

The impact of perceived organizational support in enhancing organizational citizenship behavior

أثر الدعم التنظيمي المدرك في تعزيز سلوك المواطنة التنظيمية

Djennat Boukhemkhem^{1,*}

¹Mohamed Seddik Ben Yahia University (Algeria), djanet.boukhemkhem@univ-jijel.dz

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Abstract:

This study aims to explore the relationship between perceived organizational support and organizational citizenship behavior (OCB) among employees at Constantine 2 University and Paris 8 University. Focusing on three dimensions of organizational support: organizational justice, organizational learning, and work organization. the research investigates how these factors contribute to enhancing OCB. Data were collected through questionnaires distributed to a sample of 80 permanent staff members across both institutions. The findings reveal a significant positive correlation between the dimensions of organizational support and OCB. Additionally, the study highlights variations in employees' perceptions of OCB dimensions between the two universities, suggesting contextual differences in how organizational support mechanisms are interpreted and enacted

Keywords: organizational support; Organizational Citizenship Behavior; organizational justice ; organizational learning ; organization of work

Jel Classification Codes : M54 ; D63;M12;J24

*DjennatBoukhemkhem,

Introduction:

Modern organizations recognize that their human resources are the foundation of their strength and success. As a result, they increasingly adopt modern management practices to develop employees' skills support them, and enhance their ability to adapt continuously to challenges while achieving goals efficiently. Furthermore, organizations are implementing motivational policies to encourage employees to exhibit positive workplace behaviors that go beyond their formal job descriptions. These extra-role behaviors—voluntarily demonstrated by employees without coercion or fear—are encapsulated in the concept of Organizational Citizenship Behavior (OCB). OCB remains a focal point for management researchers, particularly in service-sector organizations.

One of the most critical factors influencing OCB is organizational support. This study examines the relationship between organizational support and OCB within the higher education sector, specifically targeting employees at the University of Constantine 2 (Algeria) and Paris 8 University (France).

The study addresses the following core research question:

How does organizational support influence the manifestation of organizational citizenship behavior (OCB) among employees in higher education institutions, and what differences exist between the contexts of Constantine 2 and Paris 8?

To address the main research question, a set of sub-questions were formulated, as follows:

- What is the level of awareness among the study sample members at both universities regarding: Perceived organizational support (POS)? Organizational citizenship behavior (OCB)?
- Is there a significant effect of perceived organizational support (POS) across its three dimensions (organizational justice, organizational learning, and work organization) on organizational citizenship behavior (OCB) in the studied universities?
- Are there statistically significant differences between Constantine 2 University and Paris 8 University in the manifestation of organizational citizenship behavior (OCB)?

I-Literature review

I-1- Organizational support:

The researcher Eisenberg was the first to highlight the importance of organizational support as a driver of organizational citizenship behavior. Organizational support is based on the idea that when supervisors care about supporting their subordinates, those subordinates, in turn, become invested in supporting their organization. According to this perspective, it is very difficult to accurately assess the psychological and organizational sources of employees' support for the organization they work for. Organizational support is a cognitive matter, can be defined as an individual's perception of how the organization values their contributions, and prioritizes their well-being. Perceived support describes how an employee gauges the extent to which the organization acknowledges their efforts and contributes to their professional well-being through human resource management decisions and policies (Sun, 2019, p. 156)

We have limited the dimensions of organizational support in three basic areas. The first relates to organizational justice, organizational learning and organization of work

- Organizational Justice

In any employment relationship, there are expectations of exchange. The fairness of exchanges, an individual's perception of the fairness of treatment received, and his or her behavioral reaction to such perceptions are a premise of organizational justice. Researchers have classified it into three categories: (Tzy-Yuan Chou et al, 2013, p. 106)

Distributive justice: focuses on beliefs about whether or not deserved outcomes are received.

Procedural justice: focuses on whether or not employees perceive the process by which the outcomes are determined as fair.

Interactional justice: focuses on the quality of the interpersonal treatment received when procedures are implemented.

These are continuously evaluated and subject to the influence of the project leader and the organizational structure. They can also be manipulated by an organization in order to achieve desired effects (Tzy-Yuan Chou et al, 2013, p. 106).

