



**Arab American University**  
**Faculty of Graduate Studies**

**The impact of Financial Rewards on Organizational  
Citizenship Behavior in Private Schools in Jerusalem: Employee  
Engagement as a mediator**

By

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**This thesis was submitted in partial fulfillment of the  
requirements for the Master's degree in Human Resource  
Management**

**Feb / 2026**

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## Thesis Approval

### **“The impact of Financial Rewards on Organizational Citizenship Behavior in Private Schools in Jerusalem: Employee Engagement as a mediator”**

By

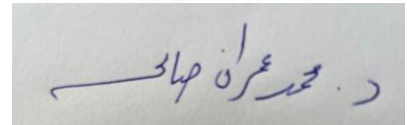
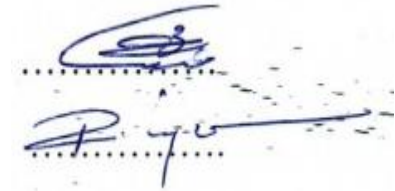
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This thesis was defended successfully on 16/02/2026 and approved by:

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## **Declaration**

The thesis entitled “The impact of Financial Rewards on Organizational Citizenship Behavior in Private Schools in Jerusalem: Employee Engagement as a mediator” is conducted under the supervision of Dr. Emad Walad Ali.

I declare that the information contained in this thesis is the result of my own work, except for the referenced sources. I also acknowledge that this thesis has not been previously submitted for any academic degree, nor has it been submitted for nomination for any other academic degree.

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## **Dedication**

I dedicate this work to everyone who has taught me since childhood until now, and who will teach me in the future. I dedicate it to Palestine and its people, especially my educational environment, the schools of Jerusalem.

I dedicate it to my parents, my mother and father, who have always been my trusted advisors. I dedicate it to everyone who has offered me advice, even if they were just passing by. I dedicate it to my students, for whom I pray that God grants them the highest academic achievements.

I dedicate this work to my distinguished university, especially the graduate studies department, particularly the Human Resources Management department. I extend my gratitude to every professor who has left a strong mark on my work, and I will never forget those wonderful individuals: Prof. Fathallah Ghanem, Dr. Saleh, and Dr. Zahi. I especially mention Dr. Imad Walad Ali, who was a strong assistant and supporter.

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Finally, I ask God to make this work purely for His sake, and to grant it success and excellence.

## Abstract

This study aimed to analyze the impact of financial rewards on enhancing organizational citizenship behavior among employees in private schools in Jerusalem, while also examining the mediating role of job engagement in this relationship. The study is based on the theoretical premise that financial rewards, as one of the most important human resource management tools, not only directly influence positive organizational behaviors but also foster employees' psychological and emotional engagement with the workplace. This engagement, in turn, manifests as voluntary behaviors that extend beyond the requirements of formal job roles.

The study employed a quantitative descriptive-analytical approach, utilizing a field survey methodology. A questionnaire was distributed to a convenience sample of 330 teachers, workers and administrators working in private schools in Jerusalem, based on the Kregsee and Morgan formula. The questionnaire comprised three main sections: financial rewards (salaries, insurance, and benefits), job engagement, and organizational citizenship behavior. The data were analyzed using appropriate statistical methods, including correlation and regression analysis, and structural equation modeling to examine the direct and indirect relationships between the variables.

The study results showed a statistically significant positive effect of financial rewards on organizational citizenship behavior. The results also demonstrated a strong positive relationship between financial rewards and employee engagement levels. Furthermore, the findings confirmed the partial mediating role of employee engagement in the relationship between financial rewards and organizational citizenship behavior, indicating that financial rewards contribute to fostering positive organizational behaviors to a greater extent when they lead to increased employee engagement.

The study concluded with a set of recommendations, most notably the need for private school administrations in Jerusalem to adopt fair and transparent financial reward systems and link them to effective strategies for enhancing employee engagement. This would contribute to developing organizational citizenship behavior and improving institutional performance amidst the economic and political challenges facing the Palestinian education sector. The study also recommended future research addressing other mediating and moderating variables in different educational contexts to deepen the scientific understanding of this topic.

**Keywords:** Financial rewards, organizational citizenship behavior, job engagement, private schools, Jerusalem

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## Chapter one

### 1.Introduction

According to Quirke ( 2023) , the famous Palestinian poet Mahmoud Darwish said, “It is through giving that we not only show who we are, but also through giving that we connect with others.” This statement simplifies the meaning of organizational citizenship behavior (OCB), and the question that arises is how managerial practices can lead to employees feeling integrated into the organization, and thus how employees’ feelings of integration into the organization can lead them to behaviors that go beyond the requirements of the formal role. So, and from an operational perspective, organizational citizenship behavior refers to the incidental and verbal actions that employees take in their work that help others and support the social and psychological context of the organization.

Employee attitudes are pivotal to workplace behavior and organizational outcomes. One such attitude is Organizational Citizenship Behavior (OCB). It is defined as the voluntary and discretionary actions of an employee that seeks to further the social and psychological climate of the organization (Reza, 2020). Such actions as assisting other employees, demonstrating initiative, and conserving the property and resources of the organization are not rewarded, but contribute towards greater organizational effectiveness. Attitudes like these as exemplified by OCB are important because they show the internal dedication and involvement of employees, which enhances relationships, lowers absenteeism, and raises productivity (Hermanto&Srimulyani, 2022). Furthermore, OCB often has a positive correlation with work engagement; an attitude which is important in private Palestinian schools and other similar environments that operate with limited resources (Ridwan et al., 2020). Therefore, fostering positive employee attitudes not only improves personal performance, but is crucial for sustainable organizational growth.

The concept of Organizational Citizenship Behavior (OCB) reflects the extra-role performance of an employee, presenting discretionary behavior that exceeds the expectations of the employing unit. OCB includes voluntary behavior from the employee to help others and to develop the organizational environment beyond their scope of work. It helps the organization to find proactive employees and change during the lack of administrative resources. This employee has the ability to attain enterprise aim by participating with independent, positive, and spontaneous behavior in activities that encourage the organization’s own benefits (Reza, 2020).

Because OCB is essential to increasing organizational effectiveness, several researchers have examined what variables or characteristics, such as employee learning, job satisfaction, job opportunities and motivation influence an employee's willingness to participate in OCB. They consider these factors from several perspectives, such as leadership perspective, employee perspective, organizational culture perspective, etc. (Meynhardt et al., 2020). The aims of this research are to study the impact of the rewards program on OCB between rewards programs and engagement, and OCB; and to give administrators, supervisors, and individuals in private schools suggestions on how to improve the levels of rewards and employee engagement, in order to obtain more performance.

Park (2015), states that teachers play several important roles in school success; teachers are indispensable in the learning and teaching process, and they are directly

responsible for facilitating the access of knowledge to students. So, their commitment to the school's goals becomes very important. Teachers are the key to school excellence, their commitment is an important element in the success of the school and in performing its role and achieving its goals, and effective leadership leads to a high level of teacher commitment. According to Raman et al., "committed teachers not only complete their tasks diligently, but they are also willing to sacrifice their time, personal commitments, and pre-determined schedules if school programs require it. Committed teachers are internally motivated and have strong connections to their schools, students, programs, and subjects they teach. This commitment leads individuals to take responsibility for the results of their work and increase organizational citizenship behavior. Therefore, failure to achieve teachers' commitment and engagement with duty will have negative consequences on performance."

According to what Adam Smith (2021) confirmed, the school is a form of investment in human capital in eighteenth and nineteenth centuries. From here, we have new concepts after the World War, such as financing education, the return from education, and developing human capital. This indicates the importance of the school and achieving good results in school performance (Hagy, 2002). Schools play a vital role in conveying the values of a society, and they also shape the future of that society's children. In context of Jerusalem, age-old values and traditions unique to that society have long informed educational objectives and outcomes. Various other factors have also long impacted education and are inextricably entwined with its outcomes, whether related to socio-political, geographical, or economic dynamics or their developmental outcomes. In recent years, internal efforts to negotiate the complex, contested, and conflict-ridden context of Palestine and Jerusalem have manifested in a single self-governing territory, with overarching responsibility for the territories' schools, systems, and associated institutions vested in Palestinian Ministry of Education and Higher Education. This governmental control reflects historic educational representation within the World Zionist Organization, directly mirroring the body of representation that subsequently founded the Israeli colonial education system. As such, longstanding and contemporary collaborative efforts have influenced and continue to shape the distinct, intricate, and urgent challenges faced by contemporary Jerusalem schools. (Adams et al., 2021). Under the complex circumstances in Palestine, schools in Jerusalem face great challenges at the level of students, administration, and teachers. Therefore, the focus will be on mentioning the challenges that will be clarified in research and how the employee can adapt to the circumstances and achieve employee engagement and additional efforts such as employee commitment and organizational citizenship behavior in order to increase the performance of the educational institution.

## **1.1. Background of the Study**

Teachers and administrators at Palestinian private schools have a profound impact on improving the educational quality and success of these schools. The importance of this sector is evidently high for economy of country, since education is considered a core social service, plus an important factor for employment and economic development. private school system in Jerusalem alone employs a large number of people, like teachers, administrators, and support personnel, which helps in economic growth of the region.

As per updated records, and unlike majority of the reported unemployment, the education sector, and particularly private schools, include an economically active segment

of the Palestinian society that contributes to GDP, as well as ensuring employment. This sector, like many others, has to understand the patterns of motivation in order to improve the engagement and performance of its employees. Consequently, it is important to explain what motivates employee engagement in order to promote organizational citizenship behavior (OCB).

Employees are an organization most invaluable asset in any given working condition. Thus, ways in which an organization inspires and motivates employees are imperative towards its success. One of the most effective dealings using human resources is the employee engagement that has the most significant impact on the comparative edge of an organization's survival. This question has been researched before, including the financial motivation in relation to employee engagement, organizational citizenship behavior (OCB), and employee performance. In today's competitive business climate, organizations need to enhance proficiency and productivity of their employees to be successful (Anwar & Abdullah, 2021).

How to motivate employees to become more active and participatory in scope of responsibilities assigned to them is a primary consideration when undertaking this issue. As one of the organizational citizenship behavior dimensions, employees' discretionary and voluntary actions in support of the organization exceed basic job obligations. There is ample empirical evidence in literature indicating a positive correlation between employees' OCB and organizational productivity (Mulang, 2022). Achieving targets without this form of behavior is herculean for organizations. Employees demonstrating OCB help in achieving organization goal through improvement in organizational development, efficiency, and minimizing absenteeism.

Employees who are pleased, self-motivated, and certain of their roles may exhibit organizational citizenship behavior. Such behavior is usually a voluntary extra-role activity, that is, it goes beyond the official description of the work. Employees undertake these activities spontaneously and without expecting any reward, and, therefore, these actions matter for the organizational success (Hermanto&Srimulyani, 2022). The scope of the study is to investigate the effect of financial rewards on OCB in Palestinian private school field and analyze role of employee engagement in this relationship.

## **1.2 Study justification**

Despite the increasing popularity of OCB in organizations, the impact that financial rewards have on OCB through the mediation of employee engagement is still under studied, especially in context of Palestine's education sector. Most have approached the issue from a Western or corporate perspective, paying little to no attention to the financial rewards in private school context in developing or conflict-affected regions (Alnaimi&Rjoub, 2021). Also, while some have studied the direct link between engagement and rewards, role of employee engagement as a mediator in rewards–OCB relationship is both theoretically and empirically underdeveloped in this region and sector (Rahman & Karim, 2022).

Addressing the human resource issues of private schools in Jerusalem, characterized by teacher turnover, low commitment, and low motivation—all linked to disengagement and insufficient reward systems—high demand justifies the current study. Engagement and participation of the workforce in enhancement of productivity, organizational citizenship

behavior, and educational institutions as a whole, which in turn contributes to national development and social stability, is a vital concern (Adams et al., 2021). Thus, this study seeks to resolve an empirical and contextual void by concentrating on financial rewards, workforce engagement, and organizational citizenship behavior in private education industry in Palestine with intention of advancing management science with applicable regional evidence and analysis.

### **1.3. Statement of Problem**

Employee attitudes are essential evaluations of how people think, feel, and act in an organization. These attitudes, which include discretionary behavior, commitment, engagement, and satisfaction, are psychological factors that influence an individual's behavior and performance at work. Perhaps one of the most important of these is Organizational Citizenship Behavior (OCB), which is defined as a discretionary and voluntary behavior that an employee engages in as a way of aiding the organization and fellow employees (Reza, 2020). Such behavior may not be formalized in jobs, but is important for fostering cooperation, trust, and performance within an organization, such as the private schools in Palestine which have limited resources.

