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Gender factor and organisational citizenship behaviour among academics in South Africa

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ABSTRACT

A company cannot grow unless its employees engage in meaningful behaviours. Therefore, higher learning institutions must foster organisational citizenship behaviour. An educational institution's overall operations are impacted by it, which significantly affects institutions' operations, enhances the effectiveness of educators, and has a favourable effect on students' academic performance. However, the behaviours that men and women are expected to exhibit and how their actions are perceived are both influenced by their gender. Based on the role theory as the theoretical framework, this study explored the differences between male and female respondents' exhibition of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue among academics. 253 academics were chosen at random from a group of 405 participants using a convenience sampling strategy. Data were gathered using a structured questionnaire and analysed through descriptive, factor analysis, and the Mann-Whitney U test. The means showed that employees of this institution appeared to be good citizens displaying all five citizenship dimensions. Furthermore, factor analysis results reported the extraction of five components. Thereafter, the Mann-Whitney test revealed that there were no discernible differences between the organisational citizenship behaviour scores of male and female respondents across all dimensions. These findings create an awareness of the importance of organisational citizenship behaviour in higher learning institutions and give managers a better knowledge of these behaviours. This study advocates that leaders should foster a strong organisational culture that promotes the exhibition of these behaviours within the workplace to make it easier for them to offer assistance to students, and colleagues and advance institutions' goals.

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Introduction

Given the global market's dynamism and the speed at which it evolves, the majority of organisations, if not all of them, are curious to know what needs to be done to maintain an outstanding level of productivity. Musimbi (2020) contends that if a company wants to stay competitive, it must employ highly skilled staff who will invest their time and energy into overcoming obstacles and achieving organisational objectives. Organ (1997:95) considers that organisational citizenship behaviour (OCB) can be construed as a sort of "performance that contributes to the social and psychological context in which task performance occurs". From the original definition of Organ (1988), OCB is the practice of an individual going above and beyond the duties assigned to them by their organisations' job descriptions and standards, and performing additional volunteer work as a result (work that was not specifically identified and recognised by the organisation's official reward system) (Aftab, Shah & Khan, 2020). Furthermore, Anderson, Tomeh, Sackett and McGue (2024) define it as positive behaviours, not reflecting core job tasks, that contribute to organisational functioning through the maintenance or improvement of the organisation's social and psychological environment. In parallel, Hanson, Niqab and Arif (2022) claimed that for any institution to function effectively, staff members must display three types of behaviour: (1) they must be inspired to join and remain with the organisation; (2) they must be able to fulfil job requirements or perform a specific function as and when defined; and (3) they must be able to innovate and do so spontaneously. Given the importance of these behaviours, this study promotes that every human organisation's fundamental building block is OCB. As a result, managers now advocate OCB to boost organisational performance.

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Nevertheless, researchers are interested in demographic parameters that are known to affect OCB, including age, experience, marital status and gender, (Rawski & Conroy, 2020). Gender can play a role due to societal expectations and norms, which may influence the types of OCB individuals feel comfortable engaging in. Rawski and Conroy (2020), commenting on the ongoing debate over whether gender has a positive or negative impact on OCB, noted that the literature acknowledges gender as a reliable predictor of OCB. In recent years, the relationship between gender and OCB has drawn the attention of a modest but expanding corpus of study. However, Mitonga-Monga, Flotman and Cilliers (2017), as well as Crawley, Maher and Blake-Beard (2015), observed that there is a dearth of studies that examine the part played by an employee's demographic traits in exhibiting OCB, especially when it comes to gender in the context of higher learning institutions (HLI). Likewise, Aytac et al. (2019) argued that there are not enough studies on the connection between OCB and gender; as male-female roles and stereotypes can have an impact on how employees are perceived by OCB and how they behave. Given the intriguing results so far, it is evident that more research on this subject is necessary because there is still much to discover. In terms of the effect of gender, Casu, Mariani, Chiesa, Guglielmi, and Gremigni (2021) discovered that women were more content with their jobs and participated in OCB than males. Hence, this study promotes that employees' gender may have an impact on whether or not an academic is willing to engage in altruism, sportsmanship, conscientiousness, courtesy and civic virtue towards colleagues and the organisation.