- Organizational Learning

All humans are born with the innate ability to learn. It is through learning that we adapt to our ever-changing world, gaining fresh insights and ideas. Learning often happens when we take action, notice mistakes, and adjust our course. Similarly, organizational learning is a vital resource for companies striving to stay competitive in today's fast-paced markets.

Researcher peter Singe 1990 emphasizes that organizational learning is how people in workplaces come to a powerful realization : they're not just working within a system—they're actively shaping it, and they have the ability to redefine it.

He explains that organizational learning is not just about collecting knowledge or data. Instead, it's a dynamic process where organizations and their teams learn to pivot, adapt, and thrive amid constant change. The goal? To transform into a true "learning organization"—a place where curiosity is nurtured, and knowledge flows freely in all forms: Explicit (documents, policies), Implicit (skills, intuition), Organizational (the "hidden know-how" built through collaboration, trial and error, and shared experiences). (حامي, 2015, p. 58)

Organizational learning, from a social perspective, emphasizes the role of social interactions in shaping knowledge processes. As defined by Lave and Wenger, it is "a social process deeply embedded in specific contexts," underscoring the significance of organizational culture and collaborative dynamics between management and employees. To operationalize this concept, organizations must prioritize continuous training, equitable access to information, and fostering supportive supervisory relationships. Furthermore, organizational learning involves the systematic creation, dissemination, and application of knowledge. Achieving this requires a strategic focus on human resources development, cultivating trust-based interactions, and ensuring the availability of infrastructure and tools that enable knowledge sharing. (ابراهيم دهام&الكبيسي, 2007, p. 140)

-Organization of Work

The effectiveness of organizational support depends largely on the organization of work, by interesting to work content on the one hand and regulation of working time on the other. The Attention of work content leads to the development of the individual's skills .work must be diverse and varied this is so that individuals become able to exercise the skills he possesses contrary to the routine work, which is characterized by repetition and control and generates a sense of anxiety and tension .work enrichment is an organizational method of work that the individuals feels happy in their work, achieved by the variety of activities involved in the work ;This method can diversify the energies of the human resource, thus reducing stress, developing capacity and skills, and achieving the ability to receive information and knowledge (بوخمخ, 2011, p. 266)

Organization of work time has become one of the basic demands in management since the spread of various negative behaviors such as high turnover, the rate of absenteeism and low levels of performance due in large part to the lack of appropriate working time. Organizations that gives value to their human resources apply the concept of flexible working hours, which is expressed in

flexible work schedules. More recently, the organization has adopted alternative working hours and flexible working hours In order to reduce work time per week and make working times more suitable for personal needs. Flexible work schedules are a kind of organization of work time. Design independently and daily start and end of the day of work, the primary goal of the exercise of the individual to a new type of independence as this flexibility leads to dignity by enabling them to practice the Control of their working lives, which leads to the emergence of positive behaviors in the work(Hill, 2011, p. 211)

I-2- Organizational citizenship behavior:

Organizational Citizenship Behavior (OCB) is one of the administrative concepts that has not yet reached a consensus among researchers and scholars regarding its terminology, definition, dimensions, or components. Concerning terminology, there are multiple terms used, such as allegiance behavior, social endorsement behavior, extra-role behavior, organizational spontaneity, and non-mandated behavior. However, the most commonly used term in administrative literature is Organizational Citizenship Behavior (OCB), which was introduced by researcher Organ and later adopted by other scholars(lakley & al, 2005, p. 260)

The reseacher Organ (1988) described Organizational Citizenship Behavior (OCB) as voluntary individual actions that are neither formally rewarded nor explicitly mandated by an organization's contractual agreements. These behaviors, which emerge from personal initiative rather than job requirements, collectively contribute to the organization's operational efficiency. Crucially, OCB lies outside the scope of compulsory duties, meaning their absence does not typically warrant disciplinary measures(Organ, 1988, p. 4)

The reseachers Williams and Anderson (1991) conceptualized Organizational Citizenship Behavior (OCB) as voluntary, collaborative actions among employees that extend beyond formal job requirements to support organizational effectiveness. These behaviors—often termed OCB-O (OCB for the organization)—reflect employees' willingness to contribute proactively to the organization's success, even in the absence of formal rewards or contractual obligations.

