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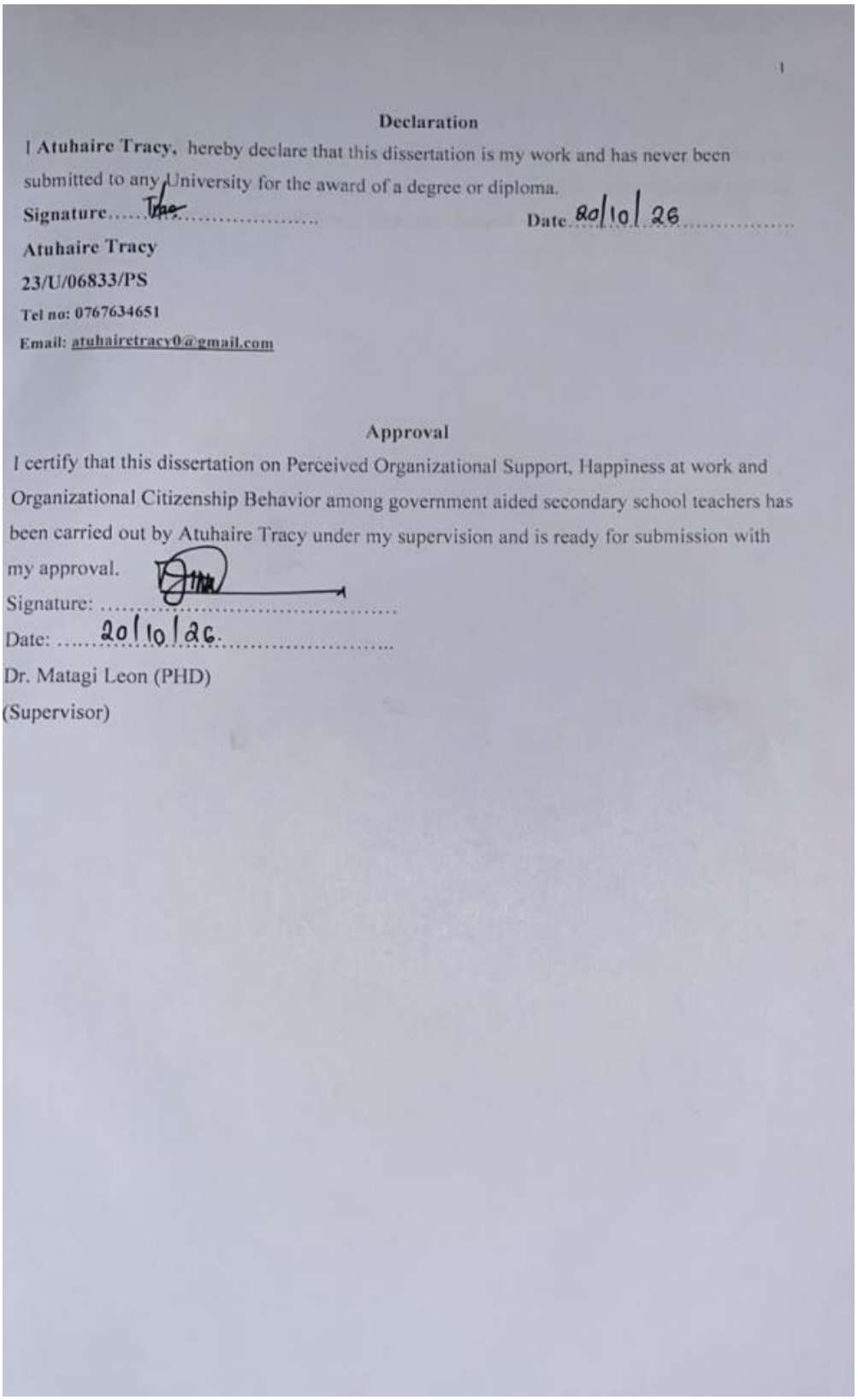
Perceived Organizational Support, Happiness at Work, and Organizational Citizenship Behaviour of Secondary School Teachers in Uganda

Atuhaire Tracy
23/U/06833/PS

A Research Dissertation Submitted to the School of Psychology in Partial Fulfillment for the Award of a Bachelor of Arts in Social Sciences of Makerere University

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Declaration



Declaration

I **Atuhaire Tracy,** hereby declare that this dissertation is my work and has never been submitted to any University for the award of a degree or diploma.

Signature..... **Date** 20/10/26

Atuhaire Tracy
23/U/06833/PS
Tel no: 0767634651
Email: atuhairetracy0@gmail.com

Approval

I certify that this dissertation on Perceived Organizational Support, Happiness at work and Organizational Citizenship Behavior among government aided secondary school teachers has been carried out by Atuhaire Tracy under my supervision and is ready for submission with my approval.

Signature: .....

Date: 20/10/26.

Dr. Matagi Leon (PHD)

(Supervisor)

Dedication

This dissertation is dedicated to my family, whose sacrifice, prayers, and encouragement carried me through every stage of my studies, and to the secondary school teachers of Uganda, whose commitment to learners often goes beyond what is asked of them.

Acknowledgement

I thank God for health, strength and grace that enabled me to complete this study. I am sincerely grateful to my supervisor, Dr. Matagi Leon, for the patient guidance, constructive criticism, and timely feedback that shaped this dissertation. My appreciation goes to the headteachers and teachers of the secondary schools who allowed me to collect data and gave their time to complete the questionnaires. This study would not have been possible without them. I am thankful to my parents, family and friends for their financial, moral, and emotional support. May God bless you all.

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Abstract

This study examined the relationships between perceived organizational support (POS), happiness at work (HAW) and organizational citizenship behaviour (OCB) among secondary school teachers in Uganda.. A correlational research design was used. Data was gathered from a randomly selected sample of 208 full time payroll teachers working in Kampala secondary schools using structured questionnaires. Data was entered into SPSS, after which, cleaned by checking for missing values, out-of-range entries, and outliers before analysis. Pearson's correlation coefficient was used to test the hypotheses. The results showed a positive and significant relationship between POS and HAW ($r = .677$, $p < 0.01$), between HAW and OCB ($r = .177$, $p = .0.05$), and between POS and OCB ($r = .265$, $p < 0.01$). All three null hypotheses were therefore rejected. The study concluded that teachers who feel supported by school leadership are happier at work and show more extra role behaviors. It recommended that school administrators strengthen supportive practices, recognise teachers' achievements, and distribute extra role duties fairly. It equally recommended that the Ministry of Education and Sports ans the District Education Office include supportive leadership and teacher well-being in head teacher training and school supervision. Future research should test HAW as a mediator between POS OCB.

Chapter 1
Introduction

Background.

The relationship between how organizations treat their employees and how those employees respond in terms of well-being and discretionary behaviour has attracted significant scholarly and managerial attention. Across developed economies such as the United States, the United Kingdom, and parts of Asia-Pacific, organizations have invested substantially in human resource management practices aimed at improving employee experience. Yet, evidence from the International Labour Organization (2022) and the World Happiness Report (2023) reveals that a considerable proportion of the global workforce still perceives inadequate organizational support, reports diminished happiness at work, and exhibits declining levels of voluntary, extra-role behaviors. These trends underscore a persistent gap between organizational intent and employee experience, one that is even more pronounced in developing economies of Sub-Saharan Africa, which continue to grapple with high rates of employee turnover, low job satisfaction, and weak organizational commitment.

Perceived Organizational Support (POS) refers to the extent to which employees feel valued and nurtured by their employers (Mathumbu & Dodd, 2013). Happiness at Work (HAW) is a multidimensional construct encompassing job satisfaction, employee engagement, subjective well-being, and positive affect experienced within the workplace (Fisher, 2010). Organizational Citizenship Behaviour (OCB) refers to discretionary individual behaviour that is not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization (Organ, 1988).

When employees perceive strong organizational support, they are more likely to experience higher levels of happiness at work, which in turn energizes and motivates them to engage in citizenship behaviors beyond their formal job requirements. Several meta-analytic reviews (Rhoades & Eisenberger, 2002; Podsakoff et al., 2009) confirm this chain of relationships: POS positively predicts job satisfaction and emotional well-being (components of happiness at work), and happiness at work, in turn, is a robust predictor of OCB.

