

## Perceived organisational support and organisational citizenship behaviour: Key insights from institutions of higher learning in Kabale District, Uganda

Felix Abaho<sup>1</sup>  
Moses Agaba<sup>2</sup>  
Alice Ngele Mwazuna<sup>3</sup>

<sup>1</sup>abafeli6@gmail.com  
<sup>2</sup>magaba@kab.ac.ug  
<sup>3</sup>alice.ngele@gmail.com

<sup>1,2,3</sup>Kabale University, Uganda

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### ABSTRACT

This study evaluated the relationship between perceived organisational support and organisational citizenship behaviour among higher education institutions in Kabale District. The study was guided by Social Exchange Theory and followed a descriptive cross-sectional survey design targeting a total of 269 staff members, which included top management, administration, and academic and non-academic staff of the three selected institutions of higher learning in Kabale District. Using purposive and simple random sampling techniques, quantitative data was collected from 235 respondents using a structured questionnaire. Data was then analysed quantitatively using descriptive analysis, which entailed frequency and percentages, and tables were used to present the data. At the bivariate level, a Pearson correlation matrix was used to ascertain the relationships between organisational support and organisational citizenship behaviour. The findings revealed that all the constructs of perceived organisational support – fair treatment, career development and rewards and recognition – had a strong and positive correlation to organisational citizenship behaviour among institutions of higher learning in Kabale District, as indicated by ( $r = .662, p < 0.01$ ), ( $r = .656, p < 0.01$ ) and ( $r = .729, p < 0.01$ ), respectively. The study concluded that perceived organisational support had a significant impact on organisational citizenship behaviour. The study recommends that institutions should regularly engage staff through open-door policies, mentorship programmes and feedback mechanisms to promote a culture of support and recognition. Design and implement structured recognition programmes for staff who demonstrate high levels of commitment, innovation, teamwork and voluntary contributions beyond their job roles. Offer staff continuous capacity-building workshops, scholarships for further studies and regular participation in academic conferences and training and Ensure transparency in promotions, task allocation and conflict resolution processes. Promote equity and inclusion across all academic and administrative departments.

**Keywords:** Fair Treatment, Institutions of Higher Learning, Kabale District, Organisational Citizenship Behaviour, Perceived Organisational Support, Uganda

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### I. INTRODUCTION

The organizational landscape in today's era is very dynamic making it increasingly important to understand the factors that influence employee behavior and performance in order to nature a productive and supportive workplace environment. The main key factors that have garnered significant focus in organizational research are Perceived Organizational Support (POS) and Organizational Citizenship Behavior (OCB). Eisenberger et al., (2020) defines perceived organizational support as the employees' perceptions of how much their organization values their efforts and contributions towards the organizations success and how much the organization cares about their well-being while on the other hand, organizational citizenship behavior incorporates voluntary and extra-role behaviors that extend beyond formal job responsibilities but are also necessary for improving the overall effectiveness of the organization. These behaviors may include helping needy colleagues, adjusting to job demands and promoting the organization positively. Bogler and Somech (2004) affirm that organizational success cannot be achieved solely through the formal duties of the employees especially in the highly competitive and dynamic environment of educational institutions like universities and colleges. Therefore recognizing the importance of employees' organizational citizenship behavior is very crucial in the higher education sector especially for maintaining and sustaining institutional efficiency (DiPaola & Hoy, 2005). As early as 1938, Barnard emphasized that the cooperative efforts of individuals were critical to achieving organizational goals and that the willingness of individuals to go beyond their formal job roles has long been seen as a key contributor to organizational success.

The concept of organizational citizenship behavior first emerged in the late 1970s and was later formally defined in the 1980s though its roots can be traced back to the 1930s (Ocampo et al., 2018). The important contribution of

employees' extra-role behaviors in the workplace was first identified by Katz and Kahn in 1996 but it was Bateman and Organ (1983) who introduced the term "organizational citizenship behavior." The concept of OCB is grounded in the idea that an individual's willingness to cooperate and do extra for the organization is essential and invaluable to any organization and it goes beyond simply joining, remaining with the organization and meeting performance expectations, but rather employees are encouraged and expected to voluntarily exceed their expected roles (Worku & Debela, 2024). Globally numerous studies have shown a positive relationship between Perceived Organizational Support and Organizational Citizenship Behavior. It has been noted that employees who perceive higher levels of support from their organization are more likely to voluntarily engage in citizenship behaviors that are motivated by a sense of duty and reciprocity towards the organization (Rhoades & Eisenberger, 2002). However, much of this research has been carried out in Western contexts, where organizational dynamics and cultural factors differ significantly from those in Uganda. Organizational citizenship behavior involves voluntary actions that go beyond the formal job requirements but have a positive impact on the organization in the long run. Such behaviors may include but not limited to, assisting coworkers, being punctual and showing additional effort beyond the basic expectations. OCB is associated with better organizational performance, increased employee morale and enhanced workplace harmony. These actions are not outlined in job descriptions but they extend beyond formal roles and are not explicitly defined and they do not incur penalties for unmet deadlines and also require employees to give more than what is expected of them (Worku & Debela, 2024).