OCB is important, but its attitudinal antecedents, particularly, in context of education for developing regions and remaining underexplored. Specifically, the impact of financial rewards (salary, benefits, and insurance) on employee engagement with OCB, as mediated by employee engagement, has not been studied (Rahman & Karim, 2022; George & Joseph, 2015). Although previous studies has established that employee engagement leads to commitment and cooperative behavior, few studies have looked at how financial rewards promote OCB through engagement, especially in context of privately owned Palestinian schools that struggle with low teacher morale, high turnover, and weak human resource practices (Adams et al., 2021).

Considering OCB as an observable employee behavior indicative of deeply held values, equity beliefs, as well as emotional and mental connection to the organization, determining what drives it is essential to the organization. Hence, this study examines how financial rewards affect OCB and explores employee engagement as a psychological mediator that converts external rewards to discretionary, ethical, and performance-augmenting actions. Attending to this gap, the study seeks to offer consistent recommendations to school managers on how to adapt their reward structures in order to influence attitudes and behaviors and improve performance in institution in difficult sociopolitical environment.

## **1.4 Study Objectives :**

The primary focus of this study is to explore the effects of financial rewards on Organizational Citizenship Behavior (OCB), using employee engagement as a mediating factor, in a select group of employees from private schools in Jerusalem region.

### **Sub Objectives**

The current study aims to achieve the following sub- objectives:

1. Finding out the level of Organizational Citizenship Behavior (OCB) of the teaching and non-teaching staff in private schools.
2. Finding out the categories of financial rewards which include salary, insurance and other benefits and their application in private schools in Jerusalem.
3. Finding out the level of each financial reward's perceived equity and effectiveness as assessed from the employees' point of view.
4. Finding out the perception of employees on the level of employee engagement and its mediation role in nexus of financial rewards and OCB.
5. Investigating how financial rewards such as salary, benefits, and insurance influence organizational citizenship behavior among employees in schools.
6. Assessing how financial rewards correlate with employee engagement in schools.
7. Assessing how employee engagement influences the financial benefits (salary, insurance, and benefits) and its positive impact on organizational citizenship behavior in schools.

## **1.5. Study Questions (SQs)**

The main aim of this study is to investigate the impact of financial rewards on organizational citizenship behavior with employee engagement as a mediator in Jerusalem schools. According to the study aims, the research questions are as follows:

1. How do financial rewards (salary, benefits, and insurance) affect organizational citizenship behavior among employees in schools?
2. Do financial rewards (salary, benefits, and insurance) have an impact on employee engagement in schools?
3. To what extent does the mediating role of employee engagement enhance the positive effects of financial rewards (salary, benefits, and insurance) on organizational citizenship behavior?

## **1 .6. Significance of the Study**

Recent increasing attention has been devoted to examining different predictors of organizational citizenship behavior (OCB) as a result of its beneficial consequences for organizational effectiveness. In same way, the relationship between financial rewards and extra-role behavior, as reflected in employee engagement, was explored in some previous research studies (Alnaimi&Rjoub, 2021). However, there is still a lack of available empirical

findings that postulate the impact of financial rewards on the level of organizational citizenship behavior, which empowers employee engagement in educational institutions in Palestinian context. Consequently, it is hoped that the current research contributes to the completion of this research gap by examining the mediating effect of employee engagement in relationship between organizational citizenship behavior and financial rewards in private schools in Jerusalem. In particular, this study will contribute to the existing literature in following areas.

First, the present study provides quantitative empirical evidence that may be utilized as a reference to justify the belief and commitment that the leadership of private schools is willing to invest available resources in monitoring and investing in all motivational therapies, especially financial rewards. Second, the study outcomes help private school leaders to deeply understand the significance of reward strategies in achieving the desired level of employee engagement and extra-role behavior among their employees. With this in mind, the current study contributes to enriching the literature, as there is a dearth of empirical research on how financial rewards impact employee engagement and ultimately generate willingness to engage employees in extra-role behaviors. Ideally, this will help leaders make informed decisions and mitigate any performance variation caused by neglecting the positive impacts of financial satisfaction in attaining important attitudinal outcomes. Third, researchers may gain a better understanding of the positive benefits of financial rewards on employee engagement levels, encouraging their support for the mediating impacts proposed in present research, while managers could build several strategies for boosting employee engagement and, in doing so, improve overall school performance.

### **1.7. Study Hypotheses**

Ha1: In Palestinian private schools, financial rewards affect teachers' Organizational Citizenship Behavior (OCB).

Ha1.1: Salary affects to a significant degree the teachers' OCB.

Ha1.2: Insurance affects to a significant degree the teachers' OCB.

Ha1.2: Benefits affect to a significant degree the teachers' OCB.

Ha2: In Palestinian private schools, employee engagement significantly mediates the relationship between financial rewards and teachers' OCB.

Ha2.1: Employee engagement mediates the relationship between salary and OCB.

Ha2.2: Employee engagement mediates the relationship between insurance and OCB.

Ha2.3: Employee engagement mediates the relationship between benefits and OC

## Chapter 2

### 2. Literature Review

A theoretical foundation for comprehending the connection between monetary incentives, employee engagement, and organizational citizenship behavior (OCB) is provided by the literature review. Because these three dimensions directly affect employee motivation, performance, and organizational success, they have drawn a lot of attention in organizational research. While employee engagement shows the psychological and emotional bond that employees form with their work, financial benefits are frequently viewed as a concrete way for employers to acknowledge and value employee efforts. On the other side, OCB stands for optional conduct that greatly enhances organizational performance and goes above and beyond official employment requirements.

The first part of this chapter identifies the study's major concepts and places them within the larger context of human resource management and organizational behavior. After that, it examines pertinent theoretical frameworks that explain how monetary rewards might affect employee engagement and, eventually, OCB, including the job demands-resources (JD-R) model, social exchange theory, and equity theory. The chapter then goes over earlier empirical research that looked at the triadic and dyadic interactions between these factors in a variety of organizational contexts, such as the business, educational, and health sectors. Studies conducted in underdeveloped nations in the Middle East, where institutional environments, cultural norms, and socioeconomic circumstances may influence the dynamics of reward systems and employee behavior, receive special attention. After that, it examines pertinent theoretical frameworks that explain how monetary rewards might affect employee engagement and, eventually, OCB, including the job demands-resources (JD-R) model, social exchange theory, and equity theory. The chapter then goes over earlier empirical research that looked at the triadic and dyadic interactions between these factors in a variety of organizational contexts, such as the business, educational, and health sectors. By synthesizing insights from prior research, this chapter highlights both converging and diverging findings in literature, identifies critical gaps, and builds the rationale for the current study. Specifically, although numerous studies have investigated the direct impact of financial rewards on OCB, fewer have examined the mediating role of employee engagement in this relationship. Moreover, limited attention has been devoted to the context of private schools in Jerusalem, where financial rewards, engagement, and citizenship behaviors may interact in unique ways due to sectoral challenges, cultural expectations, and resource constraints. Therefore, this literature review not only establishes the conceptual background but also positions the present study as a timely contribution to filling these gaps.

#### **Reward Studies:**

Rewards have been recognized as an integral component of human resource management within an organization; they have a significant impact on the performance of employees and their professional and organizational activities. "Rewards," as the result of work or effort, can express psychological components, preference in workplace, and higher-order job roles as part of Harrison and Newman's Organizational Citizenship Behavior.

Given the importance of the phenomenon of rewards, and the relationship between their components and their influence on the concepts, this literature will concentrate on the contingency theory and the social exchange theory, especially given that there are no clearly defined rewards (de et al.2020). Minimum research has been conducted or literature published in management of such a complex social phenomenon (employee behavior) as the interrelationships between rewards, employee engagement as mediator variable, and organizational citizenship behavior. Furthermore, our model will also address multiple dimensions and the interrelationships between both of them. Given the purpose of this literature review, it makes sense to start with a discussion of the concept that rewards carry.

### **(OCB) Studies :**

The literature on organizational citizenship behavior (OCB) and its relationship with rewards and recognition is rich and multifaceted. Study by Rahman and Karim (H Asibur Rahman & Niamul Karim, 2022) emphasizes the mediating role of work engagement in link between organizational justice and OCB. The study found that work engagement (WE) significantly mediated the relationship between justice and OCB, highlighting the importance of employee engagement in fostering OCB. This underscores the significance of considering employee engagement as a crucial factor in understanding the impact of rewards on OCB. Furthermore, George and Joseph underscore the positive influence of employee engagement on OCB, albeit at a level less than 50%. This suggests that while employee engagement is important, there are other factors that may also contribute to OCB, warranting further exploration. The existing literature provides a foundation for understanding the complex interplay between rewards, employee engagement, and organizational citizenship behavior, thereby informing the conceptual framework and hypotheses development for the present study (George & Joseph, 2015).

### **Employee Engagement Studies:**

Scholars in management science have found that employee engagement reflects the strength of the worker's spirit within the organization. This is the attitude demonstrated by workers, who act with full interest and a desire for betterment, with interests that lie within organizational boundaries. Many types of research have focused on the general purpose of this work: the impact of the reward system on worker engagement, examining the effectiveness of incentive methods involved in increasing engagement, the barriers to the connection between happiness sharing and reward choices, and the influence of external and internal factors in encouraging the improvement of the connection between gain and employee engagement (Afram et al., 2022). On the other hand, many studies in management science concern the behavior of cooperation and exemplary conduct. The practice of organizational cooperation is essential for staff who can develop successful careers and actively participate in establishment of occupational psychological bonding (Zhang et al., 2021).

## **Employee Engagement as a Mediator between Financial Rewards and OCB**

Several studies have examined the mediating role of employee engagement in the organizational environment, highlighting its impact on outcomes ranging from financial rewards to organizational commitment. Employee engagement strengthens the relationship between , between financial rewards and organizational citizenship behavior (OCB), contributing to better performance and overall organizational effectiveness.

Avram, Manresa, and Mas Machuca (2022) investigated the effects of employee empowerment on organizational performance, with a focus on employee engagement and OCB. Their results showed that engaged employees who feel empowered have a stronger tendency to engage IN OCB. This suggests that employee engagement serves as a critical mechanism through that financial rewards or empowerment influence employees' willingness to go beyond defined job roles. The study concluded that , that organizations should prioritize engagement initiatives to maximize the benefits of empowerment and financial rewards for performance.

Seriously, Similarly, Zhao, Yang, Han, and Zhang (2022) analyzed the effects of verbal rewards on OCB, mental ownership, and affective commitment. Although the study focused on non-financial rewards, its findings reinforce the importance of employee engagement as a driver of behaviors such as OCB. Guess what? The study results revealed that engaged employees are more likely to develop a sense of ownership and commitment, that in turn , turn motivates them to engage in citizenship behavior. The results shows that both financial and non-financial rewards can influence OCB, provided they are coupled with strategies that enhance employee engagement.

Rahman and Karim (2022) examined the relationship between organizational justice and OCB with particular regard to the mediating role of work engagement. Their results showed , showed that perceptions of fairness and justice positively influence organizational commitment that subsequently enhances OCB. . This study highlights that commitment can be seen as an outcome of organizational justice , justice and a mechanism that transforms constructive organizational practices such , such as fair reward systems into pro-organizational behaviors such as OCB.

Further evidence is provided by Ng Choong , ChoongKuar Tan and Teoh (2021) who investigated the relationship between , between job satisfaction commitment and OCB among , among healthcare professionals. Their study confirmed that job engagement consistently mediates the relationship between job satisfaction and OCB. You know what? This suggests that financial rewards that generate satisfaction may indirectly improve OCB by enhancing employee engagement.

Like Gupta Bhasin , Bhasin and Mushtaq (2021) extend this discussion by analyzing the mediating role of employer brand , brand experience and engagement on OCB. Like Their findings confirmed that a positive employer brand experience enhances employee engagement that , that in turn motivates employees to demonstrate OCB. The study emphasizes the importance of creating a supportive work environment and aligning rewards and engagement practices to improve citizenship behavior.

## 2.1 Rewards

The foundation of this paper lies in definition and conceptualization of rewards. It is directly related to the organization's ability to enhance an employee's motivation and performance by offering certain rewards that can trigger a sense of obligation to perform extra roles towards the betterment of the organization. Reward has been broadly defined as all the cash and non-cash compensation that an organization provides to its employees. Which can be directed towards improving an employee's motivation level and organizational commitment. Rewards are usually classified into intrinsic and extrinsic rewards. Intrinsic rewards trigger an employee's cognitive and emotional satisfaction, which is the outcome of performing a particular task. Intrinsic rewards usually arise naturally from offering job responsibilities to the employees, like the feeling of achievement, sense of recognition, pride, challenge, and professional growth. The main sources of intrinsic rewards are: a challenging job role, responsibility for the task, autonomy to exercise freedom in work, and job significance (Farooq, 2016).

