

# Perceived Organizational Support and Organizational Commitment as Predictors of Organizational Citizenship Behavior Among Secondary School Teachers in Uganda

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## ABSTRACT

The main objective of this study was to examine the relationships between perceived organizational support (POS), organizational commitment (OC) and organizational citizenship behavior (OCB); and to determine whether POS or OC predict OCB among secondary school teachers. This study employed a quantitative study approach utilizing a correlational design to measure relationships between variables. Study population included secondary school teachers from both public and private secondary schools in Wakiso and Luwero districts. A total of 280 teachers was selected using multistage sampling. A Self-administered Questionnaire was used to collect data from participants. Descriptive data was analyzed and presented using frequency tables and percentages. Relationships between variables were analyzed using Pearson Correlation Coefficient. Linear Regression analysis was utilized to find out the prediction role between variables. Results indicated that POS was found to be positively and significantly related to OC; OC was found to be negatively and not significantly related to OCB; POS was found to be negatively but significantly related to OCB; and POS was found to be a best predictor of OCB. Whereas POS is directly related to OC and OCB, OC was found not to be related to OCB, justifying why POS was found to be the best predictor of OCB. It was established POS is significantly related to OC; an implication that POS influences OC among secondary school teachers. The fact that there was no relationship found between OC and OCB, any change in teachers' commitment does not influence teacher OCB. POS was found to be negatively but significantly related to OCB, meaning that teachers' POS influences teacher OCB. Therefore, school administrators and other key stakeholders ought to support their teachers (POS) in an effort to improve their OCB. Equally, teachers ought to always value their fellow teachers while utilizing different approaches to foster teacher OCB.

**Key Words:** Perceived Organizational Support, Organizational Commitment and Organizational Citizenship Behavior.

## BACKGROUND

Globally, some organizations may or may not be cooperative and provide a supportive environment to the workers (Naveed et al., 2023). Worldwide, employees are motivated to achieve organizational goals by putting in more effort after perceiving organizational support (Perceived Organizational Support – POS), that is, such employees start showing positive outcomes like positive orientation towards organizational commitment and employee performance (Naveed et al., 2023). Based on POS, some employees are committed to return to their organizations, have increased trust and interpersonal relationships (Charoensukmongkol, 2021). However, some organizations win business competition, not only through having staff who work optimally according to their job descriptions, but also having staff who are willing to work outside their job descriptions, thus demonstrating organizational citizenship behavior (Firmansyah et al., 2022). For instance, a study conducted in Turkey found positive relationships between organizational commitment and organizational citizenship behavior (Terzi, 2015). For schools to achieve their vision and mission, teacher OCB is highly needed to make it happen (Lie et al., 2022). This implies that most schools' success solely depends on teachers' willingness to exceed the expectations of their job duties (Ocampo et al., 2018). A study conducted among 492 employees in the United Kingdom employees revealed that employees who experience POS will promote organizational commitment compared to

those with low levels of POS (Aldabbas et al., 2023). In Taiwan, a study conducted among 289 employees found that employees' POS had a positive effect on OCB (Kao et al., 2023).

Results from a study conducted among police officers in the republic of South Africa indicated a negative relationship between POS and OCB (Joubert et al., 2018). A study conducted among teachers in South Africa concluded that perceived organizational support and job satisfaction have a significant effect on organizational citizenship behavior; and that perceived organizational support is the strongest predictor of influence on organizational citizenship behavior (Lie et al., 2022). A study conducted in Uganda among private, public and NGO employees found a significant relationship between perceived organizational support and organizational commitment (Tumwesigye, 2010). Similarly, findings of a study conducted among civil servants in Uganda revealed that there is a significant positive relationship between OC and OCB (Obedgiu et al., 2017).

Rhoades and Eisenberger (2002) define POS as the degree to which employees believe that their organization values their contributions and cares about their well-being and fulfills employees' socio-emotional needs. Three indicators of POS include fairness, supervisor support, and rewards and job conditions (Nadeak et al., 2021; Purwanto, 2022). OC refers to an attitude that shows employee loyalty and is a person's continuous process of expressing their concern for organizational success (Prayuda, 2019; Sa'adah & Rijanti, 2022). According to Francisco and Saoloan (2021), there are three components of OC which include Affective commitment, Continuing commitment and Normative commitment.

OCB is individual behavior that is not directly recognized by the formal reward system which will have an impact on more effective organizational functions (Desky et al., 2020; Francisco & Saoloan, 2021; Kotamena et al., 2020). Five indicators of OCB include Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue (Supriadi et al., 2020). POS has a significant positive effect on OC that positively influences OCB among civil servants like teachers. Thus the motivation behind this study is to assess relationships between POS, OC and OCB; and to find out an independent variable that is a best predictor of OCB among secondary school teachers.

Like it is in other countries, some employees (like teachers) have experienced low levels of commitment because they feel that their employers do not care about their general wellbeing; employers do not show their employees fairness and are not rewarded as expected. This is evidenced in the Uganda National Association of Teachers' Union (UNATU, 2012) report that teachers do not get expected support from school administrators in the time of need and this has reduced their organizational commitment, leading to low levels of organizational citizenship behavior in form of late coming, refusal to take on extra roles, unwillingness to teach and help others and less concern with the standards of performance. While many researchers know how perceived organizational support impacts organizational commitment, satisfaction, turnover intention and socialization (Anari, 2012; Bogler & Nir, 2012; Filstad, 2011), little is known on how it influences organizational citizenship behavior among teachers in developing countries like Uganda. Unless such information gaps are completely filled, appropriate interventions to increase OCB among secondary teachers in Uganda may not realize much.