Literature review

Theoretical framework

The study uses the sociological theory of the role theory developed by Linton and Mead (1936) as the theoretical framework. Likewise, as a strong and important social psychology theory, the role theory provides the theoretical groundwork and foundation for describing the variation and regularity of individual behaviours (Motalebi & Marşap, 2019). This theory explains how the strong, widespread, and segregated social roles that men and women play lead to gender stereotypes and gendered behaviours (Schneider & Bos, 2019). Honnamane, Sreekanth and Girish (2024) underscore that these gender stereotypes and biases prevalent in the workplace can shape individuals' perceptions of their roles impacting their engagement and performance particularly evident in male-dominated environments where women may face perceived incompetence in certain roles. Wheeler and Wiese (2024) note that throughout history, the educational landscape in South Africa has been heavily influenced by patriarchal systems and customs that have reinforced gender disparities and inequalities. Msimango and Motala (2021) confirm that HLI in South Africa and even internationally is characterised by structural and systemic gender disparities. Hence, Huei, Mansor and Tat (2014) reported disparities in OCB enactment between males and females. Gender disparities refer to the distinctions commonly observed between males and females that could be unique to certain areas of expertise such as careers (Tabassum, 2016). It is therefore expected that male and female employees act in ways that are compatible with the gender roles that society has assigned them. Cameron and Nadler (2013) comment that gender roles regarding masculine (agentic) and feminine (communal) behaviours expected of men and women can bias perceptions of employees and managers. Suryani, Sudrajat, Hendryadi, Saihu, Amalia and Fathoni (2023) point out that communal values are more aligned with fostering cooperation and strengthening social connections, rather than a focus on demonstrating competence and authority as agentic values. Men are expected to act aggressively and decisively while women are expected to act more relational and communal (Cameron & Nadler, 2013). In the realm of OCB, individuals who prioritise communal behaviour are likely driven by a desire to enhance collaboration and interpersonal relationships (Suryani et al., 2023). Cameron (2012) asserts that the communal and agentic manifestations of OCB are altruism and civic virtue, respectively. Tabassum (2016) argues that helping others is central to female gender stereotype prescriptions, which shows that women are to be nurturing and socially oriented. Whereas the dimension like civic virtue is considered an agentic behaviour which is more consistent with men. While sportsmanship and civic virtue are viewed as masculine OCBs, altruism, courtesy, and conscientiousness are seen as feminine OCBs.

Organisational citizenship behaviours

Bateman and Organ (1983) coined the term OCB, which refers to a range of optional workplace behaviours that exceed one's essential job responsibilities (Chahal & Mahajan, 2016). Optional behaviours allude to behaviours that are not legally binding prerequisites of the position title or description of employment. Additionally, Organ (1988) commented that OCB is the practice of an individual going above and beyond the organisation's employment descriptions and requirements by performing additional work as a volunteer. Since it is the execution of work that was not specifically identified and recognised by the organisation's legally binding incentive system, these actions are more of a question of personal preference, therefore failure to engage in them is often not seen as punitive. Organ (1988) notes that these behaviours are unplanned, random, sometimes insignificant, and ordinary. Following Barnard's (1938) early 1930s introduction of the OCB, academics began working on appropriate OCB proportions. Thus, the literature on OCB covers a wide range of dimensions. To understand the gender disparity in the OCB demonstrated by employees, this study uses Organ's (1988) five dimensions namely altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Hanson et al. (2022) point out that these serve as the OCB's measuring guiding principles. According to Punia and Shyam (2017),

- i. Altruism refers to a natural propensity to assist others without anticipating payment or other forms of recognition. Gao (2020) defines it as voluntary helping conduct toward co-workers, and it has a favourable impact on affectivity and performance assessments inside an organisation. For Gregorio, Heng and Saraswati (2020), it is a voluntary behaviour that supports others in their endeavours. Hence, Punia and Shyam (2017) point out that helping a co-worker with their task is one example.

- ii. Consciousness is described as going above and beyond what is required of one's function in an organisation. It entails a range of actions, such as abiding by the company's policies and regulations even when no one is looking (Punia & Shyam, 2017). Gao (2020) adds that it consists of working overtime and it significantly boosts workers' output.
- iii. When something does not go as planned, employees may display sportsmanship behaviours by not acting negatively in any way. Thus, sportsmanship is the ability to tolerate poor organisational conditions without complaining, which lowers the rate of staff turnover (Gao, 2020). In other words, sportsmanship entails the ability to put up with annoyances and workloads without moaning. If work conditions seem less than ideal, a sportsman employee is willing to roll with the punches and does not easily become upset (Punia & Shyam, 2017). Thus, Gregorio et al. (2020) state that it involves bearing with the inconveniences other people bring and maintaining a pleasant attitude when advice is rejected.
- iv. Being courteous is acting in a manner that is kind and sensitive to the needs and feelings of others. These individuals engage in actions that reduce problems at work, such as alerting colleagues to changes in meeting times or schedules (Punia & Shyam, 2017). Furthermore, Gao (2020) stipulates that in the context of courteousness, problems are avoided, dangers are reduced, and issues brought on by co-workers are also avoided. Teamwork is improved and disputes between co-workers are decreased as a result of being courteous (Gao, 2020).
- v. Civic virtue is the internal care and active attention that employees have for the organisation's continued survival. It is an employee's concern for and interest in the organisation's daily operations (Gregorio et al., 2020). For instance, actively engaging in corporate meetings and undertaking tasks that will improve the organisation (Punia & Shyam, 2017). Similarly, Heilman and Chen (2005) argue that civic virtue encompasses actions that demonstrate accountable participation in, involvement with, and concern for the functioning of the employing organisation such as attending voluntary meetings.