Perceived organizational support has become an important factor in enhancing productivity and achieving organizational goals. Güven (2018) notes that employees are more likely to outdo themselves and to contribute effectively to organizational success when they feel supported by their organizations. In a work environment where such support is lacking, employees may seek transfer opportunities to other organizations and show minimal effort in fulfilling their job responsibilities. Consequently, it has emerged that supporting organizational members is vital and that perceived organizational support positively influences the motivation of employees within the organization (Güven, 2018). Many previous studies have demonstrated that Organizational Citizenship Behaviors are linked to both individual and organizational performance. Given the significance of OCBs for improving individual and organizational effectiveness, the aim of this study is to explore OCBs within the higher education context by examining the relationships between OCBs and their various components and assess the level of attention institutional leaders should give to the OCBs of both faculty and professional staff.

With the growing demand for accountability in higher education especially in Uganda, institutional leaders focus on ensuring the effective functioning of their organizations and as much as institutional chancellors and council members may not be directly concerned with the individual citizenship behaviors of faculty and staff, they are interested in the long-term effects of these behaviors at an aggregate level because research has shown that such behaviors are linked to organizational success (Podsakoff et al., 2009). Therefore, although top leaders may not focus on the daily actions of faculty and staff, they are likely to observe the collective outcomes of their performance and perceived organizational support can help them achieve this by looking at how employees perceive the level of appreciation for their contributions and the organization's concern for their well-being. On the other hand, organizational citizenship behavior involves employees engaging in activities outside their official job description which contribute positively to the organization success as a whole (Nikhil & Arthi, 2019). Organizational support encompasses key factors such as fair treatment, rewards and recognition, career development, job security and welfare. It involves prioritizing the interests of employees, ensuring fairness, addressing their demands and concerns and acknowledging the positive contributions they make. By meeting the needs and desires of employees, organizations can foster desired behaviors leading to improved productivity (Güven, 2018). In this study, Perceived Organizational Support will be assessed by examining these core components, including fair treatment, career development, rewards and recognition, job security and welfare, all of which contribute to enhanced employee engagement.

### 1.1 Statement of the Problem

In the context of higher institutions of learning, employees are ideally expected to exhibit Organizational Citizenship Behaviour voluntary which includes non-contractual behaviours such as being punctual, helping colleagues, demonstrating loyalty and engaging in institutional activities beyond their job descriptions. Such citizenship behaviours are very crucial for enhancing institutional effectiveness, promoting teamwork and improving service delivery in educational settings (Podsakoff et al., 2016). However, the reality in higher institutions of learning in Uganda and most especially Kabale District paints a different picture. These institutions are faced with increasing concern over staff detachment, limited or rather zero cooperation among colleagues, reluctance to take initiative and low commitment to institutional goals. A study by Tagulwa et al. (2023) on public universities in Uganda pointed out that only 42% of the academic staff showed consistency and willingness to go beyond their formal job responsibilities. In Kabale District specifically, informal reports from institutional administrators point to frequent delays in program delivery, low involvement in co-curricular activities and resistance to institutional changes all of which are symptoms of diminishing citizenship behaviour among the employees. The Uganda National Council for Higher Education and the Ministry of

Education and Sports have developed several policy interventions aimed at strengthening human resource practices including staff capacity-building initiatives, institutional quality assurance frameworks and performance-based reward systems (Aspinall & McLaughlin, 2019). However, these measures have had limited impact particularly in rural or upcountry institutions due to inconsistencies in implementation, resource constraints and inadequate institutional leadership. Several challenges remain unsolved in most of the institutions including; poor recognition and reward systems, limited career advancement opportunities, weak organizational support and the absence of participatory leadership styles (Tumwine, 2024). These issues can be attributed to a lack of alignment between policy and practice, budgetary limitations and a culture of minimal compliance that does not promote voluntary citizenship behaviours. If this study is not conducted, most institutions of higher learning in Kabale District may continue to face low employee engagement, poor service delivery and institutional inefficiencies ultimately affecting the quality of education and student satisfaction. The researcher was motivated to undertake this study after observing the challenges of low staff involvement and commitment within these higher education institutions in Kabale district. Furthermore, there is a limited body of research on OCB within the context of rural Ugandan despite its recognized importance in enhancing institutional effectiveness and employee well-being. The study therefore sought to fill this gap by evaluating the effect of OCB on POS and offering recommendations for improved human resource management in higher learning institutions.