### The Conceptual Framework

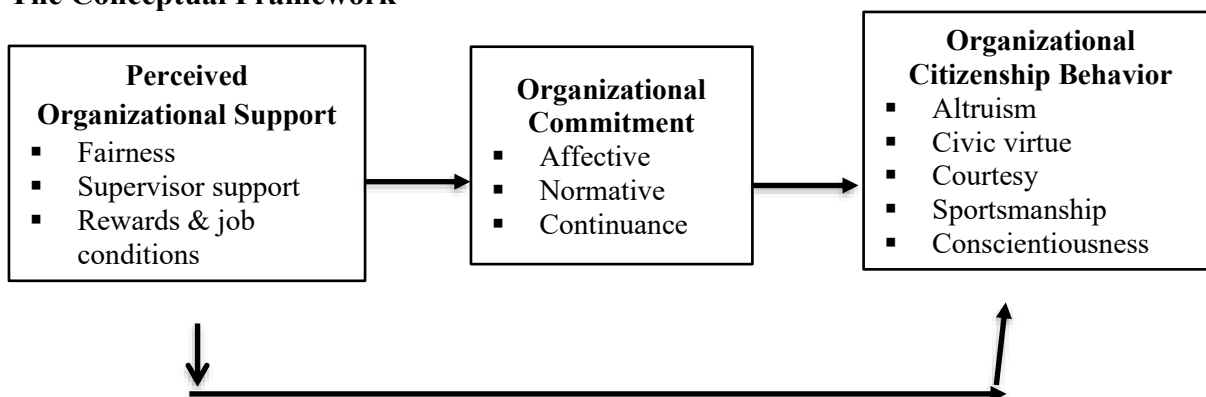


Figure 1: Conceptual framework showing the relationships between variables

Figure 1 depicts relationships between perceived organizational support, organizational commitment and organizational citizenship behaviors. The figure depicts that Perceived Organizational Support is significantly related to organizational commitment. The frame work also shows that there is a direct relationship between organizational commitment and organizational citizenship behavior. This is in line with Riggle et al. (2009) view that the aspect of organizational environment can have a strong influence on an employee's commitment, which in turn has a strong influence on organizational citizenship behavior. Figure also depicts a direct relationship between perceived organizational support and organizational citizenship behavior.

## LITERATURE REVIEW

### *Organizational Support Theory (OST)*

According to Eisenberger and others (1986) Organizational Support Theory (OST) postulates that employees view the organization as a living being, having purpose and intention. OST is a psychological theory that focuses on the relationship between staff and their firms/organizations. It suggests that employees form general beliefs about the extent to which their organization values their contributions and cares about their well-being. That is, employees form POS as a meaningful explanation for past perceived favorable or unfavorable treatment from the organization and to help predict future treatment. According to the Organizational support theory (OST) in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being (Robert Eisenberger et al., 1986; Eisenberger et al., 2020). According to Rhoades and Eisenberger reviews based on organizational support theory, job satisfaction, affective commitment and job performance are an outcome of support perceptions in organizations (Rhoades & Eisenberger, 2002).

Organizational support theory assumes that perceived organizational support (POS) fulfills important socio-emotional needs at the workplace such as employee need for affiliation a situation that leads to self-enhancement (Caesens & Stinglhamber, 2020; Eisenberger & Stinglhamber, 2011). It is also assumed that staff who perceive high levels of support might at some point in time consider that they have done a lot when it comes to giving back to the organization (Caesens & Stinglhamber, 2020).

It is believed that the organization's actions are discretionary, hence employees feel an obligation to aid their organizations, develop a fulfillment of their socioemotional needs, and performance-reward expectancies (Rhoades & Eisenberger, 2002).

### *Social Exchange Theory*

According to the social exchange theory (SET), employees who perceive their contributions and welfare being valued by their organization – perceived organizational support - will feel obligated to assist their organization in attaining its goal and these employees will exhibit not only in-role behavior but also extra-role behavior, such as OCB (Abdullah & Wider, 2022; Robert Eisenberger et al., 1986). According to Abdullah and Wider (2022), the Social Exchange Theory implies that perceived organizational support (POS) can promote organizational citizenship behavior (OCB) among employees.

The SET assumes that employees tend to seek rewards than punishments, i.e., people are motivated to increase their gains and avoid losses. According to the SET, employees calculate costs and benefits of interacting with a co-worker before engaging in an interaction with him/her. It is assumed that employees expect to be treated fairly when they incur the same costs as the organization invests in them. Employees will end an engagement with other individuals if they believe the costs of an engagement are greater than the rewards. It is also assumed that employees' exchanges are recurring with specific partners over time. Individuals are motivated to retain some value (reward) when they have to give something up (cost); i.e., employees pursue social exchanges where they receive more rewards than their costs. Social exchange theory therefore assumes relationships have a linear structure. In reality, relationships progress, retreat, skip stages, or repeat certain stages.

