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Perceived Organizational Support and Organizational Citizenship Behavior in Selected Institutions of Learning in Kabale, Uganda

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ABSTRACT

Aim: This study examines the relationship between fair treatment, career development, rewards and recognition, and Organizational Citizenship Behavior (OCB) among employees of higher education institutions in Kabale District, Uganda.
Method: A quantitative approach with a descriptive cross-sectional survey design was employed. Data were collected from 235 respondents selected from a population of 269 individuals and analyzed to examine the relationships between the study variables.
Result: The findings indicate that fair treatment and career development are positively associated with OCB. Furthermore, rewards and recognition demonstrate a strong positive and statistically significant relationship with OCB ($r = 0.729$, $p < 0.01$). These findings highlight the importance of organizational practices in encouraging employees' voluntary contributions and commitment beyond their formal job responsibilities.,
Novelty: This study provides empirical evidence on the role of organizational support practices in fostering OCB within higher education institutions in Kabale District. It highlights the importance of integrating fairness, career development opportunities, and effective reward and recognition systems into human resource management strategies to strengthen employee engagement and organizational effectiveness.

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1. INRODUCTION

Perceived Organizational Support refers to employees' perceptions of the extent to which their organization values their contributions and is concerned about their well-being and Organizational Citizenship Behavior encompasses voluntary behaviors exhibited by employees that go beyond their formal job responsibilities, contributing to the overall effectiveness and success of the organization. Perceived Organizational Support (POS) and Organizational Citizenship Behavior (OCB) are vital factors that impact both organizational success and employee well-being in Uganda.Perceived Organizational Support(POS) reflects the overall support employees perceive from their colleagues, supervisors, and other departments, which enables them to perform their job duties effectively. Previous research (Byrne & Hochwarter, 2008) has shown that when employees feel supported by the organization, it improves both their cognitive and emotional evaluations of their job and the organization.Perceived Organizational Support refers to 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 as a whole (Seena, Nikhil, and Arthi, 2019).

Organizational support encompasses key factors such as fair treatment, career development, rewards and recognition, 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, recognition, job security, and welfare, all of which contribute to enhanced employee engagement.

This study aims to explore the relationship between Perceived Organizational Support and Organizational Citizenship Behavior among staff in higher institutions of learning in Kabale District, Uganda. The study examined the extent to which POS can explain the OCB of employees, particularly those in higher education who perform extra-role behaviors that go beyond formal job duties. Challenges such as limited academic research, low engagement in community outreach , ethical issues, delayed marking and submission of student results due to staff holding multiple jobs (Rwothumio et al., 2021), and heavy workloads are significant factors. Additionally, poor quality customer care and teaching, irregular attendance, missed deadlines, and incomplete student assessments have been highlighted as areas of concern (Sheth et al., 2020; Muganga & Ssenkusu, 2019).

Although the importance of Perceived Organizational Support (POS) and OCB is widely acknowledged, there remains limited understanding of how these concepts interact within the specific context of Ugandan higher learning institutions. Much of the research on POS and OCB has been conducted in Western settings, which may not fully reflect the socio-cultural and economic dynamics of Uganda. Despite efforts and opportunities provided to employees in higher education institutions, there remains a lack of commitment among staff, as reflected in their behavior. This persistent issue underscores the need for a more comprehensive understanding of the factors influencing POS and OCB within higher learning institutions in Kabale District.

In an ideal organizational setting, employees in higher institutions of learning are expected to exhibit Organizational Citizenship Behavior (OCB) voluntary, non-contractual behaviours such as helping colleagues, being punctual, demonstrating loyalty, and engaging in institutional activities beyond their job descriptions (Organ, Podsakoff, & MacKenzie, 2019). These behaviors are crucial for enhancing institutional effectiveness, promoting teamwork, and improving service delivery in educational settings (Podsakoff et al., 2019).

However, the reality in selected higher institutions of learning in Kabale District, paints a different picture. There is increasing concern over staff disengagement, limited cooperation among colleagues, reluctance to take initiative, and low commitment to institutional goals. A study by Muwonge, Lubega, and Kasozi (2021) on public universities in Uganda highlighted that only 42% of academic staff showed consistent 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 which are symptoms of diminished Organizational Citizenship Behavior.