## 1.2 Research Objectives

- i. To examine the relationship between fair treatment and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.
- ii. To determine the relationship between career development and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.
- iii. To establish the relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

This study was guided by the Social Exchange Theory as advanced by Kelley in 1959. According to this theory, employees normally form reciprocal relationships with their organization where the perceived support from the organization positively impacts their commitment, loyalty and performance. Employees usually engage with organizations with the expectation of mutual benefits and whenever they perceive support of any kind from the organisations, they see it as a positive exchange motivating them to reciprocate their behaviour through Organizational Citizenship Behaviours (Cropanzano & Mitchell, 2005). According to Gergen (1975) the theory is based on the assumption that human social life is a continuous interaction and that exchange exists between two or more parties where one party often reciprocates the positive actions of the other. The social exchange process usually starts when an individual employee within an organization interacts with another employee either in a positive or negative manner. The Social Exchange Theory has been adopted by many researchers to explain how employees can develop a positive attitudes toward their organization (Blau, 1964). The theory is also based on the notion that trust, loyalty and commitment are developed and exchanged between the employee and the employer (Cropanzano & Mitchell, 2005). Additionally, when an organization provides the necessary resources to its employees, it leads to increased satisfaction, engagement and commitment (Musgrove et al., 2014) leading the employees to reciprocate the benefits they have received from the organization. Essentially, when one party treats another positively, the principle of reciprocity fosters favorable outcomes and the exchange of costs and benefits applies to both employers and employees. When an organization provides better pay, job security and other intrinsic rewards and eventually employee satisfaction tends to increase (AbuKhalifeh & Som, 2013).

### 2.2 Empirical Review

#### 2.2.1 Fair Treatment and Organizational Citizenship Behavior

Fairness treatment or justice perceptions refer to whether employees believe that organizational decisions are made fairly and with adequate input from employees (referred to as procedural justice) and whether they feel their rewards are equitable in relation to their training, tenure, responsibilities or workload (known as distributive justice). Perceptions of fairness are positively linked to Organizational Citizenship Behavior (Moorman, 1991). This term reflects individuals' views on the fairness of decisions and decision-making processes within an organization and how these perceptions influence behavior. Organizational justice refers to employees' perceptions of whether the organization is fair or unfair. These perceptions are linked to critical factors such as commitment, citizenship behaviors, satisfaction and performance. (Moorman, 1991).

In today's competitive environment organizations strive to retain top talent and outperform competitors by finding new ways of doing things. Employees are increasingly aware of their rights and expect their employers to act justly and fairly at all times. As a result fairness has become a crucial factor that organizations must focus on, as it directly influences workplace attitudes and behavior. Organizational justice is a key determinant of Organizational Citizenship Behavior as it explains why employees may retaliate against unfair outcomes, processes or interactions (Deww, 2011). When employees perceive that they are treated fairly in all aspects by their organization they are more likely to display positive attitudes and behaviors such as increased job satisfaction. Issues such as the allocation of resources, hiring practices, policy-making and decisions that affect both decision-makers and those impacted by those decisions require careful attention to fairness (Deww, 2011). The relationship between organizational fairness and OCB is seen as a potential explanation for how organizational justice affects OCB (Chhetri, 2014).

Several studies have been done different scholars to try and link fair treatment and organizational citizenship behavior. A study by Ehtesham et al. (2011) explored the relationship between organizational justice and citizenship behavior in Pakistan. Using an exploratory research approach, they gathered primary data through questionnaires from 140 employees at the COMSATS Institute of Information Technology, including both male and female faculty members. Statistical analysis using regression and correlation revealed that involvement in decision-making was strongly correlated with consistency and adaptability. Additionally, other dimensions of organizational culture were positively related to performance management practices. Najafi et al., (2011) examined the causal relationships between organizational justice, psychological empowerment, organizational commitment, job satisfaction, and OCB focusing on the mediating roles of job satisfaction and organizational commitment. Their study which surveyed 280 educational experts from universities they found out that organizational justice directly influenced job satisfaction, psychological empowerment and turnover intentions. Psychological empowerment positively influenced both job satisfaction and organizational commitment which, in turn, positively affected OCB. The researchers concluded that organizational justice and psychological empowerment enhance job satisfaction and organizational commitment, ultimately improving OCB. On the contrary however, Batool (2013) in his empirical study on transformational leadership on organizational commitment in the banking sector in Pakistan found that organizational justice did not have a significant positive effect on OCB. Similarly, Gharagheieh and Shokri (2014) confirmed a significant positive relationship between organizational justice and OCB in a study conducted in Iran's Social Security Organization and in the context of educational organizations in Malaysia, research showed that fairness positively influenced teachers' OCB.

### **2.2.2 Career Development and Organizational Citizenship Behavior**

Career development refers to enhancing the intellectual or emotional skills necessary for improving job performance. It plays a crucial role in employee performance with organizations taking formal steps to ensure that qualified and experienced employees are available when needed. To promote discipline and career development, organizations must provide training programs to support employees who demonstrate time discipline and a strong sense of responsibility, ultimately improving performance (Manansal et al., 2016). According to Hidayat et al., (2022), empowering board members by improving their competence and discipline can boost motivation and enhance their performance. The influence of career development on organizational citizenship behavior was tested using a t-test which produced a t-value of 4.379 with a significance level of 0.000. These result supports the hypothesis indicating a positive and significant relationship between career development and organizational citizenship behavior in the Mold Manufacturing Department of PT. Similarly, Priyanka and Sripirabaa (2016) conducted a study to assess how organizational citizenship behavior (OCB) impacts employees' intention to stay. The study concluded that OCB positively influences the intention to stay, highlighting the importance of OCB in organizations as it is linked to employees' commitment to remaining in their roles. Therefore, organizations should foster work environments that encourage responsibility within teams.

