

Predicting Organizational Citizenship Behavior on the Basis of Organizational Learning Capability

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Abstract: This study investigated predictor organizational learning capability components for organizational citizenship behavior among employees of Islamic Azad University of Khorasgan (Isfahan) Branch. The method of the study was correlation. The study population was 321 employees of Islamic Azad University of Khorasgan (Isfahan). In order to achieve the research objectives, by using the krejcie and Morgan table sampling (1970), 176 employees were selected by simple random sampling. Measuring instruments were Chiva *et al.* (2007) questionnaire measuring organizational learning capability and Kernodle's organizational citizenship behavior (2007). The face and content validity of the questionnaires were approved by experts. The reliability of the questionnaires using Cronbach's alpha coefficient, was 0/94 and 0/79 respectively. According to the research findings, among components of organizational learning capability, the best predictor of organizational citizenship behavior in the first step was dialogue and in the second step the best predictors were dialogue and experimentation.

Key words: Organizational learning capability • Organizational citizenship behavior • Employees

INTRODUCTION

Regarding rapid technology changes in the global economy, the physical boundaries are not considered as an issue for creating an international business, anymore. Nowadays, most of the organizations, besides local and national markets, are tending to compete globally. Learning improvement in the organizations has been stated as an important part of competition in the present economy [1]. Today, the managers do not have a vivid perception of their organization members' specific knowledge [2] and they are searching for new approaches which would affect the organizations' knowledge, function level and consequently would lead to "organizational learning" [3]. The organizational learning is a key process which leads to creativity [4] and plays a significant role in increasing function [5].

Organizational learning is a complex adaptation between relations of a network consisting various and mostly opposite people, groups, policies and processes which are created through competition of the needs, advent of ideas and the increase of complexities [6]. The ability of employees in learning would help to increase decision-making power, new ideas creation, higher risk- taking ability and problem solving among them [7].

The organizational learning is a process which makes the organization capable of adjusting changes [8] also maintaining equilibrium among cognitive and behavioral elements that is a combination between thought patterns accompanying performance [9]. Information, knowledge and experience exchange among group members, would evolve existing learning sources, improve the issues analysis and let better evaluation from potential solutions in decision making [10].

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The organizational learning capability has a complex multi-dimensional structure, numerous constituents of which have been recognized in the studies [11]. Jerz-Gomez *et al.* (2005) [12] consider the organizational learning capability including three processes : 1) knowledge creation capability, 2) knowledge transferring and 3) knowledge integration that the organization applies in processing knowledge; and they moot four dimensions for organizational learning capability: 1) management commitment, 2) systematic view, 3) open atmosphere along with experiment performance and 4) integration and transferring knowledge. Alegre and Chiva [13, 1, 14] state five dimensions for the organizational learning capability: 1) experimentation, 2) risk- taking, 3) interaction with the external environment, 4) discussion and dialogue 5) participatory decision making.

Nevis (1995) suggests two strategies in the organization to enhance organizational learning 1) focusing on facilitating-learning factors and 2) converting learning direction. In his point of view a mixture of the very strategies would exchange the role of thought in the organization strategy for a harmonic activity and a new consistent method [15].

About three decades ago, Katz and Kahn (1978) inferred there needs to be creative and self-stimulated staff to behave beyond prescribed role or job requirements, for an organization to act effectively. These activities are stated as “organizational citizenship behaviors” [16]. Nowadays, the term organizational citizenship behavior is severely taken into account in management literature [17].

Organizations will not be able to develop their cooperative rational effectiveness without staff’s voluntary tendency to cooperate. In voluntary cooperation people show their attempts, energy and insights for growing their abilities in favor of the organization. In this situation people usually ignore their own personal benefits and prioritize taking responsibility in favor of others’ benefits [18]. Today, regarding the organizations’ quality and productivity, the organizational citizenship behavior has turned into one of the most important concepts of applicability and effectiveness control of the organization [19].