The Government of Uganda, through the National Council for Higher Education (NCHE) and the Ministry of Education and Sports, has developed several policy interventions aimed at strengthening human resource practices. These include staff capacity-building initiatives, institutional quality

assurance frameworks, and performance-based reward systems (Ministry of Education and Sports, 2019). However, these measures have had limited impact, particularly in rural or upcountry institutions, due to inconsistent implementation, resource constraints, and inadequate institutional leadership. Several challenges remain unsolved, including poor recognition and reward systems, limited career advancement opportunities, weak organizational support, and the absence of participatory leadership styles (Tumwine, 2020). 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-like behaviours. If this study is not conducted, institutions in Kabale District may continue to face low employee engagement, poor service delivery, and institutional inefficiency, ultimately affecting the quality of education and student satisfaction. Additionally, the lack of empirical data on OCB within this local context makes it difficult for policymakers and administrators to design effective strategies for improving staff morale and organizational performance.

The researcher was motivated to undertake this study after observing the challenges of low staff involvement and commitment within higher education institutions in Kabale. Furthermore, there is a limited body of research on OCB within rural Ugandan academic contexts, despite its recognized importance in enhancing institutional effectiveness and employee well-being. This study seeks to fill that gap by evaluating the factors influencing OCB and offering recommendations for improved human resource management in higher learning institutions.nThe primary aim of the study was to evaluate the relationship between Perceived Organizational Support (POS) and Organizational Citizenship Behavior (OCB) in selected higher learning institutions within Kabale District.

The objectives of the study were:

(i) To examine the relationship between fair treatment and Organisational Citizenship Behavior 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.

2. LITERATURE REVIEW

2.1 Fair treatment and organizational citizenship behavior

Fairness 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 (OCB) . 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.

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).

2.2. Career development and organizational citizenship behavior

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.

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. This result supports the hypothesis, indicating a positive and significant relationship between career development and organizational citizenship behavior in the Mold Manufacturing Department of PT. Samuel (2018) further supported this view, confirming the positive impact of career development on organizational citizenship behavior.qqqrAdditional research by Sheeraz et al. (2020) and Supriyanto et al. (2020) showed that career development positively impacts teacher performance in schools, as did studies by Tian et al. (2020) and Waruwu et al. (2020). Based on these findings, a hypothesis can be formulated.

2.3. Rewards & recognition and organizational citizenship behavior

Zhao et al. (2022) suggest 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.

Ibrahim (2021) highlights 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.

Asadullah *et al*. (2021) stress the importance of supporting employees, rewarding their performance, and ensuring job satisfaction, which can 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 OCB, and Zhao *et al*. (2022), who also confirmed that rewards are positively correlated with OCB. These studies suggest a direct influence of rewards on OCB.

3. MATERIALS AND METHODS

3.1 Research Design

This study adopted a descriptive cross-sectional survey design research design to explore how Organizational Citizenship Behavior (OCB) is conceptualized and its antecedents within management studies. As noted by Mpirirwe & Moses (2024), 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 (Agaba & Kalu,2019). This approach can incorporate various research methods and primarily uses quantitative data (Dorothy *et.al*, 2024)). Given these objectives, the descriptive design is deemed suitable for this study (Agaba & Turyasingura,2025)

3.2. Study 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, 2023). 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.

Table 3.1: 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	Random
Non -academic	93	76	Simple random
Total	**269**	**235**	

Source: Researcher, based on Krejcie & Morgan (1970; Human Resource departmental report, 2024

3.3. Research Instruments

A self-administered questionnaire were used, allowing participants to read and respond to the questions independently, without the need for an interviewer. This method is effective for collecting quantitative data from diverse populations in their natural environments. Questionnaires are advantageous for being time-efficient, cost-effective, and conducive to achieving a high response rate (Turyasingura & Agaba, 2023)). The structured questionnaires were employed a Likert scale with an ordinal range (e.g., 1-4), enabling respondents to select the option that best reflects their views. The Likert scale is particularly useful for assessing employees' opinions, attitudes, and behaviors regarding perceived organizational support and organizational citizenship behavior, determining their level of agreement or satisfaction with specific statements.