### **2.2.3 Rewards and Recognition and Organizational Citizenship Behavior**

Zhao et al., (2022) asserts that organizational rewards also known as extrinsic rewards are often seen as outcomes of organizational citizenship behavior (OCB). Numerous empirical studies have shown that employees who consistently engage in OCB are more likely to receive organizational rewards, such as promotions, salary increases, recognition, and special acknowledgment. Alkahtani (2015) in his study of organizational citizenship behavior and how it influences rewards argued that OCB is expected to influence rewards with the norm of reciprocity providing a likely explanation for this positive effect. This norm suggests that when employees perform actions that benefit the organization, such as helping colleagues with their work or covering for absences, the organization reciprocates by offering rewards, such as promotions or bonuses. This exchange is viewed from a social exchange perspective, where the organization feels an obligation to reward employees for their valuable contributions, ensuring equitable social exchanges. Ibrahim et al., (2021) also conducted a study on the effects of intrinsic rewards on organizational citizenship behavior in the tourism sector in Egypt and their study highlighted the strong connection between intrinsic rewards and OCB, emphasizing that OCB is driven by internal motivations. Intrinsic rewards enhance OCB by fostering a supportive

social and emotional environment which in turn positively impacts organizational performance. Employees' OCB helps improve organizational efficiency and the integration of new employees, contributing to the overall development of the organization. Similarly, Asadullah et al., (2021) studied the moderating role of leader's emotional intelligence on job characteristics and organizational citizenship behavior among the employee working in the construction sector in Pakistan and their findings stressed the importance of supporting employees, rewarding their performance and ensuring job satisfaction, which eventually positively influence employees' OCB especially in the construction industry. The impact of rewards on OCB is further evidenced by studies such as those by Lidinnillah et al., (2019), which found a direct positive relationship between rewards and organizational citizenship behavior, and Zhao et al. (2022), who studied the impact of positive verbal rewards on organizational citizenship behavior while considering the mediating role of psychological ownership and affective commitment and their findings also confirmed that rewards are positively correlated with OCB. These studies suggest a direct influence of rewards on OCB.

### III. METHODOLOGY

#### 3.1 Research Design

This study adopted a descriptive cross-sectional survey design to explore how Organizational Citizenship Behavior (OCB) is conceptualized and its antecedents within management studies. As noted by Kothari and Garg (2014), a descriptive design enables researchers to present and relate existing facts. Specifically, a descriptive cross-sectional survey design research design seeks to gather data to systematically describe a phenomenon, situation or population. It is particularly useful for answering questions related to what, when, where and how concerning the research problem.

#### 3.2 Target Population

This study focused on higher education institutions in Kabale District. As of the end of 2023, these institutions employed a total of 269 staff members across various departments (Human Resource Departments and Payroll Records, 2025). This study was conducted in selected institutions in the district, including Uganda College of Commerce (UCC) with 87 employees, National Teachers College Kabale (NTC) with 90 employees and Bishop Barham College University with 92 employees. Inferences were drawn from management at all levels (top, middle and low) as well as other staff members from each department. The overall distribution of the population by department.

**Table 1**

*Study Population*

Category of Respondents	Selected Institutions						Total population	
	UCC		NTC		BBCU			
Top Management	6	6	5	5	7	7	18	18
Administration	5	5	10	10	19	15	34	30
Academic	44	40	40	35	40	36	124	111
Non-academic	32	28	35	28	26	20	93	76
<b>Total</b>	<b>87</b>	<b>79</b>	<b>90</b>	<b>78</b>	<b>92</b>	<b>78</b>	<b>269</b>	<b>235</b>

#### 3.3 Sample Size Determination and Sampling Procedure

Based on the Morgan table, a sample size of 235 respondents was drawn from the total study population of 269 individuals. Then proportionate sampling was used to determine the sample size of the respondents in each category.

**Table 2**

*Sample Size Determination and Sampling Procedure*

Category of Respondents	Total population	Sample Size	Sampling criteria
Top Management	18	18	purposive
Administration	34	30	purposive
Academic	124	111	Simple random
Non-academic	93	76	Simple random
<b>Total</b>	<b>269</b>	<b>235</b>	

#### 3.4 Sampling Techniques

Sampling was conducted to choose specific elements from the total population to represent it. Both purposive sampling and random sampling techniques were used in this study. Purposive sampling: involved identifying and selecting individuals or groups who possess expertise and experience related to the phenomenon being studied (Creswell & Plano Clark, 2023). The sampling was focusing on selecting top management and administration. Random Sampling: allows every individual in the population a chance to be selected in the study. A randomly chosen sample is intended to

provide an unbiased representation of the entire population. This was applied on the academic and non-academic staff members.

### 3.5 Data Collection Instrument

The researcher gathered quantitative data through structured questionnaire. This tool was used to collect data from various stakeholders in higher education institutions within the study area. Primary data was obtained directly from respondents through questionnaires administered to these stakeholders to gather the necessary information.