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### *Perceived Organizational Support and Organizational Commitment*

According to Sumarsi and Rizal (2022), organizational support is a situation where employees feel appreciated by their organization for their contributions, and that the company is looking out for their welfare. Organizational commitment is the psychological bond that exists between staff/employees and their employing organization. OC is a concept that has been extensively researched in industrial and organizational research due to its significant impact on both employees and organizations (Howard & Heeman, 2015). organizational commitment is the bond between employees and their organizations. Employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. Such employees tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support (van der Werf, 2024).

Perceived organizational Support is also thought to be the organization's contribution to a positive reciprocity dynamic with employees, as employees tend to perform better to reciprocate received rewards and favorable treatment (Rhoades & Eisenberger, 2002). A study conducted among 261 employees in Kuwait business organizations found perceived organizational support to be positively related to organizational commitment (Muhammad, 2014). Perceived support describes an employee's general view concerning the degree to which an organization values his or her contributions and well-being (Robert Eisenberger et al., 1986).

As stated by the organizational support theory, employees develop a sense regarding the extent to which the organization appreciates their contribution and cares about their well-being (Eisenberger et al., 2004), a state that, if the organization indeed contributes and cares about their well-being, may result in an increase in their affective commitment to the organization. The employees' appreciation may also lead to a personification of the organization, and consequently to their greater sense of obligation to assist the organization in fulfilling its goals.

Research shows that perceived support is positively related to such variables as organizational commitment (Allen et al., 2003), job satisfaction (Eisenberger et al., 1997), and felt obligations to the organization (Eisenberger et al., 2001). Eisenberger et al. (2006) propose that high POS will raise an employee's expectancy and engender a commitment to repay the organization for the support received. In turn, the organization is rewarded through the greater effort made toward meeting organizational goals. Employees may interpret the support provided by their employer as a demonstration of commitment towards them (Eisenberger et al., 2001; R. Eisenberger et al., 1986), which in turn tend to enhance their commitment to the organization.

According to the social exchange theory (Blau, 1964) predicts that, given certain conditions, people seek to respond positively to those who bring benefit to them (Bateman & Organ, 1983). Applying this to the workplace, when the organization acts in a positive way towards their employees, employees feel that they need to reciprocate, and generally do so in positive ways that are beneficial to the organization (Eder, 2008), thus establishing an exchange relationship. Given that employees, especially in a booming economy, have more power, options, and therefore discretion over whether they stay with the organization, it seems likely that if employees feel the organization has acted positively towards them, they are likely to be committed and remain with the organization (van Knippenberg and Sleebos, 2006). Conversely, if the organization has not acted positively towards an employee, the employee is less likely to remain with the organization (Chiu et al., 2005; Maertz et al., 2007).

Bishop et al (2005) noted that although POS and organizational commitment differ from one another conceptually and empirically, these two notions are somewhat analogous. Indeed, the first concerns the commitment of the organization to employees, and the second refers to the degree to which employees are committed to the organization that employs them. Organizational commitment is a three-dimensional concept that includes affective commitment, normative commitment and continuance commitment (Allen et al., 2003). Affective commitment represents the employee's attachment to and identification with an organization. Individuals with a high level of affective commitment continue to work for an organization because they want to. Normative commitment refers to the moral obligation to continue working for the organization. Employees with a high level of normative commitment believe they have the duty and responsibility to continue working for their current employer.



Continuance commitment indicates the degree to which employees stay with an organization because the costs of leaving are too high. Employees who are essentially bound to their organization on the basis of continuance commitment stay in their jobs because they feel that what they have invested in the organization (e.g., time, energy) would be “lost” if they left their current employer or, they assess their job options outside the organization as being limited (Fuller et al., 2003). Compared to affective and normative commitment which are positively correlated with performance and various types of productive behaviors in the workplace (e.g. extra-role, organizational citizenship behaviors, work attendance), several studies have indicated that continuance commitment is usually negatively correlated with these same variables (Allen and Meyer, 1996; Meyer et al., 1993). Continuance commitment is generally considered to be less desirable than affective and normative commitment. POS is likely to influence each of these forms of organizational commitment. A meta-analysis conducted by Rhoades and Eisenberger (2005) shows that POS is strongly and positively correlated with affective commitment.

Fuller et al., (2003) refer to Tyler’s (1999) social identity theory, according to which individuals feel recognized within an organization when their employer values their contributions to the functioning of the organization. In the case of the relationship between POS and affective commitment, it would appear to be mainly the socio-emotional and symbolic aspects of this exchange that are taken into consideration (Gakovic & Tetrick, 2003; Shore et al., 2006). More specifically, behaviors related to organizational support (e.g. promotions, salary increases, training, tangible help) appear to be interpreted by employees as marks of respect and perceived organizational support. In other words, in order to show their gratitude to their employer, employees appear to develop a positive attitude towards the organization, increasing their level of affective commitment. This is why studies that look at POS and OC show that POS is positively and significantly correlated with a number of OC dimensions (Aubé et al., 2007). That is, perceived organizational support shapes employees' organizational commitment (Hngoi et al., 2024).

