

Full Length Research Paper

The implications of Organizational Citizenship Behavior (OCB) towards the dimensions of Learning Organization (LO) in organizations in Southern Malaysia

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Accepted 18 March, 2011

The main purpose of this study was to ascertain the implications of Organizational Citizenship Behavior (OCB) and towards the Learning Organization (LO) in the organizations at the southern region of Malaysia and also to find out which dimensions from the independent variables (OCB) influence LO the most. Learning Organization (LO) literally means that the organization experience continuous learning, where the effect of the learning can be seen, and they change suitable with the organization's environment. The 318 participants involved this study and were chosen from the seven organizations. The questionnaire was used and was distributed to the respondents in four sections, which consist of the demographic background, Learning Organization, and Organizational Citizenship Behaviour. The reliability of the instruments was tested by using alpha Cronbach range between 0.621 and 0.874. Findings from multiple regression analysis (stepwise) showed that only three dimensions of OCB which is altruism ($\beta = 0.261$), courtesy ($\beta = -0.182$) and civic virtual ($\beta = 0.167$) accounted for 8.7% of variation in criterion (learning organization) and altruism is the best predictor among OCB dimension. Research also presented a model designed to reflect the relationship between the dimensions of OCB and learning organization. These studies also imply that the level of OCB in increasing learning organization. Thus, the stability of the OCB will help to produce a competent generation and successful organization in line with the national privatization.

Key words: Altruism, sportsmanship, courtesy, conscientiousness, learning organization and civic virtue.

INTRODUCTION

In this globalization era, every organization must be able to cope with the changes that are occurring vastly, regardless if whether it is an international organization or even locals. This happens due to the increase of technology usage by the organizations in this world. An organization will be able to expand their business with technology by entering the world market. Hartmann (2000), changes is necessary to enhance marketing and strategies of an organization. In order to remain in this market, other organizations will also have to adopt and

adapt with these changes, worrying of the possibility where they will not be able to cope with the situation, they would lost their market share to those organization that are expanding globally and thus they would not be able to survive.

In addition, an organization would also have to either be forward of or at least in line with their competitors to survive. Due to this, they need to acquire and get the knowledge which is vital for them to be able to cope with the changes. This is why, being a learning organization is essential for organizations.

The rapid change that is happening nowadays is really a big challenge for the organizations to be able to sustain in the market, to keep on growing and also to remain

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competitive. More and more organizations have re-alized the importance of being a learning organization.

As for the organizations in Malaysia, being in a developing country makes it more vital for them to acquire and be a learning organization. This is to ensure that they are able to compete with the international organizations that are entering our local market. We must ensure that our organizations are able to grow and sustain in our market to increase our country's economy. In addition, once the organization is stable locally, they could enter the global market and thus gain more market share not only locally but also globally.

In order to achieve this, an organization must be a learning organization. This will help them by adopting and also adapting with the changes, and also making the successful organization as an example for them to keep improving to be in line or even better than the other organizations. This research will be able to help senior managements to determine whether Organizational Citizenship Behaviour and Organizational Commitment in their employees could support or facilitate their organization in achieving their target in being a learning organization.

This research will also be a very useful reference for employees to recognize the type of factors, characteristics, and the behaviours that an employer is expecting from their employees. Job seekers could also refer to this research in finding the right behaviour to apply or have in order to be employed by organizations.

Taking into example to prove this, is by interacting the two IVs to see whether they have do have a relationship in implementing the learning organizations in a specific organization.

In example, if an employee believes that being loyal to one organization is important (NC, OC), usually they will also be one of those employees who will have the attendance above the norm and will obey to the organization's rules and regulations (Conscientiousness, OCB). This is said possible because, this type consists of the people who embrace the organization's goal and policies because they feel it are their responsibility to move in line with their organization. On top of that, they will also willingly support the organization's goal by changing to improve their organization by being a learning organization.

Learning organization

Learning organization is defined as an organization that continuously learns in order to adapt with the rapid changes. It is also to enable the organizations to compete not only in the local market but also in the global market. An organization would be able to gain competitive advantage and will always be forward than their competitors, which are not learning organization. A learning organization is the organization that experience continuous learning, where the effect of the learning

can be seen, and they change suitable with the organization's environment. According to Peter Senge (1990), learning organization is an organization where people continually expand their capacity to create results they truly desire, where new and expensive patterns of thinking are nurtured, where collective aspirations is set free, and where people continually learning how to learn together. It shows here that learning organization does not only involve one party, but also the all employees in the organization as a whole.

It is impossible for an organization to be a learning organization without the involvement of the employees. They are the key players in ensuring that the organization is a learning organization. They are the ones who will have to continuously learn, adapt and cope with the rapid changes.

The level of being a learning organization depends on the employees in the organization. There are several factors or variables that can be used to determine the effect of the employee's involvements towards being a learning organization. In this study, there are two variables that are chosen to ascertain whether they do provide an impact on the effectiveness of learning organization. The variables mentioned are Organizational Citizenship Behaviour and also Organizational Commitment.

Organizational citizenship behaviour

The meaning of organizational citizenship behaviours Sangmook defined organizational citizenship behaviours (OCB) are viewed widely as contributing to an organization's overall effectiveness (Chermack, Lynham, van der, 2006). In addition, OCB refers to "those organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense." In an organizational context, OCB is often part of an informal psychological contract in which the employee hopes that such extra effort may be perceived and then rewarded by the boss and the organization (Demers, 2009). The first variable is Organizational Citizenship Behaviour (OCB) which is, a discretionary behaviour that is not part of an employee's formal job requirement but that nevertheless promotes the effective functioning of the organization (Noordin et.al, 2010). This type of employees normally will do tasks that are more than what they are supposed to do. Furthermore, they do not ask for reward for doing all the extra tasks, yet will be happy enough seeing their organization succeed. There are five dimensions available under OCB, they are; 1) Altruism, 2) Civic Virtue, 3) Conscientiousness, 4) Courtesy, and 5) Sportsmanship. Each of these dimensions explains the different type of behaviours the employee have. Nevertheless, these dimensions enable the employee to work hard and care for their organization.