### 3.5 Data Analysis

The responses were coded and data analysis was done using the Statistical Package for Social Sciences (SPSS), creating a dataset for both descriptive and inferential statistical analysis. To enhance the interpretability of the data, descriptive statistics such as frequencies and percentages were used to summarize the data. Additionally, inferential statistical techniques were employed, including correlation analysis, Pearson correlation analysis to conduct significance tests.

## IV. FINDINGS & DISCUSSION

### 4.1 Response Rate

Response rate is the ratio of the actual number of respondent's vis-à-vis the targeted. The researcher had targeted to get information from the various respondents and got the following.

**Table 3**

*Response Rate*

Respondents	Proposed sample	Actual sample	Percentage (%)
Top Management	18	18	100
Administration	34	30	88.2
Academic	124	111	90
Non -academic	93	76	82
<b>Total</b>	<b>269</b>	<b>235</b>	<b>93</b>

This statement means that 93% of the study's target participants responded to the research. This is considered a very good response rate because it exceeds minimum threshold of 70% for research to be considered valid and reliable.

#### 4.1.1 The Relationship between Fair Treatment and Organisational Citizenship Behaviour among Institutions of Higher Learning in Kabale District.

Examining the the relationship between fair treatment and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District was the first goal. The primary sources provided the data needed to accomplish this.

**Table 4**

*Summary of the descriptive findings on Fair Treatment*

Fair Treatment	Agree		Undecided		Disagree	
	F	%	F	%	F	%
My organization really cares about my well-being.	200	85.2	00	00	23	9.8
My organization strongly considers my goals and values.	198	84.3	00	00	37	14.8
My organization shows little concern for me.	10	4.3	00	00	225	95.7
My organization cares about my opinions	200	85.2	00	00	23	9.8
My organization is willing to help me if I need a special favor.	211	89.8	00	00	24	10.2
Help is available from my organization when I have a problem.	198	84.3	00	00	37	14.8
My organization would forgive an honest mistake on my part	188	80.9	00	00	47	19.1
If given the opportunity, my organization would take advantage of me.	211	89.8	00	00	24	10.2
My organization would forgive an honest mistake on my part	188	80.9	00	00	47	19.1

Table 4 above analyses the statements given to respondents to assess the relationship between fair treatment and organizational citizenship behaviour among Kabale District's higher education institutions. When respondents were asked if the organization truly cares about their well-being, 85.2% agreed and 9.8% disagreed. When asked if the organization strongly considers my goals and values, 48.3% agreed and 14.8% disagreed with the statement. Respondents were asked if their organization shows little concern for me; 4.3% agreed with the statement, while 94.7%

strongly disagreed. Respondents were asked if organization cares about my opinions, 85.2% of the respondents agreed with the statement compared to 9.8% of the respondents who disagreed. When respondents were asked if their organization was willing to help them if they needed a special favor, 89.8% agreed with the statement, while 10.2% disagreed. When asked if my organization can help me when I have a problem, 89.8% agreed, with 10.2% disagreeing. Finally, respondents were asked if the organization would forgive an honest mistake on my part. 84.3% agreed, while 14.8% disagreed with the statement.

#### 4.1.2 The Relationship between Career Development and Organizational Citizenship Behaviour among Institutions of Higher Learning in Kabale District.

The second objective was aimed at to determine the relationship between career development and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District. The data to achieve this was obtained from the primary sources and a summary of the responses is presented in the table below.

**Table 5**

*Summary of the descriptive findings on Career Development*

Career Development	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Willingly give your time to help others who have work-related problems	196	83.4	00	00	39	16.6
Adjust your work schedule to accommodate other employees' requests for time off.	198	84.3	00	00	37	14.8
Go out of the way to make newer employees feel welcome in the work group.	9	3.8	00	00	226	96.2
Assist others with their duties.	200	85.2	00	00	23	9.8
Attend functions that are not required but that help the organizational image.	211	89.8	00	00	24	10.2
Defend the organization when other employees criticize it.	198	84.3	00	00	37	14.8
Offer ideas to improve the functioning of the organization.	188	80.9	00	00	47	19.1
Take action to protect the organization from potential problems.	211	89.8	00	00	24	10.2
I shows pride when representing the institution in public	188	80.9	00	00	47	19.1
I offer ideas to improve the functioning of the institution.	200	85.2	00	00	23	9.8

The statements in the table above were used to determine the relationship between career development and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District. Respondents were asked if they willingly give their time to help others who have work-related problems, 83.4% of the respondents agreed with the statement as compared to 16.6% of the respondents who disagreed. When asked if Adjusting respondents work schedule to accommodate other employees' requests for time off, 84.3% of the respondents agreed compared to 14.8% of the respondents who disagreed. Respondents were asked if they go out of their way to make newer employees feel welcome in the work group, 3.8% of the respondents agreed compared to 96.2% who disagreed. Respondents were asked if they assist others with their duties, 85.2% of the respondents agreed with the statement compared to 9.8% who disagreed with the statement. Respondents also were asked whether they Attend functions that are not required but that help the organizational image, 89.8% of the respondents agreed with the statement compared to 10.2% Respondents were asked if they defend the organization when other employees criticize it, 84.3% of the respondents agreed with the statement compared to 14.8% of the respondents. Once more respondents were asked if Offer ideas to improve the functioning of the organization 80.9% of the respondents agreed leaving 14.8% in disagreement. Respondents were asked whether they take action to protect the organization from potential problems, 89.9% of the respondents agreed with the statement compared to 10.2% of the respondents. Respondents were asked if they show pride when representing the institution in public, 80.9% of the respondents agreed with the statement leaving 19.1% of the respondents. Lastly respondents were asked if they offer ideas to improve the functioning of the institution, 85.2% of the respondents agreed compared to 9.8% of the respondents who disagreed.