National and sector-level surveys in Uganda, indicate that unhappiness at work is prevalent, with many employees citing poor remuneration, limited growth opportunities, unclear job roles, and toxic work cultures as primary drivers of their negative work affect (Byarugaba, 2019; Uganda Bureau of Statistics, 2022). Healthcare workers, teachers, and local government employees are especially vocal about feeling undervalued and emotionally

exhausted. Employee burnout, a direct antithesis of happiness at work, has been documented across multiple sectors, and absenteeism attributed to work-related stress is on the rise. These manifestations of work unhappiness not only diminish individual productivity but also erode organizational effectiveness and service delivery quality, particularly in public sector institutions that directly serve citizens.

Studies conducted in Ugandan public institutions and private enterprises reveal that a significant proportion of employees feel their organizations do not adequately value their contributions, fail to recognize their efforts, and provide insufficient support in terms of career development and welfare (Kasozi, 2020; Nkurunziza & Turyahabwe, 2021). Civil servants in particular report chronic neglect by supervisors, absence of merit-based reward systems, and organizational policies that do not account for employees' personal needs. These structural deficits in organizational support have been linked to disengagement and eroded organizational commitment.

Research indicates that Ugandan employees exhibit limited discretionary pro-social behaviors within their workplaces, with tendencies toward doing the bare minimum required by formal job descriptions (Muwanguzi & Lwanga, 2020). Reports of non-compliance with organizational norms, interpersonal conflicts among colleagues, and reluctance to volunteer for organizational initiatives beyond one's defined role are well documented in Ugandan studies. In service sectors such as health, education, and financial services, the deficit in OCB translates directly into poor service quality, reduced innovation, and compromised organizational performance.

Most existing research on these three constructs comes from Western and Asian contexts. Few studies examine them together in Uganda. This study fills that gap by testing how perceived organizational support shapes happiness at work and citizenship behaviour among Ugandan employees. The findings should help inform organizational policy and management practice in Uganda and Sub-Saharan Africa.

Problem Statement

It was believed that some employees in Uganda are unhappy. This was because they perceived low levels of support from their organizations. If these employees continued to feel unsupported, there would be a reduction in voluntary extra-role behaviors such as helping colleagues, and participation in organizational activities.

The Purpose of the study.

The research examined the relationship of perceived organizational support, happiness at work and organizational citizenship behaviour of secondary school teachers in Uganda.

Objectives of the study.

The study was guided by the following objectives:

1. To determine whether perceived organizational support and happiness at work are related.
2. To establish whether happiness at work and organizational citizenship behaviour are related.
3. To find out whether perceived organizational support and organizational citizenship behaviour are significantly related.

Scope.

Geographical Scope

This study was conducted among government secondary school teachers in Wakiso District. Wakiso was selected because it hosts one of the highest concentration of secondary schools in Uganda.

Contextual Scope

The study focused on three key constructs which include, perceived organizational support, happiness at work and organizational citizenship behaviour.

Perceived Organizational Support (POS) referred to employee beliefs about the extent to which organizations value contributions and care for their well-being (Eisenberger, Huntington, Hutchison, & Sowa 1986; Foley, Ngo & Lui, 2005)

Happiness at Work (HAW) was defined as contented sentiments towards work itself, contented sentiments towards job attributes, and contented sentiments towards the overall organization (Fisher, 2009).

Organizational Citizenship Behaviour (OCB) referred to the willingness of employees to go beyond the formal specifications of work roles, also known as extra-role behaviors (Tepper et al. 2001; Ahmed et al. 2012).

Time scope

Data collection for this study took place in July 2026.

Significance

The study was found to be relevant to Minister of Education and Sports for gathering information about national policies and welfare frameworks aimed at boosting teacher retention and service delivery in secondary schools.

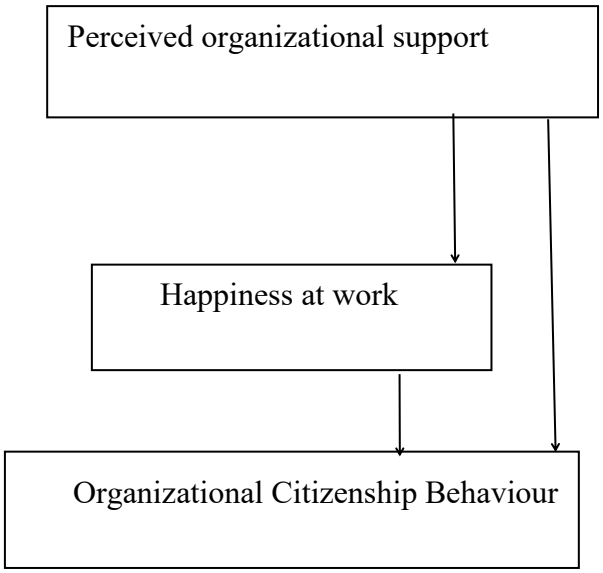
District Education Officers can use the study to guide them in designing district-level support structures to improve teacher well-being and performance in schools under their jurisdiction.

Headteachers can acquire practical insights on how supporting and engaging teachers can translate into greater discretionary effort and citizenship behaviour within their schools.

The findings may now be used by academicians, as a contribution to the growing body of knowledge on POS, happiness at work and OCB within the Ugandan education sector, providing a basis for further empirical inquiry.

Conceptual Framework.

Using the working topic, the following conceptual framework was defined



The arrows show the direction of the relationships being examined in this study. Perceived organizational support serves as the independent variable, directly influencing happiness at work (Novliadi. F., Anggraini.R. 2020). Happiness at work then influences organizational citizenship behaviour (Salisa. S.E., Nurmayanti.S. 2025). Finally, OCB serves as the dependent variable, which is significantly related to perceived organizational support (Mathumbu. D., Dodd. N. 2013).

Chapter 2

Literature review.

Introduction.

This chapter reviewed the literature of other authors on Perceived Organizational Support (POS), Happiness at Work (HAW), and Organizational Citizenship Behaviour (OCB). It contains definitions and conceptual reviews of each variable in the study followed by other scholarly studies on the relationships between each two variables.

Perceived Organizational Support

Perceived organizational support (POS) refers to employees' global beliefs concerning the extent to which their organization values their contributions and cares about their well-being (Eisenberger, Huntington, Hutchison & Sowa, 1986).

Eisenberger and colleagues (1986) developed the Survey of Perceived Organizational Support (SPOS), a seminal instrument that has since been widely adapted and validated across different cultural and organizational settings. Their work established that employees anthropomorphize their organizations, attributing human-like qualities to their employers, and respond emotionally and behaviorally to the treatment they receive.

More recent scholarship expanded the antecedents of POS to include human resource practices, leadership styles, and organizational culture. Wayne, Shore and Liden (1997) demonstrated that favourable HR practices such as developmental opportunities, performance feedback, and participatory decision-making contribute to elevated POS. Similarly, Kurtessis, Eisenberger, Ford, Buffardi, Stewart and Adis (2017) noted that POS mediates the effects of several HR practices on employee outcomes.

Happiness at Work

Fisher (2010) argued that Happiness at Work encompasses multiple levels of analysis, momentary affect, job satisfaction, and engagement, and that these components interact dynamically to shape the overall quality of employees' work experience. This view aligned with the broader positive psychology movement pioneered by Seligman and Csikszentmihalyi (2000), which emphasizes the importance of studying human flourishing and positive states rather than focusing exclusively on pathology.

The hedonic tradition, associated with Diener's (1984) subjective well-being framework, focused on the balance of positive and negative affect alongside cognitive life satisfaction evaluations. Applied to the workplace, hedonic happiness at work involved the experience of

positive emotions,enthusiasm, contentment, joy, and the absence of chronic negative affect such as anxiety or frustration. The eudaimonic tradition, by contrast, emphasized purpose, personal growth, and the realization of one's potential (Ryan & Deci, 2001). In organizational contexts, eudaimonic happiness manifested as engagement, meaning, and a sense of personal accomplishment in one's role.

Job satisfaction has historically been the most widely studied component of happiness at work. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Spector (1997) identified facets of job satisfaction including satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, the nature of work, and communication.