By acquiring OCB, the employee would definitely

perform positive attitudes and behaviours towards the organization. They would help the organization grow and build the organization image to the public. They will also take initiative to always improve themselves and as well as by helping others improve. In example, if the employee have this behaviour, by willingly giving off his time to help others out who have work related problems, it shows that the employees there are working as a learning organization where they '...continually learning how to learn together' (Senge, 1990).

The five dimensions of OCB are 1) Altruism, 2) Civic Virtue, 3) Conscientiousness, 4) Courtesy, and 5) Sportsmanship. *Altruism* implies that they give help to others. This happens when they help their colleagues who are facing with difficulties in their tasks. By doing this, they are implementing the 'continually learning how to learn together' which is the definition by Peter Senge (1990). Civic virtue is defined as subordinate participation in organization political life and supporting the administrative function of the organization (Basim, Sesen, Korkmazurek, 2007). It is referring to the responsibility of the subordinates to participate in the life of the firm such as attending meetings which are not required by the firm and keeping up with the changes in the organization (Organ, 1988). This dimension of OCB is actually derived from Graham's findings which stated that employees should have the responsibility to be a good citizen of the organization (Allen and Meyer, 1990). These behaviors reflect an employees' recognition of being part of organization and accept the responsibilities which entails (McGill, Slocum, Lei, 1992). Other researchers have found that civic virtue enhances the quantity of performance and help to reduce customer complaints (Somonin, 1997).

Civic Virtue suggests that employees responsible participate in the political life of the organization. In example, the employee attended meetings, trainings and other activities organized by his/her organization. By involving in these activities, the employees would be alert and updated with the latest information of the organization. They would also willingly attend trainings that could add value to their skills which directly supports one of the LO dimension which is, continuous learning. *Conscientiousness* means that employees carry out in role behaviours (that is, individual task performance) well beyond the minimum required levels. In example, when an employee's attendance is above the norm, they would definitely be able to perform above the average. This is made possible because they will be able to complete their tasks on time and get involved with many of the organization's activities. *Courtesy* means that they treat others with respect. When the employees in the organization treat each other with respect, they would be comfortable working with each other. In addition, it would make things easier for them to work in a team. This supports the dimension of LO which is team learning.

Sportsmanship indicates that people do not complain,

but have positive attitudes. In this case, when employee faces challenges in their work, they would not complain about it, but instead they will find ways to face the challenges and give their best towards solving it. By doing this, the employee are moving towards the definition of LO, 'an organization in which learning processes are... aligned with improvement and innovation goals' by Gephartm Marsick, VanBuren and Spiro (1996).

Purpose of the study

The study was conducted to investigate the relationship between the identified five dimensions of OCB, namely Altruism, Sportsmanship, Courtesy, conscientiousness and Civic Virtue to criterion learning organization as a whole. This study aims to identify whether the five dimensions of OCB have any contribution towards LO (Figure 1).

Research design

This study describes the relationship between Sportsmanship and learning organization. The study also looked in detail the relationship of each dimension OCB, where Altruism, sportsmanship, courtesy, civic virtue and conscientiousness and learning organization. This study was also conducted to determine the best predictors of learning organization. Based on the aforementioned statement, a model was developed to describe the relationship between five dimensions of OCB and learning organization. This model is built by showing whether the dimension of courtesy to work as a mediator to contribute to learning organization (Figure 2).

The definitions of each of the dimensions were shown in the Table 1, as adapted from Song, Joo, and Chermack (2009), from Watkins and Marsick's Model (1997).

For Continuous Learning, the learning comes from the employees through their participation in trainings, through communications with others, through observations from their peers and etc. The organization will encourage the organization to learn. Inquiry and Dialogue happens when the organization encourage the employees to acquire knowledge from many perspectives, which includes from questioning, sharing and accepting ideas of others in the organization. The Team Learning encourages a shared thinking between all the employee in the organization. They collaborate the different ideas they have and generate it as one which suits the organization as a whole. The Embedded System shows that all parts (departments) in an organization are interrelated and connecting of one another. In order for the organization to function efficiently, all parts (departments) must work together to support each another. All of the employees, professionals and departments need to work together in

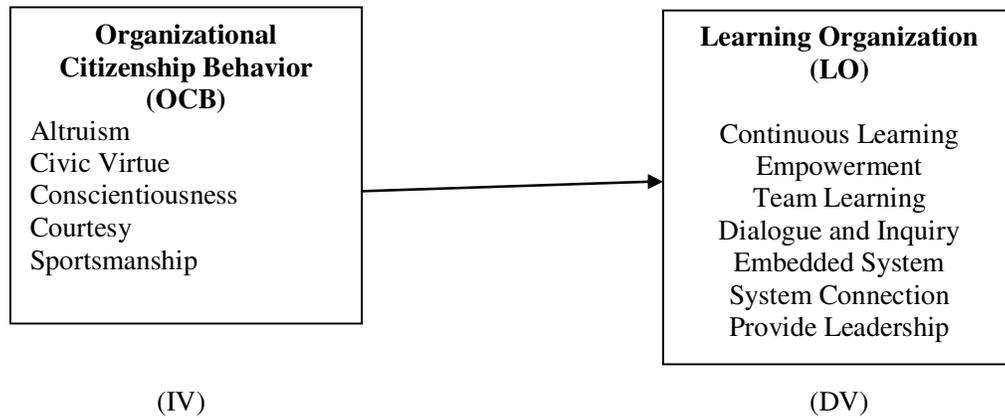


Figure 1. The factors influencing learning organization.