The significance of OCB lies in its capacity to enhance goal attainment and improve organizational performance. Unlike tasks mandated by job roles, OCB derives from employees' intrinsic motivation, particularly when they perceive the organization as valuing their contributions and prioritizing their well-being. This perception fosters a sense of obligation, motivating employees not only to fulfill their core responsibilities but also to engage in extra-role behaviors that transcend formal incentive systems.(Chun-Fang Chiang, 2012, p. 181)

–Components of OCB

Organ's (1988) framework breaks down Organizational Citizenship Behavior (OCB) into five distinct types of workplace actions, each reflecting how employees go above and beyond their formal roles:

Altruism: Going out of their way to support coworkers, even when it's not part of their job.

Conscientiousness: Taking pride in their work, often staying late or double-checking tasks to ensure quality.

Sportsmanship: Keeping a positive attitude—think of that coworker who never grumbles about last-minute changes.

Courtesy: Spotting potential conflicts early and smoothing things over, like reminding a teammate about a deadline.

Civic Virtue: Volunteering for committees or sharing ideas to improve the company, not just their own desk.

Meanwhile, Anderson and Williams' approach asks: Who benefits? Their model sorts OCB into:

The Organization: Actions like advocating for the company's values (civic virtue).

Colleagues: Helping a teammate finish a project (altruism).

Both: Staying upbeat during stressful times (sportsmanship), which lifts team morale and supports organizational goals

(Erez, 2002, p. 55)

The two categorization frameworks—Organ's behavior-based model and Williams and Anderson's (1991) beneficiary-focused approach—are closely interconnected. In fact, Williams and Anderson's work builds directly on Organ's foundational concepts. For instance :OCB-O (behavior benefiting the organization) incorporates Organ's dimensions of Conscientiousness, Sportsmanship, and Civic Virtue.

OCB-I (behavior benefiting individuals) includes Altruism and Courtesy.

(Erez, 2002)

In this study, we apply these frameworks to the service sector, with a specific focus on university employees; a human-centric profession where OCB plays a critical role in institutional success. Our analysis aligns with Organ's original classification, emphasizing how these behaviors manifest in roles that require collaboration, adaptability, and discretionary effort

II-Research Methodology:

II-1-Hypotheses development

We focus to study the relationship among organizational support dimensions and OCB of employees of university Constantine 2 and Paris 8, and if there is a difference in employees' perception of OCB in the two universities, hence we proposed

H0-I- There is no statistically significant effect of dimensions of organizational support on the organizational citizenship behavior in Constantine2 University

H0-I₁. There is no statistically significant effect of **Organizational Justice** on the organizational citizenship behavior

H0-I₂. There is no statistically significant effect of **Organizational Learning** on the organizational citizenship behavior

H0-I₃. There is no statistically significant effect of **Organization of Work** on the organizational citizenship behavior

H0-II- There is no statistically significant effect of dimensions of organizational support on the organizational citizenship behavior in Paris8 University

H0-II₁. There is no statistically significant effect of **Organizational Justice** on the organizational citizenship behavior

H0-II₂. There is no statistically significant effect of **Organizational Learning** on the organizational citizenship behavior

H0-II₃. There is no statistically significant effect of **Organization of Work** on the organizational citizenship behavior

H0-III- There is no difference in the level of organizational citizenship behavior among employees in the two universities

H0-II₁. There is no difference in the level of **Altruism** among employees in the two universities

H0-II₂. There is no difference in the level of **Courtesy** among employees in the two universities

H0-II₃. There is no difference in the level of **Sportsmanship** among employees in the two universities

H0-II₄. There is no difference in the level of **Conscientiousness** among employees in the two universities

H0-II₅. There is no difference in the level of **Civic virtue** among employees in the two universities

II-2- Sampling and data collection

The primary objective of this study is to evaluate a theoretical model. The target population comprised 80 permanent academic and administrative staff members, with 40 participants from the University of Constantine 2 (Algeria) and 40 from Paris 8 University (France). We processed responses from 77% and 50% of participants at each institution, respectively. The survey was administered in November 2022

Table n°1: sample of study

University	Population	Sample	Number
Constantine 2	52	77%	40
Paris 8	80	50%	40

Source: Depending on the outputs of SPSS

-Instrument development

-Structure of the questionnaire:

the questionnaire was adapted from established measurement tools and divided into five sections:

Section I: Demographic information (e.g., age, role, tenure).