Organizational Citizenship Behaviour

Organizational citizenship behaviour (OCB) refered to discretionary behaviors that are not formally recognized by the organization's reward system but that, in the aggregate, promote the efficient and effective functioning of the organization (Organ, 1988). Organ's seminal work identified five dimensions of OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue.

Podsakoff, MacKenzie, Paine and Bachrach (2000) identified over 30 distinct conceptualizations of OCB, ultimately proposing a seven-dimension taxonomy that includes helping behaviour, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development. This refined taxonomy has been valuable for distinguishing between OCBs directed at individuals (OCB-I) and those directed at the organization (OCB-O).

Podsakoff and MacKenzie (1994) demonstrated that OCB significantly predicts unit-level sales performance, while Podsakoff, Blume, Whiting and Podsakoff (2009) showed through meta-analysis that OCB influences both individual and organizational performance outcomes, as well as reducing counterproductive work behaviors. Borman and Motowidlo's (1993) contextual performance model further legitimized OCB research by arguing that discretionary, pro-social behaviors constitute a distinct and meaningful component of overall job performance that complements task performance.

Perceived Organizational Support and Happiness at Work

Among Pakistani business professionals, Hamid and Kundi (2024) found that POS mediated the relationship between discretionary HR practices and HAW, with POS and meaning of work operating as serial mediators. Similarly, in a one-year prospective study of Hong Kong employees, Ho and Chan (2022) found that POS at baseline predicted employee flourishing a year later, an effect transmitted through psychological capital. Joo and Lee (2017), studying a South Korean conglomerate, likewise found that POS, together with psychological capital, significantly predicted three components of workplace happiness: work engagement, career satisfaction, and subjective well-being.

Novliadi & Anggraini (2020) found that perceived organizational support increased the happiness at work of employees. Employees who believed that the organization supports them, may had positive feelings for other aspects of their work, and the supervisor's supportive behaviour increased employee happiness and protected them from tension, depression, emotional exhaustion and mental health problems.

Karim & Hossain (2025) revealed that POS significantly promoted happiness at work. Their findings explained that the social support felt by employees led to happiness in the workplace. They stated that job resources such as social characteristics represented in perceived social support stimulated positive attitudes of employees such as their happiness at work. Özdemir (2022) found that perceived organizational support had moderate effect on happiness at work. POS seemed to be positively affected by happiness at work.

Rhoades and Eisenberger (2002) demonstrated in their meta-analysis that POS is positively related to positive mood and job satisfaction, both key indicators of happiness at work. The mechanism they identified involves POS fulfilling employees' needs for approval and esteem, creating a reciprocal emotional bond between the employee and the organization that manifests as positive affect and satisfaction. Subsequent studies have expanded these findings to include dimensions of engagement and psychological well-being.

In a related vein, Kurtessis et al. (2017) confirmed in their comprehensive meta-analysis that POS is significantly and positively related to job satisfaction, positive affect, and subjective well-being, which together constitute the affective dimension of happiness at work. Their findings demonstrated that the POS-happiness relationship is generally consistent across cultural contexts, though they acknowledged that organizational and cultural moderators warrant further investigation.

Babalola and Stouten (2018) further illuminated the POS-HAW relationship by demonstrating that in organizations characterized by strong collectivist values, POS has amplified positive effects on employee well-being, because organizational support resonates more deeply with culturally ingrained desires for group belonging and communal care. Studies showed that perceived organizational support increased the happiness at work of employees.. Employee perceptions of organizational support also affect happiness at work (.Novliadi & Anggraini, 2020).

Additionally, Lapointe, Vandenberghe and Boudrias (2013) examined POS as a predictor of emotional exhaustion and burnout prevention, indicators closely linked to the absence of happiness, and found that high POS significantly buffered against burnout, thereby indirectly enhancing happiness at work. In various studies, POS was found to have a positive impact on employees' happiness at work. (Akçakanat, Uzunbacak & Köse, 2018)

Stinglhamber, Marique, Caesens, Hanin and De Zanet (2015) demonstrated that POS enhances happiness at work through its positive effects on supervisor support and organizational identification. . Employees who perceive organizational support develop a stronger identification with their organization and experience the organization's success and values as their own, which elevates their sense of meaning, purpose, and positive affect at work.

Caesens et al. (2017), studying Belgian employees, found that organizational dehumanization only partially mediated the POS, well-being relationship: some employees who reported high POS still felt treated impersonally by their organization, which dampened the expected well-being benefit, a counter-intuitive result given that POS is theorized to signal personal, not transactional, regard for employees. The correlations between POS and WH were found to be quite high, showing that the variables have strong structural relationships with each other (Seyrek & Çelik, 2025).

However, even within studies that broadly support the POS-HAW link, the direct path is not always significant. Joo and Lee (2017) found that POS was not directly related to subjective well-being once career satisfaction was modeled; the relationship held only indirectly. Panaccio and Vandenberghe (2009), similarly found that POS related to psychological well-being mainly through affective organizational commitment rather than directly, suggesting POS alone is an unreliable predictor of HAW without a supporting attitudinal mechanism.

Most POS-HAW research has been conducted among corporate, healthcare, or service-sector employees in Asia, Europe, and North America. Few studies operationalize HAW using Fisher's (2010) tripartite framework within African or Ugandan education settings, leaving the PO-HAW pathway largely untested among teachers working under the resource constraints typical of Sub-Saharan African school.

Happiness at Work and Organizational Citizenship Behaviour

Organ and Ryan (1995) demonstrated, in a meta-analysis that job satisfaction, a central component of happiness at work, was significantly and consistently associated with all five OCB dimensions. This relationship was particularly pronounced for altruism and courtesy, which are interpersonal dimensions of OCB most directly linked to positive affective states.

Emill and Nurmayanti (2025) found that happiness at work had a positive and significant effect on organizational citizenship behaviour. They conducted a PLS-SEM analysis which showed that the higher the level of happiness felt by employees, the higher their felt level of happiness at work.The results indicated that happy employees are more engaged, and this drives discretionary, citizenship oriented behaviors at work.

Tsai, Chen and Liu (2007) found in a study of Taiwanese employees that job satisfaction was a robust predictor of OCB, with positive affect mediating the satisfaction-OCB relationship. They also demonstrated that employees with high positive affect engaged in significantly more helping behaviour and civic virtue than their less happy counterparts.

Rego and Cunha (2008) extended these findings to a Portuguese sample and demonstrated that psychological well-being, conceptualized as a multidimensional form of happiness, positively predicted OCB, even after controlling for job satisfaction. Their findings suggested that eudaimonic happiness, encompassing purpose, personal growth, and positive relationships at work, contributes independently to OCB beyond the effects of hedonic satisfaction.

Honu et al. (2024) found that the level of employee happiness in the workplace is a substantial and positive indicator of OCB. There exists a positive correlation between happiness in the workplace and elevated levels of intrinsic motivation. The presence of this intrinsic motivation serves as a driving force for individuals to willingly engage in, and display organizational citizenship behaviour.

Unanue, Barros and Gómez found that OCBs are prospective positive indicators of the three models of happiness; hedonic happiness, eudamonic happiness, and flourishing.

OCBs foster a broad range of happiness facets, which in turn fosters back the emergence of more OCBs leading to a virtuous circle of prosociality and well being in the workplace.

Mubarak and Noor (2018) conducted a study in Pakistani government organizations and found that happiness at work significantly predicted OCB, with the relationship partially mediated by organizational commitment. This mediated pathway suggests that happiness first deepens employees' emotional bond with the organization, which then motivates discretionary contributions.

Agustina et al. (2020) found that employee happiness at work had a positive and significant effect on organizational citizenship behaviour. Amalia et al. (2025) also found that OCB dimensions significantly affected happiness at work.Teachers who assisted colleagues, participated in school governance and community activities, and were responsible and diligent in their roles, contributed to a positive work environment, acquired enhanced sense of belonging and commitment and fostered a positive emotional state which enhanced their overall happiness at work.

Bakker, Demerouti and Ten Brummelhuis (2012) demonstrated that work engagement predicts OCB above and beyond the effects of job satisfaction, arguing that the energized, dedicated, and absorbed state characteristic of engagement generates motivational surplus that employees invest in discretionary behaviours. Byarugaba (2019) similarly found in a Ugandan telecommunications company that employees who reported higher job satisfaction and positive affect engaged in significantly more helping behaviour and compliance-oriented OCB.