The employees are the organizations’ vital power, frontier officials who directly communicate with customers and offer services [20]. Good organizational citizens make the organization capable of applying scarce sources effectively. They would improve and increase the

colleagues and managers’ ability to do their jobs, the organizations which improve citizenship behavior are fascinating places to work and they are able to employ and keep the best people [21]. Moorman and Blakely (1995) believe that a good organizational citizen supports the organization even when the verbal support has not been asked [22].

Organ *et al.* (2005) [23] believe that organizational citizenship behavior is a voluntary and individual behavior which is not directly recognizable through organizations’ formal reward and they generally increase the organizations’ applicability and effectiveness. Organ (1997), in a different definition, describes organizational citizenship behavior as the cooperation in maintaining and increasing social and psychological backgrounds which supports the responsibilities’ function [24]. Van Dyne *et al.* (1994) consider organizational citizenship behavior as a multi-dimensional concept consisting all defined positive organizational behaviors related to the role of the organizations’ members including recognized behaviors in the role, the behaviors beyond the organizational role and political behaviors such as complete participation in responsibilities [25].

Organ (1988) assumes organizational citizenship behavior including five dimensions 1) altruism, 2) job conscientiousness, 3) sportsmanship, 4) courtesy and 5) civic virtue [26]. Afterwards, Podsakoff *et al.* (2000) [27] suggest seven aspects for organizational citizenship behavior 1) helping behavior, 2) sportsmanship, 3) organizational loyalty, 4) organizational compliance, 5) individual initiative, 6) civic virtue and 7) self-development.

Helping behavior focuses on employees’ volunteer actions to help others for solving problems and preventing them. Organizational compliance describes employees’ obeying organizations’ policies and job duties according to the organizations’ benefits. Sportsmanship relates to employees’ abilities to adapt themselves to the hard work without complaining. Organizational loyalty promotes employees’ positive viewpoints towards the organization. Individual initiative states individuals’ voluntary extra efforts to perform tasks even out of their official duties. Civic virtue provides employees’ participation in events and political processes. Self-development creates employees’ participation in the organizations’ activities to improve the skills and experience to enhance organizational effectiveness [28].

The organizational citizenship behaviors are appropriate behaviors which increase available sources and decrease the need to formal and costly mechanisms [29]. Theoreticians believe that the organizations whose employees participate in the organizational citizenship behaviors are more successful. Such behaviors would increase the colleagues and principals' productivity, the activities cooperation and the organizational function stability and also help the organization to hire and keep the employees [30]. The organizational citizenship behavior aims to protect organization against undesirable and destructive behaviors in the healthy operations of an organization, which increases skills, abilities, performance and productivity by effective coordination. In this regard, organizational citizenship behavior is closely connected with organizational competition, organizational learning, organization environment compatibility, commitment, function and friendship quality (Faruk Unal, 2013).

Concept of citizenship behavior is often described based on social exchange theory or reciprocity principle [31]. Blau (1964) states social exchange theory relates to the human behavior and actions and it studies social structures. Social exchange theory refers to voluntary actions during which individuals provide benefits for others and they expect reciprocity from others [32]. Exchange relations have an important role in the emergence of organizational citizenship behaviors. Organ (1990) suggests based on the social exchange approach, employees may regard organizational citizenship behaviors due to receiving benefits such as rewards and support and in this way they are exchanging favors with their supervisors. Because they feel their behavior should be compensated [33].

When the employees are risk-taking in their job, they are more inclined to help other colleagues; and when there is an open communicative channel in the organization at high level of trust and commitment, the employees have more tendencies to develop their knowledge and skills [34]. Those employees who participate in the organizational learning show good organizational citizenship behavior as well. They are sincerely honest toward the organization, more loyal toward it and help its strategies [35]. Yahaya *et al.* (2011) [36] believe that altruism is the same as helping others and it occurs when the employees help their colleagues encountering problems while doing responsibilities. It is learning how to learn from others' experience. Attending organizations' teaching sessions and organized activities make employees informed about the latest job information and

the increase of their learning would lead to rise in their skills. Those who have politeness and courtesy behave others politely and it facilitates group learning.