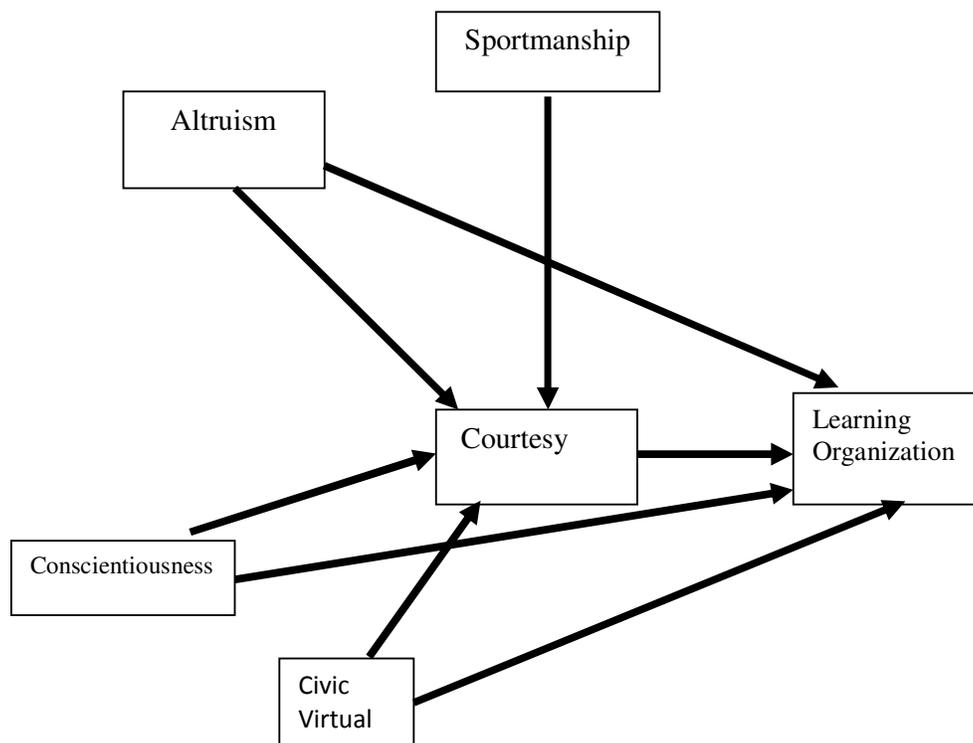


Figure 2. Model relationship between dimensions of altruism, sportsmanship, courtesy, civic virtue and conscientiousness skills on learning organization.

order to achieve improvements because there will be continuous learning involved throughout the whole process. System Connection is the direct change of the environment. It helps the community (environment) to know the importance of their work to the organization and how they help the organization to achieve their goals. Leadership is one of the components in an organization. Leaders lead the organization through visions. Strategic Leadership helps to encourage employees in an organization to work efficient and effectively in achieving the

organization's visions.

Organizational citizenship behavior

Organizational Citizenship Behavior (OCB) first three types of behaviour introduced by Katz and Kahn (1966) required of employees for the functioning of the organization are the decision to join and remain in the organization, the performance of a prescribed role in a dependable manner, and the undertaking of the

Table 1. Watkins and Marsick's Model (1997) of the seven dimensions of the learning organization. Adapted by from Song, Joo, and Chermack (2009).

Dimension	Description
Continuous learning	Opportunities for ongoing and growth are provided; learning is designed into work so that people can learn on the job.
Inquiry and dialogue	The organizational culture supports questioning, feedback, and experimentation; people gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others.
Team Learning	Work is designed to use teams and access different modes of thinking; collaboration is valued by the culture and rewarded; teams are expected to learn by working together.
Embedded system	Necessary systems to share learning are created, maintained, and integrated with work; employees have access to these high- and low-technology systems.
Empowerment	People are involved in setting and implementing a shared vision; responsibility is distributed so that people are motivated to learn what they are held accountable to do.
System connection	The organization is linked to its communities; people understand the overall environment and use information to adjust work practices; people are helped to see the effect of their work on the entire organization.
Provide leadership	Leadership uses learning strategically for business results; leaders model, champion, and support learning.

innovative and spontaneous activities beyond the prescribed role requirement.

Bateman and Organ, 1983; Smith et al., 1983 term OCB as the extra-role behaviour. The definition was mainly about the extra effort taken by employees at the workplace which are not mentioned in their job description but helps to enhance the organization as a whole.

Another definition of OCB is, "... OCB represents individual behaviour that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization" (Organ, 1988, p.4)

Robbins (2001) defines OCB as a discretionary behaviour that is not part of an employee's formal job requirement but that nevertheless promotes the effective functioning of the organization. It means here that the employees tend to perform tasks which are not required but would help the organization's functioning.

According to Turnipseed and Rassuli (2005), OCB elements which enhance performance include: elements which add social capital, helping or altruistic elements, elements resulting with time savings or problem solving, and other elements which provide socio-emotional

support by boosting morale or developing a nurturing culture. Walz and Niehoff (1996) argue that only the helping-type of citizenship behavior element of OCB is linked to performance, while Karambayya (1990) suggests that more OCB elements are found in high-performing workgroups compared to low-performing workgroups.

Examples of employee OCB include: accepting extra responsibilities and duties at work, working overtime when needed, and helping subordinates with their work (Masterson, Lewis, Goldman and Taylor, 1996; Organ, 1988). Subordinates with high level of OCB are more likely to be committed to the organization (William and Anderson, 1991; Smith, Organ and Near, 1983).

As a whole, based from the mentioned definitions by the previous scholars above, OCB can be concluded or defined as, the extra behaviours taken by the employee which are not in the job description requirements but performed under their own independent effort, which as a result, helps to improve and enhance the effectiveness and the efficiency of the organization's functioning.