However, other research studies establish a lack of relation between the two variables. Salas-Vallina et al. (2017) qualify their own positive finding: when organizational learning capability was entered into the model, the direct effect of HAW on OCB disappeared, with the relationship fully mediated by learning capability. This indicates that happy employees do not automatically display more citizenship behavior unless the organization also provides a climate that supports learning and growth.

Unanue et al. (2021), found that the HAW-OCB relationship is reciprocal rather than one-directional: OCB prospectively predicted hedonic, eudaimonic, and flourishing-based happiness about as strongly as happiness predicted OCB. This challenges the common assumption in the field that happiness is simply an antecedent, rather than also a consequence, of citizenship behavior.

Moreover, few studies have isolated which dimension of HAW(engagement, satisfaction, affect) actually drives OCB. Most longitudinal studies on these constructs have been conducted in high-income countries; there is a near-complete absence of longitudinal research tracking the HAW-OCB model over time in African organizations, representing a methodological gap that cross-sectional studies like this one cannot fully address but that future research should prioritize.

Perceived Organizational Support and Organizational Citizenship Behaviour

Mathumbu and Dodd (2013) tested the relationship between perceived organizational support and organizational citizenship behaviour amongst nursing staff at Victoria hospital and found it to be positive, with respondents indicating that they perceive the hospital to be a fair, supportive employer, who rewards staff fairly and provides favourable working conditions. The nurses also reported high levels of engagement in civic virtue, conscientiousness, sportsmanship and altruism in their day to day activities.

Eisenberger, Fasolo and Davis-LaMastro (1990) provided early empirical evidence for the POS-OCB relationship, demonstrating that employees with high POS were more likely to engage in innovative behaviour and performance-related effort, including behaviors that could be classified as OCB. Their foundational study established the reciprocity mechanism underlying the POS-OCB link, showing that employees who perceived organizational care and valuation felt a personal obligation to serve the organization's interests through discretionary contributions.

Deswal and Sheokand (2026), in their findings, concluded that POS forecasts OCB. POS positively affected OCB, as individuals felt obliged to go above and beyond the call of duty to repay the company for its favors when they saw high POS levels.

Obiora and Jaja (2015) found a positive and weak significant association between organizational support and altruism, civic virtue and sportsmanship, while a strong relationship was found between organizational support and conscientiousness. They found that within the Nigeria Hospitality Industry, as support given by the organization becomes clearer, the workers tend to pursue actions favourable to the organization that go beyond assigned responsibilities.

Rhoades and Eisenberger's (2002) meta-analysis comprehensively documented the relationship between POS and OCB and reported a mean corrected correlation that was positive and statistically significant. They found that POS was more strongly related to OCBs

directed at the organization (OCB-O) than to interpersonal citizenship behaviors (OCB-I), consistent with the theoretical argument that POS generates felt obligation towards the organization itself rather than merely towards colleagues.

Andriyanti and Supartha (2021) found that perceived organizational support had a positive and significant effect on organizational citizenship behavior at Adiwani Unagi Suites, Ubud. Workers who felt supported by the organization provide feedback to the organization and thereby reducing deviations that occur to all parties involved in organizational behaviour.

Muhammad (2014) examined perceived organizational support, affective organizational commitment, and organizational citizenship behaviour among employees in Kuwaiti banking and finance sector organizations, and found a positive relationship between perceived organizational support and organizational commitment, and that affective organizational commitment mediated the relationship between POS and OCB. Employees who feel supported by their organization develop stronger emotional attachment to it, and this attachment drives them to reciprocate with citizenship behaviour.

Kurtessis et al. (2017) updated the meta-analytic evidence base for the POS-OCB relationship by including over 500 studies and found consistent positive associations between POS and OCB across multiple countries, industries, and methodological approaches. Their analyses revealed that the POS-OCB relationship was strengthened in organizational contexts where discretionary behaviour is particularly valued, such as customer service industries and knowledge-intensive organizations. They also identified organizational identification and affective commitment as key mediators of the POS-OCB relationship, indicating that POS promotes OCB by deepening employees' emotional attachment to the organization.

Ali, Rizavi, Ahmed & Rasheed (2018) found that perceived organizational support had a direct positive bearing on organizational citizenship behaviour, while also operating indirectly through the sequential pathway of well being and work engagement. Their findings suggested that supportive organizations cultivate citizenship behaviour both directly and by first enhancing employees’ well being and engagement.

Shanock and Eisenberger (2006) demonstrated that supervisor-rated POS interacted with organizational POS to predict OCB, such that employees who perceived support from both their supervisor and the broader organization exhibited the highest levels of citizenship behaviour. Wayne, Shore, Bommer and Tetrick (2002) similarly showed that leader-member

exchange (LMX) moderated the POS-OCB relationship, with high LMX amplifying the effects of POS on citizenship behaviors.

Njoroge and Kirori (2014) examined the POS-OCB relationship among Kenyan bank employees and found a positive and significant association, with organizational commitment serving as a full mediator. This finding suggests that in East African organizational contexts, POS promotes OCB indirectly by first building employee commitment, a finding with significant implications for HR practices in Uganda. Byarugaba and Katungi (2018) corroborated these findings in a Ugandan sample, reporting that POS significantly predicted OCB in both public and private sector organizations, though the strength of the relationship differed across sectors, with private sector employees showing stronger POS-OCB associations.

Singh et al. (2023), studying Indian retail employees, found that POS predicted OCB both directly and indirectly through employee happiness as a mediator, a finding that ties all three constructs in this review together, and suggests that the studies reporting a null POS-OCB effect may simply have omitted happiness as the connecting mechanism.

However, several studies find that the POS-OCB link is not direct. Park and Kim (2024), studying South Korean public sports organizations, found that POS had no significant effect on OCB once work engagement was included in the model. Hsieh et al. (2022) found a parallel pattern among Taiwanese teachers: school-level organizational support had no significant direct relationship with OCB, the effect emerging only indirectly through job engagement. Linda et al. (2019), studying Indonesian regional government employees, went further and reported a negative, statistically non-significant effect of POS on OCB.

Matagi's (2025) Uganda-based study, while directly relevant, is purely correlational and does not test HAW or any other variable as a mediating mechanism between POS and OCB. Combined with the mixed positive and null findings reported elsewhere, this leaves the boundary conditions and explanatory pathway of the POS-OCB relationship among Ugandan secondary school teachers largely unexamined, the gap this dissertation addresses by testing HAW as a mediator within the POS-OCB relationship. Studies also rarely distinguish OCB-0 FROM OCB-1, or account for sector differences relevant to Uganda.

Hypotheses.

To guide the study, the following hypotheses were formulated.

1. There is no significant relationship between perceived organizational support and happiness at work.
2. Happiness at work is not significantly related to organizational citizenship behaviour.
3. There is no significant relationship between perceived organizational support and organizational citizenship behaviour.

Chapter 3.
Methodology

Introduction

This chapter presented the research design, population, sample size and sampling procedure. It further presented the research instrument, measures used for the study variables, data collection procedure, quality control measures, data management and coding, data analysis techniques, and the anticipated problems likely to be encountered during the study.

Research design

This study adopted a correlational study design. This design was appropriate because it establishes the relationships between the study variables.

Population.

The target population comprised of government-aided secondary school teachers in Wakiso District, Uganda. Head teachers were excluded from the study population because the focus was on the experiences of teaching staff rather than school administrators.

Sample

The respondents for this study consisted of full-time payroll government-aided secondary school teachers, from selected secondary schools in Wakiso. The sample size for this study was determined using the Krejcie and Morgan (1970) table for determining sample size. A sample size of 208 respondents were targeted. Simple random sampling was used to select respondents and the sample was distributed proportionately across schools based on the number of teachers in each.

Instruments.

Data was collected using a structured, self-administered questionnaire combining four sections with standardized closed-ended scales.

Measures

The questionnaire was sectioned as follows:

Section A measured demographic characteristics such as gender, age bracket, marital status, highest professional qualification, and the number of years served on government payroll.