OCB has a significant role in individual and organisational effectiveness. This is consistent with the study of Casu et al. (2021) which revealed that OCB has a favourable effect on both organisations and their employees; hence, it has become a key concept in the study of management in recent decades. At the individual level, employers anticipate that workers will provide greater support than what is specified in the task specification by participating in voluntarily organised activities that can benefit the organisation, avoiding conflicts and complaints at work, making efficient and effective use of the facilities and resources offered, and maintaining productive interactions with co-workers (Khalid, Rahman, Darus & Shahrudin, 2021). At the organisational level, Casu et al. (2021) explain that OCB increases task performance among employees, improves teamwork, and improves organisational efficiency. In light of the good benefits of OCB on educational institutions, Aytac et al. (2019) added that it lowers labour turnover while increasing academics' organisational attachment and commitment, sense of justice, and drive. Furthermore, Gao (2020) revealed positive relationships between OCB dimensions and organisational performance as well as employees' productivity and teamwork. In addition, Khalid et al. (2021) report that there is a strong correlation between academics' OCB and students' academic success. As a result, institutions that capitalise on OCB may gain a competitive edge over less OCB-oriented institutions. Therefore, OCB is proven to improve organisational performance by fostering greater interdependence and having a positive impact on interpersonal solidarity (Tanyildiz & Serin, 2020). On the other hand, Aytac et al. (2019) explain that low levels of OCB demonstrated by academics have a detrimental effect on staff performance and imperil the effectiveness of the institution.

The conceptualisation of OCB in the higher learning sector

According to Khalid et al. (2021), one of the most advantageous careers is teaching because it allows one to have an impact on future generations. Those who transmit information through a range of creative and selfless behaviours are known as educators, academics or lecturers. Hence, Tajudin, Omar, Yunus, Tajuddin and Hadi (2013) observe that an institution's qualitative development depends heavily on its academic staff. HLI's reputation has traditionally been based on the academic prowess displayed by its faculty members as well as the generation of brilliant ideas through research and publications (Tajudin et al., 2013). HLI is viewed as the birthplace of political, moral, economic, scientific, and social values (Tanyildiz & Serin, 2020). However, academics must be very understanding, committed, enthusiastic, and willing to go above and beyond the call of duty (Khalid et al., 2021). Since lecturers labour in settings without a set timetable, they are expected to support students in achieving higher academic goals and success; these responsibilities cannot be fully covered by the job description. Therefore, academics must exhibit extra-role behaviours such as OCB because teaching is a dynamic profession. In HLI environments, OCB refers to the degree to which academics carry out activities and act in ways that are outside the scope of their duties. Due to the peculiar characteristics of the teaching profession, the conception of OCB in that field has produced a variety of dimensions. At the school level, it was discovered that teachers' OCB had three key dimensions namely OCB toward students, colleagues, and the institution (Özaslan, 2019). Examples of academic OCB include volunteering to assist students, being actively involved in school committees, working successfully and efficiently, and enhancing the institution's reputation (Cek & Eyupoglu, 2020) through high-quality publications, and conference presentations. However, Organ (1988) posits that the success of HLI is influenced by the total amount of OCB rather than individual behaviours. This indicates that only collaborative efforts to invest in extracurricular activities may enhance the psychological and social context of institutions that support the core activities of their academics (Somech & Ohayon, 2020).

Gender, gender role and OCB

The most well-known and earliest learnt social dichotomy is frequently referred to as gender. It refers to the social and cultural roles, behaviours, and expectations associated with being male or female. Gender discrimination starts in infancy (for example, blue is for boys and pink is for girls) and persists into adulthood (for example, women should look after the children while males should take care of the lawn) (Allen & Jang, 2018). Motalebi and Marşap (2019) argue that one of the potential determining factors and causes of OCB is gender. Thus, the behaviours that people of each gender are expected to exhibit and how their actions are perceived are both influenced by their gender categories (Tabassum, 2016). According to a recent study by Mirković and Cizmic (2019), there are noticeable disparities between the employees' OCB and their gender. The author notes that since women are more compassionate and sympathetic, they exhibit higher levels of OCB. Similarly, Aftab et al. (2020) establish that compared to male instructors, female academics have demonstrated more OCB. Likewise, the findings of a study by Mostafa, Jamshid, Behnam and Aman (2015) indicated that female instructors scored higher on OCB than male academics. A related study by Bhatla (2016) reported that female employees have a favourable attitude toward OCB. Overall, they discovered that women were held to higher standards for doing OCB than men.

There is some evidence that OCB is a sex-stereotypical activity. Allen and Jang (2018) investigated the tendency of men and women to take part in specific types of OCB. This argument revolves around the idea that men and women are expected to participate in different aspects of OCBs, depending on the context, which supports the suggestion made by Crawley et al. (2015) that women are more inclined to only participate in specific types of OCB. Hence, Tabassum (2016) observed that females are anticipated to demonstrate more helping actions as opposed to males, as altruistic activities “fit” the gender role of the feminine. Similarly, the study of Wille, Wiernik, Vergauwe Vrijdags, and Trbovic (2018) and Farrell and Finkelstein (2007) reveals that women were expected to demonstrate altruism to a greater extent than men. The study of Motalebi and Marşap (2019) shows that women are generally expected to participate in more altruistic and civic virtue behaviours than men. Contrary to these findings, Chiaburu, Sawyer, Smith, Brown, and Harris (2014) found that participants expected higher civic virtue from male employees than from female employees when gender stereotypes were activated. However, the study of Motalebi and Marşap (2019) provides limited support for the above findings since it shows that civic virtue is viewed as autonomous conduct such as involving assertiveness and independence, which is more in line with standards related to the male gender stereotype. For instance, a study by Wille et al. (2018) found that women tend to score higher on measures of conscientiousness compared to men. This may be attributed to societal expectations and gender socialisation processes that emphasise nurturing and caretaking roles for women such as being punctual, following rules and procedures, and completing tasks diligently. A study by Organ and Ryan (1995) found that men tend to engage in more sportsmanship-related OCB compared to women. This may be attributed to societal expectations and norms that encourage men to be competitive and assertive in the workplace. Contrary to this, Chiaburu, et al. (2014) discovered no gender differences in sportsmanship performance when it comes to OCB. Furthermore, research revealed no gender differences between OCB and courtesy. Mhlanga (2013) commented that barriers to gender equality are more subtle and covert than ever before, and in some cases, they go undiscovered.