3.4. Validity of instruments

3.4.1. Validity

According to Herbart *et.al*, (2025), validity is described as the extent to which a test accurately measures what it is designed to assess. The data collection tools were evaluated for both face and content validity. To ensure face validity, the questionnaire was reviewed by supervisors who were provided by expert's feedback on its items, including the questionnaire and interview guide. Based on their comments, the

researcher revised the tools by adjusting, rephrasing, or eliminating irrelevant items. Expert judgment plays a crucial role in research assessment (Benon, *et.al*, (2025). After refining the tools for face validity, they undergo a content validity test. The tools were deemed valid if their Content Validity Index (CVI) exceeds 0.7, as recommended by Amin (2005). The CVI for the questionnaire was calculated using the following formula:

$$C.V.I = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

3.4.2. Reliability

Reliability refers to the degree to which an instrument consistently produces stable results over time (Creswell, 2018). To ensure reliability, the researcher conducted a pre-test of the instrument with five employees, and the pre-test results were analyzed using SPSS Version 23. During the reliability test, Cronbach's alpha values was generated through SPSS to evaluate the consistency of the tools. The instruments were considered reliable if the alpha values for the test items or constructs exceed 0.7.

4. RESULTS

4.1. Response rate

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

Table 4.1. showing the actual response rate from respondents.

Respondents	**Proposed sample**	**Actual sample**	**Percentage**
Top Management	18	18	**100**
Administration	34	30	**100**
Academic	124	111	**90%**
Non -academic	93	76	**82**
	269	**235**	**93**

Source: Field data 2025

4.2. Socio-Demographic Characteristics of the Respondents

This section presents the results for respondents' age, gender, level of education, and number of years in the workforce. Working in the Kabale District of respondents, all of whom were deemed critical to the study.

4.2.1. Age of respondents

Age-related categories were used to group respondents. The distribution of respondents by age is shown in the frequency table (table 4.1).

Table 4. 2: **Age of respondents**

		Frequency	Percent
Valid	18-30	36	15.3
	31-40	45	19.1
	41&above	154	65.6
	Total	**235**	100.0

Source: Field Data 2024

The majority of respondents (65.6%) were over the age of 41 or older, followed by those between the ages of 31 and 40 (19.1%) and those aged 18 to 30 (15.3%). All respondents were mature enough to understand the relationship between Perceived Organizational Support (POS) and Organizational Citizenship Behaviour (OCB) in selected higher institutions of learning in Kabale District.

4.3. Gender of respondents

Table 4. 3: Showing gender of respondents

		Frequency	Percent
Valid	Female	40	17.1
	Male	195	82.9
	Total	**235**	100.0

Source: Field data 2025

According to Table 3, men outnumbered women by 17.1%, with 82.9% responding. This indicates that men make up the majority of the workforce in Kabale District's higher education institutions. This suggests that men in Kabale District's higher education institutions have a good understanding of the relationship between perceived organizational support (POS) and organizational citizenship behaviour (OCB).

4.4. Level of education

Respondents were categorized according to their level of education.

Table 4.4: Level of education

		Frequency	Percent
Valid	Diploma	93	39.6
	Degree	102	43.4
	Postgraduate	40	17

	Total	235	100.0

Source. Data from the field 2025

According to Table 4.4, the majority of respondents (43.4%) held a degree, followed by diplomas (39.6%) and postgraduate degrees (17%). This indicates that the research subjects had the necessary educational background to comprehend the questions and provide precise responses to better understand the relationship between Perceived Organizational Support (POS) and Organizational Citizenship Behaviour (OCB) in Kabale District's higher learning institutions.

4.3. The relationship between fair treatment and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

Table 4. 5: Correlation analysis fair treatment and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District"

		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).

Source: Primary Data 2025

The data in Table 4.5 shows a strong positive correlation between Fair Treatment and Organisational Citizenship Behaviour (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 behaviours that support the organization, like helping coworkers, showing initiative, and being loyal. The p-value of less than 0.01 ($p < 0.01$) 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.

4.4. The relationship between career development and Organisational 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 (staff) and by secondary data (documented work). A summary of the responses is presented in the table 4.9 below.