Section B measured Perceived Organizational Support (POS), using an 8-item short form of the Survey of Perceived Organizational Support (SPOS) developed by Eisenberger, Huntington, Hutchison and Sowa (1986). It evaluated the teacher's perceptions of organizational support, workplace fairness, and administrative care. Items were rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

Section C measured Happiness at Work (HAW), using a scale adapted from Fisher (2010).This section concluded with and open ended qualitative question asking teachers to give reasons for unhappiness at work.

Section E measured Organizational Citizenship Behavior (OCB), using the OCB scale developed by Podsakoff, MacKenzie, Moorman and Fetter (1990). It measured employees' voluntary behaviors beyond their formal job including altruism, conscientiousness, sportsmanship, courtesy and civic virtue. Items were measured on a 5- point Likert scale from 1= Never to 5= Always.

Procedure

Approval to conduct the study was first sought from the university research ethics committee and respective head teachers. The researcher then visited the sampled schools, assured respondents on anonymity, and guided them on how to fill in the questionnaire, after which the data was checked for completeness prior to entry.

Quality Control

The researcher used an already existing questionnaire developed by other authors in order to ensure validity and reliability of the study.

Data Management

Data was numerically coded prior to entry as follows;

Gender was coded as Male = 1, Female = 2.Age was coded as respondents below 30 years =1, between 30-39 =2, between 40-49 = 3, and above 50 = 4. Marital status was coded as 1, 2, 3, 4 and 5 for Married, Single, Divorced, Cohabiting and Others respectively.Level of education was coded as 1, 2, 3, and 4 for Diploma, Degree, Masters, and Others respectively. Years on government payroll were coded by letting the respondents fill in the duration by themselves.

All responses for Perceived organizational support and Happiness at work were coded using likert responses, 1 = Strongly Disagree through 5 = Strongly Agree).

Responses for Organizational citizenship behaviour were coded using a Likert scale from 1= Never, to 5= always.

Data Analysis

Data was entered into SPSS, after which, cleaned by checking for missing values, out-of-range entries, and outliers before analysis. Pearson's correlation coefficient was used to test the hypotheses.

Chapter Four

Results

Introduction.

This chapter consists of results and interpretation of the findings in line with the objectives and hypotheses of the study.Data is presented in form of frequency and percentages in a tabular form for the levels of perceived organizational support, happiness at work and organizational citizenship behavior.

Respondents Background Information.

Respondents were asked to provide their personal information such as, sex, age, marital status, highest level of education and number of years on payroll as an active teacher in government schools. Their responses, frequencies and percentages are presented in the table below.

Table 1; Background Information of the Respondents

No.	Variable	Levels	N	%
1	Sex	M	100	48.8
		F	105	51.2
2.	Age	Below 30 years	87	42.0
		30-39 years	50	24.2
		40-49 years	44	21.3
		50 years & above	26	12.6
3.	Marital status.	Married	110	53.4
		Single	80	38.8
		Divorced	5	2.4
		Cohabiting	8	3.9
		Other	3	1.5
4.	Highest level of education	Diploma	14	6.8
		Degree	149	72.3
		Masters	38	18.4
		Other	5	2.4
5.	Number of years on payroll as an active teacher in government school(s)	**Class**	**Frequency(f)**	**%**
		1-3	59	37.1
		4-9	46	28.9
		Above 9	54	34.0

The findings indicated that majority of the respondents were female (51.2%), 42.0% of the respondents were below 30 years of age, the married respondents made up 53.4 %. Majority of the respondents had a degree as their highest level of education, and the highest number of respondents had spent (1-3) years on payroll as active teachers in government schools evidenced by (37.1%) representation.

Perceived Organizational Support

Respondents were asked to rate their level perceived support from their organizations on a scale of 1-5 and their responses, frequencies and percentages are presented in the table below.

Table 2; Showing the responses on Perceived organizational support

SN	Items	Disagree (%)	Not sure(%)	Agree (%)
1	My organization (school leadership) really cares about my well-being.	23 (11.3)	19 (9.8)	161 (78.9)
2	My organization (school leadership) values my contribution to its well-being	13(6.4)	27 (13.2)	164 (80.4)
3	My organization (school leadership) strongly considers my goals and values.	24 (11.7)	53 (25.9)	128 (62.4)
4	My organization (school leadership) cares about my opinions	28 (14.4)	57 (28.2)	117 (57.4)
5	My organization (school leadership) cares about me as a person	24 (11.9)	55 (26.9)	126 (61.2)
6	My organization (school leadership) would forgive an honest mistake that did not cause harm	21 (10.3)	31 (15.3)	152 (74.4)
7	My organization (school leadership) would be supportive if I had a family emergency	17 (8.3)	31 (15.2)	156 (76.5)
8	My organization (school leadership) would help me out if I had a personal problem.	15 (7.3)	45 (22.0)	144 (70.7)
9	My organization (school leadership) would be willing to help me out if I experienced a challenging problem while doing my job	14 (6.8)	35 (17.1)	155 (76.1)
10	I feel comfortable in my relations with my supervisor	17 (8.4)	26 (12.8)	160 (78.8)
11	I feel comfortable in my relations with my fellow workers	9 (4.4)	13 (6.4)	181 (89.2)
12	My supervisor's doors are always open to me when I need guidance or assistance.	13 (6.4)	24 (11.8)	167(81.8)
13	My organization (school leadership) strongly considers my needs when evaluating my job performance	24 (11.9)	41 (20.4)	136 (67.7)
14	I am provided with the necessary resources and support to perform well	20 (9.7)	28 (13.7)	157 (76.6)
15	I am provided with the necessary resources and support to perform at high level	20 (9.8)	34 (16.6)	151 (73.6)
16	My organization (school leadership) provides me with opportunities to develop my skills.	21 (10.3)	32 (15.7)	151 (74.0)
17	My organization (school leadership)provides me with chances to grow	`16 (7.8)	26 (12.8)	162 (79.4)
18	I feel warmly accepted by my organization (school)	14 (6.9)	18 (8.9)	170 (84.2)
19	I am treated with respect by my organization (school leadership)	14 (6.9)	13 (6.4)	176 (86.7)
20	The organization (school leadership) recognizes my accomplishments	13 (6.4)	34 (16.8)	156 (76.8)

From the table above, the highest levels of agreement were reported for feeling comfortable in relations with fellow workers (89.2 %), being treated with respect by the organization (86.7%), and feeling warmly accepted by the school (84.2%). High agreement was also reported for having supervisors who are available for guidance (81.8%), valuing of contributions by the organization (80.4 %), and having opportunities to develop skills (74.0 %). Relatively lower agreement was observed for the organization caring about employees' opinions (57.4 %), caring about them as persons (61.2 %), and strongly considering their goals and values (62.4 %). Overall, the findings suggest that respondents

generally experienced high levels of support from their organizations, though some areas, especially consideration of employees' opinions could be strengthened.

Happiness at work

Respondents were asked to rate their levels of happiness at work on a scale of 1-5 and their responses, frequencies and percentages are presented in the table below.

Table 3; showing responses on levels of Happiness at work

SN	Items	Disagree (%)	Not sure (%)	Agree (%)
1.	I generally enjoy my life	21 (10.1)	25 (12.1)	161 (77.8)
2.	I feel satisfied with my work	28 (13.6)	35 (17.0)	143 (69.5)
3.	I find meaning and purpose in my life	22 (10.6)	19 (9.3)	166 (80.2)
4.	I experience positive emotions frequently	17 (8.3)	26 (12.7)	161 (78.9)
5.	I am able to cope with challenges effectively	16 (7.8)	19 (9.3)	170 (83.0)
6.	I feel connected to others and have meaningful relationships.	15 (7.3)	22 (10.7)	168 (82.0)
7.	I am optimistic about my future	12 (5.9)	21 (10.2)	172 (83.9)
8.	I am generally happy with who I am	16 (7.8)	12 (5.8)	178 (86.5)
9.	I am able to appreciate the present moment	14 (6.8)	11 (5.3)	182 (87.9)
10.	I am able to experience a sense of flow in my daily activities	13 (6.3)	18 (8.7)	175 (85.0)

From the table above, majority of the respondents were able to appreciate the present moment (87.9), be happy with who they are (86.5) and experience a sense of flow in their daily activities (85.0). Respondents showed to be highly optimistic about their future (83.9), able to cope with challenges effectively (83.0), connect with others and have meaningful relationships (82.0), find purpose in their lives (80.2), experience positive emotions frequently (78.9) and generally enjoy their lives (77.8). A low percentage of respondents were unsatisfied with their work (69.5), thus indicating generally high levels of happiness at work among employees.