According to Somech & Drach-Zahavy (2004) [37] there is a positive relationship between organizational learning and organizational citizenship behaviors. The organizational learning and learning culture mechanisms are two important predictive factors of the organizational citizenship behavior. The variables of organizational learning positively correlate with two aspects 1) organizational citizenship behaviors and 2) behaviors focusing on individual and organization.

Chi-Cheng *et al.* (2011) [35] carried out a study on the effect of organizational learning on the organizational citizenship behavior and organizational commitment. The results indicated that when the organizational learning has high organizational quality, the organizational members are more inclined to show organizational citizenship behavior.

Pormand *et al.* (2011) [38] in a study investigated the relationship between organizational learning and organizational citizenship behavior among the managers and employees working at Bandar Abbas municipality. The results showed that organizational learning is far from desired state and it is lower than the average level and organizational citizenship behavior is above average level. Testing the research hypotheses proved that there is no significant relationship between organizational learning and organizational citizenship behavior in the research sample.

Arshad *et al.* (2012) [39] state in their research that organizational citizenship behavior is increased through organizational learning and the organization members' more knowledge would lead to perceiving job processes.

Today organizations, for their survival in an uncertain and uneasy environment, need employees who voluntarily pay attention to the organizational welfare beyond their formal role more than any other time [37]. The organizational learning as a behavior-dependent feature states to what extent does the organizational learning lead the behavior as an adjustment with outer environment. The organizational learning is a tool for integrating the shared values. The organization members' beliefs and values would create a learning culture and provide opportunities to divulge organizational citizenship behavior [40]. Since the learning transfer throughout the organization effectively affects the organizational citizenship behavior, the organizations' structure requires a plan to support the divulgence of

organizational citizenship behavior [41]. Learning shared values would encourage the organization members to help their colleagues to access to the organization purposes when the organizational function is at low level [42].

The competitive environment of organizations and complexities of providing services have shown the importance of having knowledge committed employees for the organizations more than ever. So, among the most important challenges of organizations would be the organizational citizenship behavior improvement and reinforcement which in turn, entails staff's learning ability development. Managers should take steps toward maximizing the organizational citizenship behavior; they should also make "learning" an inner element of their organizations through which organizations would be more effective toward grasping their targets than ever.

Hypotheses:

H1: There is a relationship between organizational learning capability components and organizational citizenship behavior of university employees.

H2: Components of organizational learning capability (Experimentation, Risk-taking, Interaction with the external environment, Dialogue, Participative decision making) can be predicted organizational citizenship behavior of university employees.

H3: There is difference between opinions of university employees about organizational learning capability considering demographic factors (gender, education, work experience).

MATERIAL AND METHODS

The aim of this study was predict organizational learning capability components by organizational citizenship behavior among University employees. The research method was descriptive with kind of correlation. The study population was 321 employees of Islamic Azad University of Khorasgan (Isfahan). The sample volume by using the Krejcie and Morgan table sampling (1970), 176 employees were selected by simple random sampling. For measure organizational learning capability, was used questionnaire Chiva *et al.* organizational learning capability (2007) with 14 questions and 7-point Likert scale (Strongly agree =1 to strongly

disagree =7). This questionnaire examined components experimentation, risk taking, interaction with the external environment, dialogue, participative decision making. Two samples of the questions in this questionnaire areas follows: "People here receive support and encouragement when presenting new ideas" and "People are encouraged to take risks in this organization". Form ease organizational citizenship behavior, was used questionnaire Kernodle's organizational citizenship behavior (2007) with 29 questions and 7-point Likert scale (Strongly agree =1 to strongly disagree =7). This researcher, to measure the helping behavior, sportsmanship and civic virtue dimensions of organizational citizenship behavior, used of questionnaire's Podsakoff and Mackenzie (1994). Also, organizational compliance of questionnaire's William and Anderson (1991), organizational Loyalty used by Moorman and Blackely (1995) and the final dimension, self-development, extracted of George and Jones (1997) [28]. A sample of the questions in this questionnaire is as follows: "learns a new set of skills so as to expand the range of one's contributions to an organization". The validity of the questionnaires was approved by a number of management and psychology experts. The reliability of the questionnaires using Cronbach's alpha coefficient, was 0/94 and 0/79 respectively. For analysis of findings used SPSS 19 software.