Methodology

Based on the post-positivist philosophy, this study used a quantitative research method, a structured questionnaire with multiple choice questions and closed-response questions to assess variables and quantify them because a descriptive study was conducted to provide a foundation for the quantification of the variables of interest (gender and OCB dimensions). Therefore, a bipartite questionnaire was sent to 405 employees and through a convenience sampling technique, a sample of 253 was selected. The demographic subscale consisted of 5 items (gender, age, work experience, highest qualification and job grade levels), while the OCB subscale consisted of 24 items modified from Podsakoff, MacKenzie, Moorman and Fetter (1990) ($\alpha = .82$), and this OCB subscale, comprised 5 subsections namely altruism, courtesy, sportsmanship, conscientiousness, and civic virtue as described by Organ in 1988. Information was gathered at a single point in time using a cross-sectional study design. Respondents were asked to indicate how much they agreed with each statement using a five-point Likert scale ranging from (1) "strongly disagree" to (5) "strongly agree". Additionally, permission to gather information was obtained and initial assurances of anonymity and confidentiality for all employees' information were guaranteed. Thereafter, each respondent freely and knowingly gave their consent. After completing the questionnaires manually, participants were thanked for participating in the study. Furthermore, an analysis of the statistics for each item suggested no evidence of item deletion to improve the validity of the scale.

Findings

Reliability results

Using Cronbach's alpha, the internal reliability of the 24-item OCB Scale was examined. The results are displayed in Table 1.

Table 1: Organisational citizenship behaviours' reliability coefficients

Section	Number of items	Number of items deleted	Cronbach's alpha
OCB scale	24	0	0.821

The findings displayed in Table 1 show that the overall scale's standardised alpha coefficient was equal to 0.821. Hence, it can be said that it produced acceptable results as the reliability coefficients range from 0 to 1, where 1 corresponds to perfect reliability and 0 to no reliability. Haradhan (2017) remarks that reliability needs to be more than 0.9 for high-stakes situations (like licensing exams), although values of 0.8 or 0.7 may be acceptable in less critical circumstances. Generally speaking, reliability values greater than 0.8 are regarded as high (Haradhan, 2017). As values in Table 1 exceeded the 0.7 threshold, these values suggest a trustworthy instrument by Malhotra (2010). The studies of Punia and Shyam (2017) and Tabassum (2016) that have used the scale have reported acceptable internal consistency reliability and good validity.

Profile of the sample

The respondents' profiles in Table 2 display the profiles of the respondents who participated in the study.

Table 2: Respondents' profiles

Categories	First (From highest %)	Second	Third	Fourth	Fifth (To lowest %)
Gender	Men 59.7%	Women 40.3%			
Age	30 - 39 years 35.7%	40 - 49 years 27.0%	50 – 59 years 15.9%	under 30 years 15.1%	60 years & older 6.3%
Work experience	More than 10 years 44.4%	5 – 10 years 34.0%	Fewer than 5 years 21.6%		
Highest qualification	Master's degree 48.8%	Bachelor's degree or honours 29.4%	Doctorate or PhD 20.9%		
Job grade levels	Lecturers 64.7%	Senior lecturers 17.9%	Junior lecturers & lab technicians 11.1%	Associate professors 2.4%	HoDs & professors 3.2%

Organisational citizenship behaviours sub-scales

These OCB sub-scales help solicit information regarding employees' altruism, conscientiousness, sportsmanship, courtesy and civic virtue. These results are reported in Tables 3, 4, 5, 6 and 7, respectively.

Table 3: Altruistic behaviours sub-scale

Altruism		Mean	Std. deviation
Item description			
1. I help others who have heavy workloads		3.77	.855
2. I am always ready to lend a helping hand to those around me		4.16	.650
3. I help others who have been absent		3.86	.902
4. I willingly help others who have work-related problems		4.04	.725
5. I help orient new people even though it is not required		3.97	.893

Based on Table 3, employees appear to agree to the following statements: "I willingly help others who have work-related problems" and "I willingly help others who have work-related problems" with means scores of 4.16 and 4.04, respectively. Helping in this institution is a common behaviour displayed by employees daily. The data suggests that employees are not only willing but also actively engaged in supporting their colleagues in overcoming work-related obstacles. The high mean scores indicate a strong inclination towards collaboration and teamwork within the organisational culture, where mutual assistance is not only encouraged but also consistently practised on a day-to-day basis.

In addition, employees have a larger tendency to agree in their responses to the five statements when it comes to altruistic behaviours within the institution. The statements such as "I help others who have heavy workloads" (mean 3.77), "I help others who have been absent" (mean 3.86) and "I help orient new people even though it is not required" (mean 3.97) reported means that were quite close to 4. This shows that altruism is a commonly shared behaviour in this institution. The study of Westlake, Coall and Grueter (2019) lends further credence to this study as the authors discovered that "altruism is a universal human trait". Furthermore, Pavenkov, Pavenkov and Rubtcova (2015) explain that altruistic behaviours are philanthropic actions.