Organizational Citizenship Behaviour

Respondents were asked to rate their level of extra role behaviors and their responses, frequencies, and percentages are presented in the table below.

Table 4; Showing levels of Organizational citizenship behaviour

SN	Item	Never	Sometimes	Always
1.	Help others who have had heavy workloads.	4 (1.9)	89 (43.2)	113 (54.9)
2.	Give directions to someone who was new to the job	2 (1.0)	55 (26.7)	149 (72.4)
3.	Lend your tools or equipment to others who needed them.	6 (2.9)	51(24.8)	129 (72.3)
4.	Donate money to charities supported by the organization (school)	8 (3.9)	83 (40.3)	115 (55.9)
5.	Voluntarily take on additional duties	7 (3.4)	76 (37.1)	122 (59.5)
6.	Attend meetings that are not mandatory but they may be important	3 (1.5)	58 (28.6)	142 (70.0)
7.	Do work beyond the minimum required	4 (2.0)	66 (32.2)	135 (65.9)
8.	Ask your supervisor for suggestions on how to improve your work performance	3 (1.5)	81 (39.5)	121(59.0)

9.	Tell others when their work is below standard	18 (8.7)	113 (57.3)	70 (33.9)
10.	Come into work early or stay late when the job requires	3 (1.5)	62 (30.3)	140 (68.3)
11.	Keep up to date with what is going on in the organization	6 (2.9)	46 (22.5)	153 (74.7)
12.	Refrain from complaining about trivial matters at work	10 (4.9)	69 (33.7)	126(61.5)
13.	Defend your organization when someone outside badmouthed it	3 (1.4)	38 (18.4)	166 (80.2)
14.	Accept minor inconveniences without complaint	6 (2.9)	59 (28.6)	141 (68.5)
15.	Accept decisions without argument, even when I do not agree with them.	6 (3.0)	82 (40.4)	115 (56.6)
16.	Show sympathy to others who are upset	8 (3.9)	48 (23.5)	148 (72.5)
17.	Be friendly to strangers	9 (4.4)	72 (35.1)	124 (60.5)
18.	Apologized, when necessary, even if it was not my fault	3 (1.5)	63 (30.8)	139 (67.8)
19.	Been punctual for meetings and work	2 (1.0)	33 (16.0)	172(83.1)
20.	Avoided making negative comments about another person's personality	7 (3.4)	52 (25.2)	147(71.4)

The findings indicate that respondents generally demonstrated high levels or organizational citizenship behaviour , as most activities were reported as being performed "always". The highest behaviors were punctuality for meetings and work(83.1%) defending the organization(80.2%), and keeping up to date with the organizational activities(74.7%). however, telling others when their work was below standard had the lowest "always" response (33.9%). Overall, the results suggest that employees generally exhibit positive behaviors that support the organization.

Correlation results.

The Product Moment Correlation Coefficient Pearson r analysis was done to test the hypotheses. Results are in the table below.

Table 5; Correlation Matrix for Perceived organizational support, Happiness at work and Organizational citizenship behavior

Variables		**1**	**2**	**3**
1	Perceived Organizational Support	-	-	-
2	Happiness at work	.677**	-	-
3	Organizational citizenship behaviour	.265**	.177*	-

Perceived Organizational Support and Happiness at work.

From the table above, there is a positive significant relationship between perceived organizational support and happiness at work (r=.677, p <0.01).

Happiness at work and Organizational Citizenship Behaviour.

From the table above, there is a statistically significant, and positive relationship between perceived organizational support and happiness at work (r =.177, p < 0.05).

Perceived Organizational Support and Organizational Citizenship Behaviour

From the table above, there is a positive, statistically significant relationship between perceived organizational support and organizational citizenship behaviour (r = .265, p < 0.01).

Chapter Five.

Discussions, Conclusions and Recommendations.

Introduction

This chapter presents a discussion of the findings of the study in relation to the study hypotheses and reviewed literature. It is organized into four sections; discussion of the findings, conclusions drawn from the study, recommendations arising from the findings, and suggestions for further research.

Discussion of Findings.

Perceived Organizational Support and Happiness at Work.

The first hypothesis states that perceived organizational support is not significantly related to happiness at work among secondary school teachers.

The results indicate that there is a positive significant relationship between perceived organizational support and happiness at work. This means that as teachers feel more supported by their school leadership, their happiness at work also increases.

Teachers who believe that school leadership values their contributions, cares about their well-being, treats them with respect, and provides resources and opportunities to grow are likely to feel more positive about their work and their lives at work.

The findings of this research are consistent with Kurtessis et al. (2017), who found POS to be positively associated with favorable job attitudes and employee well-being across occupational settings. They are also consistent with (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002) and (Blau, 1964), whose findings hold that employees who feel valued and cared for by their organization respond with more favorable attitudes and feelings toward their work. In addition, Fredrickson (2001), suggested that supportive environments foster positive emotions, which build personal resources such as optimism and coping. These scholars collectively agree that when an organization ensures welfare of their employees, their happiness and satisfaction at work increases.

However, these findings differ to some extent from Joo and Lee (2017) who found that POS was not directly related to subjective well-being once career satisfaction was modeled, the relationship held only indirectly. Panaccio and Vandenberghe (2009), similarly found that POS related to psychological well-being mainly through affective organizational commitment rather than directly, suggesting POS alone is an unreliable predictor of HAW without a supporting attitudinal mechanism.

Therefore, the null hypothesis is rejected, and it is concluded that there is a significant positive relationship between perceived organizational support and happiness at work among secondary school teachers.

Happiness at Work and Organizational Citizenship Behaviour.

The second hypothesis stated that happiness at work is not significantly related to organizational citizenship behavior.

The results showed a positive, and statistically significant relationship between HAW and OCB. This suggests that teachers who are happier at work tended to show slightly more citizenship behavior .

When teachers are happy with their life at work, they go beyond their formal duties and assist colleagues, participate in school activities, and support learners outside class hours.

These findings are consistent with Fredrickson (2001) and Isen and Baron (1991), who argued that positive affect broadens thinking and encourages helpful behavior, and with Lyubomirsky et al. (2005), who reported that happy individuals are more likely to be helpful and cooperative. The small magnitude is also consistent with Organ and Ryan (1995), who found that job attitudes correlate only modestly with citizenship behavior, and with Organ (1988), who noted that OCB is influenced by many factors beyond affect.

Behaviors such as remedial classes, helping colleagues, and supporting learners outside class hours require time and energy, and often the school's approval. A happy teacher may still be limited by workload, while another may perform these duties out of professional obligation regardless of mood.

However, other research studies establish a lack of relation between the two variables. Salas-Vallina et al. (2017) qualify their own positive finding: when organizational learning capability was entered into the model, the direct effect of HAW on OCB disappeared, with the relationship fully mediated by learning capability. This indicates that happy employees do not automatically display more citizenship behavior unless the organization also provides a climate that supports learning and growth.

Therefore, the null hypothesis is rejected, and it is concluded that there is a significant, positive relationship between happiness at work and organizational citizenship behavior.

Perceived Organizational Support and Organizational Citizenship Behaviour.

The third hypothesis states that there is no significant relationship between perceived organizational support and organizational citizenship behavior.

The results showed a positive, and statistically significant relationship between POS and OCB. This means that teachers who perceive greater support from their school leadership tended to engage in more citizenship behavior.

When teachers believe their schools value their contributions and care about their well-being, they are more likely to offer remedial classes for learners, arrive early to work, work extra duties and attend staff meetings.

These findings are in line with Ali, Rizavi, Ahmed & Rasheed (2018) who suggested that supportive organizations cultivate citizenship behaviour both directly and by first enhancing employees' well being and engagement, Andriyanti and Supartha (2021) who found that workers who felt supported by the organization provide feedback to the organization and thereby reducing deviations that occur to all parties involved in organizational behaviour and Muhammad (2014) who found employees who feel supported by their organization develop stronger emotional attachment to it, and this attachment drives them to reciprocate with citizenship behaviour.