**H<sub>1</sub>: There is a significant relationship between perceived organizational support and organizational commitment.**

#### *Organizational Commitment and Organizational Citizenship Behaviors*

OCB is a preferred behavior that is not part of an employee's formal work obligations, but supports the effective functioning of the organization (Sa'adah & Rijanti, 2022). Organizational citizenship behavior is a term used to describe when an employee goes above and beyond their job role to help their organization achieve the set goals. It can include volunteering, helping coworkers, being helpful to clients, offering solutions to organizational problems whenever they arise. Managers who are aware of the benefits and costs of OCB can help their fellow employees contribute optimally to the organization and avoid burnout. Here is what you need to know; employees who feel organizational citizenship will “go the extra mile” out of personal motivation (identifying these motivations can lead to increased performance and job satisfaction); expecting or formalizing this behavior can lead to job creep or an unhealthy work-life balance; but letting it go unrecognized may diminish motivation; positive OCB reduces the need for supervision, improve workplace morale and result in cost-saving suggestions (all of which free up managerial time); individuals are forward-thinking in the behaviors they exhibit, and tend to select those behaviors that they hope will be part of their future role; employees who are willing and happy to go beyond formal job requirements will help organizations cope with change and unpredictable circumstances (Pickford & Joy, 2016).

Meyer et al. (1993) distinguished three components of commitment, including continuance, normative and affective commitment, but affective commitment is the most important component in terms of explaining variance in OCB (Van Knippenberg & Sleebos, 2006). Affective commitment is usually defined as the relative strength of an individual’s identification with and involvement in a particular organization (Mowday et al., 1982). Organizational citizenship behavior (OCB) derives its practical importance from the premise that it represents contributions that do not inhere on formal role obligations. The presumption is that many of these contributions aggregate overtime, and persons enhance organizational effectiveness (Organ, 1990).

Team and organizational identification can go hand-in-hand, and if team members identify with both the team and organization, the best outcomes can be expected (van Dick et al., 2008). Many individuals who view

themselves as highly devoted to their employing organizations or departments may find that high levels of professional commitment challenge their ability to accept, internalize and act on organizational/departamental goals and rules (Bamber & Iyer, 2002). This insight is also consistent with investigations that found employees who are emotionally attached to their organizations feel their jobs require a wider range of behaviors, including those commonly seen as extra-role, than those not affectively committed (Meyer & Herscovitch, 2003). Organ (1990) proposed that affective commitment, conceptualized as a sense of psychosocial attachment, is an antecedent of OCB. Hence, participating in voluntary behaviors such as organizational citizenship is a behavioral response to affective commitment.

Exchange-based commitments bind individuals to narrowly prescribed task behaviors, tying them to a non-discretionary work flow defined by the terms of explicit or implicit contracts. In contrast, value-based commitments bind individuals to work effort/discretionary behaviors above and beyond explicitly stated terms (Meyer & Maltin, 2010). Riketta and Dick (2005) further explain that while commitment to smaller entities such as team and branch is usually stronger than commitment to larger organizations, organizational commitment remains the more powerful predictor of desirable organizational outcomes.

Organizational citizenship behavior denotes “those organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense” (Organ, 1990,). It is considered to be a positive organizational behavior of employees that contributes largely to organizational effectiveness and performance (Kidwell et al., 1997; Organ, 1988, 1990; Podsakoff et al., 2007). Organizational citizenship behavior is typically conceptualized and measured as a second order factor and categorized in a number of dimensions and behavior (Organ, 1998). These dimensions include; conscientiousness, altruism, civic virtue, sportsmanship and courtesy. Conscientiousness involves discretionary behavior that goes well beyond minimum role requirements. Altruism involves helping other organizational members with organizationally relevant tasks or problems (Guinot, Chiva, & Mallen, 2015).

Civic virtue involves behavior indicating a willingness to participate responsibly in the life of the organization. Sportsmanship involves any behavior that demonstrates tolerance of less than ideal circumstances without complaining. Courtesy includes efforts to prevent work related problems with others. According to Steers (1982), for OCB to be effective, commitment should be emphasized. Commitment is connected to OCB and the measure of organizational commitment is influenced by the perceived level of OCB (Senge, 1982; Smith, 1983). Dilquette (1994) indicates that commitment is perceived due to clarity of OCB. Angel (1981) and White (1987) argue that strong commitment in general is likely to result in conscientious and self-directed application to work, regular attendance and high level effort.

Committed teachers are likely to exhibit a wide variety of OCBs including innovative instruction, comprehensive evaluation of achievements, student-tailored instruction, teaching during vacations for no additional wages, helping students in non-contact time, taking on new responsibilities with no financial compensation, creating personal attachment to disadvantaged students, helping new teachers, and guiding teachers professionally). An employee who is highly committed to the organization contributes to the organization performance (Freund & Carmeli, 2003). Support should be provided for enhancing the commitment to the organization (Aube, Rousseau & Morin, 2007). For retaining the employees, the organizations should enhance the organizational commitment (Stallworth, 2004). Extra-role behaviors are the results of the organizational commitment (Foote, Seipel, Johnson & Duffy, 2005). Results of previous researches shows that commitment is the predictive of organizational citizenship behavior because it significantly impacts OCB (Liu, 2009).