Perceptions of being fairly rewarded and ensuring equitable allocation of such rewards help to create a sense of obligation in employees. This type of obligation is further narrowed down towards voluntary actions in form of an extra role for the betterment of the organization's outcomes. Employees contribute with extra role behavior to help the organization move towards goal attainment, ensure the effective functioning of the organization, and act as a host in organizational development. Organizational citizenship behavior is an innate tendency to perform such beneficial extra roles for the organization, which is examined here in light of social exchange theory (Kim and Qu, 2020).

Organizational justice is closely linked to employee motivation, as fairness in workplace directly influences how employees perceive their treatment and rewards. The theory emphasizes fair distribution of rewards in relation to individual contributions and performance, reflecting respect and recognition for employees' efforts. When employees perceive a high level of organizational justice, they are more likely to feel valued and satisfied, which sustains their motivation and enhances their productivity. Empirical evidence supports this link, as studies have shown a significant positive correlation between employees' perceptions of organizational justice and their motivation levels, confirming that fairness in reward systems serves as a critical driver of employee motivation. (Purandare & Kumar, 2021).

Appealing financial rewards (Salary, insurance, benefits) can influence perception and decision to join and remain in organization. Financial rewards and benefits play an imperative and influencing role on issues of equity and performance variability in an organization especially in competitive marketplaces where rivals compete for same talent pool; attempt to hire talent workers, pay them of financial packages superior to that offered competitors (Claire Thompson, 2014).

## **Financial rewards dimensions**

### **Understanding Salary as a Financial Reward**

The basic component of financial compensation in most organizations is salary. Salary is a fixed amount of money paid regularly to an employee for work performance and is a basic necessity for attracting and retaining employees. Salary levels are largely determined by external factors, such as prevailing industry standards, economic conditions in industry, jurisdictional influences, and local and geographic differences. In addition, many internal factors influence compensation. These factors include the candidate's education, work experience, and potential for growth and development within the organization. His or her willingness to work, dedication, creativity, acceptance of responsibilities, and added value to the company also affect his or her internal compensation. Thus, a managerial dilemma arises as to how to reconcile these different components of salary (Yu et al., 2021).

### **Analyzing Insurance as a Financial Reward**

Insurances Insurance is also a part of many financial reward packages. There are three principal types of insurance often part of reward packages. Health – Coverage of medical costs, prescriptions, doctor visits, and hospital stays (Marin, 2021). For employees, this is one of the most sought-after portions of a reward package because it gives them and their families' financial peace of mind. They do not have to worry about huge medical bills should something catastrophic happen to them or a dependent. Ultimately, the wider array of health insurance options an employer has in package, for either single/employee only or family coverage, the more likely they are to be able to attract personnel. Life – Typically a standard portion of a basic reward package. Usually, it is one or two times the employee's annual salary; however, some companies have raised that benefit offering as much as six times the employee's current salary. If the company offers an option to purchase additional life insurance, typically that is done through payroll deduction at the employee's cost. Disability (long-term and short-term) – Typically a part of a standard reward package, though short-term disability is more often than not included as part of a basic reward package rather than long-term. Once an employee becomes eligible for long-term disability, the average payouts are 50%-60% of wages. This is designed to protect employees financially if they become unable to work due to illness or injury. This is no longer a mandated option. In fact, employers are not legally required to offer any insurance. However, participation in insurance plans (especially health) is a primary motivator to work for an employer. It is also an alternative to earning more money (Debie et al., 2022). Although most individuals, particularly healthy individuals, do not feel their insurance is worth the high costs, they leave themselves at great risk if something catastrophic were to happen. As a part of a reward package, insurance is increasingly seen as a nice-to-have and makes the employer's package more competitive. However, with ever-increasing healthcare costs, many organizations are looking at creative ways to make insurance more affordable, either through higher balances placed on employees or savings with vendors. Healthcare costs and insurance options are often tied to many governmental regulations. Different options and geographic locations are more specifically devoted to mandated options (Fulmer and Li, 2022).

## **Exploring Benefits as a Financial Reward**

Benefits are considered a part of an employee's financial reward for working. They can represent a large sum of employees' pre-tax income. Benefits are part of overall compensation or the rewards that employees receive as a part of their employment with the organization (Fulmer and Li, 2022). Benefits can also be negotiated to meet individual needs, or they can be a part of a collective bargaining agreement, indicating the values or beliefs held by both the organization and the employee. Where possible, benefits matter to employees. They influence satisfaction and loyalty. For many employees, having good health benefits is more important than a high level of cash compensation. Some employers have reported that when labor markets are tight, better benefits attract the employee more than high financial compensation. Trends in benefits offerings include flexible work arrangements, career development, professional development, elder care, flexible family sick leave, language, and cross-cultural training (Boudreaux, 2021).

## **2.2 Employee engagement**

Employee engagement is a key to business success. Engaged employees not only care about their work, but they also genuinely care about the organization they work for. As such, their increased value has the potential to significantly influence the objectives and performance of the department and company. Employee engagement impacts the bottom line of the company, profitability, brand, and shareholder value just to name a few (Riyanto et al., 2021).

Employee engagement is a complex, multifaceted concept that can be defined in several ways. The definitions and operationalization of employee engagement follow from varied concepts like attitude, behavior, commitment, and psychological and personality theories. They also showed that engaged employees feel an emotional connection to the workplace, have a high level of energy and dedication to work, and are employed in a highly productive environment which helps them to have a great sense of fulfillment. They also suggest that in an organization, managers can minimize and maximize 70% of employees who are engaged and actively disengaged, respectively (Rasool et al., 2021).

Employee engagement has proven to be an essential component of the workplace as it directly ties to the success of any company. Engaged employees are more productive, customer-focused, and more likely to stay with the company. In contrast, disengaged employees are less productive, often chronically and consistently absent, and potentially can have a toxic effect on an organization. By far more than the case of customer satisfaction or loyalty, employee engagement is significantly correlated to leadership, frequent measurements in workplace, productivity, and what an employee is made to do in contributing to the business growth. When an individual is engaged, so is the company. It has been studied and researched since the early 1990s and has a history of being linked to organizational success (Li et al., 2021).

### **2.3 Organizational Citizenship Behavior (OCB)**

Human behavior forms the foundation of organizations' strength and potential in competitive modern market. A firm's workforce plays a vital role in shaping its image, performance, and functions. However, it is equally important for organizations to understand the behavioral patterns of individuals and groups in it. Positive work attitudes among employees further yield enhanced organizational performance. Individuals incorporating an extra-role, or a workplace concern that exceeds their formal job description, can improve organization performance. These behaviors, termed as Organizational Citizenship Behavior (OCB), contribute towards improved colleague relationships. Employees engaged in OCBs create a positive work environment, strengthening relationships, job satisfaction, and work commitment. These employees are influenced by fairness at work, the organization's working culture, relationship with coworkers, and managerial recognition and appreciation. Employees are likely to exhibit OCBs when they feel nirvana in these aspects. Enhancing OCB can ease workplace aggression, role conflict, and work pressure (Ridwan et al., 2020).

Organizational Citizenship Behavior (OCB) has a longstanding history of review and inquiry since its initial conceptualization prior to the massive expansion of its most acknowledged and studied antecedents, attitudes and job satisfaction, and the development of one of the most utilized instruments to evaluate its consequences, the Organizational Commitment Questionnaire. The numerous investigations of OCB concern relevant to a variety of occupational/employee content including but not limited to out-group helping behaviors, organizational devotion, affective and cognitive attachment, and receptivity to work contexts. These inquiries have provided a wealth of productive interests and have accumulated a significant amount of scientifically sound as well as pragmatic efforts to organize, codify, and place descriptive labels to a myriad of workplace/personal behaviors hidden and ignored, as well as day-to-day work life in organization members across disciplines (Jacobsen & Beehr, 2022).

### **2.4. Financial Rewards and Organizational Citizenship Behavior**

Recently, research has focused on employees' behaviors that positively affect organizations, known as organizational citizenship behaviors (OCBs). OCBs promote the social and psychological environment of the organization and are relevant to performance judgments of employees. Researchers have studied the antecedents of OCBs and analyzed the predictors of OCBs in workplace (Zhao et al., 2022). Most studies also indicate that the relationship between financial and non-financial rewards and Organizational Citizenship Behavior is a positive relationship. However, research has neglected the role of modifying rewards to stimulate OCBs. This article investigates whether designing employee rewards effectively can increase OCBs. Monetary rewards can be used to encourage desired pro-social behavior. Previous research has shown that a lack of supervisory control may stimulate pro-social group behavior through reward sharing. Organizational design settings can be strategically used to stimulate OCBs. Individual workers are either cooperators or defectors, and recent studies have indicated that individual behavior is influenced by social learning and interaction. The proposed mechanism will be tested through an experimental design.

Financial rewards, including salary, insurance, and benefits, are particularly important in today's complex society with ever-increasing costs of living. From an organizational

perspective, financial rewards play a vital role in overall management of an organization (Manso et al., 2021). Social exchange theory states that when an organization provides rewards in form of positive, necessary, and individual participation, employees will enhance the vision of the business unit through their organizational performance. Financial rewards increase employees' willingness not only to fulfill their stated obligations but also to work beyond the call of duty. Organizational citizenship behavior is defined as invaluable volunteer tasks in work roles. Since employees perceive their pay as satisfactory with the work status under this subgroup, they continue to do their part and work with pride, cooperation with colleagues, and focus. In addition to their direct impact on organizations, rewards also provide opportunities for employees (Ercantan&Eyupoglu, 2022).

## **2.5. Mediating Role of Employee Engagement**

Affect is the emotional and desirable positive feeling that is driven by the feeling of the organization, paying attention to all the other entities that work there, and engaging in positive actions that will drive the organization financially and reputationally upward (Bakker, 2022). Employee engagement is a popular theme as more organizations are attempting to understand its moral influence and are taking action to increase it. Employee engagement is psychological for any group of individuals who have been hired and are committed to doing what needs to be accomplished (Greenier et al., 2021).

Educational institutions need to provide a conducive work environment and competitive wages to engage their employees and enhance efficiency. The current study aims to examine how financial rewards, employee engagement, and organizational citizenship behavior are related in private education sector in Jerusalem. There is a research gap in understanding these relationships in this specific context. The study will explore the mediating role of employee engagement in relationship between financial rewards and organizational citizenship behavior. Mediation is defined as a mechanism that explains the relationship between independent and dependent variables. The study will achieve its objectives, including examining the direct and mediating relationships. To examine the relationship that many previous studies have indicated to be positive, the responses of Palestinian bank employees will be analyzed to ascertain mediating role.

## **2.6 Employee engagement and organizational citizenship behavior**

Employee engagement is a significant factor in driving OCB, and there are other factors at play that also contribute to OCB. Moreover, Paes demonstrated that work engagement acts as a mechanism through which climate for service influences higher levels of organizational citizenship behavior. The study emphasized the importance of managerial practices and organizational embodiment in increasing work engagement and subsequently enhancing OCB. These findings underscore the intricate interplay between employee engagement, rewards, and OCB, highlighting the need for a comprehensive understanding of the mediating role of employee engagement in this relationship (George & Joseph, 2015).

Employee engagement is a widely embraced research phenomenon that has gained significant attention during the past decades due to its significance at the organizational level. The researchers of employee engagement utilize the concept of involvement by including both emotional and cognitive aspects that are present in employee engagement. In literature,

many definitions have been used to describe employee engagement; reputable authors such as Kahn, Robinson and Richman, Harter and Shirom and Lavee are some of them. Kahn is one of the most renowned researchers of employee engagement. In his perspective, employee engagement is a positive and fulfilling work-related state that includes three components: when individuals employ themselves physically, emotionally and cognitively into their work roles, proactive involvement at work occurs (Raza et al., 2021). That means Employee engagement has positive effects on OCB.

## **2.7 The Connection of Employee Engagement and Financial Rewards**

A financial reward on its own cannot induce employee engagement, but when used alongside other tools, they become effective motivators in workplace. Proper compensation and reasonable benefits have a direct impact on employees' motivation, job satisfaction, and commitment to their organizations. If an employees' work and output is acknowledged, they are more eminently likely to engage in work, foster positive outlooks, and heighten the effort put towards the organization. There are numerous studies done that look into the relationship between financial rewards and employee engagement along with their psychological involvement with their work.

Studies done by Rahman, and Karim placed importance on the point that just compensation is indicative of organizational justice, hence increasing employee engagement. When employees feel that their efforts are appropriately rewarded, they develop stronger emotional and cognitive ties to their workplace leading to increased motivation and commitment. Financial rewards like salaries, bonuses, and benefits are great contributors to job satisfaction which fosters employee engagement as seen by Ng et al. (2021) and his colleagues.

In addition, Gupta, Bhasin and Mushtaq (2021) noted that employer branding, which encompasses engaging an attractive employer brand, s brand engages and attracts employees, especially those offering competitive financial rewards. When an organization offers monetary sustenance coupled with prospects for advancement, an employee's engagement levels is likely to increase as well as the amount of effort the employee is willing to put in, which results in improved performance of the organization.