However, the findings are not consistent with Usada and Rachmawati (2002), Park and Kim (2024), who found that POS had no significant effect on OCB once work engagement was included in the model. Their findings suggest that other factors, such as employees' attitudes, organizational commitment, play a role in translating organizational support into OCB. Supported teachers are likely to become engaged and attached to the school, and it is this engagement that produces citizenship behaviour. Differences in samples, work settings, and measures may also contribute to the insignificance.

Therefore, the null hypothesis is rejected, and it is concluded that there is a significant, positive relationship between perceived organizational support and organizational citizenship behavior.

Conclusions.

The study concludes that perceived organizational support is strongly and positively related to happiness at work among secondary school teachers. Teachers who perceive their school leadership as caring, respectful, and supportive report higher levels of happiness at work.

Happiness at work is significantly and positively related to organizational citizenship behavior. Teachers who are happier at work tend to show slightly more voluntary behavior that benefits their schools.

Perceived organizational support is significantly and positively related to organizational citizenship behavior. Teachers who feel supported tend to show more citizenship behavior including assisting colleagues, participating in school activities, and supporting learners outside class hours.

Recommendations.

School administrators should strengthen the supportive practices that underpin teachers' happiness at work, since POS was strongly related to HAW. Particular attention should be given to, consideration of teachers' opinions , attention to their goals and values, and care for them as persons . Regular staff consultations, open channels for suggestions, and participatory decision-making would help address these gaps.

School administrators should promote teachers' happiness through recognition of achievements, peer support, and staff well-being activities.

Head teachers and school governing bodies should recognize and fairly distribute extra-role duties so that citizenship behavior remains voluntary and sustainable. They should also encourage constructive peer feedback, for example through professional learning communities, since telling others when their work was below standard was the least frequently reported behavior.

The Ministry of Education and Sports and the District Education Office should include supportive leadership and teacher well-being in head teacher training and school supervision frameworks, given the importance of perceived support for teachers' happiness at work.

Future researchers should test the mediating role of happiness at work in the relationship between perceived organizational support and organizational citizenship behaviour. Moderators such as job tenure, school type, or leadership style could further clarify when POS fosters happiness at work and discretionary extra role behavior.

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Appendices.

Appendix A: Work Attitude Questionnaire

WORK ATTITUDE QUESTIONNAIRE

Dear respondent, I am required to carry out research on a topic entitled; "***Perceived organizational support, happiness, job satisfaction, organizational citizenship behavior and turnover intentions among secondary school teachers***". The study is purely for research purposes and your responses will be treated with utmost clinical confidentiality. I kindly request you to spare some time and respond as honestly as possible, by simply ticking or circling the appropriate alternative.

SECTION A: PERSONAL INFORMATION (Tick or circle what applies to you)

1. **Sex of respondent: 1) Male 2) Female**

2. **Age: 1) Below 30 years 2) 30-39 years 3) 40-49 years 4) 50 years & above**

3. **Marital status: 1) Married 2) Single 3) Divorced 4) Cohabiting 5) Other**……

4. **Highest Level of education: 1) Diploma 2) Degree 3) Masters 4) Others:**……

5. **Number of years on payroll as an active teacher in government school(s):**……..

SECTION B: PERCEIVED ORGANIZATIONAL SUPPORT

Read each statement carefully and tick the score that closely corresponds with how you perceive your School.

Strongly Disagree	Disagree	Not sure	Agree	Strongly agree
1	2	3	4	5

1.	My organization (school leadership) really cares about my well-being	**1**	**2**	**3**	**4**	**5**
2.	My organization (school leadership) values my contribution to its well-being	**1**	**2**	**3**	**4**	**5**
3.	My organization (school leadership) strongly considers my goals and values	**1**	**2**	**3**	**4**	**5**
4.	My organization (school leadership) cares about my opinions	**1**	**2**	**3**	**4**	**5**
5.	My organization (school leadership) cares about me as a person	**1**	**2**	**3**	**4**	**5**
6.	My organization (school leadership) would forgive an honest mistake that did not cause harm	**1**	**2**	**3**	**4**	**5**
7.	My organization (school leadership) would be supportive if I had a family emergency	**1**	**2**	**3**	**4**	**5**
8.	My organization (school leadership) would help me out if I had a personal problem	**1**	**2**	**3**	**4**	**5**
9.	My organization (school leadership) would be willing to help me out if I	**1**	**2**	**3**	**4**	**5**

	experienced a challenging problem while doing my job					
10.	I feel comfortable in my relations with my supervisor	**1**	**2**	**3**	**4**	**5**
11.	I feel comfortable in my relations with my fellow workers	**1**	**2**	**3**	**4**	**5**
12.	My supervisor's doors are always open to me when I need guidance or assistance	**1**	**2**	**3**	**4**	**5**
13.	My organization (school leadership) strongly considers my needs when evaluating my job performance	**1**	**2**	**3**	**4**	**5**
14.	I am provided with the necessary resources and support to perform well	**1**	**2**	**3**	**4**	**5**
15.	I am provided with the necessary resources and support to perform at high level	**1**	**2**	**3**	**4**	**5**
16.	My organization (school leadership) provides me with opportunities to develop my skills	**1**	**2**	**3**	**4**	**5**

Strongly Disagree	**Disagree**	**Not sure**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

17.	My organization (school leadership) provides me with chances to grow and learn	**1**	**2**	**3**	**4**	**5**
18.	I feel warmly accepted by my organization (school)	**1**	**2**	**3**	**4**	**5**
19.	I am treated with respect by my organization (school leadership)	**1**	**2**	**3**	**4**	**5**
20.	The organization (school leadership) recognizes my accomplishments	**1**	**2**	**3**	**4**	**5**

SECTION C: HAPPINESS

Below are statements that describe how you may think about your life right now. Please rate the extent to which you agree or disagree with the following statements by circling the appropriate number on the 1- 5 point scale supplied.

Strongly Disagree	**Disagree**	**Not sure**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

SN	**Item**	**Responses**				
1	I generally enjoy my life	**1**	**2**	**3**	**4**	**5**
2	I feel satisfied with my life	**1**	**2**	**3**	**4**	**5**
3	I find meaning and purpose in my life	**1**	**2**	**3**	**4**	**5**
4	I experience positive emotions frequently	**1**	**2**	**3**	**4**	**5**
5	I am able to cope with challenges effectively	**1**	**2**	**3**	**4**	**5**
6	I feel connected to others and have meaningful relationships	**1**	**2**	**3**	**4**	**5**
7	I am optimistic about my future	**1**	**2**	**3**	**4**	**5**
8	I am generally happy with who I am	**1**	**2**	**3**	**4**	**5**
9	I am able to appreciate the present moment	**1**	**2**	**3**	**4**	**5**
10	I am able to experience a sense of flow in my daily activities	**1**	**2**	**3**	**4**	**5**

SECTION D: JOB SATISFACTION

Please respond by ticking or circling the best alternative as it applies to you using the scale below

Strongly Disagree	**Disagree**	**Not sure**	**Agree**	**Strongly agree**
1	**2**	**3**	**4**	**5**

No	**Statement**	**SD**	**D**	**N**	**A**	**SA**
1	I consider my job to be unpleasant.	**1**	**2**	**3**	**4**	**5**
2	I am enjoying work more than leisure.	**1**	**2**	**3**	**4**	**5**
3	I am often bored with my job.	**1**	**2**	**3**	**4**	**5**
4	I feel dissatisfied with my job.	**1**	**2**	**3**	**4**	**5**

5	Most of the time I have to force myself to go to work.	**1**	**2**	**3**	**4**	**5**
6	I am fairly well satisfied with my job.	**1**	**2**	**3**	**4**	**5**
7	I feel that my job is not more interesting than others I could get.	**1**	**2**	**3**	**4**	**5**
8	I definitely dislike my work.	**1**	**2**	**3**	**4**	**5**
9	I feel that am happier with my job.	**1**	**2**	**3**	**4**	**5**
10	I am enthusiastic with my work most days.	**1**	**2**	**3**	**4**	**5**
11	Each day I work seems like it will never end.	**1**	**2**	**3**	**4**	**5**
12	I like my job better than an average worker does.	**1**	**2**	**3**	**4**	**5**
13	My job is interesting.	**1**	**2**	**3**	**4**	**5**
14	I find real enjoyment in my job.	**1**	**2**	**3**	**4**	**5**
15	I am disappointed that I even took this job.	**1**	**2**	**3**	**4**	**5**
16	My job is like a hobby to me.	**1**	**2**	**3**	**4**	**5**
17	My job is usually interesting to keep me from getting bored	**1**	**2**	**3**	**4**	**5**
18	It seems my friends are more interested in their jobs than me.	**1**	**2**	**3**	**4**	**5**

SECTION E: ORGANIZATIONAL CITIZENSHIP BEHAVIOR

This section will measure the fundamental dimensions of organizational citizenship behavior; please indicate the degree to which you agree with each statement on the scale below.