The OCB model which was introduced by Organ (1988) consists of five distinctive dimensions. They are; altruism, sportsmanship, conscientiousness, courtesy and civic

Table 2. Population and number of respondent.

Organization	Population	No. of respondents
Malaysian Biotechnology Corporation (BiotechCorp) Sdn Bhd	130	15
PJBumi Bhd	60	50
Malaysian Ministry of Education	150	100
CTRM Aerocomposite Sdn Bhd	250	107
Berjaya Sampo Sdn Bhd	350	20
Maritime Resources Management (MRM) Holdings Sdn Bhd	150	16
Century Independent Loss Adjusters Sdn Bhd	50	10
Total	1,140	318

virtue.

Altruism is helping colleagues in performing their tasks (Castro, Armario, Ruiz).

Sportsmanship defined as the employees' goodwill in tolerating less than ideal circumstances without "complaining... and making a federal case out of a potato" (Organ, 1988, p.11).

Conscientiousness is behavior that goes beyond the requirements established by the organization.

Courtesy is behavior that helps organizational members prevent problems from occurring and also treating others with respect.

Civic virtue is a behavior that shows a concern for participating in corporate life or behaviors that engage in the political process of the organization.

METHODOLOGY

Participants

The participants of this study consist of the employees from the seven organizations which are involved in this study. The seven organizations are Malaysian Biotechnology Corporation (BiotechCorp) Sdn Bhd, PJBumi Bhd, Malaysian Ministry of Education, CTRM Aero Composites Sdn Bhd, Berjaya Sampo Insurance Bhd, Maritime Resources Management (MRM) Holdings Sdn Bhd, Century Independent Loss Adjusters Sdn Bhd. The numbers of respondents involved in this study are as listed in Table 2.

Sampling

Sampling is the process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize the characteristics to the population elements. Nachmlas (1981) explains that the main aim of sampling is to make inference about a certain parameter (specified value) that is unknown from sample statistics that can be measured. Sampling frame is the listing of all the elements in the population from which the sample is drawn. In this study, the sampling frame is 1,140 employees which includes of the elements which consists of the employees with the positions of executives and above in the seven organizations involved. Sampling size is important to establish the representativeness of the sample to generalize the results of the study. According to the Sample Size for a Given Population Size table in Sekaran (2007), if the total number of

elements in the population (N) is 1,100, the sample size to be estimated (S) is 285.

In this study as been discussed above, $N = 1,140$. The sample size, or $S = 318$.

The researcher purposely added more respondents as the sample size to ensure accuracy of results.

Data collection method

Data can be obtained from two sources, that is, primary and the secondary sources.

The primary sources are the data collected firsthand for subsequent analysis to find solutions to the problem researched. Meanwhile, secondary data are the data that have already been gathered by researches, data published in statistical and other journals, and information available from any published or unpublished source available either within or outside the organization, which might be useful to the researcher.

Data collection methods are an important part of research design. There are several data collection methods, each with its own advantage and disadvantages. Problems researched by using the appropriate methods will enhance the value of the research.

Measurement

The questionnaire that is being used in this study is a secondary data source where it has been adapted from the questionnaire which has been proposed and developed by Watkins and Marsick in 1997.

Section A

In this section, respondents are required to answer questions regarding their background including, gender, age, race, marital status, educational level, position in organization, length of service in their organization, the industry they are working in. These questions are asked to get to know of the respondents that are involved in this study better.

Section B

This study is mainly about Learning Organization. As the Dependent Variable, the questions in this section study the seven dimensions of Learning Organization. It includes the questions of Continuous Learning, Empowerment, Team Learning, Dialogue and Inquiry, Embedded System, System Connection, and Provide Leadership.

Table 3. Reliability test using Cronbach alpha.

Learning organization	Cronbach alpha
Continuous Learning	0.705
Empowerment	0.683
Team Learning	0.732
Dialogue and Inquiry	0.752
Embedded System	0.621
System Connection	0.864
Provide Leadership	0.874
Organizational citizenship behavior	
Altruism	0.667
Sportsmanship	0.657
Courtesy	0.631
Civic Virtual	0.804
Conscientiousness	0.741

This section enables the researcher to be familiar with the organization involved and to know whether they support learning organization or not.

Section C

The questions on Organizational Citizenship Behavior evaluate the employees' behavior within the organization. The questions are about Altruism, Sportsmanship, Courtesy, Civic Virtue, and Conscientiousness.

It is mainly used by the researcher to know the behavior of the respondents as employee in an organization either on how the support the organizational goals, obey to the rules, relationship with their peers and etc. It is also to determine the employee's sense of belonging with the organization.

In this section C, the question number 1, 12, 13 14, and 19 are the questions on Altruism. Question 2, 3, and 18 are the Sportsmanship questions, while 4 and 5 are the questions on Courtesy. Question number 6, 7, 8, 9, 10 and 11 are the Civic Virtue questions and question 15, 16, and 17 are the questions on Conscientiousness.

Reliability test

This test provides the reliability result to each of the questions. The results will be from '0.10' until '1.00'. If the result is below '0.50' the variable or question is deemed to be unreliable and should not be included in the questionnaire. If the question gets the result of '0.50' until '0.69', the question is considered to be weak, but can still be inserted in the questionnaire. The question is most reliable when the result is '0.70' and above.

According to Basim, Sesen, Korkmazurek (2007) the result of the reliability should reached 0.65 and above to ensure that the instrument is suitable to be used in the study. The result of the pilot test is given in Table 3.

RESULTS

Pearson correlation

In a research study, despite of knowing the means and

standard deviations of the dependent and the independent variables, we would like to show one variable is related with another variable. It means, we would like to see the nature, direction, and significance of the *bivariate* relationships of the variables in the study. A Pearson correlation matrix will provide this information, where it will indicate the direction, strength, and significance of the bivariate relationships of all the variables in the study.