Literature has it that organizational commitment is very beneficial for the organization as it reduces the absenteeism rate and turnover ratio and enhances the organization productivity (Jernigan, Beggs & Kohut, 2002). Organizational commitment is very important because it is linked with absenteeism, work effort and turnover (Joiner & Bakalis, 2006). According to Boon & Arumugam (2006) culture of the organization and management practices should be scrutinize in order to sustain high level of organizational commitment, because high commitment is examined as the essential component of employee relations (McCabe & Garavan, 2008). It is the goal of the organization to estimate OC level of their employees and probe the ways to increase the commitment (Liu, 2009). Mowday, Porter, and Steers, (1982) argue that the advantages of OCB and commitment are said to include high quality products and services, less absenteeism, low turnover, better problem solving which greatly

affects the organizational performance. This is probably why a study conducted among nurses in Bangladesh found statistically positive significant relationships between organizational citizenship behavior with organizational commitment (Hossain, 2020).

## **H<sub>2</sub>: There is a significant relationship between organizational commitment and organizational citizenship behavior.**

### *Perceived Organizational Support and Organizational Citizenship Behavior*

According to Eisenberger et al., (1986), POS reflects the quality of the employee-organization relationship by measuring the extent to which employees believe that their organizations value their contributions and care about their welfare. A study conducted in Taiwan among 289 employees found that employees' POS had a positive effect on OCB (Kao et al., 2023). Other previous studies have revealed that the organizational climate is significantly related to OCB because climate cause perceptions among employees (Dimitriades, 2007). Managers should give more concentration in increasing OCB because organizational effectiveness is positively related with OCB (Torlak & Koc, 2007).

Perceived organizational support (POS is related especially to altruistic organizational citizenship behavior. There is evidence that employees who perceive a high degree of organizational support in terms of the extent to which an organization cares about their well-being (Eisenberger et al., 1986; Wayne et al., 2005), display increased affective commitment (Cropanzano et al., 1997; Eisenberger et al., 1986; Rhoades & Eisenberger, 2002; Van Knippenberg & Sleebos, 2006), organizational citizenship behaviors (OCBs). According to social exchange theory, POS is said to contribute to OCB (Wayne et al., 2003). Prior research has found that employees who feel they are well supported by their organizations tend to reciprocate by engaging in more acts of citizenship behavior than those having lower levels of POS (Eisenberger et al., 2001; Shore & Wayne, 1993; Kraimer et al., 2001).

Rhoades and Eisenberger (2002) suggest that employees develop POS through assessing their working conditions, organizational rewards, support received from supervisors, and procedural justice. Williams and Anderson (1991) suggest two broad categories of OCB and these are; OCB-behaviors that benefit the organization in general, such as giving notice in advance when unable to come to work and following company rules; and OCBI-behaviors that benefits colleagues directly/indirectly, such as helping coworkers who have heavy work-loads.

Research into the POS construct and OCB reveals an underlying logic: an employee's general perception that an organization values him/her is connected to an overall perception of support, which is expected to lead the employee to reciprocate with increased OCB (Piercy et al., 2006). Lower OCB is generated when there are greater unfavorable attitudes (Lara & Rodr  guez, 2006). Teaching satisfaction services are influenced by the non-task behaviors. These behaviors enhance the teaching quality and benefit the universities (Lara, 2008). For reinforcing learning behavior high commitment and mutual human resource policies are needed (Yong, 2009).

Organizational citizenship behavior basically determines the employees' readiness to give up their effort and cooperate with the organization in order to contribute to the productivity, employee satisfaction, customer satisfaction, and quality. Improved OCB represents employees' accessibility and keenness to experience changes for the successful implementation of novel methodologies of management (Jung & Hong, 2008). Organizations realized that for surviving in this competitive scenario organizations have to develop employee work efforts and for effective functioning of the organization employee efforts are needed that can be beyond the official requirements of the role (Garg & Rastogi, 2006). The social exchange view of commitment (Eisenberger et al., 1986) suggests that employees' perceptions of the organization's commitment to them (perceived organizational support) creates feelings of obligation to the employer, which enhances employees' work behavior (organizational citizenship and impression management).

Based on the Social Exchange Theory, OCB is a form of employee reciprocity whereby employees engage in organizational citizenship behaviors to reciprocate fair or favorable treatment from their employer (Eisenberger et al., 2020). Positive beneficial actions directed at employees by the organization create an impetus for

employees to reciprocate in positive ways through their behaviors. Forms of favorable treatment include perceived organizational support (Pohl et al., 2012). Employees develop beliefs about the extent to which their organization values their personal contributions and cares about their welfare. According to Eisenberger and others (1986), employees refer to those beliefs as perceived organizational support. Organizational citizenship behavior has been found to benefit from organizational support directly, through obligations incurred as a result of social exchange, and indirectly, through enhanced perceptions of organizational support. High levels of perceived organizational support create feelings of obligation. That is, employees feel under an obligation to return the employer's commitment by engaging in behaviors that support organizational goals (Eisenberger et al., 2020). Empirical studies support the relationship between high levels of perceived organizational support and OCB (Joubert et al., 2018; Kao et al., 2023).

On the other hand, perceived organizational support is positively related to employee beliefs regarding the feasibility of achieving personal goals that are subsequently associated with employees' motivation and determination to implement strategies required to achieve them (Chernyak-Hai et al., 2024).

**H3: There is a significant relationship between perceived organizational support and organizational citizenship behavior.**

#### *Prediction Role of Perceived Organizational Support on Organizational Citizenship Behaviors*

In their study that found a significant relationship between perceived organizational support and organizational citizenship behavior, regression analysis established that perceived organizational support significantly predicts organizational citizenship behavior (Singh et al., 2015). Substantial evidence from studies conducted among professional organizations demonstrate that perceived organizational support significantly predicts organizational citizenship behavior (Singh et al., 2024). Studies conducted among Nigeria's business organizations indicate that perceived organizational support significantly influence and predict organizational citizenship behavior (Adekanmbi & Ukpere, 2022).