#### 4.1.3 The Relationship between Rewards and Recognitions and Organisational Citizenship Behaviour among Institutions of Higher Learning in Kabale District.

The third objective was aimed at establishing the relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District. The data to achieve this was obtained from the primary sources. A summary of the responses is presented in the table below.

**Table 6***Summary the descriptive findings on Rewards and Recognitions*

Rewards and Recognitions	Agree		Undecided		Disagree	
	F	%	F	%	F	%
All disputes in the Institution are handled with all fairness	200	85.2	00	00	23	9.8
Resources allocation are done with due process in this institution	198	84.3	00	00	37	14.8
Unresolved disputes are handled with transparency	10	4.3	00	00	225	95.7
Grievances are handled fairly	200	85.2	00	00	23	9.8
There is Improved working conditions of staff	211	89.8	00	00	24	10.2
The level of appreciation is justified, based on employee's performance	198	84.3	00	00	37	14.8
The method of appraisal is appropriate for the work completed	188	80.9	00	00	47	19.1
All employees have equal opportunities for career development	211	89.8	00	00	24	10.2

Respondents were asked whether all disputes in the Institution are handled with all fairness, 85.2% agreed with the statement leaving 9.8% undecided. Once again when asked whether resources allocation are done with due process in this institution, 84.3% of the respondents agreed with the statement compared to 14.8% of the respondents who disagreed with the statement. Respondents were asked if unresolved disputes are handled with transparency, 4.5% of respondents agreed with the statement compared to 95.7% who disagreed with the statement. When asked if Grievances are handled fairly 85.2% of the respondents agreed with the statement compared to 9.8% of the respondents who disagreed. Respondents were asked if there is improved working conditions of staff, 89.8% of the respondents agreed with the statement leaving 10.2% in disagreement. Respondents were once again asked if the level of appreciation is justified, based on employee's performance 84.3% of the respondents agreed leaving 14.8% of the respondent in disagreement. Respondents were asked whether the method of appraisal is appropriate for the work completed, 80.9% of the respondent agreed with the statement compared to 19.1% of the respondents in disagreement. Lastly respondents were asked if all employees have equal opportunities for career development, 89.8% of the respondents agreed with the statement compared to 10.2% of the respondents.

#### 4.1.4 Empirical Finding on Organizational Citizenship Behavior

This section summarizes the findings on organizational citizenship behavior.

**Table 7***Summary of the findings on Organizational Citizenship Behavior*

Organizational Citizenship	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Willingly give your time to help others who have work-related problems	200	85.2	00	00	23	9.8
Adjust your work schedule to accommodate other employees' requests for time off.	198	84.3	00	00	37	14.8
Go out of the way to make newer employees feel welcome in the work group.	10	4.3	00	00	225	95.7
Assist others with their duties.	200	85.2	00	00	23	9.8
Attend functions that are not required but that help the organizational image.	211	89.8	00	00	24	10.2
Defend the organization when other employees criticize it.	198	84.3	00	00	37	14.8
Offer ideas to improve the functioning of the organization.	188	80.9	00	00	47	19.1
Take action to protect the organization from potential problems.	211	89.8	00	00	24	10.2
I show pride when representing the institution in public	200	85.2	00	00	23	9.8
I offer ideas to improve the functioning of the institution.	198	84.3	00	00	37	14.8

Respondents were asked if they willingly give your time to help others who have work-related problems, 85.2% of the respondents agreed compared to 9.8% of the respondents. Respondents were asked if their organization adjust their work schedule to accommodate other employees' requests for time off, 84.3% of the respondents agreed with the statement compared to 14.8% of the respondent. Respondents were asked if Go out of the way to make newer employees feel welcome in the work group, 4.3% of the respondents agreed with the statement compared to 95.7% of the respondents who disagreed. Once again respondents were asked if Assist others with their duties. 85.2% of the respondents agreed with the statement compared to 9.8% of the respondents who disagreed. Respondents were asked if Attend functions that are not required but that help the organizational image, 89.8% of the respondents agreed compared to 10.2% of the respondents. Respondents were asked if they defend the organization when other employees criticize it, 84.3% of the respondents agreed compared to 14.8% of the respondents who disagreed. Respondents were asked if they offer ideas to improve the functioning of the organization, 80.9% of the respondents agreed with the statement leaving 19.1% of the respondents in disagreement, respondents were asked if they take action to protect the organization from

potential problems, 89.8% of the respondents agreed with the statement leaving 10.2% of the respondents in disagreement. Respondents were asked if they show pride when representing the institution in public 85.2% of the respondents agreed with the statement compared to 9.8% of the respondent. Lastly respondents were asked if they offer ideas to improve the functioning of the institution 84.3% of the respondents agreed compared to 14.8% of the respondents in disagreement.