Monetary compensation can also be considered a form of psychological reinforcement. In their studies Zhao et al. (2022) examined how positive verbal and financial rewards affect employee behavior and found out that financial rewards foster engagement and are important for the cultivation of OCB. Adequately rewarded employees often exhibit enhanced affective commitment to the organization and engage in pro-social behaviors beyond their formal role, such as helping other employees and engaging in other civic activities in organization.

These findings show that financial rewards Michael's and Wright's dubious work characterization suggest that systematic financial appreciation has overwhelming importance when aiming to capture readiness to be engaged to work. There are targets that boundary this everlasting engagement, such as monetary compensations. Recognition, opportunities for career advancement, and the culture within the organization are equally important in driving employee engagement and consequently commitment.

## **2.8 The Mediating Role of Employee Engagement between Financial Rewards and OCB**

Employee engagement has emerged as the most important mediating variable in nexus of financial rewards and organizational citizenship behavior (OCB). While financial rewards attempt to entice employees, as extrinsic motivators they do not operate OCB on their own unless the employees are engaged with work and loyal to the organization. Engaged employees are more willing to achieve organizational aims and undertake voluntary behaviors in excess of their designated responsibilities.

Afram, Manresa and Mas Machuca (2022) have demonstrated that when employees are feeling appreciated and recognized for their contribution through financial rewards, their engagement increases. This increase in engagement reflects an enhanced willingness to practice OCB. This indicates that financial rewards will not foster engagement, which is the necessary condition of OCB, but will foster engagement which is the necessary condition of extra-role behaviors. Likewise, Rahman and Karim (2022) showed that employees who perceive higher compensation to be fair are more likely to be engaged, and this engagement leads to OCB, thus affirming that engagement is one the most important variables that mediate the relationship.

In a prior study, Ng et al. (2021) studied the impact of financial benefits on an individual's job satisfaction and engagement at work in healthcare space. They argued that engagement fully mediates the connection between OCB and financial rewards, which means that engagement is a precondition for employees to feel motivated with regard to their roles beyond the basics of their positions.

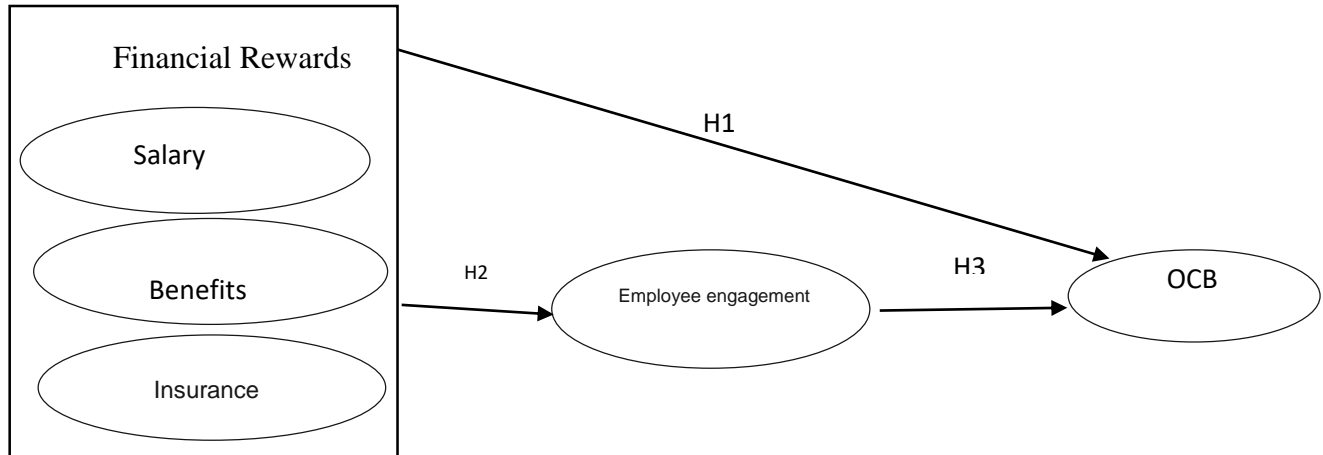
Additionally, Gupta et al. (2021) studied how an employer brand experience contributes to OCB, focusing on employee engagement. The study discovered that the organizational context where competitive financial rewards are provided fosters a culture of belonging and commitment among employees, increasing engagement and, as a result, their citizenship behaviors.

Zhao et al. (2022) also advocated for the moderating role of employee engagement by stating that appreciation rewards bring about psychological ownership which makes employees become more attached to the organization. This attachment fosters engagement, which increases the chances of OCB.

Overall, these studies verify that while employee engagement is a significant factor in encouraging OCB, financial rewards remain to be the core driving force. Hence, companies that aim to encourage OCB must reconsider their sole reliance on financial rewards and apply engagement boosting strategies such as recognition, career advancements and a good working climate instead.

## 2.9 Theoretical Framework and Hypothesis

This section of the study examined the relationship between financial rewards, employee engagement, and organizational citizenship behavior. A correlation analysis was conducted to determine the strength and direction of the relationship between the five study variables.



H1: There is a positive relationship between financial rewards and OCB.

H2: There is a positive relationship between financial rewards and employee engagement.

H3: Employee engagement has positive impact on OCB.

Figure (1) study model

## Chapter Three

### Methodology

#### 3.1 Introduction

This chapter highlights the study method used to study and examine the relationship between financial rewards, rewards and organizational citizenship behavior (OCB), considering employee engagement as a mediating variable. The methodology details the study design, sampling strategy, questionnaire design, data, data collection processes, ethical considerations, statistical analysis and theoretical models that guide this study.

It's worth noting that the study situates itself in the Palestinian context of Jerusalem, where teachers face unique challenges due to the city's divided governance and restrictions imposed by the Israeli occupation. Palestinian teachers in Jerusalem often face limited access to resources, restrictions on movement, and political and social pressures that, that can affect their work and organizational behavior. Seriously these contextual factors are key to explaining how financial rewards and commitment relate, relate to OCB, as teachers' responses and motivations are shaped by the complex social and political environment in that, that they work.

The study method was carefully designed to ensure the validity and reliability of the findings while maintaining the rigor needed to test the proposed hypotheses while taking into account these contextual specificities (Anwar and Abdullah 2021; Rahman and Karim 2022).

#### 3.2 Study Design

The current study examines the impact of financial rewards on organizational citizenship behavior (OCB) using employee involvement as a mediating variable. The study population consists of all teachers and administrators working in private schools in the city of Jerusalem, whose perceptions and experiences provide valuable insight into how financial rewards achieve results in educational institutions. The analysis emphasizes the individuals as the basic unit of inquiry and focuses on how employees respond to organizational practices in terms of motivation, commitment, and discretionary behavior.

Correlational quantitative design was used through a cross-sectional survey approach to collect primary data using a structured questionnaire for teachers and administrators. This method was chosen because of its ability to effectively capture approach and behavior from a relatively large sample size. Secondary data from scientific publications was also used to complement the primary findings and provide a broad theoretical basis. Advanced statistical tools, such as regression Analysis and structural equations (SEM) have been introduced to study the direct and arbitrage relationships between financial rewards, employee engagement and OCB (Mulung, 2022).

### 3.3 Sampling

#### Study Population and Sample

The study population consists of all teachers working in private schools in city of Jerusalem during the 2024/2025 academic year, totaling approximately 2,322 teachers, according to data from the education directorates and educational institutions operating in the city.

Jerusalem is seen as a unique study environment characterized by complex political and administrative features resulting from its subjection to the dual policies of the Palestinian Authority and the Israeli authorities. This exceptional situation affects the nature of education systems, monitoring mechanisms, and the distribution of financial and human resources within private schools. Accordingly, the study focused on the city of Jerusalem rather than the other cities for the following reasons:

The study sample was determined using Morgan's table (Morgan & Krejcie, 1970) to estimate the statistical sample size from limited populations.

Given that the total population size ( $N = 2322$ ) the appropriate sample size at the significance level ( $\alpha = 0.05$ ) and confidence level (95%) is approximately ( $n = 330$ ).

The sample was selected using a stratified random sampling method to ensure representation of all educational groups (male and female primary and secondary Arab and international schools) in private schools in the city of Jerusalem. The sample was divided among the schools according to their relative size compared to the entire educational community ensuring a balanced and comprehensive representation.

The sample was created based on the factors of gender, educational level and school type that ensures a proportional representation of each category within the entire population of private schools in Jerusalem.

This sample is expected to provide reliable and accurate data to test the study hypotheses related to the impact of financial rewards on organizational citizenship behavior, with employee engagement as a mediating variable in a work environment with particular political and administrative challenges.

### 3.4 Questionnaire design

The questionnaire is the primary tool for collecting quantitative data. Its carefully designed to meet the research objectives and answer the research questions. The final version of the questionnaire was distributed to teachers and administrators working in private schools in Jerusalem.

Seriously, the questionnaire consists of four categories. The first section collects respondents' demographic information including age, gender, years of experience and employment status. The second section includes items that measure financial rewards such as salaries profit sharing and insurance coverage (Reza 2020; Hermanto&Shrimulani 2022). The third section focuses on employee engagement assessed using the Utrecht Work Engagement Scale (UWES) that covers its three main dimensions: activity commitment and

absorption (Shuffle et al. 2002). The fourth part measures organizational citizenship behavior (OCB) that is based on widely recognized and valid criteria in recent research (Reza 2020; Hermanto and Shrimulani 2022).

Participants were asked to indicate their agreement with each statement on a five-point Likert scale for each statement, ranging from 1 (strongly disagree) to 5 (strongly agree). The development of these items follows the guidelines of previous studies to ensure the validity and reliability of the measurement criteria (Ridwan et al., 2020).

To explain the interactions, the Likert scale was further analyzed using , using the formula interval length = number of gaps, i.e.  $(5-1)/3 = 1.33$ . Based on this calculation, the results is divided into three categories: low (1.00 – 2.33), medium (2.34 – 3.66) and high , high (3.67 – 5.00).

### **3.5 Data collection**

The primary source for collecting the data required for the study was the feedback collected on the structured questionnaire, while the secondary sources were the articles and scientists' reports that provided the theoretical basis for the research. The main data were obtained from teachers and administrators working in private schools in Jerusalem.

Before completing the questionnaire, participants were fully informed about the aims of the study, assured of the confidentiality and confidentiality of their responses, and encouraged to provide honest and accurate responses. Data collection was planned for four weeks, allowing enough time to reach the required sample size and ensure adequate coverage of the target population.

In addition to primary data, secondary sources were also used to support the ideological structure of the study. This included recent researchers' work on financial rewards, employee engagement, and organizational citizenship behavior which provided valuable insights and improved interpretation of the conclusions..

### **3.6 Ethical Approval**

Moral thoughts are integral parts of this study. Approval will be sought from the relevant institutional research ethics committee before starting the fieldwork. Participation will be voluntary with informed consent received from each defendant. Anonymity and privacy will be maintained strictly, and the data collected will only be used for academic purposes (adams et al., 2021).

### **3.7 Structured Equation Modeling (SEM)**

Structural equation modeling (SEM) using AMOS/SPSS version 24 was used to test the intended relationship between the constructs. SEM is particularly suitable for the simultaneous analysis of direct and indirect effects and is an effective method for investigations of arbitrage effects (Rahman and Karim, 2022). The technology enables comprehensive testing of whether employee engagement mediates the relationship between financial rewards (salary, profit sharing, insurance) and organizational citizenship behavior (OCB).

### 3.7.1 measurement model

- Validity and reliability

The validity is defined as what extent to which a device accurately measures what is intended to assess it (Oluvatayo, 2012). To ensure the suitability of the questionnaire before the final delivery, it was reviewed by external experts who evaluated the clarity, relevance and understanding of goods. The reaction from this evaluation informed the refinement of the instrument to ensure the validity and alignment of the material with the objectives of the study.

- Convergent validity

Confirmatory Factor Analysis (CFA) was used to examine the convergence validity. The CFA provides a statistical framework for testing how well -viewed indicators represent their respective latent variables (burn, 2010). The factor loading was evaluated, with the values above 0.70 are considered strong and acceptable indicators of latent constructions (Hair et al., 2010). All the items in this study grew more than the threshold, indicating that the constructions were effectively measured.

The average variance (AVE) was also calculated to evaluate the ratio of the variance stated by the indicators of each construction. According to Fernal and Larkar (1981. More than 0.50 AVE value displays adequate convergence validity. The results confirmed that each latent construction has been adequately occupied by its indicators.

- Composite (CR)

The overall reliability was calculated to assess the internal stability of constructions. CR values above 0.70 are considered acceptable (Hair et al., 2010). CR values for financial rewards, employee engagementand OCB all exceeded this limit, demonstrating strong internal stability. These results with Cronbach alpha scores of confirm the reliability of the measurement model.