Table 4. 6: Correlation analysis career development related to Organisational Citizenship Behaviour among institutions of higher learning in Kabale District?

		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). **Source: Primary Data 2025

Table 4.6 clearly shows that career development and Organisational Citizenship Behaviour have a considerable positive association (r=.656, p< 0.01). The results presented in Table 4.6 indicate a strong positive correlation between career development and Organizational Citizenship Behaviour (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.

4.5. 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 Organizational Citizenship Behaviour among institutions of higher learning in Kabale District.

Table 4. 7: Correlation analysis on What is the relationship between rewards and recognition s and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

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

rewards	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	.000
	N	235	235

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

Source: Field Data 2025

It is evident from Table 4.7 that there is a positive significant correlation between rewords on Organisational Citizenship Behaviour (r= .729, p< 0.01). This finding means that rewards is associated with Organisational Citizenship Behaviour.

5. DISCUSSION

The purpose of this study was to evaluate the relationship between Perceived Organizational Support (POS) and Organizational Citizenship Behaviour (OCB) in selected higher learning institutions within Kabale District.

5.2.1. The relationship between fair treatment and Organisational Citizenship behaviour among institutions of higher learning in Kabale District

The first objective of this study was to examine the relationship between fair treatment and Organisational Citizenship behaviour among institutions of higher learning in Kabale District.The results of the data collection and analysis revealed that the two variables had a significant and favorable connection. Qualitative findings showed the relationship between fair treatment and Organisational Citizenship behaviour among institutions of higher learning in Kabale District

This is in agreement Moorman, (1991) who noted that, fairness 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 (OCB) 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.

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). A study by Ehtesham and Muhammad (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.

5.2.2. The relationship between career development and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

The second objective was to establish the relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District

The results of the data collection and analysis revealed that the two variables had a significant relationship. Qualitative findings showed that there is a strong relationship between the variables. This is in agreement with 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.

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. This result supports the hypothesis, indicating a positive and significant relationship between career development and organizational citizenship behavior in the Mold Manufacturing Department of PT.

Shujaat, Aftab, Sana, and Ahmed (2013) studied the relationship between career development and job satisfaction in private banks in Karachi, finding a positive connection between the two. Additional research by Sheeraz et al. (2020) and Supriyanto et al. (2020) showed that career development positively impacts teacher performance in schools, as did studies by Tian et al. (2020) and Waruwu et al. (2020). Based on these findings, a hypothesis can be formulated.

5.2.3. The relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

The third objective was to establish the relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District. The results of the data collection and analysis revealed that the two variables had a significant relationship. Qualitative findings showed that there is a strong relationship between the variables. This is in agreement with Zhao et al. (2022) suggest 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. Ali (2015) argues that OCB is expected to influence rewards, with the norm of reciprocity providing a likely explanation for this 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 (2021) highlights 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. Asadullah *et al.* (2021) stress the importance of supporting employees, rewarding their performance, and ensuring job satisfaction, which can 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 OCB, and Zhao *et al*. (2022), who also confirmed that rewards are positively correlated with OCB. These studies suggest a direct influence of rewards on OCB.

6. CONCLUSION

The study concludes that there is relationship between fair treatment and Organisational Citizenship Behavior among institutions of higher learning in Kabale District. This is in line with the findings, which were supported by the majority of respondents. Therefore 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.

The results and discussion lead to the conclusion that that career development has a relationship with Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.Management should integrate career development into strategic human resource planning to cultivate a motivated workforce that actively contributes to institutional success and cohesion.

The study concludes that there is relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District. Regular and transparent recognition of employees' efforts can significantly improve morale, engagement, and institutional performance.

7. RECOMMENDATIONS

In relation to the analysis, findings, and conclusion, guided by the study objectives, the following recommendations have been proposed.

5.4.1. The relationship between fair treatment and Organisational Citizenship Behavior among institutions of higher learning in Kabale District.

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.

5.4.2. The relationship between career development and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

Institutions of higher learning in Kabale District should 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.

5.4.3. The relationship between rewards and recognitions and Organisational Citizenship Behaviour among institutions of higher learning in Kabale District.

Based on the preceding conclusion, 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.

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