Section II: Perceptions of Organizational Justice (5 items).

Section III: Perceptions of Organizational Learning (9 items).

Section IV: Perceptions of Work Organization (10 items).

Section V: Organizational Citizenship Behavior (OCB) (22 items), distributed across OCB dimensions: Altruism; Courtesy; Sportsmanship; Conscientiousness; Civic Virtue

Participants rated their agreement on a 5-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree). Responses were categorized into three levels: Low: 1–2.33; Average: 2.34–3.66; High: 3.67–5

-Scale Validation : To ensure reliability, Cronbach's alpha was calculated for each construct. The results (summarized in Table 2) confirmed the internal consistency of the scales, with all values exceeding the recommended threshold of 0.70

Table n°2: Cronbach's alpha for the latent constructs.

Measures for constructs	Cronbach's alpha	items
Organizational support	0.878	24
Organizational Justice	0.741	5
Organizational Learning	0.805	9
work organization	0.862	10
OCB	0.615	22
Questionnaire	0.882	46

Source: Depending on the outputs of SPSS

As shown in Table 2, the organizational support scale demonstrated excellent internal consistency with a Cronbach's alpha of 0.878. The organizational citizenship behavior (OCB) scale yielded a moderate reliability coefficient ($\alpha = 0.615$), indicating acceptable consistency for exploratory research. The combined questionnaire (organizational support + OCB) showed strong overall reliability ($\alpha = 0.882$), confirming its suitability for measuring the constructs.

-Analytical Methods

Descriptive Analysis: Summarized demographic profiles and baseline trends (e.g., mean scores for organizational support and OCB).

Structural Equation Modeling (SEM): Tested the hypothesized relationship between organizational support (independent variable) and OCB (dependent variable).

Independent t-test: Examined differences in OCB levels between employees at Constantine 2 University and Paris 8 University.

II-3-Pervious literature

The relationship between organizational support and the organizational citizenship behavior has been strengthened by several studies, including:

The first study (2018)

A study by researcher Bassam Mohammad Abu Hasheesh. This study aimed to explore the mediating role of organizational support in the relationship between organizational culture values and organizational citizenship behavior (OCB), encompassing its five dimensions: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue.

The researcher employed a descriptive research methodology, distributing a questionnaire to a sample of 149 employees at Al-Aqsa University. Following statistical data analysis, the results indicated that participants' perception of organizational culture values and organizational citizenship behavior was moderate, while their perception of organizational support was notably high. Furthermore, the analysis revealed that organizational support fully mediated the relationship between organizational culture values and OCB in the dimensions of altruism and courtesy. In contrast, partial mediation was observed in the remaining dimensions: sportsmanship, conscientiousness, and civic virtue. These findings highlight the nuanced role of organizational support in bridging cultural values and employee citizenship behaviors, with varying degrees of influence across different behavioral aspects.

The necessity of providing enhanced organizational support lies in its ability to strengthen cultural values and thereby motivate employees to practice organizational citizenship behavior (OCB). This can be achieved through: Incorporating employees' suggestions into improving work processes. Valuing their contributions and celebrating their achievements. Actively resolving their issues and addressing their complaints. By adopting these strategies, organizations can foster a supportive environment that aligns cultural values with employee engagement, ultimately driving positive citizenship behaviors (حشيش، 2018، صفحة 99).

The second study (2021)

A study by researchers Ayman Alshaabani and al. This study aims to clarify the relationship between organizational support and organizational citizenship behavior (OCB) during the COVID-19 pandemic, with a focus on the mediating roles of affective commitment and job engagement. A questionnaire was distributed to a sample of 380 employees of diverse nationalities working in service-sector companies in Hungary. The study's hypotheses were tested using structural equation modeling (SEM).

The findings revealed a significant positive association between organizational support and OCB. Additionally, job engagement and affective commitment were found to play strong mediating roles in reinforcing this relationship.