RESULTS

H1: There is a significant relationship between organizational learning capability components (experimentation, risk-taking, interaction with the external environment, dialogue, participative decision-making) and organizational citizenship behavior of University employees.

Table 1 displays descriptive statistics and correlations between all variables examined at the group level.

Results Table 1 shows, there is a meaningful relationship between components experimentation ($r=0.381$), risk taking ($r=0.298$), interaction with the external environment ($r=0.326$), dialogue ($r=0.421$), participative decision-making ($r=0.395$) of organizational learning capability with organizational citizenship behavior. So, there is correlated high and positive between organizational learning capability components and organizational citizenship behavior.

Table 1: Mean, standard deviation and internal correlation among research variables

Row	Research variables	Mean	Standard deviation	1	2	3	4	5	6
1	Experimentation	7.54	2.99	-					
2	Risk taking	9.08	2.73	0.499**	-				
3	Interaction with the external environment	11.99	2.62	0.358**	0.481**	-			
4	Dialogue	14.70	5.30	0.582**	0.496**	0.577**	-		
5	Participative decision making	14.32	4.85	0.648**	0.511**	0.482**	0.691**	-	
6	OCB	100.95	15.53	0.381**	0.298**	0.326**	0.421**	0.395**	-

**P<0.01

Table 2: Multiple (Stepwise) Regression of predicting organizational learning capability dimensions based on organizational citizenship behavior

Step	Predictor variables	Non-standard Coefficients								
		B	Standard Error	Beta	t	P	R	R ²	F	P
Step 1.	Dialogue	1.157	0.223	0.410	5.188	0.001	0.410	0.168	26.917	0.001
Step 2.	Dialogue	0.826	0.273	0.293	3.022	0.003	0.440	0.194	15.879	0.001
	Experimentation	1.000	0.488	0.198	2.048	0.043				

P<0.01

Table 3: Results of variance analysis comparison of organizational learning capability based on demographic factors

Demographic factors	Sum of Squares	Degrees of Freedom	Mean Squares	F-Test Statistic	Sig	Eta	Statistical power
Gender	16.440	1	16.440	0.065	0.800	0.001	0.057
Education Level	57.403	3	19.134	0.075	0.973	0.002	0.063
Years of Experience	151.634	2	75.817	0.298	0.742	0.005	0.097

H2: Components of organizational learning capability (Experimentation, Risk-taking, Interaction with the external environment, Dialogue, Participative decision making) can be predicted organizational citizenship behavior of university employees.

Table 2 displays step wise regression analysis for forecast organizational learning capability dimensions based on organizational citizenship behavior. Multiple regression analyses were performed to evaluate the relative contribution of each type of organizational learning capability dimension to the prediction of the organizational citizenship behavior.

As Table 2 shows, among research variables in the regression, the best predictor of organizational citizenship behavior in the first step was dialogue component and the second step was components dialogue and experimentation. Based on result of multiple stepwise regression relationship between components dialogue and experimentation of organizational learning capability with organizational citizenship behavior was significant. Accordingly, in the first step was explanation coefficient of dialogue component 16.8 Percent of the variance organizational citizenship behavior. In the second step was explanation coefficient of dialogue and experimentation components 19.4 Percent of variance organizational citizenship behavior. In order to determine the extent to which variable can predict the criterion variable, is used the beta coefficient. The findings

display beta coefficient, for a unit increase in dialogue component, increases 0.293 unit of organizational citizenship behavior. Also, for a unit increase experimentation component, increases 0.198 unit of organizational citizenship behavior.

H3: There is difference between opinions of university employees about organizational learning capability considering demographic factors (gender, education, work experience).

Table 3: displays variance analysis comparison average of organizational learning capability based on demographic factors.