**H4: Perceived organizational support is a best predictor of organizational citizenship behavior than organizational commitment.**

## METHODOLOGY

### *Sample*

This study employed a quantitative study approach utilizing correlational design. The target population of the study was 220 (Wakiso) and 224 (Luwero) secondary school teachers from both government-aided and private secondary schools. Applying Krejcie & Morgan (1970), formula with its table for determining sample size, the sample of the study was 280 teachers. Teachers were selected by use of simple random sampling method from the targeted schools.

### *Measures*

A Self-administered Questionnaire (SAQ) was used to collect data from all the study participants. In addition to Socio-demographic information, the instrument consisted of four (3) sections including Perceived organizational support, Organizational commitment and Organizational citizenship behaviors. Standardized tools were adopted to measure the variables and all the scales utilized a five point Likert-type format.

*Perceived Organizational Support (POS):* The survey developed by Eisenberger et al (1990) was adopted to assess the levels of perceived organizational support because evidence from previous studies suggest that it forms a single factor and possesses adequate internal reliability.

*Organizational Commitment (OC):* Forms of organizational commitment were measured using Meyer and Allen's (1995) scale.



*Organizational Citizenship Behavior (OCB)*: It was measured using items developed by Podsakoff et al (1990) and Williams & Anderson (1991).

Content validity was checked to determine the instrument's validity, i.e., how the instrument measures what it is supposed to measure. Validity of the instrument was improved by having various discussions about the instrument's items with the subject experts and corrections were made accordingly. A computer-aided software was used to test reliability of the questionnaire's items using Cronbach Alpha method. Questions with coefficients above 0.5 are supposed to be retained (Nunnally & Bernstein, 1994).

Table 1: Reliability Coefficients

Variables	Number of items	Cronbach's Alpha
Perceived Organizational Commitment	24	0.948
Organizational Commitment	25	0.971
Organizational Citizenship Behavior	18	0.858

### *Data Management and analysis*

Primary data that was collected by use of a self-administered questionnaire (SAQ) from all study participants included the following: -

*Socio-demographics*: In the SAQ, the socio-demographics of concern to this study included Sex of the respondent (which was coded during analysis as: 1=man, 2=woman); Marital status" (which was coded as: 1= Married, 2= Single,); Age (which was coded as: 1 = 20-29, 2 = 30-39, 3 = 40 and above); Level of Education? (which was coded as: 1= Grade V, 2= Degree, 3= Masters,), and religion (which was coded as: 1 = Protestant, 2 = Catholics, 3 = Moslems).

*Perceived organizational Support*: Perceived organizational Support was measured by 24-items/questions instrument utilizing a Likert-scale of 1 to 5 (which was coded as 1=I Strongly Agree; 2=I Agree; 3=I not Sure; 4=I disagree; 5=I Strongly Disagree).

*Organizational Commitment*: Organizational Commitment was measured by a standard instrument consisting of 25-items that utilized a Likert-scale of 1 to 5 (which was coded as 1=I Strongly Agree; 2=I Agree; 3=I not Sure; 4=I disagree; 5=I Strongly Disagree).

*Organizational Citizenship Behavior*: Organizational Citizenship Behavior was measured by use of 18-standardised questions utilizing a Likert-scale of 1 to 5 (which was coded as 1 = Never; 2 = Rarely; 3 = Sometimes; 4 = frequently; 5 = Always).

Data was entered into the computer using SPSS program. It was statistically analyzed and presented using frequency tables and percentages. In the analysis, relationships between independent variables and the dependent variable were analyzed by use of Pearson Correlation Coefficient (Bivariate analysis) to ascertain the significant relationships between POS, OC and OCB. Hypothesis Four (H<sub>4</sub>) which relates to the level of prediction among the variables was analyzed using Linear Regression analysis.

## RESULTS

### *Demographics of Participants*

This study captured demographic characteristics of the study participants as seen in table 2.

Table 2: Demographic Characteristics of Participants

Variables	Category	Frequency	Percentage
1. Gender	Male	108	62.1
	Female	66	37.9
2. Age	20 - 29	85	43.0
	30 - 39	78	39.4
	Above 39	35	17.6
3. Education Level	Grade V	32	16.5
	Degree	144	74.2
	Masters	17	8.8
4. Religion	Protestant	85	45.7
	Catholic	73	39.2
	Moslem	27	14.5
5. Marital Status	Single	84	43.1
	Married	109	55.9

Results in table 2 above indicate that male participants (62%) were more compared to females (38%). A significant number of participants were aged 20-29 (43.0%). Results further showed that majority of the participants' level of education was at the level of a degree (74.2%). In regard to religion, a big number of participants were Protestants (45.7%) followed by Catholics (39.2%). A significant number of participants were married (55.9%) at the time of the interviews.

### *Perceived Organizational Support and Organizational Commitment*

Hypothesis one which stated that there is a significant relationship between perceived organizational support and organizational commitment, was tested using Pearson's Correlation as indicated in the table below.