The study underscores the importance of: Designing training programs and flexible work arrangements to enhance OCB. Implementing inclusive policies to strengthen employees' perception of organizational support. Prioritizing job engagement and affective commitment, as they critically improve the link between organizational support and OCB. These insights emphasize the need for organizations to adopt holistic strategies that foster supportive work environments, particularly during crises like the COVID-19 pandemic (alshaabani & al, 2021, p. 2)

The third study(2021)

A study by researchers Ni putu vera andriyanti and wayan gede supartha

This study examined the impact of Perceived Organizational Support (POS) on Organizational Citizenship Behavior (OCB) with Job Satisfaction as a mediating factor, analyzing data from 55 employees at an Adiwana hotel in Bali using a census survey approach.

Data collection involved questionnaires and interviews, followed by hypothesis testing, path analysis, and indirect effect calculations.

Results revealed that POS significantly enhances employees' OCB, while Job Satisfaction strongly mediates this relationship.

The study recommended fostering workplace programs that prioritize employee rights and well-being to reinforce perceived organizational support, alongside improving relational policies and building trust in management commitments to strengthen job satisfaction

(Ni Putu Vera Andriyanti, 2021, p. 46)

Our study converges with previous research in exploring the impact of organizational support on organizational citizenship behavior (OCB). This alignment is particularly evident with the first study, which targeted a sample from the higher education sector (university employees). The study also aligns with prior works in addressing the dependent variable—ocb—through its five dimensions: altruism, courtesy, sportsmanship spirit, conscientiousness, and civic virtue.

However, it diverges by not incorporating a mediating variable (as seen in previous studies), instead focusing on the direct relationship between the independent variable (organizational support) and the dependent variable (organizational citizenship behavior). This was achieved by adopting a purposive sampling method targeting specific employee cohort.

A key distinction lies in testing a hypothesis regarding differences in OCB perceptions between employees at Constantine 2 University (Algeria) and Paris 8 University (France). Furthermore, the study uniquely examines the independent variable's effect on the dependent variable separately for each university, enabling a comparative analysis of institutional contexts

III-Findings

We assess the level of organizational support and OCB at the two universities studied, and then examines the hypotheses

III-1- Evaluation of organizational support and OCB in universities:

Both organizational support and organizational citizenship behavior (OCB) of the studied sample will be assessed in the two universities included in the study

Tablen° 3:

Means, standard deviations and level of organizational support in Constantine 2 and Paris 8

University	Organizational support	μ	δ	Level
Constantine 2	Organizational justice	2,97	0,767	average
	Organizational learning	3,22	0,679	average
	Work organization	3,06	0,920	average
Total organizational support		3,10	0,659	average
Paris8	Organizational justice	2,43	0,794	low
	Organizational learning	3,31	0,732	average
	Work organization	2,97	0,676	average
Total organizational support		2,98	0,482	average

Source: Depending on the outputs of SPSS

According to the results in Table 3, the mean organizational support score at Constantine 2 University was 3.10, falling within the average range. This is attributed to the scores of its dimensions: organizational justice (2.97), organizational learning (3.22), and work organization (3.06), which also belong to the average range.

At Paris 8 University, the mean organizational support score was 2.98, also within the average range. This is because organizational learning (3.31) and work organization (2.97) scored within the average range, while organizational justice was notably lower at 2.43.

To assess the level of organizational citizenship behavior (OCB) in both universities, we analyzed the data from Table 4. At Constantine 2 University, the OCB level fell within the average range

(mean = 3.25). This result stems from all its components scoring within the average range (2.84–3.36), except for altruism, which scored in the high range with a mean of 3.77.