Results Table 3 shows, the mean scores analysis of variance organizational learning capability employees based on demographic factors (gender, education level and years of experience) there is no significant difference. This means that between the view so university's employees about organizational learning capability according to demographic factors, there was no significant difference.

DISCUSSION

The purpose of this study was predicted organizational learning capability components by organizational citizenship behavior among employees of Islamic Azad University of Khorasgan (Isfahan). The

results of first hypothesis showed, components of organizational learning capability has a significant relationship with organizational citizenship behavior of employees. The results are consistent with Arshad *et al.* (2012) [39], Chi-Cheng *et al.* (2011) [35] and Somech & Drach Zahavy (2004) [37] researches that there is a relationship between organizational learning capability and its components with organizational citizenship behavior. Results do not conform with results of Pormand *et al.* (2011) [38] research, that there is no relationship between organizational learning capability and organizational citizenship behavior in the sample. Organizations that have recognized the importance of human resource productivity, they know value of the workforce with the knowledge and information. Today's one of the main advantages to survive organizations, its organizational learning capability. Organizational learning is a process that during it employees can change the organization by creating new knowledge. With the development of organizational learning, citizenship behaviors are reinforced in staff and will be cause increase employee loyalty and commitment to the organization. Citizenship behaviors are desirable for organizations because lead to outcomes, such as individual and organizational efficiency and allows the more experienced among working groups spread. Employees who have high organizational learning capability, providing ideas that enhance customer service would qualify as acts of civic virtue. Also, employees more to be willing to give up some of their time to help others out who have work-related problems and willing to take time out of their busy schedule to help with learning new employees. Investing in learning will improve the employees' level of sportsmanship, meaning that they are more to tolerate work in harsh conditions without any complaints from organization. When employees increased their level of self-development that they attendance in training sessions that are encouraged and then voluntarily expand knowledge, skills and their capabilities.

The finding of stepwise regression analysis showed that the best predictor of organizational citizenship behavior staff was component of dialogue then was experimentation component. The based on results of stepwise regression analysis, relationship between dialogue and experimentation component so for organizational learning capability was meaningful with organizational citizenship behavior. So it can be expressed, individuals who have more willing to learn they take more effort through dialogue to obvious common understanding of the hidden meanings of the words and

express their thoughts clearly. Creative learning need to space that with experimentation, individuals would support and encouragement for offer new ideas. With organizational learning capability employees know their strengths and weaknesses and gain more knowledge about their environment. There fore, it helps employees develop their ability to learn better and more efficient ways to do their work and operate it and when problems occur in the organization to help the organization and their colleagues. Employees who take advantage of the learning organization, more than usual work, their time eagerly for people who do have problems, organization in discipline to help and uncertain and unstable conditions are committed to the organization. These employees have the ability to cooperate effectively in complex and risky and to deal with challenges right reaction from his show.

CONCLUSION

The result of third hypothesis showed, comparison of the mean of organizational learning capability based on demographic factors (gender, education and work experience), there is no significant difference. Therefore, was no significant difference between the views of university's employees about organizational learning capability according to demographic parameters.

According to the findings, the following recommendations are offered to improve the organizational learning capability and organizational citizenship behavior:

- Managers allow their employees to take risks and knowledge that they have learned to use in their work and if they were wrong by error detection and correction activities to gain experience from their mistakes.
- Managers to create a competitive atmosphere among employees, their learning capabilities by offering incentives and rewards to develop.
- To enhance the capability of organizational learning, job rotation and displacement of jobs employees in different departments to enhance information and ideas should be.
- Holding training courses for staff familiarization with the concepts of organizational citizenship behavior and the benefits that this behavior has consequences for the organization and employees.
- Managers can by empowerment's employees and presentation organization all earning capability to take effective step in improving performance.

- Managers reconsider their organizational structure and move to ward decentralization and staff makes decisions and carries out the work entrusted to them.

This study was limited to a targeted population within employees of Islamic Azad University of Khorasgan (Isfahan) only. It is also recommended that future research be conducted expanded efforts at replication to other organizations and industries and larger samples, would help the validation process. In this way, researchers can compare their results with each other and with the results of the present study.

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