#### 4.2 Correlation Analysis Results

Table 8 presents correlation analysis between fair treatment and organizational citizenship behavior.

**Table 8**

*Correlation Analysis: Fair treatment and organizational citizenship behavior*

		Organisational Citizenship Behaviour	Fair Treatment
Organisational Citizenship Behaviour	Pearson Correlation	1	.662**
	Sig. (2-tailed)	.000	.000
	N	235	235
Fair Treatment	Pearson Correlation	.662**	1
	Sig. (2-tailed)	.000	.000
	N	235	235

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

The data in Table 8 shows a strong positive correlation between Fair Treatment and Organizational Citizenship Behavior (OCB) with a correlation coefficient of  $r = .662$ . This means that when employees perceive they are being treated fairly such as being respected, valued and equitably rewarded, they are more likely to engage in positive voluntary behavior that support the organization like helping coworkers, showing initiative and being loyal. The p-value of less than ( $p=0.000 < 0.01$ ) indicates that this correlation is statistically significant at the 1% level. This means there is a very low likelihood (less than 1%) that this observed relationship occurred by chance.

The findings are in line with findings from previous scholar's studies and theories on organizational justice. According to Moorman (1991), perceptions of fairness both distributive and procedural are critical predictors of OCB. Employees in Kabale's higher education institutions appear to mirror this as fairness in treatment fosters an environment where they willingly go beyond contractual obligations. Similarly, Deww (2011) found out that fairness in organizational practices enhances trust and satisfaction thereby motivating employees to display positive discretionary behaviors. This study confirms that when staff feel valued and respected, they invest back into the institution through OCB. Similarly, empirical evidence from other scholars strengthens this conclusion. Najafi et al., (2011) demonstrated that justice perceptions foster psychological empowerment, satisfaction and commitment all of which directly fuel OCB. Nevertheless, the findings differ from Batool (2013), who found no significant effect of organizational justice on OCB in Pakistan's banking sector. This discrepancy could be attributed to contextual factors such as cultural norms, sectorial differences or the level of autonomy afforded to employees in educational institutions as compared to banking institutions. Moreover, the results further resonate with Ehtesham et al. (2011) and Gharagheieh and Shokri (2014), who confirmed a positive and significant link between fairness and OCB in both educational and social security contexts. This suggests that the positive influence of fair treatment on OCB is not only context specific but also robust across different organizational settings.

**Table 9**

*Correlation Analysis: Career development organizational citizenship behavior*

		Organisational Citizenship Behaviour	Career Development
Organisational Citizenship Behaviour	Pearson Correlation	1	.656**
	Sig. (2-tailed)	.000	.000
	N	235	235
Career Development	Pearson Correlation	.656**	1
	Sig. (2-tailed)	.000	.000
	N	235	235

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

Table 9 clearly shows that career development and Organisational Citizenship Behaviour have a considerable positive association ( $r=.656$ ,  $p < 0.01$ ). The results presented indicate a strong positive correlation between career

development and Organizational Citizenship Behavior (OCB). The correlation coefficient ( $r = .656$ ) suggests that as opportunities for career development increase within an organization, employees are more likely to exhibit positive discretionary behaviors such as helping others, being loyal and going beyond their job descriptions (which are characteristics of OCB). The p-value of less than 0.01 ( $p < 0.01$ ) indicates that this relationship is statistically significant at the 1% level. In other words, there is less than a 1% probability that this strong correlation is due to chance.

The results suggest that career development is a key driver of OCB in higher education institutions. When employees perceive that their organizations are investing in their personal and professional growth, they are motivated to reciprocate through discretionary efforts that benefit the organization. These findings are supported by Manansal et al., (2016) who emphasized that training and development not only improve skills but also instill discipline and a sense of responsibility which in turn enhances organizational performance. Similarly, Hidayat et al., (2022) confirmed that empowering employees through competence development significantly improves motivation and performance which aligns with the current study's finding that career development encourages voluntary behaviour supportive of institutional goals. The results also resonate with Priyanka and Sripirabaa (2016) who found that OCB contributes to employees' intention to stay implying that organizations that prioritize career development foster loyalty and retention. This is particularly relevant for higher learning institutions where retaining skilled staff is critical for sustaining quality education and institutional competitiveness. However, the strength of this relationship may vary across sectors. For instance, in manufacturing contexts such as the study by Hidayat et al., (2022), structured skill enhancement programs had a direct effect on OCB, while in higher education, career development may also encompass intellectual growth, academic mentoring, and research opportunities. Thus, while the relationship is consistently positive, the drivers of career development may differ depending on the organizational context.