Table 3: Pearson's Correlation Results for POS and Organizational Commitment

	1	2
1. Perceived Organizational Support	1	
2. Organizational Commitment	.524**	1

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

Results in table 3 above indicate that perceived organizational support is positively and significantly related to organizational commitment ( $r=0.524$ ,  $p<0.01$ ). Thus, the hypothesis that there is a significant relationship between perceived organizational support and organizational commitment was retained.

### Organizational Commitment and Organizational Citizenship Behavior

Hypothesis two which stated that there is a significant relationship between organizational commitment and organizational citizenship behavior, was tested using Pearson's Correlation as indicated in the table below.

Table 4: Pearson's Correlation Matrix for Organizational Commitment and OCB

	1	2
1. Organizational Commitment	1	
2. Organizational Citizenship Behavior	-.070	1

Table 4 above showed that organizational commitment negatively and not significantly related to organizational citizenship behavior ( $r=-0.070$ ,  $p>0.05$ ). Hence, the hypothesis that there is a significant relationship between organizational commitment and organizational citizenship behavior was rejected.

### Perceived Organizational Support and Organizational Citizenship Behavior

Hypothesis three which stated that there is a significant relationship between perceived organizational support and organizational citizenship behavior, was tested using Pearson's Correlation as indicated below.

Table 5: Pearson's Correlation Matrix for Perceived Organizational Support and OCB

	1	2
1. Perceived Organizational Support	1	
2. Organizational Citizenship Behavior	-.191*	1

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

Results in table 5 above revealed that perceived organizational support is negatively but significantly related to organizational citizenship behavior ( $r= -0.191$ ,  $p<0.05$ ). Hence, the hypothesis that there is a significant relationship between perceived organizational support and organizational citizenship behavior was retained.

### Best predictors of Organizational Citizenship behavior.

Hypothesis four which stated that Perceived Organizational Support is a best predictor of organizational citizenship behavior than organizational commitment, was tested using Linear Regression Analysis as indicated in the table below.

Table 6: Coefficients': POS or OC is a best Predictor of OCB.

Model	Unstandardized Coefficients		Standardized Coefficients	t	P	Adjusted R Square
	B	Std. Error	Beta			
(Constant)	70.767	5.087		13.912	.000	.026
Perceived Organizational Support	-.312	.133	-.216	-2.339	.021	
Organizational Commitment	.094	.186	.047	.503	.616	

a. Dependent Variable: Organizational Citizenship Behavior

Results in table 6 above indicate that perceived organizational support ( $t=-2.339$ ,  $p<0.05$ ) significantly predicts organizational citizenship behavior than organizational commitment ( $t=.503$ ,  $p>0.05$ ) is a best predictor of organizational citizenship behavior. Therefore, the hypothesis that perceived organizational support is a better predictor of organizational citizenship behavior than organizational commitment was retained. This is an indication that POS has an incremental explanatory power over OC.

## DISCUSSION

### *Perceived Organizational Support and Organizational Commitment*

This study found perceived organizational support to be positively and significantly related to organizational commitment. This is an implication that a teacher who perceives support from his/her school will in return develop commitment towards their schools. Secondary school teachers that perceive support from their head teachers or senior management tend to see themselves in a conducive environment whereby they come to school punctually and willingly and in turn develop high levels of commitment. In line with the organizational support theory (OST), staff develop a general perception concerning the extent to which their work organization values their contribution and cares about their well-being (Eisenberger et al., 2020).

Study findings have indicated that teachers' perceived organizational support is the best predictor of teacher commitment in a school setting (Nayir, 2012). Similar studies conducted among teachers found a positive relationship between perceived organizational support and teachers' organizational commitment (Alijanpour, Dousti, & Khodayari, 2013; Mabasa, Ngirande, Shambare, 2016; Bibi, Khalid & Hussain, 2019). Another study conducted among professional bodies found a significant relationship between perceived organizational support and organizational commitment (Singh et al., 2024).

Furthermore, findings of a study conducted among university teachers/faculty in Oman indicated that organizational support significantly contributes to organizational commitment (Al-Mahdy & Emam, 2023). Another study that utilized existing data (Saks, 2006) found a direct relationship between perceived organizational support and organizational commitment (Saks, 2019).

However, a study conducted among educators in Punjab found a moderate relationship between perceived organizational support and teachers' organizational commitment (Farooq & Akhter, 2021). Similarly, a study conducted among hospital employees found a less positive relationship between perceived organizational support and commitment (Chênevert et al., 2015).

### *Organizational Commitment and Organizational Citizenship Behavior*

Results of this study have showed that organizational commitment is not significantly related to organizational citizenship behavior, an indicator that teacher who is committed at work, who identifies with the school may have nothing to do with supporting other teachers to accomplish their tasks. That is, teacher's organizational commitment may not necessarily influence teacher-organizational citizenship behavior.

Results of this study are in disagreement with studies that found a positive and significant relationship between organizational commitment and organizational citizenship behavior (Aftab, Ali-Shah, Khan & Wakefield, 2020; Guven, 2012; Terzi, 2015). Similarly, a study conducted among school administrators and teachers demonstrated a positive and significant relationship between organizational commitment and organizational citizenship behavior (Pourgaz, Naruei, & Jenaabadi, 2015). However, an investigation of the association between organizational commitment and organizational citizenship behavior was grounded in social exchange theory and found significant effect between the variables (Niveditha & Padhy, 2024).