Table 4: Conscientious behaviours sub-scale

Conscientiousness		
Item description	Mean	Std. deviation
1. I am one of the most conscientious employees	4.02	.690
2. I believe in giving an honest day's work for an honest day's pay	4.26	.621
3. My attendance at work is above the norm	4.25	.731
4. I do not take extra breaks	3.93	.921
5. I obey the institution's rules and regulations even when no one is watching	4.23	.749

Table 4 shows that employees appear to concur with the various statements regarding conscientiousness namely “I am one of the most conscientious employees” (mean 4.02), “I believe in giving an honest day’s work for an honest day’s pay” (mean 4.26), “My attendance at work is above the norm (mean 4.25) and “I obey the institution’s rules and regulations even when no one is watching” (mean 4.23). From the mean scores, it can be observed that employees agreed that in this institution, they regularly exhibit conscientiousness.

Moreover, the statement, “I do not take extra breaks” with a mean score of 3.93, which is very close to 4 (agree), reveals that the employees of this institution tended to agree that they do not waste time at work by taking unnecessary breaks. McGrail (2023) comments that conscientiousness embodies awareness, responsibility, effort, goal-directedness, and adherence to rules and standards. Conscientious people are typically organised, self-disciplined, thoughtful, meticulous, and detail-oriented (McGrail, 2023). The results indicate that conscientious behaviour is a characteristic commonly observed among those affiliated with this institution.

Table 5: Sportsmanship behaviours sub-scale

Sportsmanship		
Item description	Mean	Std. deviation
1. I am the classic “squeaky wheel” that always needs greasing	2.32	1.018
2. I consume a lot of time complaining about trivial matters	1.82	.884
3. I tend to make “mountains out of molehills”	1.83	.911
4. I always focus on what’s wrong, rather than the positive side	1.62	.796
5. I always find fault with what the institution is doing	1.89	.949

Table 5 displays the sportsmanship scale that used negatively worded items and it was necessary to reverse the means scoring to reduce interpretation biases. Suárez-Alvarez, Pedrosa, Lozano, García-Cueto, Cuesta and Muñiz (2018) state that reverse coding involves reversing the scores assigned to each response option, so that the highest score corresponds to the most negative response and the lowest score corresponds to the most positive response. Therefore, on a reverse scoring for sportsmanship behaviours scale, as revealed in Table 5, employees in this institution tend to agree with the following statement: “I am the classic “squeaky wheel” that always needs greasing” (mean 2.32 on a reverse score, 4.32). Furthermore, the mean scores of the following statements: “I consume a lot of time complaining about trivial matters” (mean 1.82 or on a reverse score, 3.82), “I tend to make “mountains out of molehills” (mean 1.83 or on a reverse score, 3.83), “I always focus on what’s wrong, rather than the positive side” (mean 1.62 or on a reverse score, 3.62) and “I always find fault with what the institution is doing” (mean 1.89 or on reverse score, 3.89) were all very close to 4 (agree).

From the findings above, it appears that employees in this institution frequently exhibit sportsmanlike behaviours. Ngoc-Duy Nguyen, Tran and Le (2022) explain that this behaviour reveals qualities in a person such as respect, honour, discipline, kindness, inclusivity, resilience, and perseverance. Sportsmanlike people will be aware that the organisation may experience some unfavourable circumstances, and they will act in a proper way to prevent problems (Ngoc-Duy Nguyen et al., 2022).

Table 6: Courteous behaviours sub-scale

Courtesy		
Item description	Mean	Std. deviation
1. I try to avoid creating problems for co-workers	4.23	.855
2. I consider the impact of my actions on co-workers	4.32	.709
3. I do not abuse the rights of others	4.35	.766
4. I take steps to try to prevent problems with other employees	4.26	.768
5. I am mindful of how my behaviours affect other people's jobs	4.32	.700

Table 6 reports that employees typically concur with the remarks in full regard to courteous behaviour. The statements “I try to avoid creating problems for co-workers”, “I consider the impact of my actions on co-workers”, “I do not abuse the rights of others”, “I take steps to try to prevent problems with other employees” and “I am mindful of how my behaviours affect other people’s jobs”, with means of 4.23, 4.32, 4.35, 4.26 and 4.32, respectively. The mean scores, which are all above 4, indicate that respondents largely agree with these statements, reflecting a culture of collaboration and mutual respect. The highest mean score of 4.35 for the statement about not abusing the rights of others suggests that employees feel particularly strongly about maintaining ethical standards and protecting the rights of their peers. Politeness is the most effective OCB in this organisation. Academics’ courteous behaviours consist of a set of both implicit and explicit norms that academics are required to uphold while on the job such as speaking and dressing appropriately.