Table n°4: Means, standard deviations and level of OCB in Constantine 2 and Paris 8

University	OCB dimensions	μ	δ	Level
Constantine 2	Altruism	3,77	0,647	high
	Courtesy	3,02	0,845	average
	Sportsmanship	2,84	0,707	average
	Conscientiousness	3,36	0,831	average
	Civic virtue	3,27	0,865	Average
Total OCB		3,25	0,486	Average
Paris8	Altruism	2,80	0,491	Average
	Courtesy	3,09	0,598	Average
	Sportsmanship	3,13	0,631	Average
	Conscientiousness	3,17	0,834	Average
	Civic virtue	2,80	0,969	Average
Total OCB		2,99	0,460	Average

Source: Depending on the outputs of SPSS

III-2- Test the first hypothesis:

To test the t hypothesis, the effect of all organizational support variables; organizational justice, organizational learning and organization of work on organizational citizenship behavior, it was ensured that the impact study could be studied according to multiple regressions by having several conditions: Appropriate sample, Absence of interlaced links and normal distribution of data.

Tablen°5:

The results of the linear correlation between organizational support dimensions and OCB in Constantine 2 university

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,571a	0,326	0,270	0,415	2,021

Source: Depending on the outputs of SPSS

The results of the statistical analysis showed a correlation between the different dimensions of organizational support and OCB. The value of Correlation coefficient $R = 0.571$ at significant level 0.05. The value of $R^2 = 0.326$ This indicates that independent variables can together account for 32.6 variants of the dependent variable (OCB)

The correlation coefficients for each independent variable are summarized separately in Table 6. The results indicate a correlation between organizational support components and OCB

Table n°6:

Correlation coefficient of study variables in Constantine 2 university

Independent variables	Correlation coefficient R
Organizational justice	0.477
Organizational Learning	0.178
Work organization	0.453

Source: Depending on the outputs of SPSS

Table n° 7:

The multiple regression of the impact of organizational support dimensions on OCB in Constantine 2 university

Independent variables	Dependent variable	T	Regression coefficient	sig
Organizational justice	OCB	2,501	0,257	0,017
Organizational learning		-1,255	-0,152	0,218
Organization of work		2,260	0,199	0,030

Source: Depending on the outputs of SPSS

The value of impact components of organizational support on organizational citizenship behavior is summarized in Table 7.

For organizational justice, When we improve it by one, this affects the organizational citizenship behavior by 0.257, because the calculated significance level is 0.017 smaller than 0.05. Therefore,

we reject the null hypothesis "There is no statistically significant effect of organizational justice on organizational citizenship behavior in Constantine 2 university" and we accept the alternative hypothesis. "There is a statistically significant effect of organizational justice on organizational citizenship behavior in Constantine 2 university"

Concerning organizational learning when we improve it by one, this affects organizational citizenship behavior by -0,152, because the calculated significance level is 0.218 greater than the 0.05. Therefore, we accept directly the null hypothesis "There is no statistically significant effect of organizational learning on organizational citizenship behavior in Constantine 2 university" ,But regarding the organization of work when we improve it by one, this affects the organizational citizenship behavior by 0.199, because the calculated significance level is 0.030 smaller than the 0.05. Therefore, we reject the null hypothesis "There is no statistically significant effect of work organization on organizational citizenship behavior in Constantine 2 university" and we accept the alternative hypothesis. "There is a statistically significant effect of work organization on organizational citizenship behavior in Constantine 2 university"

From the above, according to the results of the tables (5,6,7)"We reject the basic null hypothesis" There is no statistically significant effect of organizational support on organizational citizenship behavior at the University of Constantine 2 ", and we accept the alternative hypothesis" There is a statistically significant effect of the components of organizational support on the organizational citizenship behavior at the University of Constantine 2 , regression equation derived from table 7

$$Y=2.372+0.257X_1+0.1999X_3$$

III-3- Test the second hypothesis:

The results of the second hypothesis test are shown below:

Tablen° 8:

The results of the linear correlation between organizational support dimensions and OCB in Paris 8 university

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,795a	0,632	0,602	0,290	2,208

Source: Depending on the outputs of SPSS

The results showed a correlation between the different dimensions of organizational support and OCB. The value of Correlation coefficient $R=0.795$ at significant level 0.05 . The value of $R^2=0.632$ This indicates that independent variables can together account for 63.2 variants of the dependent variable (OCB) ,The correlation coefficients for each independent variable are summarized separately in Table 9. The results indicate a correlation between empowerment and OCB

Tablen° 9:

Correlation coefficient of study variables in Paris 8 university

Independent variables	Correlation coefficient R
Organizational justice	0.607
Organizational Learning	0.224
Work organization	0.602

Source: Depending on the outputs of SPSS

The value of impact components of organizational support on organizational citizenship behavior is summarized in Table 10.