Close to results of the current study, results from a study conducted among public high school teachers found a moderate positive association between organizational commitment and organizational citizenship behavior (Ahmadi, & Farajollah, 2013). A study conducted among public health center staff found a positive and significant relationship between organizational commitment and organizational citizenship behavior (Desky et al., 2020). On the other hand, teachers' identification with the school plays a significant role in promoting



organizational citizenship behaviors (Demir, 2015). Also a study conducted among Korean public servants found a relationship between organizational commitment and organizational citizenship behavior (Kim, 2006).

#### *Perceived Organizational Support and Organizational Citizenship Behavior*

Results of this study revealed that perceived organizational support is negatively but significantly related to organizational citizenship behavior. This implies that teachers with high levels of perceived organizational support may feel appreciated and valued, a situation that will make them engage in different activities that will in turn benefit the school. Perhaps, a teacher who feels valued by school management, receives required support from the school may also try to complete their tasks on time. In agreement with the social exchange theory (SET), perceived organizational support can promote organizational citizenship behavior among staff/employees (Abdullah & Wider, 2022).

Consistent with these study results, a study conducted among secondary school teachers in Uganda demonstrated a significant relationship between perceived organizational support and organizational citizenship behavior (Kamoga et al., 2022). Similar studies conducted elsewhere found a significant relationship between perceived organizational support and organizational citizenship behavior (Al-Mahdy & Emam, 2023; Demir, 2015; Hsieh et al., 2022). Using data from Saks (2006) study, findings revealed a relationship between perceived organizational commitment and organizational citizenship behavior (Saks, 2019).

On the other hand, a study conducted among Public Sports Organizations in South Korea found that perceived organizational support has no effect on organizational citizenship behavior (Park & Kim, 2024).

#### *Perceived Organizational Support Predicts Organizational Citizenship behavior*

The fourth hypothesis states that perceived organizational support is a best predictor of organizational citizenship behavior than organizational commitment. Results of this study indicated that perceived organizational support significantly predicts organizational citizenship behavior. This means that a teacher with high levels of perceived organizational support will also tend to have high levels of teacher-organizational citizenship behavior.

Results of a study conducted in Nigeria revealed that perceived organizational support positively and significantly predict organizational citizenship behavior (Adekanmbi & Ukpere, 2021). A study conducted in India among 200 first level managerial personnel of different public and private sector organizations to measure perceived organizational support, and organizational citizenship behavior found POS to be the best predictor of OCB (Singh et al., 2015). However, a study conducted among teachers in Turkey found organizational commitment to be a significant predictor of organizational citizenship behavior (Terzi, 2015).

## **CONCLUSIONS**

This study established a significant relationship between perceived organizational support and organizational commitment. This means that perceived organizational support influences organizational commitment among secondary school teachers. There was no relationship found between organizational commitment and organizational citizenship behavior. Any change in teachers' commitment does not influence teacher-organizational citizenship behavior in secondary schools. Perceived organizational support was found to be negatively but significantly related to organizational citizenship behavior. This implies that teachers' perceived organizational support in any way influences teacher-organizational citizenship behavior in secondary schools. Justifying the relationship between perceived organizational support and organizational citizenship behavior, results of this study found perceived organizational support to be the best predictor of organizational citizenship behavior than organizational commitment.

## **RECOMMENDATIONS**

School administrators ought to support their teachers in an effort to improve their commitment coupled with performance. School administrators and other key stakeholders need to allow teachers participate in the decision making process without paying attention to their demographic characteristics. Teachers ought to always value

their fellow teachers while utilizing different approaches to foster teacher-organizational citizenship behavior. To achieve educational goals in a school environment, teachers ought to develop their citizenship behaviors. Formulating policies that create conducive school environments where teachers feel supported, committed and valued is key if the education sector is to flourish. There is a need for future organizational psychologists to investigate other independent variables (including demographics like gender, marital status and educational level) that can significantly predict organizational citizenship behavior among secondary teachers in Uganda.

### Significance of the Study

The study is relevant to head teachers and other school administrators to become aware of the teachers concerns by which failure to attend to them may lead to low levels of commitment which consequently lowers organizational performance. This may help the school administrators to guard against the practice of ignoring teachers' concerns.

Findings of this study will enable the Education Service Commission to follow up the formulated standard guidelines for the head teacher's responsibilities and the teachers themselves so that each one of them may understand clearly the boundaries of their roles and responsibilities. This may guard against complaints from teachers who may expect certain benefits from the schools which may not be mandatory.

The study will provide the various effects of negative perception of organizational support on the performance of teachers. This may the teachers to try as much as possible to avoid it for better performance. Since perceived organizational support is mainly reflected in the support given by the school administrators to the teachers, the schools which will adopt the methods of supporting their teachers may enhance their organizational citizenship behaviors which result in higher levels of organizational performance and task effectiveness which contribute to organizational success.

### IMPLICATIONS

Overall, for an organization to be effective, managers should endeavor to meet socio emotional needs of the employees which motivates them and makes them reciprocate to their employers. POS leads to increased OC which also increases OCB which is a predictor of effectiveness and job performance in most organizations including schools. Based on the social exchange theory, perceived organizational support is in position to predict or promote organizational citizenship behavior among employees (Abdullah & Wider, 2022).

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