### 3.7.2 Structural model

After validating the measurement model, the structural model was tested to examine the envisaged relationships. The SEM analysis assessed both the direct effects of financial encouragement on the OCB and the indirect effects of the mediating variable, employee engagement. This approach provides a comprehensive understanding of interrelations between constructions and overall model Fit.

Table (1): Factor Loadings, Average Variance Extracted (AVE), Composite Reliability (CR), and Cronbach's Alpha for Variables

<b>Variable</b>	<b>Dimension/ Item</b>	<b>Factor Loading</b>	<b>AVE</b>	<b>CR</b>	<b>Cronbach' s Alpha</b>	<b>No. of Items</b>
<b>Financial Reward</b>	Salary (FI1)	0.78	0.56	0.85	0.83	
	Profit (FI2)	0.74				
	Insura nce (FI3)	0.72				
<b>Employee Engagement</b>	Vigor (EE1)	0.82	0.61	0.88	0.87	
	Dedic ation (EE2)	0.84				
	Absop tion (EE3)	0.79				
	Vigor (EE4)	0.77				
	Dedic ation (EE5)	0.81				
	Absor ption (EE6)	0.75				
<b>Organizational Citizenship Behavior (OCB)</b>	Altrui sm (OCB1)	0.80	0.59	0.90	0.89	
	Consc ientiousness (OCB2)	0.78				
	Sports manship (OCB3)	0.76				

	Courtesy (OCB4)	0.81				
	Civic Virtue (OCB5)	0.79				

### 3.8 Reliability analysis

Reliability refers to the degree of measurement consistency and stability that ensures that the instrument accurately reflects the constructs its intended to assess (Fraenkel&Wallen, 2003). It indicates whether all the items in the scale measure the same basic concept in a coherent way. Cronbach's alpha, a widely recognized statistical tool , tool introduced by Cronbach in 1951, was used in this study to examine the reliability of the questionnaire.

Cronbach's alpha produces a coefficient between 0 and 1, with a value of .70 or higher generally considered acceptable for internal consistency (George & Joseph, 2015). In this study, the reliability of three main measures—financial rewards, employee engagement, and organizational citizenship behavior (OCB) were tested. Seriously, the results of the analysis confirmed that the Cronbach's alpha value of each scale exceeds the threshold of 0.70, which indicates satisfactory reliability.

Also, the measurement model was subjected to additional validation procedures, including assessment of content validity, construct validity, and discriminant validity. These steps ensured that the instrument not only achieved statistical reliability but also maintained conceptual rigor in capturing the intended dimensions of financial rewards, employee engagement, and OCB.

### 3.9 Conceptual Model

The conceptual structure of this study combines financial rewards (independent variables) and organizational citizenship behavior (OCB) (dependent variable) with employee engagement as a mediating variable.

- Independent variables : financial reward , reward (salary, profit, insurance).
- Mediating variable: employee commitment.
- Dependent variable: organic citizenship behavior (OCB).

This model reflects the theoretical basis that engagement transforms intrinsic behavior (reward) into intrinsic behavior (OCB), that is consistent with , with previous studies (Molang, 2022).

### **3.10 Statistical Tests**

The following statistical analysis will be conducted using SPSS 24 and AMOS:

1. Compassionate data to demographic data.
2. Explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) to validate the search.
3. Reliability testing using Cronbach's alpha
4. Correlation analysis to assess associations between the variables.
5. Regression analysis to evaluate the direct effects of financial awards on OCB and engagement.
6. SEM to test the direct and indirect impact of financial encouragement on OCB through employee engagement.

## Chapter Four

### Data Analysis and Discussion

#### 4.1 Introduction

This chapter outlines the significant findings based on the analysis of data using SPSS v.25 and AMOS v.23 to tackle study questions and test the hypotheses. The chapter has been structured into three sections; the first gives a demographic analysis, the second offers a descriptive analysis and the third section examines the hypothesis.

#### 4.2 Demographic Analysis :

Table 4.1: Demographic Characteristics of Respondents (n = 330):

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percent (%)</b>
<b>Sex</b>	Male	168	50.9
	Female	158	47.9
	Missing	4	1.2
<b>Age</b>	Under 25	94	28.5
	25–34	70	21.2
	35–44	107	32.4
	45–54	36	10.9
	55 and over	23	7.0
<b>Scientific Qualification</b>	Diploma / High School Diploma	33	10.0
	Bachelor's Degree	187	56.7
	Master's Degree	103	31.2
	Doctorate	7	2.1
<b>Years of Experience</b>	From 1 to less than 5 years	126	38.2
	From 5 to less than 10 years	83	25.2
	From 10 to less than 15 years	36	10.9
	15 years and more	85	25.8
<b>Nature of Work</b>	Teacher	266	80.6
	Administrator	47	14.2
	Support Staff	17	5.2

Source: SPSS outcome.

Table (4.1) shows the demographic distribution of the study sample which consisted of (330) participants. The results showed a relatively close ratio between males and females, with the largest age group being (35–44 years). Regarding to educational qualification, those with a Bachelor's degree constituted the largest percentage, followed by those with Master's degree. As for years of experience, the most represented group was (1–less than 5 years). Regarding the nature of work, the sample was predominantly educational, with teachers comprising the largest percentage of participants.

### 4.3 Descriptive Statistics:

Numerical data is provided in the descriptive analysis section to improve comprehension of the findings. Additionally, it indicates the items with the highest and lowest means within each dimension by highlighting each item's mean and standard deviation. The evaluation criteria for assessing item levels on a Likert scale. Mean score of 1.00 to 2.33 denotes a low level, 2.34 to 3.66 a moderate level, and 3.67 to 5.00 a high level, according to the researcher's classification of the item levels.

#### Section One: Financial Rewards

To answer the question, means and standard deviations were calculated and analyzed to assess the level of Financial Rewards.

Table 4.2: Means, Standard Deviations, Degree, and Rank of Financial Rewards (N = 330)

Item	Mean	Std. Deviation	Degree	Rank
I receive financial rewards when I achieve certain accomplishments.	3.37	1.128	Moderate	1
The school significantly rewards outstanding employees.	3.31	1.157	Moderate	2
The school provides rewards linked to retention and job loyalty.	3.23	1.115	Moderate	3
I feel that the salary system is updated periodically to keep pace with the rising cost of living.	3.21	1.139	Moderate	4
I believe the school effectively rewards high performance.	3.21	1.144	Moderate	5
I feel that the rewards system is fair to all employees.	3.16	1.146	Moderate	6
I am satisfied with the financial rewards offered by the school.	3.12	1.159	Moderate	7

I feel that the school appreciates my job commitment through clear financial rewards.	3.11	1.178	Moderate	8
I receive appropriate financial compensation when burdens increase or emergency tasks arise.	3.04	1.159	Moderate	9
The school offers fair financial rewards compared to similar businesses.	3.01	1.066	Moderate	10
I feel that my salary reflects the amount of effort I put into my work.	2.85	1.140	Moderate	11
The mechanisms for disbursing salaries and rewards are carried out on time without delay.	2.30	1.174	Low	12
I feel that financial rewards encourage me to improve my performance.	2.18	1.095	Low	13
Total average of financial rewards	3.01	—	Moderate	—

Source: SPSS outcome.

It can be seen from the table that the overall mean of the dimension of financial rewards was ( $M = 3.01$ ) which indicates that the sample members judged the effectiveness of the school's financial rewards system to be average, according to a five-point Likert scale. This result reflects relative satisfaction with the financial rewards provided but does not reach the high level that would indicate the existence of a highly effective performance incentive system.

The results showed that the responses of the sample group vary at the item level. The item "I receive a financial reward when I achieve certain results" received the highest mean score ( $M = 3.37$ ), indicating a relative perception of the relationship between performance and reward. In the same way, the item "The school greatly rewards excellent workers" also received a relatively high mean score ( $M = 3.31$ ), that result reflects moderate satisfaction in the sample regarding the existence of financial recognition for outstanding performance.

Conversely, the item "Financial rewards encourage me to improve my performance" scored the lowest mean score ( $M = 2.18$ ), indicating a low level of motivational impact of financial rewards on performance improvement from the respondents' perspective. The item "Salaries and rewards are paid on time without delay" also had relatively low mean score ( $M = 2.30$ ), which may reflect procedural or organizational issues negatively affecting the effectiveness of the incentive system.

On the other hand, most items scored within the average range, particularly those related to the fairness of the reward system, the suitability of financial rewards to the workload, and the link between rewards and job loyalty. This suggests that the financial incentive system is in place but needs development and enhancement to become more effective in motivating employees and improving their performance.

## Section two: Employee Engagement

To answer the questions, means and standard deviations were calculated and analyzed to assess the level of Employee Engagement.

Table 4.3: Means, Standard Deviations, Degree, and Rank of Employee Engagement Items (N = 330)

Item	Mean	Std. Deviation	Degree	Rank
I feel that the work environment encourages me to give my best.	2.54	1.086	Moderate	1
I feel that my ideas and suggestions are taken into consideration by management.	2.51	1.008	Moderate	2
I find myself so engrossed in work that time flies by.	2.22	1.069	Low	3
I maintain my continued participation in school activities.	2.13	0.851	Low	4
I feel excited to perform my tasks.	2.11	0.992	Low	5
I have a strong desire to develop my professional skills to serve the school.	2.07	1.020	Low	6
I feel that my salary reflects the amount of effort I put into my work.	2.05	0.719	Low	7
I feel like I am an important part of the work system.	1.99	0.870	Low	8
I feel that my work has real value and impacts students and colleagues.	2.00	0.884	Low	9
I feel a strong sense of belonging to the school and consider myself part of its success.	1.96	0.971	Low	10
I feel that my work has a positive impact on the school.	1.79	0.800	Low	11

I make extra efforts to do the work better.	1.87	0.705	Low	12
Total Average of Work Engagement	<b>2.08</b>	—	<b>Low</b>	—

Source: SPSS outcome.

The results indicate that the overall mean scores for the job engagement dimension ranged between (1.79) and (2.54), all falling within the low range on a five-point Likert scale (1.00–2.33 = low). This reflects a low level of employee engagement from the perspective of the sample, whether at the affective, behavioral, or cognitive level.

The item “I feel that the work environment encourages me to do my best” had a relatively high mean score ( $M = 2.54$ ), which remained in the low range. This indicates that the work environment can be considered less of a negative element compared to other dimensions of participation, but does not reach the level that actually encourages work engagement. The item "I feel that management takes my ideas and suggestions into account" had a similar mean score ( $M = 2.51$ ), reflecting a weak sense of employee participation in decision-making.

In contrast, the item “I make extra effort to perform , perform better” had one of the lowest mean scores ( $M = 1.87$ ), indicating a low willingness to put in extra effort, a key indicator of poor job performance. In the same way, the item "I feel that my work has a positive effect on the school" had a low mean score ( $M = 1.79$ ) which indicates the weakness of the value of the work and institutional efficiency.

The results also revealed a low sense of organizational belonging, with the statement “I feel a strong sense of belonging to the school and consider myself part of its success” registering a low mean score ( $M = 1.96$ ), along with a weak sense of importance within the work system ( $M = 1.99$ ). These findings reflect a clear gap between employees and the institution in terms of psychological and professional connection.

### Section Three: Organizational Citizenship Behavior: OCB

To answer the questions, means and standard deviations were calculated and analyzed to assess the level of Employee Engagement

Table 4.4: Means, Standard Deviations, Degree, and Rank of Organizational Citizenship Behavior Items (N = 330)

Item	Mean	Std. Deviation	Degree	Rank
I feel that my ideas and suggestions are taken into consideration by management.	2.51	1.008	Moderate	1
I accept the new administrative changes and support their implementation.	2.18	0.980	Low	2

I have a strong desire to develop my professional skills to serve the school.	2.07	1.020	Low	3
I pass on my experience and knowledge to new employees when needed.	2.04	0.964	Low	4
I feel that my work has real value and impacts students and colleagues.	2.00	0.884	Low	5
I communicate with colleagues in a way that helps avoid conflicts and improve cooperation.	1.97	0.844	Low	6
I feel a strong sense of belonging to the school and consider myself part of its success.	1.96	0.971	Low	7
I take the initiative to help students or parents outside my direct area of expertise when needed.	1.89	0.863	Low	8
I contribute to solving the problems that the team faces.	1.88	0.722	Low	9
I help create a positive work environment among colleagues.	1.88	0.818	Low	10
I abide by the school's rules and policies.	1.86	0.898	Low	11
I strive to represent the school in a positive way both within and outside the community.	1.86	0.895	Low	12
I approach new initiatives with a positive attitude.	1.85	0.831	Low	13
I maintain a professional commitment to punctuality and attendance.	1.82	0.839	Low	14
I maintain order in the workplace.	1.78	0.763	Low	15
I avoid spreading rumors or inaccurate information in the work environment.	1.75	0.814	Low	16
I make sure to perform my work with high accuracy.	1.75	0.872	Low	17

I make an effort to maintain the school's property and equipment.	1.74	0.892	Low	18
Total Average of Organizational Citizenship Behavior	<b>1.94</b>	—	<b>Low</b>	—

Source: SPSS outcome.