Table 4 shows that the dimensions of OCB that are Courtesy ($r=0.406$, $P<0.05$), Sportsmanship ($r=0.196$, $P<0.05$), Civic Virtue ($r=0.162$, $P<0.05$), Conscientiousness ($r=0.117$, $P<P.005$), have significant relationship with Continuous Learning. However, Altruism ($r=0.056$, $P>0.05$) has no significant relationship with Continuous Learning.

The four dimensions of OCB, Courtesy ($r=0.311$, $P<0.000$), Altruism ($r=0.167$, $P<0.05$), Sportsmanship ($r=0.152$, $P<0.05$), and Civic Virtue ($r=0.125$, $P<0.026$) is found to be having significant correlation with Empowerment, while only one of the dimensions of OCB has no significant correlation, which is Conscientiousness ($r=0.036$, $P>0.05$).

In OCB, four dimensions, Altruism ($r=0.383$, $P>0.05$), Courtesy ($r=0.247$, $P<0.05$), Civic Virtue ($r=0.169$, $P<0.05$), and Sportsmanship ($r=0.330$, $P>0.05$) have significant correlation with Team Learning and only two of the dimensions, and conscientiousness ($r=0.059$, $P>0.05$) have no significant correlation. All the dimensions of OCB, Sportsmanship ($r=0.484$, $P<0.05$), Courtesy ($r=0.474$, $P<0.05$), Civic Virtue ($r=0.423$, $P<0.05$), Altruism ($r=0.270$, $P<0.05$) and Conscientiousness ($r=0.266$, $P<0.05$) have significant relationship with Dialogue and Inquiry.

Three of the dimensions of OCB, Courtesy ($r=0.306$, $P<0.05$), Sportsmanship ($r=0.241$, $P<0.05$), and Civic Virtue ($r=0.221$, $P<0.05$) have significance correlation with embedded system. Only two of the dimensions

Table 4. Relationship between the dimensions of learning organization and organizational citizenship behaviour.

Variance	Continuous learning	Empowerment	Team learning	Dialogue and inquiry	System connection	Embedded	Pilot leadership
Altruism	0.056	0.167**	0.383**	0.270**	0.143**	0.108	0.247**
Sportsmanship	0.196**	0.0152**	0.330**	0.484**	0.385**	0.241**	0.479**
Courtesy	0.406**	0.311**	0.247**	0.474**	0.485**	0.306**	0.444**
Civic Virtue	0.162**	0.125*	0.169**	0.423**	0.298**	0.221**	0.308**
Conscientiousness	0.117**	0.036	0.059	0.266**	0.114**	0.084	0.015

*Correlation is significant at the 0.05 level (2-tailed).

which are Altruism ($r=0.108$, $P>0.05$) and. Conscientiousness ($r=0.084$, $P>0.05$) are not related with Embedded System

Table 4 shows that all the dimensions of OCB, that are Courtesy ($r=0.485$, $P<0.05$), Sportsmanship ($r=0.385$, $P<0.05$), Civic Virtue ($r=0.298$, $P<0.05$), Altruism ($r=0.143$, $P<0.05$) and Conscientiousness ($r=0.114$, $P<0.05$) have significant relationship with System Connection,

Four dimensions of OCB, which are Sportsmanship ($r=0.479$, $P<0.05$), Courtesy ($r=0.444$, $P<0.05$), Civic Virtue ($r=0.308$, $P<0.05$) and Altruism ($r=0.247$, $P<0.05$) are significant with Provide Leadership, while only one of the dimensions which is Conscientiousness ($r=0.015$, $P>0.05$) has no relationship with Provide Leadership.

Linear regression

The correlation coefficient r indicates the strength of relationship between two variables, it gives no clue of how much of the variance in the dependent or criterion variable will be explained when several independent variables are theorized to *simultaneously* influence it.

Regression analysis involving the five predictors (Altruism, Sportsmanship, Courtesy, Civic Virtue, and Conscientiousness), while the dependent variables continuous learning (criterion) for all five independent variables. Table 6 shows the results of multiple regressions (stepwise). From the analysis carried out there was a significant variance of the factor dimensions (Altruism, Sportsmanship, Courtesy, and Civic Virtue) to criterion learning organization.

When several variables are jointly regressed against the dependent variable in order to explain the variance in it, the individual correlation collapse into a *multiple r*, with what is known as multiple regression analysis.

Table 5 shows the results of the correlation between the dependent variable (altruism, sportmanship, courtesy, civic virtue and Conscientiousness) and independent variables (learning organization). Results can be viewed through three variations of the analysis (ANOVA) shows significant contributions. (altruism, $r=0.210$, $p<0.05$), sportmanship, 0.211 , $p<0.05$) and civic virtue, $r=0.210$ $p<0.05$).

There is a significant contribution of altruism and learning organization, $F(1,368) = 16,958$, $p < 0.05$ where $p = 0.000$. For sportmanship and learning organization is significantly contribute $F(2,367) = 12,193$, $p < 0.05$ where $p = 0.000$. And there is a significant contribution of civic virtue with learning organization $F(3,366) = 11,564$, $p < 0.05$ where $p = 0.000$. While the emotion and Conscientiousness do not have a significant contribution to learning organization.

Based on Table 6, the analysis of R^2 for model 1 (altruism) is 0.044. The smaller the R^2 , the less capable independent variables (altruism) to explain the dependent variable (learning organization), $F(1,368) = 16,958$, $P = 0.000 < 0.05$. When viewed on the Beta, dimensions of altruism (beta = 0.210, $t = 4.118$, Sig = 0.000 and $R^2 = 0.044$). This means that the proposed model fit the data in the percentage of only 4.4%. The conclusion is also supported by analysis of variance is significant that the value of 0000 is significantly lower than the specified significant level of 0.05. This finding means that the first predictor of altruism shown by the first model accounted for 4.4% increase in change criterion (learning organization).