Never	Rarely	Sometimes	Frequently	Always
1	**2**	**3**	**4**	**5**

How often do you do or experience the following;						
1.	Help others who have had heavy workloads	**1**	**2**	**3**	**4**	**5**
2.	Give directions to someone who was new to the job	**1**	**2**	**3**	**4**	**5**
3.	Lend your tools or equipment to others who needed them	**1**	**2**	**3**	**4**	**5**
4.	Donate money to charities supported by the organization (school)	**1**	**2**	**3**	**4**	**5**
5.	Voluntarily take on additional duties	**1**	**2**	**3**	**4**	**5**
6.	Attend meetings that are not mandatory but they might be important	**1**	**2**	**3**	**4**	**5**
7.	Do work beyond the minimum required	**1**	**2**	**3**	**4**	**5**
8.	Ask your supervisor for suggestions on how to improve your work performance	**1**	**2**	**3**	**4**	**5**
9.	Tell others when their work is below standard	**1**	**2**	**3**	**4**	**5**
10.	Come into work early or stay late when the job requires	**1**	**2**	**3**	**4**	**5**
11.	Keep up to date with what is going on in the organization	**1**	**2**	**3**	**4**	**5**
12.	Refrain from complaining about trivial matters at work	**1**	**2**	**3**	**4**	**5**
13.	Defend your organization when someone outside badmouthed it	**1**	**2**	**3**	**4**	**5**
14.	Accept minor inconveniences without complaint	**1**	**2**	**3**	**4**	**5**
15.	Accept decisions without argument, even when I do not agree with them	**1**	**2**	**3**	**4**	**5**
16.	Show sympathy to others who are upset	**1**	**2**	**3**	**4**	**5**
17.	Be friendly to strangers	**1**	**2**	**3**	**4**	**5**
18.	Apologized, when necessary, even if it was not my fault	**1**	**2**	**3**	**4**	**5**
19.	Been punctual for meetings and work	**1**	**2**	**3**	**4**	**5**
20.	Avoided making negative comments about another person's personality	**1**	**2**	**3**	**4**	**5**

SECTION F: TURNOVER INTENTIONS

Rate yourself by ticking on how often you do the following using the scale below.

Never	Rarely	Sometimes	Frequently	Always
1	**2**	**3**	**4**	**5**

SN	***How often do you think about or do or experience or feel the following:-***	***YOUR RATING***				
1.	Considering leaving your job.	**1**	**2**	**3**	**4**	**5**
2.	Feeling that your current job satisfies your personal needs.	**1**	**2**	**3**	**4**	**5**

3.	Feeling frustrated when not given the opportunity at work to achieve your personal work-related goals.	**1**	**2**	**3**	**4**	**5**
4.	Thinking about getting another job that will better suit your personal needs.	**1**	**2**	**3**	**4**	**5**
5.	Being ready to accept another job at the same compensation level if it is offered	**1**	**2**	**3**	**4**	**5**
6.	Looking forward to another day at work.	**1**	**2**	**3**	**4**	**5**

21. According to you, list two major reasons why some teachers don't like their work.

……

……

……

……

Thank you very much!

Appendix B: Introduction and Acceptance Letter for Data Collection.

MAKERERE UNIVERSITY
P.O. Box 7062
Kampala – Uganda.
Tel: +256-414-531908
+256-414-540739

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
SCHOOL OF PSYCHOLOGY
DEPARTMENT OF EDUCATIONAL, SOCIAL & ORGANISATIONAL PSYCHOLOGY

6th July, 2026

The Headteacher,
St. Peter's SSS Nsambya
P.O Box 5738 Kampala

ST. PETER'S S.S.S. NSAMBYA
07 JUL 2026
P.O. BOX 5738, KAMPALA
TEL: 0414267846

Dear Sir/Madam,

RE: INTRODUCING RESEARCH STUDENTS FROM MAKERERE UNIVERSITY

This is to introduce to you Ms. Murungi Samantha, Ms. Atuhaire Tracy, Ms. Suubi Bayiga, Ms. Nabwami Oliver, and Senyonga Anold who are students in our department offering Bachelor of Arts in Social Sciences of Makerere University. They are required to carry out a compulsory research project and their topic is "***Perceived organizational support, happiness, job satisfaction, organizational citizenship behavior and turnover intentions among secondary school teachers***". They are seeking to obtain information from your School that could help them in their research.

Any help you offer to them regarding this study will be highly appreciated as it will help them successfully undertake their research and fulfill the partial requirements for the Award of their degree.

Yours sincerely,

Matagi Leon (PhD)
Supervisor
Tel: +256 701 800 185
Email: leonsio.matagi@mak.ac.ug

Appendix C: Reliability Test Results.

1. Reliability: POS

Reliability Statistics

Cronbach's Alpha	N of Items
.952	20

2. Reliability: HAPPINESS

Reliability Statistics

Cronbach's Alpha	N of Items
.918	10

3. Reliability: JOB SATISFACTION

Reliability Statistics

Cronbach's Alpha	N of Items
.771	18

4. Reliability: OCB

Reliability Statistics

Cronbach's Alpha	N of Items
.793	20

5. Reliability: TURNOVER INTENTIONS

Reliability Statistics

Cronbach's Alpha	N of Items
.714	4

Appendix D: Digitisation and Self- Archiving Consent Agreement

Digitisation and Self-Archiving Consent Agreement: Theses

Agreement between Makerere University & Students (Authors of Theses / Dissertations / Reports)

1. The author is a student of Makerere University and author of the thesis / dissertation / report titled:
   Perceived Organizational Support, Happiness at Work and Organizational Citizenship Behaviour of Secondary School Teachers in Uganda.

2. The author grants to the University:
   a. The right to deposit the electronic version of the Thesis / Dissertation / Report into Makerere University Institutional Repositories (Mak IR) or (Mak UD); and
   b. The right to store the thesis / dissertation / report in Mak IR / Mak UD and make it permanently available to the general public via the Internet at no cost to the general public after a grace period (if any is specified). **Choose one of the three options below (c, d, or e):**
   c. The Author may opt for immediate open access to the public ✓
   d. Or Restrict access indefinitely: .....
   e. Or Restrict access for the specified number of years: .....
   f. Reason for restriction: .....

3. The author warrants that to the best of the authors knowledge and belief:
   a. The thesis / dissertation / report is an original work;
   b. The author is the owner of all the intellectual property in the thesis / dissertation or
   c. The Author is entitled to deal with the intellectual property in the thesis / dissertation / report by publishing it on the Internet
   d. The Author has the right, power and authority to enter into this Agreement and to grant the University the rights contained in this Agreement; and
   e. The University's use of the thesis / dissertation / report pursuant to this Agreement will not infringe the intellectual property rights of any third party.

4. The Author acknowledges and agrees that the University is not responsible or liable for any breach of the intellectual property rights in the thesis / dissertation / report, in particular any breach of copyright, as a result of the use of the thesis / dissertation / report pursuant to this Agreement.

5. The University acknowledges that the rights granted by the Creator in clause 2 of this Agreement, do not cause any transfer or assignment of any proprietary rights in the intellectual property in the article to the University.

Signed by the Author as confirmation that the Author has read and accepted the terms of this Agreement:

Name: Atuhaire Tracy

College: CHUSS School: Psychology

(Tick) Type of Degree: (Undergraduate ✓ / PGD / Masters / PhD), Reg. No.: 23/U/06833/PS

Tel No.: 0767634651 E-Mail: atuhairetracy0@gmail.com

Signature: Date:

Supervisor's endorsement:

MakIRs Policy