Table 7: Civic virtue behaviours sub-scale

Civic virtue		
Item description	Mean	Std. deviation
1. I keep abreast of changes in this institution	3.84	.734
2. I attend meetings that are not mandatory but are considered important	3.59	.966
3. I attend functions that are not required but help the institution’s image	3.13	1.059
4. I read and keep up with the institution announcements, memos and so on	3.81	.869

Table 7 presents the mean scores of civic virtues. The statements “I keep abreast of changes in this institution” (means 3.84), “I attend meetings that are not mandatory but are considered important” (mean 3.59), “I read and keep up with the institution announcements, memos and so on” (mean 3.81) have means that are close to 4. the mean scores of civic virtue. The statements “I keep abreast of changes in this institution” (means 3.84), “I attend meetings that are not mandatory but are considered important” (mean 3.59), “I read and keep up with the institution announcements, memos and so on” (mean 3.81) have means that are close to 4. These results suggest that the participants are more inclined to agree that they exhibit a sense of civic responsibility and engagement with the institution. The fact that the mean scores are close to 4 indicates that a majority of respondents engage in behaviours that demonstrate their commitment to staying informed and involved in the institution. It can be inferred from these results that the participants value staying informed about changes within the institution, attending important meetings, and keeping up with official communications. This high level of civic virtue among the respondents is indicative of a positive organisational culture that values active participation and engagement among its members.

On the other hand, employees appear to be balanced in their responses to one statement regarding civic virtue behaviours within the institution: “I attend functions that are not required, but help the institution's image” (mean 3.13). This shows that employees are neutral about this specific citizenship behaviour. They represent the conduct of employees who are eager to take an active role in organisational governance and keep an eye out for any risks and opportunities (Waheed & Shah, 2017).

Factor analysis

According to Shrestha (2021), before using factors in other analyses such as multiple regression or multivariate analysis of variance, factor analysis is particularly useful for removing a small number of factors from a big number of linked variables to a more manageable number. This study conducted an exploratory factor analysis and since the adapted scale was multidimensional, it was handled independently.

To determine whether the scale items loaded onto the various factors as described in the literature, the KMO and Bartlett's tests were computed before the factor analysis process to determine whether the data set is appropriate for factor analysis as displayed in Table 8.

Table 8: KMO and Bartlett's tests of the OCB scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy (OCB)		.819
Bartlett's Test of Sphericity	Approx. Chi-Square	3162.728
	df	276
	Sig.	.000

The KMO measure of sampling adequacy as displayed in Table 8 was above 0.5 and the significance level for the Bartlett test of sphericity was $p=0.05$, indicating that the data set was suitable for factor analysis. Then, using the Kaiser's (Eigenvalue) Criterion, factors were retrieved. The eigenvalue of a factor indicates how much of the overall variation it accounted for, and in factor analysis, significant factors with eigenvalues greater than one are kept (Shrestha, 2021). Table 9 shows the extraction of five components.

Table 9: Cumulative percentage and total variance explained of OCB

Component	Initial Eigenvalues			Extraction sums of squared loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
OCB1	6.497	27.071	27.071	6.497	27.071
OCB2	3.254	13.556	40.627	3.254	13.556
OCB3	2.698	11.241	51.868	2.698	11.241
OCB4	1.871	7.798	59.665	1.871	7.798
OCB5	1.131	4.714	64.379	1.131	4.714

OCB1: courtesy; OCB2: altruism; OCB3: sportsmanship; OCB4: civic virtue; OCB5: conscientiousness

Principal component factor analysis through the Varimax rotation technique was used to determine the various components. Consequently, an eigenvalue larger than 1 was regarded as significant and only variables with eigenvalues of one or higher were deemed significant. Table 9 presents the initial eigenvalues and the extraction sums of squared loadings for five components, labelled OCB1 (courtesy), OCB2 (altruism), OCB3(sportsmanship), OCB4 (civic virtue) through OCB5 (conscientiousness). The initial eigenvalues indicate the amount of variance each component accounts for, with OCB1 exhibiting the highest eigenvalue of 6.497, which corresponds to 27.071% of the total variance. Cumulatively, OCB1 alone accounts for 27.071% of the variance, while OCB2, with an eigenvalue of 3.254, contributes an additional 13.556%, bringing the cumulative total to 40.627%. OCB3 follows with an eigenvalue of 2.698, adding 11.241% to the cumulative variance, which then reaches 51.868%. OCB4 and OCB5 have eigenvalues of 1.871 and 1.131, respectively, contributing 7.798% and 4.714% to the cumulative variance, culminating in a total of 64.379%. The extraction sums of squared loadings mirror the initial eigenvalues, indicating that the values extracted from the analysis retain the same proportions of variance explained by each component, thereby affirming the stability and reliability of the factor structure identified in the dataset. Hence, Table 9 presents the five variables that were extracted as a consequence of the factor extraction namely courtesy, altruism, sportsmanship, civic virtue, and conscientiousness, accounting for about 64% of the explained variance overall. Table 10 presents these findings.