Value analysis of R^2 for model 2 (civic virtue) is 0.062. The smaller the R^2 , the less capable independent variable (civic virtue) to explain the dependent variable (learning organization), $F(2,367) = 12,193$, $P = 0.000 < 0.05$. When viewed on the Beta, civic virtue dimension (beta = -0.169, $t = -2.673$, Sig = 0.008 and $R^2 = 0.062$). This means that the proposed model fit the data in the percentage is only 6.2% only. The conclusion is also supported by analysis of variance is significant that the value of 0.000 is significantly lower than the specified significant level of 0.05. This finding means that the second predictor of civic virtue demonstrated by the two models accounted for 6.2% of additional changes in criterion (learning organization).

Through the analysis of R^2 for model 3 (civic virtue) is 0.087. The smaller the R^2 , the less capable independent variables (civic virtue) to explain the dependent variable (learning organization), $F(3,366) = 11,564$, $P = 0.000 < 0.05$. When viewed on the Beta, the dimensions of civic virtue (Beta = 0.167, $t = 3.119$, Sig = 0.002 and $R^2 = 0.087$). This means that the proposed model fit the data in the percentage is only 8.7% only. The conclusion is

Table 5. Result of matrix correlation between OCB dimension and with learning organization.

Variable	M (SD)	AL	SM	CT	CV	CS	LO
AL	3.47 (0.449)	1.0					
SM	3.54 (0.436)	.834	1.0				
CT	3.38 (0.445)	.599*	.599*	1.0			
CV	3.40 (0.310)	.348*	.382*	.261*	1.0		
CS	3.36 (0.401)	.336*	.349*	.262*	.128	1.0	
LO	3.66 (0.902)	.210*	.211*	.017	.210*	.042	1.0

Note : AL = altruism, SM = Sportmanship, CT = courtesy, CV = Civic virtue, CS = Conscientiousness, LO = Learning organization
*p <.05, **p <.01

Table 6. Regression analysis results for dimensions of altruism contributions, courtesy and civic virtue with the learning organization.

Model	R	R ²	Adj. R ²	Std. error of the estimate	Change statistics				
					ΔR^2	ΔF	df 1	df 2	Sig. ΔF
1	.210 ^a	.044	.041	.88307	.044	16.958	1	368	.000
2	.250 ^b	.062	.057	.87579	.018	7.145	1	367	.008
3	.294 ^c	.087	.079	.86556	.024	9.726	1	366	.002

a. Predictors: (Constant), altruism. b. Predictors: (Constant), altruism, courtesy. c. Predictors: (Constant), altruism, courtesy, civic virtue. d. Dependent variable: Learning organization

also supported by analysis of variance is significant that the value of 0000 is significantly lower than the specified significant level of 0.05. This finding means that the third predictor of civic virtue shown by the three models accounted for 8.7% increase in change criterion (learning organization).

Based on the value of R² for all three models can be concluded that this finding indicates that 4.4% dimensional altruism contributes to learning organization, the percentage increase rose to 6.2% when contributions to dimensions of civic virtue are taken into account and further to 8.7% if the dimensions of civic virtue are into account the change in academic performance.

The results of the analysis also allow researchers to get a regression equation that can be used to predict the Y value in the future. The regression analysis results obtained as follows:

$$Y = \beta_0 + \beta_1X + \beta_2X^2 + \beta_3X^3 + \beta_4X^4 + \text{Constant standard error}$$

$$Y = 1.438 + 0.21X - 0.169 X^2 + 0.167X^3 + 0.549$$

Y = Learning organization

$\beta_1X = 0.21$ (altruism)

$\beta_2X^2 = -0.169$ (courtesy)

$\beta_3X^3 = 0.167$ (Civic virtue)

(Constant standard error) = 0.549

(Constant) = 1.438

From the analysis based on Table 7, it appears that there

is a significant variance for the dimensions (altruism, civic virtue and civic virtue) to criterion learning organization, F = 16,958, Sig = 0.000 <0.05 (altruism), F = 12,193, Sig = 0.000 <0.05 (civic virtue) and F = 11,564, Sig = 0.000 <0.05 (courtesy). When viewed on the Beta, dimensions of consciousness (beta = 0.21, t = 4.118, Sig = 0.000 and R² = 0.044), civic virtue dimension (beta = -0.169, t = -2.673, Sig = 0.008 and R² = 0.062) and dimensions of courtesy (Beta = 0.167, t = 3.119, Sig = 0.002 and R² = 0.087).

The conclusion of that regression results,

1. When the dimensions of altruism increases per unit, then the scores of learning organization will increase by 4.4%.
2. When the dimensions of courtesy to increase the unit, then the scores of learning organization will increase by 6.2%.
3. When the dimensions of civic virtue increase per unit, then the scores of learning organization will increase by 8.7%.

It can be concluded that these findings show that 4.4% dimensional altruism contributes to learning organization, the percentage increase rose to 6.2% when contributions to take into account the dimension of courtesy and increasing to 8.7 % if the dimensions of civic virtue is taken into account the change in learning organization.

Path analysis

Regression analysis (stepwise) involves five predictors

Table 7. Regression analysis results for altruism contributions, courtesy and civic virtue with employees learning organization.

Variabel	Multiple R	β	Standard error <i>b</i>	Beta	<i>t</i>	Significance of <i>t</i>
Altruism	0.21	0.524	0.129	0.261	4.054	0.000
Courtesy	0.25	-0.369	0.127	0.182	-2.915	0.004
Civic virtue	0.294	0.485	0.156	0.167	3.119	0.002

Table 8. Regression analysis results for altruism and contributions civic virtue by courtesy.

Variabel	Multiple R	β	Standard error <i>b</i>	Beta	<i>t</i>	Significance of <i>t</i>
Altruism	0.599	0.594	0.041	0.599	14.344	0.000
Courtesy (Excluded variables)	-	0.059	-	0.070	1.335	0.183

Table 9. Regression analysis results for altruism with civic virtue.