The results in the above table show that the overall average of the organizational citizenship behavior dimension was ( $M = 1.94$ ) which according to the five-point Likert scale reflects the low level of adoption of organizational citizenship behaviors in the sample group. This finding indicates that voluntary practices and positive behaviors that go beyond formal job requirements have not been sufficiently integrated into the school work environment under study.

At the level of the items "I feel that the management takes , takes my ideas and suggestions into account" ranks first with an average ( $M = 2.51$ ) which indicates an average awareness of the limited opportunities for expressing opinions and participating in decision-making. However, the fact that this average remains within the lower average range indicates that this aspect needs further strengthening.

In contrast , most of the items had low mean , mean scores especially those related to voluntary commitment such as preserving school property ( $M = 1.74$ ) avoiding spreading rumors or inaccurate information ( $M = 1.75$ ) and working with high accuracy ( $M = 1.75$ ). These results indicate that there are weaknesses in voluntary behavior related to professional responsibility and non-binding moral commitment.

The results also showed a low level of organizational cohesion and teamwork items such as "I have a strong sense of belonging to the school and I am part of its success" (mean = 1.96) and "I help to create a positive work environment among colleagues" (mean = 1.88) received a low score indicating a lack of organizational relationships and team spirit within the organization.

**Question No.1: What is the impact of financial rewards (salary, benefits, and insurance) on organizational citizenship behavior among school employees?**

To answer this question, arithmetic means and standard deviations were used to determine the level of both financial rewards and organizational citizenship behavior among the sample.

Table 4.5: Mean and Standard Deviation of Financial Rewards and Organizational Citizenship Behavior

Variable	Mean	Std. Deviation	Level
<b>Financial Rewards</b>	3.01	1.14	Moderate
<b>Organizational Citizenship Behavior</b>	1.94	0.88	Low

The results show that the financial incentive of school employees is moderate, while the level of organizational citizenship behavior is low. This discrepancy reflects the fact that moderate financial rewards are not necessarily associated with higher levels of organizational citizenship behaviors such as volunteer initiative, collaboration with colleagues and commitment beyond formal job requirements.

From this, it can be concluded that financial rewards in their current form don't have a direct and strong effect on enhancing organizational citizenship behavior which suggests that this behavior is also influenced by other organizational and psychological factors that go beyond financial aspects.

**Question No. 2: Do financial rewards (salary, benefits, and insurance) affect job engagement among school employees?**

To answer this question, means and standard deviations for both financial rewards and job engagement were analyzed.

Table 4.6: Mean and Standard Deviation of Financial Rewards and Employee Engagement

Variable	Mean	Std. Deviation	Level
Financial Rewards	3.01	1.14	Moderate
Employee Engagement	2.08	0.91	Low

The table above shows that financial rewards were at medium level while employment was at low level. This finding suggests that financial rewards although important were not sufficient to increase employee engagement in terms of enthusiasm extra effort sense of belonging and sense of work value.

The results show that high levels of work engagement cannot be achieved by relying on financial rewards alone unless they are supported by other organizational factors such as administrative support recognition and participation in decision-making.

**Question No3.: To what extent does job engagement mediate the positive impact of financial rewards on organizational citizenship behavior?**

To answer this question, levels of financial rewards, job engagement, and organizational citizenship behavior were examined together to determine the mediating role of job engagement.

Table .4.7: Levels of the Main Variables in the Study Model

<b>Variable</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Level</b>
<b>Financial Rewards</b>	3.01	1.14	Moderate
<b>Employee Engagement (Mediator)</b>	2.08	0.91	Low
<b>Organizational Citizenship Behavior</b>	1.94	0.88	Low

The results in the table above show that low levels of work engagement limited the ability of financial rewards to positively influence organizational citizenship behavior. Even with moderate levels of financial rewards and poor work engagement led to little translation of these rewards into voluntary and positive organizational behaviors.

So, the mediating role of work engagement is weak, that means that financial rewards ONLY strengthen organizational citizenship behavior if the level of work engagement is high. This confirms that employment is a critical element in maximizing the positive impact of financial rewards in the school setting.

#### **4.4 Hypothesis Testing:**

Study hypotheses answer study questions

The study employed simple linear regression to test hypotheses (H1–H3).

The following decision rule was used to accept or reject the hypotheses:

- Rejecting H0 if the statistical significance value (Sig.) is less than 0.05.
- Failing to reject H0 if the statistical significance value (Sig.) is equal to or greater than 0.05.

##### **4.4.1 Testing the First Hypothesis**

H1: There is a positive relationship between financial rewards and organizational citizenship behavior (OCB).

Table 4.8: Model Summary of the First Hypothesis

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>.462</b>	0.213	0.211	0.566

Table 4.9: ANOVA Results of the First Hypothesis

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Regression</b>	28.144	1	28.144	87.96	.000
<b>Residual</b>	103.692	328	0.316		
<b>Total</b>	131.836	329			

Table 4.10: Coefficients of the First Hypothesis

<b>Model</b>	<b>Unstandardized Coefficients (B)</b>	<b>Std. Error</b>	<b>Standardized Coefficients (Beta)</b>	<b>T</b>	<b>sig.</b>
<b>(Constant)</b>	1.021	0.121	—	8.44	.000
<b>Financial Rewards</b>	0.305	0.033	0.462	9.38	.000

The results indicate a statistically significant positive relationship between financial rewards and organizational citizenship behavior, with a correlation coefficient ( $R = 0.462$ ), indicating a moderately strong positive relationship. The coefficient of determination ( $R^2 = 0.213$ ) shows that financial rewards explain approximately 21.3% of the variance in organizational citizenship behavior.

Since the statistical significance value ( $\text{Sig.} = 0.000$ ) is less than 0.05, the null hypothesis ( $H_0$ ) is being rejected, and the alternative hypothesis ( $H_1$ ) is being accepted. This indicates that there is a statistically significant positive relationship between financial rewards and organizational citizenship behavior among school employees.

#### 4.4.2 Testing the Second Hypothesis

**H2: There is a positive relationship between financial rewards and employee engagement.**

Table 4.11 Model Summary of the Second Hypothesis

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>.518</b>	0.268	0.266	0.604

Table 4.12: ANOVA Results of the Second Hypothesis

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Regression</b>	39.072	1	39.072	120.68	.000
<b>Residual</b>	106.231	328	0.324		
<b>Total</b>	145.303	329			

Table 4.13: Coefficients of the Second Hypothesis

<b>Model</b>	<b>Unstandardized Coefficients (B)</b>	<b>Std. Error</b>	<b>Standardized Coefficients (Beta)</b>	<b>T</b>	<b>Sig.</b>
<b>(Constant)</b>	0.812	0.134	—	6.06	.000
<b>Financial Rewards</b>	0.421	0.038	0.518	10.99	.000

The results in the tables above indicate a demonstrate a statistically significant positive relationship between financial rewards and job engagement, with a correlation coefficient ( $R = 0.518$ ), indicating a moderately strong positive relationship. Furthermore, the value of ( $R^2 = 0.268$ ) indicates that financial rewards explain 26.8% of the variance in job engagement.

Based on the statistical significance value ( $\text{Sig.} = 0.000$ ), the null hypothesis ( $H_0$ ) is being rejected, and the alternative hypothesis ( $H_2$ ) is being accepted, confirming that financial rewards positively influence the level of job engagement among school staff.

#### 4.4.3 Testing the Third Hypothesis

**H3: Employee engagement has a positive impact on organizational citizenship behavior (OCB).**

Table 4.14: Model Summary of the Third Hypothesis

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>.604</b>	0.365	0.363	0.509

Table 4.15: ANOVA Results of the Third Hypothesis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	48.141	1	48.141	185.92	.000
Residual	83.695	328	0.255		
Total	131.836	329			

Table 4.16 :Coefficients of the Third Hypothesis

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	0.614	0.118	—	5.20	.000
Employee Engagement	0.639	0.047	0.604	13.63	.000

The results in the tables above indicate a relatively strong positive effect of job integration on organizational citizenship behavior, with a correlation coefficient ( $R = 0.604$ ) and a coefficient of determination ( $R^2 = 0.365$ ). This means that job integration explains 36.5% of the variance in organizational citizenship behavior.

Since the  $P$ -value (Sig. = 0.000) is less than the significance level (0.05), the null hypothesis (H03) is rejected, and the alternative hypothesis (H3) is accepted. This confirms that job integration is a major influencing variable in promoting organizational citizenship behavior within schools.

#### 4.4.2.3 Direct, Indirect, and Total Effect

##### Hypothesis Ha3

The hypothesis **Ha3** states that : *There are direct and indirect effects between financial rewards (independent variable), employee engagement (mediating variable), and organizational citizenship behavior (dependent variable) in private schools.*

To test this hypothesis, Structural Equation Modeling (SEM) was employed to examine the mediating role of employee engagement in the relationship between financial rewards and organizational citizenship behavior. The SEM analysis was conducted using the Maximum Likelihood estimation method on a sample of (330) employees.

Based on the characteristics of the structural model, the analysis results indicated that the proposed model is a **just-identified (saturated) model**, as the number of sample

moments (6) equals the number of estimated parameters (6), resulting in zero degrees of freedom ( $df = 0$ ) and a chi-square value of ( $\chi^2 = 0$ ). Accordingly, the goodness of fit of the model cannot be statistically evaluated using the chi-square test or fit indices that depend on degrees of freedom, since this type of fit represents a mathematically perfect fit inherent in saturated models. Therefore, the interpretation of the results is limited to the significance, direction, and explanatory power of the path coefficients.

The following section presents the statistical analysis results identifying the direct and indirect effects among the study variables.

Table (4.17) Path Analysis Results Showing the Mediating Role of Employee Engagement in the Relationship between Financial Rewards and Organizational Citizenship Behavior

Path	Type of Effect	Unstandardized Estimate	Standardized Weight ( $\beta$ )	Critical Ratio (C.R)	Significance Level
Financial Rewards → Employee Engagement	Direct	0.40	0.50	9.60	***
Employee Engagement → Organizational Citizenship Behavior	Direct	1.00	0.70	15.90	***
Financial Rewards → Organizational Citizenship Behavior	Direct	-0.10	-0.10	-2.80	**
Financial Rewards → Employee Engagement → Organizational Citizenship Behavior	Indirect	—	≈ 0.35	—	Significant

\* ( $P \leq 0.05$ )

\*\* ( $P \leq 0.01$ )

\*\*\* ( $P \leq 0.001$ )

As shown in Table (4.12), the path analysis results reveal both direct and indirect effects among the study variables. All estimated paths were statistically significant, with significance levels ranging from ( $P \leq 0.01$ ) to ( $P \leq 0.001$ ), indicating the existence of direct and indirect causal relationships among the study variables. The results demonstrate that financial rewards have a positive and statistically significant effect on employee engagement, while employee engagement exerts a strong positive effect on organizational citizenship behavior. In contrast, a weak but statistically significant negative direct effect of financial rewards on organizational citizenship behavior was observed. Furthermore, the findings reveal a positive indirect effect of financial rewards on organizational citizenship behavior through employee engagement in private schools, confirming the presence of **competitive partial mediation**.

These effects can be detailed as follows:

• **Direct effect of financial rewards on employee engagement:**

The results showed that financial rewards (independent variable) had a positive and statistically significant direct effect on employee engagement (mediating variable), with an unstandardized estimate ( $\alpha = 0.40$ ), standardized coefficient ( $\alpha = 0.05$ ), critical ratio, ratio (C.R = 9.6), that, that is statistically significant ( $P \geq 0$ ) level. And oh yeah, This suggests that, that an increase in financial rewards leads to a corresponding increase in employee engagement. Like, Specifically, a one-unit increase in financial rewards, rewards increases employee engagement by 0.40 units. This reflects the presence of a strong, strong and statistically significant positive relationship between the two variables, that confirms that financial rewards contribute positively to the increase of employee participation by increasing the feeling, feeling of appreciation and justice, thereby increasing enthusiasm and work, work engagement among employees of private schools.

• **Direct effect of employee engagement on organizational citizenship behavior:**

The results showed that employee engagement has a strong, positive and statistically significant effect on organizational citizenship behavior, achieving an unstandardized estimate (estimate = 1.00), a standardized coefficient ( $\beta = 0.70$ ) and a critical ratio (C.R = 15.9) at a level that is statistically significant ( $P \geq 0.001$ ). This indicates that, that employee participation is a key variable in explaining organizational citizenship behavior as it motivates employees to engage in voluntary efforts that go beyond formal job requirements.