Table n°10:

The multiple regression of the impact of organizational support dimensions on OCB in paris 8 university

Independent variables	Dependent variable	T	Regression coefficient	sig
Organizational justice	OCB	4,431	0,307	0,000
Organizational learning		-0,079	-0,006	0,937
Organization of work		5,000	0,353	0,000

Source: Depending on the outputs of SPSS

For organizational justice, a one-unit increase in organizational justice leads to a 0.307 unit increase in organizational citizenship behavior (OCB) at Paris 8 University. Since the p-value (0.000) is smaller than the significance threshold ($\alpha = 0.05$), we reject the null hypothesis ("There is no statistically significant effect of organizational justice on OCB at Paris 8 University") and accept the alternative hypothesis ("Organizational justice has a statistically significant positive effect on OCB at Paris 8 University").

For organizational learning, a one-unit increase results in a negligible decrease of 0.006 in OCB. The p-value (0.937) exceeds 0.05, indicating no statistically significant relationship. Therefore, we fail to reject the null hypothesis ("There is no statistically significant effect of organizational learning on OCB at Paris 8 University"). For work organization, a one-unit improvement corresponds to a 0.353-unit increase in OCB. The p-value (0.000) is again smaller than 0.05, so we reject the null hypothesis ("There is no statistically significant effect of work organization on OCB at Paris 8 University") and accept the alternative hypothesis ("Work organization has a statistically significant positive effect on OCB at Paris 8 University"). Overall conclusion (Tables 8-10):

Based on these findings, we reject the overarching null hypothesis ("There is no statistically significant effect of organizational support on OCB at Paris 8 University") and accept the alternative hypothesis ("organizational support significantly influences OCB at Paris 8 University"). Regression equation derived from Table 10 :

$Y = 1.222 + 0.307X_1 + 0.353X_3$ This equation indicates that OCB improves when Paris 8 University prioritizes organizational justice and work organization. However, organizational learning (excluded due to non-significance) does not meaningfully impact OCB

III-3- Test the third hypothesis:

The results of the third hypothesis test are shown below

Table^o 11:
Independent T test results of the third hypothesis

OCB	t-test for Equality of Means						
	t	df	Sig.	Mean differences	Std.	95% Confidence Interval of the Difference	
						Lower	Upper
Altruism	7,542	78	0,000	0,970	0,128	0,713	1,226
Courtesy	-0,420	78	0,676	-0,068	0,163	-0,395	0,257
Sportsmanship	-1,967	78	0,053	-0,295	0,149	-0,593	0,003
Conscientiousness	1,006	78	0,317	0,187	0,186	-0,183	0,558
Civic virtue	2,280	78	0,025	0,468	0,205	0,059	0,877
OCB	2,457	78	0,016	0,260	0,105	0,049	0,471

Source: Depending on the outputs of SPSS

To clarify the differences in organizational citizenship behavior (OCB) between the two universities, the calculated t-value (2.457) and corresponding α -value (0.016) are smaller than the adopted significance level ($\alpha = 0.05$). This indicates statistically significant differences in OCB levels between Constantine 2 University and Paris 8 University. Further analysis of the five OCB sub-categories—altruism, courtesy, sportsmanship, conscientiousness, and civic virtue (as presented in the table)—reveals the following:

Altruism: A t-value of 7.542 and α -value < 0.001 demonstrate a significant difference in altruism levels between the two universities.

Civic Virtue: Significant differences were observed ($t = 2.280$, $\alpha = 0.025$), as the α -value is below 0.05.