Variabel	Multiple R	β	Standard error <i>b</i>	Beta	<i>t</i>	Significance of <i>t</i>
Altruism	0.348	0.240	0.034	0.348	7.122	0.000

(altruism, courtesy, civic virtue and Conscientiousness), while learning organization is as (criterion) on these five variables as given in Tables 7, 8 and 9. Figure 3 shows the results of multiple regressions (stepwise). From the analysis carried out found that there is a significant variance for the dimensions of altruism, courtesy and civic virtue to employees' learning organization (criterion) and result also shows that altruism is a good predictor ($B = 0.261$) compare to Courtesy ($B = 0.182$) and civic virtue ($B = 0.167$) toward learning organization.

DISCUSSION

The main purpose of this study was to ascertain the implications of Organizational Citizenship Behavior (OCB) towards the dimensions of Learning Organization (LO) in the organizations at the southern region of Malaysia and also to find out which dimensions from the two independent variables above influence LO the most. At the same time also see the dimensions of dominance and to contribute to learning organization. From the findings, found only dimension of Altruism, courtesy and Civic Virtue showed only a significant relationship as a predictor of learning organization. Although the contribution of small value where the R^2 of Altruism = 4.4%, R^2 increased to 6.2% by taking into account the dimension of courtesy and R^2 continues to increase up to 8.7% when civic virtue is taken into account, but to prove their role in determining the success of a person in the organization.

This was further proved by Garvin (2000), in which the study showed Civic Virtue dimension has significant contribution to learning organization.

This view is also supported by Noe Raymond (2008) which states that higher capacity in Civic Virtue towards achieving good learning organization. Those who have Civic Virtue are sensitive to the work environment and can adapt to the environment, such as happy, friendly, angry, sad or sick heart. The personal will be better liked by their college and create a conducive environment to face learning, which indirectly increased learning organization (Cross, 1974).

Similarly, the dimensions of courtesy to show a strong significant on learning organization. The findings are consistent with studies McAlister (1991), where he also agreed that any goal-oriented to obtain good results. Noe, Raymond, A (2008).also succeeded in proving courtesy in a person who will bring a positive impact especially good learning organization. Employees who have courtesy and urge to successd are more confident in taking action (Watkins and Marsick, 1997). This finding also supports the study of (Cross, 1974) which stated that any person who is able to recognize himselfand feels more successful in their careers. Courtesy is a behaviour that helps organizational members prevents problems from occurring and treating others with respect. Continuous Learning is where the opportunities for ongoing and growth are provided; learning is designed into work so that people can learn on the job (Watkins and Marsick, 1997).

It shows that that, by continuously learning and

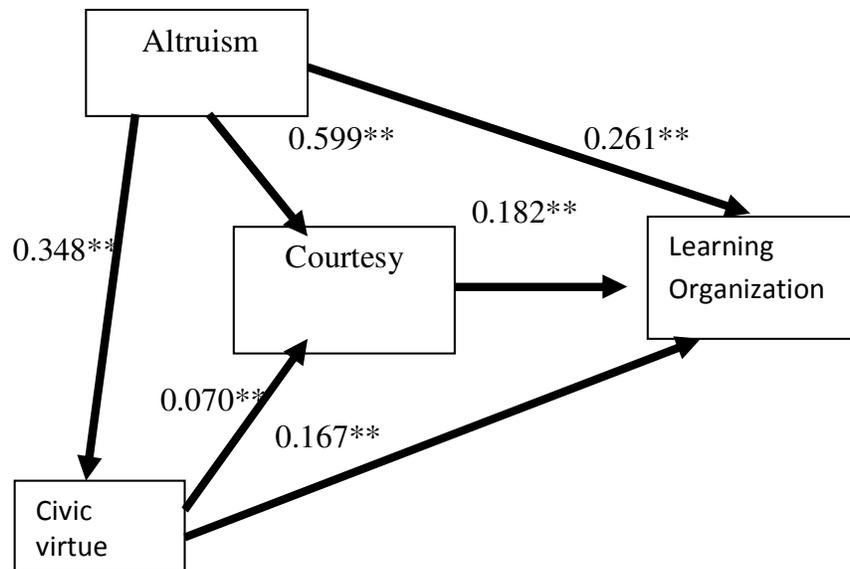


Figure 3. Model predictor dimensions of altruism, courtesy and civic virtue on learning organization.

expanding their knowledge, employees will be able to help their colleagues in preventing problems from occurring. They could use the knowledge and experiences they have and work together in prevent the problems. Continuous learning is made easy when the members of the organization are able to work together, and help each other when they have respect for one another. When they respect each other, they will be open hearted to share information, knowledge and ideas when doing their work.

Senge (1990: 3) stated that organizations where people continually expand their capacity to create the results they truly desire, where new and expensive patterns of thinking are nurtured, where collective aspiration is set free, and whether people are continually learning to see the whole together. Learning organization embraces a culture of lifelong learning, enabling all employees to continually acquire and share knowledge (A. Noe, Raymond, 2008). Thus LO as an organization which encourages continuous learning and where the employees share knowledge in order to create a new thinking and enables them to work together? It shows that courtesy is very important in organizations since respecting and helping one another enable them to work together.

Courtesy means helping other members in preventing problems and also respecting each other. Empowerment is where people are involved in setting and implementing a shared vision; responsibility is distributed so that people are motivated to learn what they are held accountable to do from this study, it shows that when people respect one another, empowerment can be done. Superiors will have to have respect and trust their subordinates in order to delegate work. By doing this, their subordinates will be more motivated because they were given responsibilities and trust by their superiors in performing a task (Watkins

and Marsick, 1997).