• **Direct effect of financial rewards on organizational citizenship behavior:**

The results reveal a negative and statistically significant direct effect of financial rewards on organizational citizenship behavior, with an unstandardized estimate of ( $\alpha = -0.10$ ), a standardized coefficient of ( $\alpha = -0.10$ ), and a critical ratio of (C.R = -2.8), which is significant at the level of ( $P \leq 0.01$ ). This suggests that reliance on financial rewards alone may lead to a reduction in organizational citizenship behavior, indicating that such behavior is driven more by intrinsic motivations than by material rewards.

• **Indirect effect (mediating role) of financial rewards on organizational citizenship behavior through employee engagement:**

The results indicate a positive indirect effect of financial rewards on organizational citizenship behavior through employee engagement. The standardized coefficient for the effect of financial rewards on employee engagement was ( $\alpha = 0.50$ ), while the standardized coefficient for the effect of employee engagement on organizational citizenship behavior was ( $\alpha = 0.70$ ). This demonstrates that financial rewards enhance organizational citizenship behavior indirectly by increasing employee engagement. In other words, employee engagement serves as a psychological

mechanism that transforms the effect of financial rewards from a purely material incentive into positive organizational behavior.

• **Total effect of financial rewards on organizational citizenship behavior:**

Given that the direct effect of financial rewards on organizational citizenship behavior was negative ( $\beta = -0.10$ ), while the indirect effect was positive and relatively stronger ( $\beta \approx 0.35$ ), the total effect of financial rewards on organizational citizenship behavior becomes weakly positive ( $\beta \approx 0.20$ ).

Accordingly, employee engagement functions as a **competitive partial mediating variable** in the relationship between financial rewards and organizational citizenship behavior. That is, financial rewards weaken organizational citizenship behavior when exerting a direct effect, but enhance it when operating through increased levels of employee engagement.

To comprehensively achieve the objectives of the study and to develop a proposed model illustrating the mediating role of employee engagement in the effect of financial rewards on organizational citizenship behavior, the suitability of the model was considered. Given that the employed model is saturated ( $df = 0$ ), the ideal values of goodness-of-fit indices (such as GFI= 1.00, CFI= 1.00, IFI= 1.00, RMSEA= 0.00, and RMR= 0.00) represent a mathematical inevitability and should not be used to judge model quality. In such cases, model evaluation is limited to the significance, direction, and explanatory strength of the path coefficients.

Based on the foregoing, a proposed model of the mediating role of employee engagement in the relationship between financial rewards and organizational citizenship behavior in private schools can be accurately derived and is illustrated in the following figure.

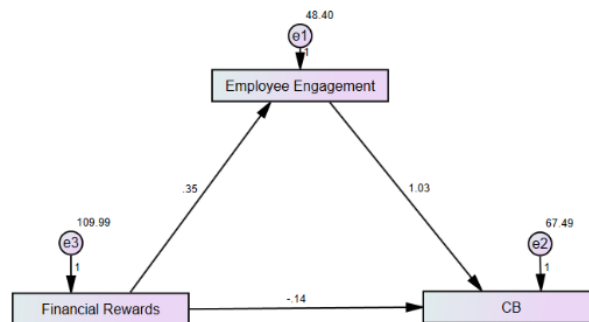


Figure (2) :Proposed Model of the Causal Relationships between Financial Rewards, Employee Engagement, and Organizational Citizenship Behavior in Private Schools

## **Chapter Five**

### **Results and Recommendations**

#### **5.1 Introduction**

The purpose of this chapter is to present the study's final findings, which are based on the statistical analysis of the data, and to describe them in a thorough scientific manner, connecting them to the research topic, questions, and hypotheses. In addition to suggesting future research directions, the chapter offers a number of useful and scientific suggestions that can help improve organizational citizenship behavior in private schools, increase job engagement, and improve the efficacy of financial rewards..

#### **5.2 First: Main Results of the Study**

##### **5.2.1 Results of the Level of Financial rewards**

The descriptive analysis results showed that the level of financial rewards among employees in private schools was moderate, with an overall arithmetic mean of (3.01). This level indicates the existence of a financial reward system implemented within the schools, but it does not reach the level required to be a highly effective tool for motivating employees. The results also revealed a clear disparity between the items within the dimension. Items related to rewards for achieving specific accomplishments received higher averages, while items related to encouraging performance and motivating employees to exert extra effort recorded relatively low averages. This reflects the weak motivational impact of financial rewards in their current form.

##### **5.2.2 Results of Job Engagement Level**

The results of the study showed that the employees' commitment to work is low, on average , average (2.08). This result indicates a weak sense of enthusiasm, belonging and psychological attachment to school among employees, along with a low desire to put in extra effort or actively participate in school activities. The results also showed that the work environment and employee participation in decision-making reached a relatively higher mean but remained at a low level, indicating that these factors have not yet reached a sufficient level to effectively enhance work engagement.

##### **5.2.3 Results of Organizational Citizenship Behavior Level**

The results showed that the organizational citizenship behavior of employees working in private schools is also low, overall (1.94) on average. This result reflects how weak employees are in adopting voluntary behaviors beyond the requirements of their formal job roles, such as initiative, collaboration, maintaining school ownership, and promoting a positive work environment. The results also indicated a weak sense of organizational belonging and team spirit, that explains the low level of organizational citizenship behavior.

##### **5.2.4 Hypothesis Testing Results**

The study achieved the following results regarding the testing of the hypotheses:

There is a statistically significant positive relationship between financial rewards and organizational citizenship behavior as financial rewards explained 21.3% of the variation in organizational citizenship behavior. This result indicates that financial rewards play a role in influencing this behavior albeit to a limited extent.

There is a positive statistically significant relationship between financial rewards and employment as financial rewards explained 26.8% of the variance in employment. This clearly shows the importance of financial rewards in strengthening the sense of attachment at work although they are not sufficient in themselves.

study found that workplace engagement has a strong positive effect on organizational citizenship behavior explaining 36.5% of the variance in organizational citizenship behavior. This confirms that job involvement is a key variable in improving voluntary organizational behaviors.

The study also found that employment has a partial competitive mediating role in the relationship between financial rewards and organizational citizenship behavior. It turned out that the direct effect of financial rewards on organizational citizenship behavior is negative and weak while the indirect effect through employment is positive and relatively stronger. This result indicates that financial rewards strengthen organizational citizenship behavior only if they first contribute to increasing the level of work engagement.

### **5.3. Discussion of Results**

The results of the study show that despite their importance financial rewards is not the only or decisive factor in promoting organizational citizenship behavior in private schools. Low levels of engagement limit the ability of financial rewards to translate into positive organizational behaviors. These findings are consistent with theoretical assumptions that intrinsic motives such as belonging recognition and participation play deeper and more enduring role in the development of organizational citizenship behavior than purely material motives.

The results also showed that work engagement is the psychological and organizational mechanism through , through that financial rewards can play a positive role that explains the mediating role revealed by the structural equation model. So any management approach that focuses only on improving wages and rewards , rewards without considering the work , work environment and organizational relationships cannot achieve the desired results in terms of organizational behavior.

#### **The extent to which the results align with previous studies:**

1. The results showed that financial rewards have a positive impact on employee engagement. This is consistent with (Tambe, Prasanna et al. 2019) study, which indicated that fair financial reward systems enhance employee motivation and strengthen levels of job engagement.

2. The study showed that employee engagement has a positive impact on organizational citizenship behaviors. This is consistent with (Connelly, Catherine E. et al. 2020) study,

which clarified that engaged employees tend to engage in voluntary behaviors that go beyond work requirements.

3. The study results showed a positive impact of financial rewards on organizational citizenship behavior through employee engagement. This is consistent with (Wilson, H. James and Daugherty, Paul R.2018) study, which emphasized that organizational rewards may not translate directly into behavioral outcomes, but they can lead to improved psychological states such as job engagement, which in turn leads to improved organizational behaviors.

### **Study Limatations**

This study suffers from several limitations. It focuses primarily on the relationship between financial rewards and organizational citizenship behavior, considering employee engagement as a mediating variable without addressing other motivational or organizational determinants. Geographically, the study is limited to private schools in Jerusalem, a context with unique political and administrative complexities. Human resource limitations restrict the study's scope to teachers and administrators in the 2024/2025 academic year. Methodologically, the study employs a quantitative cross-sectional design based on self-reported questionnaire data, which may limit causal inference and generalizability.

### **5.4: Recommendations**

Based on the results of the investigation, the following recommendations can be made:

1. Reshaping the financial rewards system so that its not limited to rewards tied to quantitative performance, but is partially linked to qualitative behavioral indicators such as cooperation, initiative, participation in school , school activities, in such , such a way that it strengthens the value-based nature of rewards.
2. Achieving justice and transparency in the distribution of financial rewads, since the perception of organizational justice is a decisive factor in turning financial rewards into positive rewards for voluntary behaviors.
3. Avoiding over-reliance on financial rewards as the only , only motivational tool, as this can weaken the self-motivation of employees, that explains the direct negative effect revealed by the results of the structural analysis.
4. Adopting administrative policies that support staff participation, such as involving staff in school decision-making and ensuring a greater degree of independence in the performance of their , their duties.
5. Improving the organizational climate within private schools by strengthening personal relationships and building trust between management and employees, as this directly contributes to increasing the level , level of enthusiasm and job satisfaction.
6. Attention should , should be paid to non-financial rewards, such as public recognition, professional development opportunities and positive feedback, as these is essential elements for promoting sustainable employment.
7. Strengthening the culture of organizational citizenship in schools through awareness-raising and training programs that highlight the importance of voluntary behaviors in improving school performance and the quality of the educational process.

8. Organizational citizenship values must be incorporated into the institutional vision and mission of private schools, that contributes to their development as expected and valued organizational behavior.

9. Reinforcement and performance evaluation should be linked in part to organizational citizenship behavior, not only to formal performance, in order to increase the sustainability of these behaviors.

10. An integrated management approach should be used that balances financial rewards with psychological and organizational motivations, rather , rather than focusing solely on wages and rewards.

11. Workplace participation should be considered a strategic variable in administrative planning, given its key role in transforming financial resources into positive organizational behaviors.

12. The need to develop multidimensional motivational models that take into account the cultural and organizational characteristics of private schools and are compatible with the nature of the educational work.

### **5.5: Suggestions for Future Studies**

This study suggests conducting future research that addresses other mediating variables such as job satisfaction, transformational leadership, and organizational culture, and examines their impact on the relationship between financial rewards and organizational citizenship behavior. It also suggests expanding the study population to include public schools or other educational sectors, and conducting comparative studies to verify the generalizability of the findings.

This chapter has thus reviewed the final results of the study and presented a practical and scientific framework that can contribute to the development of administrative policies in educational institutions.

