviour ($r=.532^{**}$, $p<.01$). This implies that increase in commitment leads to increase in OCB among

lecturers. However, Eisenberger et al. (1997) noted that in an organizational setting, favourable treatment from an employer in the form of respect, consideration or resources given to an employee should be reciprocated in the form of positive attitudes and work – directed effort.

Organization values their contribution and how much it cares about views about them as individuals, for example whether the organization is bothered about their sense of (dis) satisfaction with some aspect of their working life. Where employees feel that organizations do care about them and do value them as individuals then this should be reciprocated via commitment to the organization's aims (organizational commitment) and via behaviour to help achieve these aims.

The Relationship between Customer Satisfaction and Organizational Citizenship Behaviour in Selected UCCs

The results revealed a positive significant relationship between customer satisfaction and organizational Citizenship Behaviour ($r=.391^{**}$, $p<.05$). The results indicate that the more the lecturers express Organizational Citizenship Behaviours, the more the students are likely to be satisfied with the services that the UCCs offer.

When an employee feels dissatisfied with his/ her job, she will reduce or withdraw organizational citizenship behaviour and adapt behaviour which adversely affect the organization such as absenteeism, tardiness and stick of the principle. This is when he/she feels that the extra- role behaviour will not be reciprocated by the organization.

Based on social exchange theory, many scholars have demonstrated the existence of a very positive relationship between customer satisfied and OCB (for example, Organ & Ryan, 1995). In addition, Bateman and

Organ showed that customer satisfaction was positively related to OCB and suggested that only employees with a high degree of satisfaction will dedicate their efforts and display behaviour beneficial to organizations.

Moreover, Organ and Ryan's meta-analysis showed that an Individual's cognitive work attitudes (like customer satisfaction, organizational fairness, organizational commitment and leader support) can predict OCB better than can an individual's dispositions. In sum, research evidence has shown that customer satisfaction is positively related to OCB.

CONCLUSIONS

Drawing from the findings and discussion, the following conclusions were arrived at:

1. Lecturers in UCCs were experiencing occupational stress as a result of doing various activities like teaching big class sizes, marking coursework and exam scripts on deadlines as well as supervising research. This eventually led to lower commitment of lecturers.
2. Occupational stress and customer satisfaction are significantly negatively related. This implies that the more the lecturers experience occupational stress, the more they are likely to offer services that leave the students dissatisfied. Therefore, in order to increase student satisfaction, there is need to implement strategies to reduce occupational stress among staff of UCCs.
3. The results indicated statistically significant positive relationship between commitment and Organizational Citizenship Behaviour implying

that increase in commitment led to increase in OCB among lecturers.

4. Customer satisfaction and Organizational Citizenship Behaviour are positively related implying that the more the lecturers expressed Organizational citizenship behaviour, the more the students were satisfied with the services that the lectures offered.

RECOMMENDATIONS

Given that occupational stress among lecturers affected their commitment to work, OCB and led to customer dissatisfaction, the recommendations of the study focus at reducing occupational stress among staff, increasing their commitment to work, boosting their OCB as well as increasing customer satisfaction in UCCs.

- In order to reduce occupational stress resulting from work overload, the study recommends that UCC administrators should prioritize tasks, cut out unnecessary work, change the way jobs are done, giving individuals more responsibility and giving a group of workers responsibility for effective performance of the group. In addition, the UCC administrators should make sure that other workplace hazards, such as noise, harmful substances and the threat of violence, are properly controlled.
- UCCs should identify possible work related stressors and address them in time. Initially this involves preventing the actual occurrence of stress, including organizational strategies, such as 'stressor reduction interventions' (Rosch, 1984). These are described as being

straightforward, but are both costly and difficult to implement. They require identifying possible stressors, followed by planned changes in organizational structure or function.

- Dissatisfaction of students can be reduced by introducing a tutorial programme or remedial classes for students to enable them ask questions and get adequate attention from lecturers.
- Lecturers should improve their support networks that comprise of people who know each other very well and remain in close communication, like family and good friends. This can include: personal commitment to one another, ability to offer and receive advice and criticism, affirmation of worth sheared openly, access to nurturing or caring for one another, perception of the group by its members as being a group and opportunities to meet and engage in social activities.
- The organization should ensure team cohesion among workers. Cohesion in a team is about the capacities of team members to "give and receive affection". This will lead to increased commitment on the job. The presence of cohesion protects individual against the changes of both chronic stress and major critical incidents. A team with high cohesion will be seen to work more closely thus increasing commitment.
- Professional counseling service or an Employee Assistance Programme should be provided by UCCs to lecturers. This would provide counsellors to whom employees can

talk privately about their problems. An employee assistance programme can also provide various services (E.g. counselling performance management, financial advice, legal assistance). Also, because these services must protect the confidentiality of the individual, the information they may provide to the employer may not help him tackle the causes of stress at work. Like training they can be useful as part of a "bigger plan "to tackle work relate stress.

- UCCs should adopt stress coping strategies like exercises and, watching and participating in games in order to increase customer satisfaction.

Areas of further study

Since the study has investigated the relationship between occupational stress and commitment as well as occupational stress and customer satisfaction; another study to assess the relationship between occupational stress and OCB would be interesting. Likewise, a study to examine the impact of occupational stress on OCB would be informative.

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