Table 10: Rotated factor solution of OCB scale

Items	Component				
	OCB1	OCB2	OCB3	OCB4	OCB5
I help others who have heavy workloads	-.055	.711	.017	.035	.212
I am always ready to lend a helping hand to those around me	.058	.775	.031	.187	.064
I help others who have been absent	-.037	.756	-.066	.205	.037
I willingly help others who have work-related problems	.169	.665	.079	.009	.044
I help orient new people even though it is not required	.024	.727	-.088	-.009	.281
I am one of the most conscientious employees	.096	.185	-.065	.303	.599
I believe in giving an honest day's work for an honest day's pay	.327	.355	-.073	.170	.673
My attendance at work is above the norm	.201	.243	-.159	.059	.787
I do not take extra breaks	.198	.246	-.142	.226	.615
I obey the institution's rules and regulations even when no one is watching	.276	.370	-.211	.064	.410
I am the classic "squeaky wheel" that always needs greasing	-.139	-.086	.648	.255	.325
I consume a lot of time complaining about trivial matters	-.130	.155	.764	-.110	-.237

I tend to make “mountains out of molehills”	-.037	.061	.841	-.149	-.216
I always focus on what’s wrong, rather than the positive side	-.118	-.072	.768	-.023	-.020
I always find fault with what the institution is doing	.042	-.115	.766	-.035	-.135
I try to avoid creating problems for co-workers	.877	.115	.000	.012	.020
I consider the impact of my actions on co-workers	.875	.078	-.056	.016	.167
I do not abuse the rights of others	.853	-.003	-.128	.068	.213
I take steps to try to prevent problems with other employees	.838	.099	-.079	.134	.174
I am mindful of how my behaviours affect other people’s jobs	.801	-.026	-.094	.146	.095
I keep abreast of changes in this institution	.228	.218	-.037	.689	.085
I attend meetings that are not mandatory but are considered important	.132	.260	-.089	.753	.016
I attend functions that are not required, but help the institution's image	-.123	.083	-.101	.808	.062
I read and keep up with the institution announcements, memos and so on	.127	.023	.081	.673	.185
Extraction method: Principal component analysis. Rotation method: Varimax with Kaiser normalisation. Rotation converged in 6 iterations.					

Based on Table 10, the first component, designated courtesy (OCB1), contained five items and had an eigenvalue of 6.497. It accounted for 27% of the variance. The elements that made up this factor have to do with the act of showing good manners at work is referred to as courteousness. Kindness, compassion, and sincere regard for co-workers are the foundations of courteous behaviours (Media Partners, 2017). The factor includes items such as “I am always ready to lend a helping hand to those around me”, “I help others who have been absent”, “I willingly help others who have work-related problems” and “I help orient new people even though it is not required”

The second component, altruism (OCB2), explained 13.5% of the variance and had an eigenvalue of 3.254. It was made up of five variables namely “I am one of the most conscientious employees”, “I believe in giving an honest day’s work for an honest day’s pay”, “My attendance at work is above the norm”, I do not take extra breaks”, and “I obey the institution's rules and regulations even when no one is watching”. The factors that loaded into this component included helping a co-worker finish a crucial job, stepping up and volunteering to improve someone else's life.

The third factor, sportsmanship (OCB3), had five variables and an eigenvalue of 2.698. It accounted for 11.2% of the variation. This behaviour embodies the optimistic and respectful attitude that a person might present when dealing with unforeseen challenges (Ngoc-Duy Nguyen et al., 2022). Sportsmanship manifests in people spending more time on organisational tasks rather than moaning and grouching and instead showing that they care about the organisation (Ngoc-Duy Nguyen, 2022).

The fourth component, civic virtue (OCB4), was made up of four variables that explained 7.7% of the variation and had an eigenvalue of 1.871. This factor relates to how staff members feel about enhancing the company's reputation. The elements that weighed on this aspect have to do with volunteering, going above and beyond, attending events that are not necessary, and boosterism, which represents the organisation well even when not at work.

With an eigenvalue of 1.131 and five factors that together accounted for 4.7% of the variation, the fifth component, conscientiousness (OCB5), was generated. One of the most obvious manifestations of this behaviour in the workplace is the avoidance of procrastination and the preference for finishing assignments well in advance of the due date are the characteristics that loaded onto this component. These are the individuals who adhere strictly to guidelines and make sure they never miss a deadline.

Differences in OCB and gender

The Mann-Whitney U test was used to establish whether there are any significant differences between the five dimensions of OCB and the gender categories of respondents. These results are reported in Table 11.

Table 11: Difference between OCB and gender

Altruism	A1 (Gender)	N	Mean rank
	1 (Male)	151	126.12
	2 (Female)	102	128.31
	Total	253	
Conscientiousness	1 (Male)	151	131.46
	2 (Female)	102	120.39
	Total	253	
Sportsmanship	1 (Male)	151	130.43
	2 (Female)	102	121.92
	Total	253	
Courtesy	1 (Male)	151	126.10
	2 (Female)	102	128.33
	Total	253	
Civic virtue	1 (Male)	151	130.46
	2 (Female)	102	121.87
	Total	253	
	Altruism	Conscientiousness	Sportsmanship
Mann-Whitney U	7567.500	7027.000	7183.000
Wilcoxon W	19043.500	12280.000	12436.000
Z	-.237	-1.188	-.913
Asymp. Sig. (2-tailed)	.813	.235	.361
r =	$\frac{-0.237}{\sqrt{253}}$	= 0.01	$\frac{-1.188}{\sqrt{253}}$
	(small effect size)		(small effect size)
		= 0.07	$\frac{-0.913}{\sqrt{253}}$
			(small effect size)

a. Grouping variable: Gender

The results of the Mann-Whitney U test in Table 11 revealed no significant difference in terms of male and female respondents concerning altruism (U=7567.500; p=0.813), conscientiousness (U=7027; p=0.235), sportsmanship (U=7183; p=0.361), courtesy (U=7565.500; p=0.808) and civic virtue behaviours (U=7178; 0.355). The significance level of each OCB dimension exceeded 0.05. This suggests that the OCB score distribution is the same for the male and female respondents. When considering effect size, practical significant small effects were found between males and females concerning altruism (r=0.01), conscientiousness (r=0.07), sportsmanship (r=0.05), courtesy (r=0.01) and civic virtue (r=0.05). In compliance with the results of this study, the study of Aytaç et al. (2019) also revealed an insignificant difference among academics' exhibition of OCB based on their gender.