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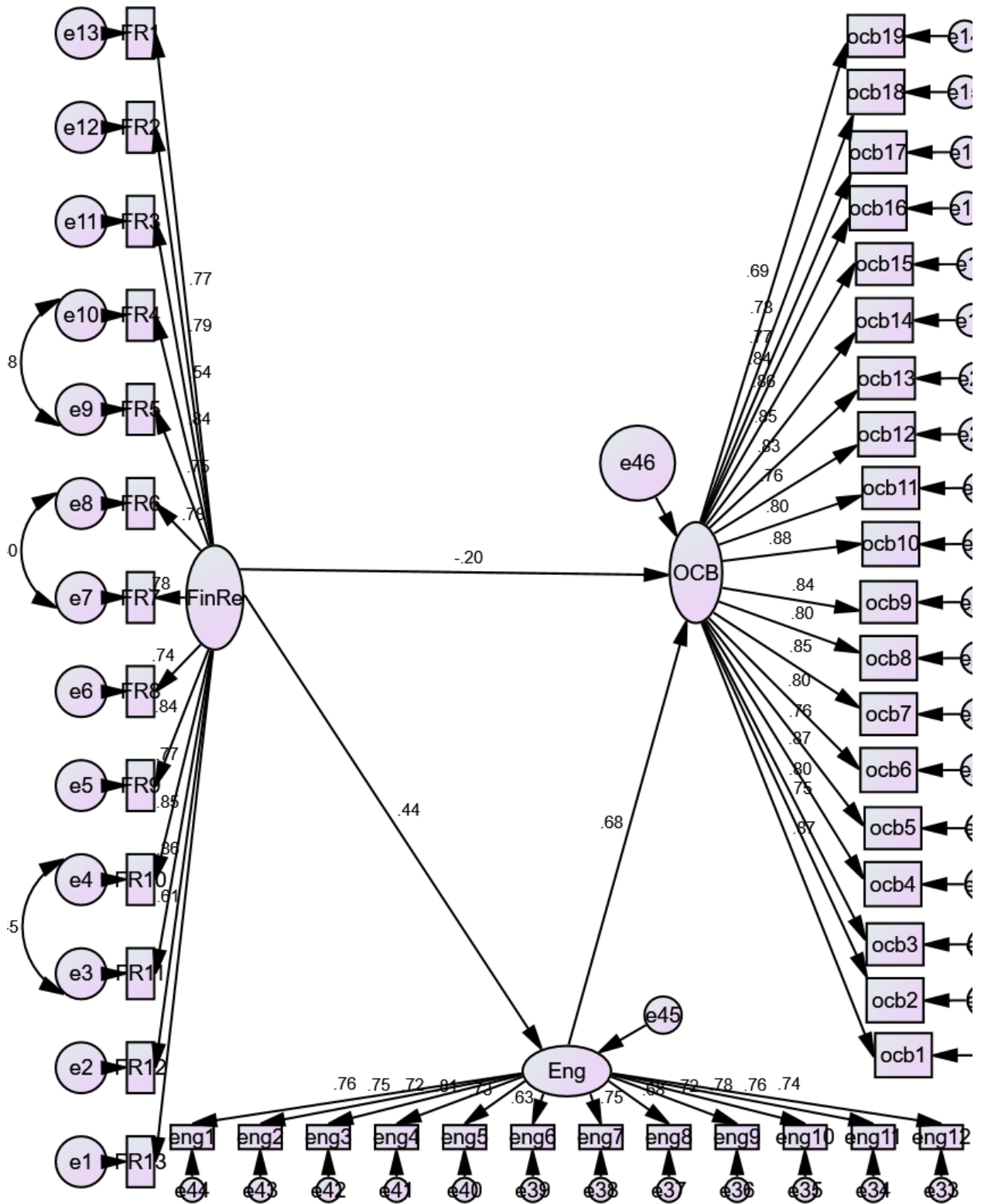
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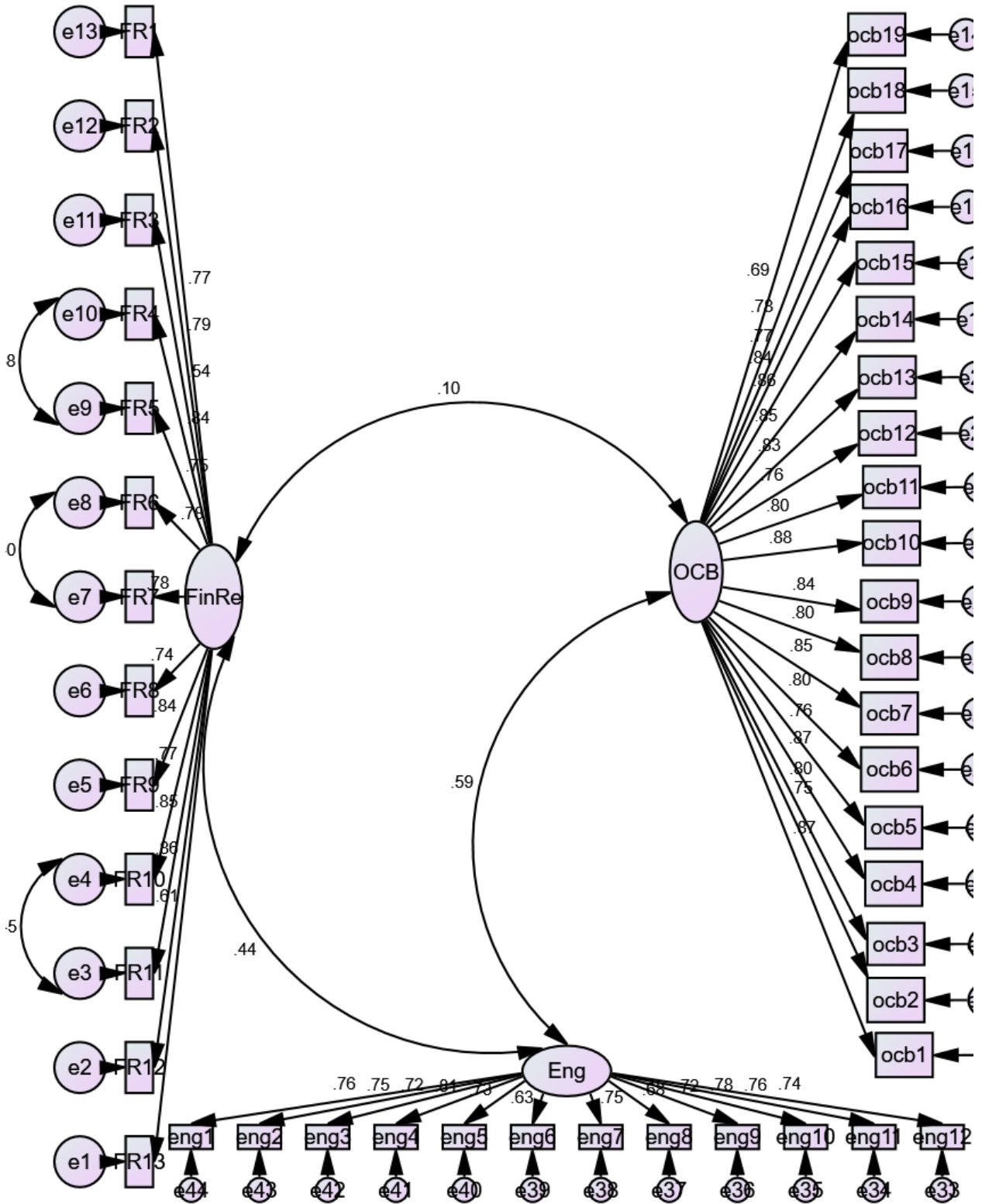
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Appendices





Structural equation modeling

الجامعة العربية الأمريكية  
ARAB AMERICAN UNIVERSITY



**Arab American University**

**Human Resources Department**

To the esteemed teachers working in private schools in Jerusalem, Greetings.

The researcher is conducting a scientific study entitled: ***“Financial Rewards and Their Relationship to Employee Engagement and Organizational Citizenship Behavior Among Employees in Private Schools.”***

This is in fulfillment of the requirements for a Master's degree in Human Resource Management from the Arab American University.

The researcher is pleased to present you with this attached questionnaire, hoping for your kind cooperation in answering all its sections accurately and objectively by placing a checkmark (✓) in the box that represents your level of agreement with the statements provided, using a five-point Likert scale. Your participation in this research is essential to achieving reliable scientific results that will contribute to the development of educational work environments within private schools in Jerusalem.

The researcher assures that all data and information collected will be treated with the utmost confidentiality and will be used solely for scientific research purposes, without disclosing any personal or institutional identity.

With sincere thanks and appreciation for your efforts and cooperation, and the researcher's gratitude for your valuable contribution to the success of this scientific work.

Researcher: Fayyad Musa Abu Aram

**Part I: Personal data:**

Please, tick (X) in the suitable box:

Gender :            Male             Female

Age:                Less than 5     25-34     35-44     45-54     55 and more

Education :        D/ Secondary     B.A     M.A     PhD

experience :        1-5     5-10     10-15     15 and more

Work :              Teacher     Administrator     Supporter

**II. Items:**

Please, tick (X) in the appropriate box, in front of each item, in accordance with your opinion:

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
<b>Section 1: Financial Rewards</b>						
1	I feel my salary reflects the effort I put into my work.					
2	The school provides fair financial incentives compared to similar jobs					
3	I feel the financial incentives encourage me to improve my performance					
4	I receive financial rewards for achieving certain milestones					
5	I am satisfied with the financial incentives offered by the school.					
6	The school significantly rewards outstanding employees.					
7	I feel the reward system is fair to all employees.					
8	I feel the salary system is regularly updated to reflect the cost of living.					
9	I believe the school effectively rewards high performance.					

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10	I receive appropriate financial compensation for increased workloads or unexpected tasks.					
11	I feel the school appreciates my commitment through clear financial incentives.					
12	The school offers rewards linked to retention and loyalty.					
13	Salaries and incentives are paid on time without delay.					
<b>Section 2 : Employee Engagement</b>						
1	I feel engaged in my daily work.					
2	I feel enthusiastic about my tasks.					
3	I go the extra mile to do my work better.					
4	I feel like an important part of the team.					
5	I maintain my participation in school activities.					
6	I feel that my work has a positive impact on the school.					
7	find myself so engrossed in my work that time flies by.					
8	I feel that the work environment encourages me to give my best.					
9	I feel that my ideas and suggestions are taken into consideration by management.					
10	have a strong desire to develop my professional skills to serve the school.					
11	I feel that my work has real value and impacts students and colleagues.					
12	I feel a strong sense of belonging to the school and consider myself part of its success.					
<b>Section 3: OCB</b>						

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I help my colleagues when they need it.					
2	I take on extra tasks without being formally asked.					
3	I demonstrate flexibility during times of stress or change.					
4	I maintain positive relationships with my colleagues					
5	I go above and beyond the call of duty when the job requires it.					
6	I communicate with colleagues in a way that helps avoid conflict and improves collaboration.					
7	I strive to perform my work with high accuracy.					
8	I abide by school rules and policies.					
9	I contribute to solving problems that the team faces.					
10	I maintain order in the workplace					
11	I am receptive to new initiatives.					
12	I offer assistance to students or parents outside my immediate area of responsibility when needed.					
13	I strive to represent the school positively within and outside the community.					
14	I maintain punctuality and adhere to work schedules professionally.					
15	I make an effort to preserve school property and equipment.					
16	I contribute to creating a positive work environment among colleagues.					
17	I accept and support new administrative changes					
18	I share my experience and knowledge with new staff members when needed.					

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19	I avoid spreading rumors or inaccurate information in the workplace.					

**Thank you**

## ملخص البحث

هدفت هذه الدراسة إلى تحليل أثر الحوافز المالية في تعزيز سلوك المواطنة التنظيمية لدى العاملين في المدارس الخاصة في مدينة القدس، مع اختبار الدور الوسيط للاندماج الوظيفي في هذه العلاقة. تنطلق الدراسة من افتراضٍ نظري مفاده أن الحوافز المالية، بوصفها أحد أهم أدوات إدارة الموارد البشرية، لا تؤثر في السلوكيات التنظيمية الإيجابية بصورة مباشرة فحسب، بل تعمل أيضاً على تنمية اندماج العاملين نفسياً وعاطفياً في العمل، الأمر الذي ينعكس في سلوكيات تطوعية تتجاوز متطلبات الدور الوظيفي الرسمي.

اعتمدت الدراسة المنهج الكمي الوصفي التحليلي، واستخدمت أسلوب المسح الميداني من خلال استبانة وُزعت على عينة الملاءمة مكوّنة من (330) معلماً وإدارياً يعملون في المدارس الخاصة في القدس، وذلك استناداً إلى معادلة كريجسي وموران. شملت الاستبانة ثلاثة محاور رئيسية: الحوافز المالية (الرواتب، التأمين، والمزايا)، الاندماج الوظيفي، وسلوك المواطنة التنظيمية. وتم تحليل البيانات باستخدام الأساليب الإحصائية المناسبة، بما في ذلك تحليل الارتباط والانحدار، ونمذجة المعادلات الهيكلية لاختبار العلاقات المباشرة وغير المباشرة بين المتغيرات.

أظهرت نتائج الدراسة وجود أثر إيجابي دال إحصائياً للحوافز المالية على سلوك المواطنة التنظيمية، كما بينت النتائج وجود علاقة إيجابية قوية بين الحوافز المالية ومستوى الاندماج الوظيفي لدى العاملين. كذلك أكدت النتائج الدور الوسيط الجزئي للاندماج الوظيفي في العلاقة بين الحوافز المالية وسلوك المواطنة التنظيمية، بما يشير إلى أن الحوافز المالية تسهم في تعزيز السلوكيات التنظيمية الإيجابية بدرجة أكبر عندما تؤدي إلى رفع مستويات اندماج العاملين في العمل.

خلصت الدراسة إلى مجموعة من التوصيات، أبرزها ضرورة تبني إدارات المدارس الخاصة في القدس لأنظمة حوافز مالية عادلة وشفافة، وربطها باستراتيجيات فاعلة لتعزيز الاندماج الوظيفي، بما يسهم في تنمية سلوك المواطنة التنظيمية وتحسين الأداء المؤسسي في ظل التحديات الاقتصادية والسياسية التي تواجه القطاع التعليمي الفلسطيني. كما أوصت الدراسة بإجراء بحوث مستقبلية تتناول متغيرات وسيطة ومعدلة أخرى، وفي سياقات تعليمية مختلفة، لتعميق الفهم العلمي لهذا الموضوع.

الكلمات المفتاحية: الحوافز المالية، سلوك المواطنة التنظيمية، الاندماج الوظيفي، المدارس الخاصة، القدس.