**Table 10**

*Correlation Analysis: Rewards and recognition and organizational citizenship behavior*

		Organisational Citizenship Behaviour	Rewards and Recognition
Organisational Citizenship Behaviour	Pearson Correlation	1	.729**
	Sig. (2-tailed)	.000	.000
	N	235	235
Rewards and Recognition	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	.000
	N	235	235

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

It is evident from Table 10 that there is a positive significant correlation between rewards and recognition and Organisational Citizenship Behaviour ( $r = .729$ ,  $p < 0.01$ ). This finding means that rewards and recognition are associated with Organisational Citizenship Behaviour. The correlation coefficient ( $r = .729$ ) suggests that as rewards and recognition increase within an organization, employees are more likely to exhibit positive discretionary behaviors in line with organizational citizenship. The p-value of less than 0.01 ( $p < 0.01$ ) indicates that this relationship is statistically significant at the 1% level.

The results demonstrate that rewards and recognition play a vital role in fostering OCB within higher education institutions. When employees are acknowledged for their contributions whether through promotions, salary increases, public praise or intrinsic appreciation, they are motivated to reciprocate by engaging in extra-role behaviour that benefit the organization. The results align with Zhao et al., (2022) who established that employees who engage in OCB are more likely to be rewarded through promotions and recognition thereby reinforcing the behaviour. Similarly, Alkahtani (2015) argued that rewards and recognition strengthen OCB because employees perceive them as fair returns for their extra efforts. In the case of institutions of higher learning in Kabale, recognition may also come in the form of academic acknowledgment, leadership opportunities, or involvement in decision-making, which all encourage staff to extend their commitment to organizational goals. The findings also resonate with Ibrahim (2021) who emphasized that intrinsic rewards such as appreciation, respect and a supportive work environment boost employees' intrinsic motivation to perform OCB. Moreover, Asadullah et al., (2021) highlighted that rewards enhance job satisfaction and encourage OCB across industries, including construction. Similarly, Lidinnillah et al. (2019) confirmed a direct positive relationship between rewards and OCB, supporting the robustness of the Kabale findings. The consistency of evidence across different organizational contexts indicates that the link between rewards and OCB is not sector-specific but rather a universal organizational phenomenon. From a theoretical lens, the findings reinforce social exchange theory where rewards and recognition strengthen the psychological contract between employees and employers. Employees who feel valued through recognition and tangible or intangible rewards are more willing to invest discretionary effort back into the organization.

## V. CONCLUSIONS & RECOMMENDATIONS

### 5.1 Conclusions

From the findings, the study concluded that there was a strong, positive and significant relationship between fair treatment and Organizational Citizenship Behavior ( $r = 0.662$  and  $p < 0.01$ ). This indicates that when employees perceive that they are being treated fairly in an organization, they are more inclined to engage in voluntarily productive behaviors such as loyalty, teamwork and initiative. These findings are in support of the organizational justice theory and demonstrate that fair treatment among employees is a key driver of positive workplace attitudes and behavior in higher education institutions.

The results also revealed a positive and significant correlation between career development and OCB ( $r = 0.656$  and  $p < 0.01$ ). These results imply that employees who are provided with career development opportunities such as training, mentorship and growth pathways tend to reciprocate with voluntary good behavior that enhances organizational effectiveness. This confirms that investing in employees' personal and professional growth can foster employee's loyalty, motivation and willingness to go beyond prescribed roles.

Finally the strongest relationship observed in this study was between rewards and recognition and OCB ( $r = 0.729$  and  $p < 0.01$ ). This implies that when employees are acknowledged and rewarded for their performance and contributions towards the organizations goals both intrinsically and extrinsically, they demonstrate higher levels of OCB. This reflects the principles of reciprocity and social exchange theory whereby recognition and rewards encourage employees to give back to the organization through extra-role behavior.

### 5.2 Recommendations

The study recommends that Institutions of higher learning in Kabale District should develop and implement clear policies and practices that promote fairness in treatment across all levels of staff. This includes ensuring transparent communication, equitable distribution of resources, consistent application of rules and inclusive decision-making processes. By fostering a culture of fairness, institutions can enhance employees' perception of justice which in turn is likely to strengthen Organizational Citizenship Behavior (OCB) such as altruism, conscientiousness and civic virtue. Leadership and human resource departments should regularly assess fairness perceptions through staff feedback and address concerns promptly to maintain a positive and productive organizational climate.

Institutions of higher learning in Kabale District should also prioritize and invest in structured career development programs, such as mentorship, continuous professional training, promotion pathways and performance-based advancement opportunities. Enhancing employees' access to career growth not only improves job satisfaction but also fosters a sense of organizational commitment and belonging. This, in turn, promotes Organizational Citizenship Behavior (OCB), including voluntary efforts that go beyond formal job requirements. Management should integrate career development into strategic human resource planning to cultivate a motivated workforce that actively contributes to institutional success and cohesion.

Finally, institutions of higher learning in Kabale District should implement comprehensive reward and recognition systems that value both formal achievements and informal contributions by employees. These systems should include both monetary rewards (bonuses, salary increases) and non-monetary recognitions (public acknowledgement, certificates of appreciation, employee of the month programs). When employees believe their efforts are appreciated and fairly rewarded, they are more likely to exhibit Organizational Citizenship Behaviour (OCB), such as assisting colleagues, taking initiative, and demonstrating loyalty to the institution. Regular and transparent recognition of employees' efforts can significantly improve morale, engagement, and institutional performance.

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