Courtesy ($t = 0.420$, $\alpha = 0.676$), Sportsmanship ($t = 1.967$, $\alpha = 0.053$), and Conscientiousness ($t = 1.006$, $\alpha = 0.317$) all yielded p-values greater than 0.05. Thus, we fail to reject the null hypothesis, concluding There are no statistically significant differences in these behaviors between the universities

Conclusion

The analysis reveals that both Constantine 2 University (Algeria) and Paris 8 University (France) exhibit average levels of organizational support and organizational citizenship behavior (OCB). However, their priorities and outcomes differ significantly :Constantine 2 University Priorities :Organizational Justice (highest priority): This focus may reflect institutional efforts to ensure fairness in resource distribution and decision-making.Work Organization (secondary priority): Structured workflows and role clarity likely contribute to moderate OCB levels. Neglect of Organizational Learning : Limited investment in training, skill development, or autonomy for employees. Impact on OCB :The lack of emphasis on organizational learning may stem from insufficient opportunities for employees to grow or innovate, reducing their motivation to engage in discretionary behaviors like helping colleagues (altruism) or advocating for the institution (civic virtue).Employees may perceive their roles as rigid, leading to compliance rather than proactive citizenship.

-Paris 8 University Priorities: Work Organization (primary focus): Efficient processes and well-defined roles likely enhance task performance. Organizational Justice (secondary focus): Moderate attention to fairness, though less than Constantine 2. Organizational Learning : No significant impact on OCB, possibly due to employees' existing competence or a culture that prioritizes autonomy over structured learning. Impact on OCB: Employees exhibit similar levels of altruism and civic virtue to Constantine 2, suggesting universal values across institutions. Key differences emerge in :Courtesy : Lower in Paris 8, potentially due to less emphasis on interpersonal support. Sportsmanship : Reduced tolerance for inconveniences, possibly linked to high performance expectations. Conscientiousness : Less voluntary adherence to rules, as employees may prioritize efficiency over formal protocols. Underlying Causes

Constantine 2's Challenges: The neglect of organizational learning likely creates a workforce reliant on existing hierarchies, stifling innovation and ownership. Without autonomy, employees may lack the confidence to display OCB beyond basic role requirements.

Paris 8's Dynamics :A focus on work organization and justice ensures functional efficiency but may overlook softer aspects of workplace culture (e.g. courtesy).

High individual competence might reduce perceived need for organizational learning, limiting its impact on OCB.

Recommendations :

-For Constantine 2: Invest in training programs and autonomy initiatives to foster ownership and proactive behaviors and Balance organizational justice with opportunities for growth.

- For Paris 8 :Promote collaborative norms to enhance courtesy and sportsmanship and Align work organization policies with interpersonal support mechanisms

Appendices:

ANOVA^a

الجامعة	Model	Sum of Squares	df	Mean Square	F	Sig.
Constantine2	Regression	3,016	3	1,005	5,816	,002b
	Residual	6,224	36	,173		
	Total	9,240	39			
	Regression	5,219	3	1,740	20,633	,000c
Paris8	Residual	3,035	36	,084		
	Total	8,254	39			

a. Dependent Variable: ocb

b. Predictors: (Constant), X3, X2, X1

c. Predictors: (Constant), X3, X2, X1

The multiple regression of the impact of organizational support dimensions on OCB in

Constantine 2 university

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,372	0,347		6,843	0,000
	Org justice	0,257	0,103	0,406	2,501	0,017
	Learning	-0,152	0,121	-0,212	-1,255	0,218
	Work	0,199	0,088	0,377	2,260	0,030

The multiple regression of the impact of organizational support dimensions on

OCB in paris 8 university

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1,222	0,307		3,983	0,000
1 justice	0,307	0,069	0,531	4,431	0,000
Learning	-0,006	0,074	-0,009	-0,079	0,937
Work	0,353	0,071	0,519	5,000	0,000

Group Statistics

	university	N	Mean	Std. Deviation	Std. Error Mean
ocb1	Constantine2	40	3,7700	,64776	,10242
	Paris8	40	2,8000	,49199	,07779
ocb2	Constantine2	40	3,0250	,84505	,13361
	Paris8	40	3,0938	,59831	,09460
ocb3	Constantine2	40	2,8400	,70776	,11191
	Paris8	40	3,1350	,63146	,09984
ocb4	Constantine2	40	3,3625	,83195	,13154
	Paris8	40	3,1750	,83436	,13192
ocb5	Constantine2	40	3,2750	,86566	,13687
	Paris8	40	2,8063	,96988	,15335
ocb	Constantine2	40	3,2591	,48676	,07696
	Paris8	40	2,9989	,46005	,07274

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