Similar findings were perceived in the study of Uzonwanne (2014), which showed no statistically significant difference between the two gender components and OCB. In the same vein, the study conducted by Sudha (2020) revealed that gender had no discernible influence on OCB. Likewise, the findings of Abdullah and Kamil (2020) suggest no difference in men's and women's OCB among public institution employees.

Divergent to these findings, Chan and Lai (2017), and Jena and Goswami (2014) reported that gender exerts a significant difference in OCB. According to past studies, women are more prone than men to exhibit particular OCB behaviours, and males are expected to engage in these behaviours more effectively than their female co-workers. In addition, the study of Allen and Jang (2018) revealed that female employees performed more communal OCB such as altruism than male employees, whereas male employees tend to perform more agentic OCB namely sportsmanship than female employees. These results varied somewhat from those of Huei et al.'s (2014) study, which indicated that male employees exhibited sportsmanship and civic virtue while female employees were more likely to exhibit altruism, courtesy, and conscientiousness. Moreover, the study by Gao (2020) revealed that women are more likely than men to engage in OCB across the board, especially in civic virtue, altruism, courtesy, sportsmanship and conscientiousness.

Implications

The results of the study indicate that courtesy, altruism, sportsmanship, civic virtue, and conscientiousness collectively account for 64.1% of the variance in OCB among academic staff at this HLI. Specifically, courtesy alone explains 27% of the variation, indicating that being polite, respectful, and considerate towards others plays a substantial role in influencing OCB. Altruism, explains 13.5% of the variance, suggesting that selfless concern for the well-being of others also significantly contributes to OCB. Additionally, sportsmanship, civic virtue, and conscientiousness account for a notable 23.6% of the variation in OCB, highlighting the importance of these traits in shaping OCB within this HLI. The significant impact of courtesy, altruism, sportsmanship, civic virtue, and conscientiousness on OCB found in this study and the benefits of OCB for HLI discussed can guide the development of targeted interventions and training programs aimed at enhancing these specific behaviours among academic staff. Furthermore, these results

underscore the importance of considering individual personality traits and values when assessing and promoting OCB within the academic setting, highlighting the need for personalised approaches to leadership and organisational development.

In addition, the present study indicated that there was insignificant gender-based variation in academics' exhibition of OCB in this HLI of Technology in South Africa. The findings of this study indicate that the gender of individuals does not have a substantial impact on the extent to which they engage in OCB. It is suggested that regardless of gender, individuals demonstrate comparable levels of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue within the organisational setting. These results have significant implications for organisations and their management practices. By recognising that both male and female employees exhibit similar levels of positive behaviours towards their organisation, leaders can focus on fostering a culture that values and encourages these behaviours without any gender bias. This can lead to a more inclusive and harmonious work environment where all employees feel appreciated and motivated to contribute positively to the organisation. This can further help in promoting equality and fairness within the workplace.

Conclusion

This article explored the differences between male and female displays of OCB across all dimensions, including altruism, conscientiousness, sportsmanship, courtesy, and civic virtue among academics. Based on the Mann-Whitney U test, it was discovered that there were no discernible differences between the OCB scores of male and female respondents across all dimensions in a South African HLI. The findings contradict the original hypothesis positing that gender has an impact on OCB within this specific context, thereby highlighting the need for a deeper understanding of the factors influencing OCB, as well as the importance of considering cultural and institutional contexts. Future studies should aim to explore the underlying reasons for the observed uniformity in OCB across genders, potentially examining variables such as organisational culture, individual motivations, and external influences that may shape citizenship behaviours in academic settings. Additionally, it would be beneficial to expand the research to include a more diverse range of institutions and disciplines to enhance the generalisability of the findings.

Recommendations

The results of the study indicated that behaviours such as courtesy, altruism, sportsmanship, civic virtue, and conscientiousness were responsible for explaining 64.1% of the variance in OCB. It is suggested that managers, deans, and HoDs focus on promoting and fostering these key traits in departments, faculties and institutions. Organisations should focus on promoting and rewarding these specific behaviours in the workplace to enhance overall OCB levels among employees. Institutions can create a more positive and productive work environment conducive to courtesy, altruism, sportsmanship, civic virtue, and conscientiousness through training programs, recognition initiatives, and leadership modelling. Additionally, the management should foster a culture of respect, selflessness, and teamwork, to potentially improve overall OCB levels, leading to a more positive and productive work environment.

Furthermore, the results suggested that there is a lack of significant difference between genders in terms of displaying OCB within the HLI of Technology in South Africa. This implies that regardless of gender, individuals within this academic setting tend to exhibit similar levels of OCB. It is therefore suggested that future research delve deeper into the factors that influence the display of OCB among academics in this setting, beyond just gender differences. By understanding the various factors that contribute to OCB, organisations can implement targeted strategies to enhance these behaviours and ultimately improve overall organisational effectiveness and success.

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