According to Garvin (2000), a learning organization is an organization skilled at creating, acquiring and transferring knowledge; and at modifying its behaviour to reflect new knowledge and insights. According to Gephart, Marsick, VanBuren and Spiro, (1996, p.40), a learning organization is an organization in which learning processes are analyzed, monitored, developed, managed and aligned with improvement and innovation goals.

Empowerment and Courtesy supports the above definitions of LO where employees will have to create, acquire new knowledge when getting a new task, and where the superiors will transfer their knowledge to the subordinates. From empowerment, new knowledge will occur where the employee with different sets of skills and experience performs the task with the additional knowledge transferred from their superiors. Empowerment is also a learning process in organization where the subordinates will be able to learn while being monitored by their superiors. This enables the organization to improve themselves with new ideas, skills, experience and knowledge.

Courtesy is the behaviour of employees which helps their colleagues in preventing problems from occurring and also where the employees treating others with respect. Affective Commitment is the positive feelings of identification with and involves the work organization (WeiBo, Kaur and Jun, 2009). Team Learning is where work is designed to use teams and access different modes of thinking; collaboration is valued by the culture and rewarded; teams are expected to learn by working together (Watkins and Marsick, 1997).

Team Learning can be made possible when the team members (employees) treat each other with respect. With

respect, they will be able to collaborate and exchange and share their thinking in order to create a new shared thinking which will enable the organization to obtain a new knowledge. When an employee feels the attachment and is comfortable with the organization, they would commit with the organization's strategies and etc, in this point of view is the Team Learning. They might feel happy working with their colleagues, and thus, they work together as team perfectly.

Senge (1990: 3), stated that 'organizations where people continually expand their capacity to create the results they truly desire, where new and expensive patterns of thinking are nurtured, where collective aspiration is set free, and whether people are continually learning to see the whole together'.

From the above definition, it shows that Team Learning, Courtesy and Affective Commitment supports LO where the employees continually expand their capacity to create results they truly desire by working with other peers and where they will gain new knowledge. They are working towards learning to see the whole together.

Sportsmanship defined as employees' goodwill in tolerating less than ideal circumstances without "complaining and making a federal case out of a potato" (Organ, 1988, p.11). Courtesy is behavior that helps organizational members prevent problems from occurring and also treating others with respect. Conscientiousness is behavior that goes beyond the requirements established by the organization. Dialogue and Inquiry are the situation where the organizational culture supports questioning, feedback, and experimentation; people gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others (Watkins and Marsick, 1997).

Sportsmanship supports Dialogue and Inquiry by not complaining if they are faced with problems, but will ask for ideas in order to solve the problems. Courtesy or treating others with respect allows the employee to help their colleagues who are facing problems and gives feedback when questions are given. People with conscientiousness behaviour will be continuous learn by asking questions in order to gain new knowledge even though the questions are not related with their work. According to Garvin (2000), learning organization is an organization skilled at creating, acquiring and transferring knowledge; and at modifying its behavior to reflect new knowledge and insights.

Sportsmanship, courtesy and conscientiousness in dialogue and inquiry helps the employees in creating, acquiring and transferring knowledge through questioning, feedback, and experimentation. The employees gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others. This helps them to modify their behavior to reflect new knowledge.

Civic Virtue is a behavior that shows a concern for participating in corporate life or behaviors that engage in the

political process of the organization. Embedded Systems is where necessary systems to share learning are created, maintained, and integrated with work; employees have access to these high- and low-technology systems.

Courtesy and Civic Virtue influence Embedded Systems by the employees helps their colleagues in preventing problems from occurring by using the systems provided by the organization. The employees can also help by participating maintaining the systems. According to Marsick (in Song, Joo, Chermack, 2007, p. 8) a learning organization is "one that learns continuously and transforms itself... Learning is a continuous, strategically used process – integrated with and running parallel to work... Learning also enhanced organizational capacity for innovation and growth. The learning organization has embedded systems to capture and share learning"

Here, with the Courtesy and Civic Virtue behaviors that the employees in the organization have, it supports the definition of Learning Organization as defined by Marsick above. They use systems in their process to continuously learn.

Courtesy is the behavior where an employee helps colleagues to prevent problems from occurring and treating others with respect. Sportsmanship is where an employee tries to solve their problems first before seeking help from others. They don't complain on petty matters. System Connections is the organization is linked to its communities; people understand the overall environment and use information to adjust work practices; people are helped to see the effect of their work on the entire organization.

Courtesy influence System Connection by respecting each other and help prevent problem from occurring and each departments to support and helps each other. System Connection is influenced by Sportsmanship where the employees align their work with others in order to achieve the same goals. System Connections influenced by Courtesy and Sportsmanship supports the above mentioned definition of LO by, continually learning to see the whole together.

Sportsmanship is a behavior where the employee seeks for solution themselves before asking for other people's help. Courtesy is where the employee helps others to prevent problems from occurring and they respect others. Provide or Strategic Leadership means leadership uses learning strategically for business results; leaders model, champion and support learning.

Sportsmanship influence Provide Leadership by supporting learning in ways that they gain new knowledge through finding solutions themselves through experiences. Providing Leadership is influenced by Courtesy where leaders and employees treat each other with respect and where leaders help employees in preventing problems from occurring.

Gephart, Marsick, VanBuren and Spiro, (1996, p.40), describes a learning organization as an organization in which learning processes are analyzed, monitored,

developed, managed and aligned with improvement and innovation goals.

The aforesaid definition is true where leaders in an organization monitor and develop the learning process to their subordinates in order to ensure that continuous learning is practised in their organization.

In the study, multiple regression was used to examine the impact of OCB towards learning organization, and we confirm all of them. First, there are sufficient evidence to prove that organizational learning can be influenced positively by organizational citizenship behaviors. If the employees have higher willingness to organizational citizenship behaviors or organizational commitments, and the company can have higher quality of organizational learning (Kreitner, Kinicki, 2004). These results lead to the conclusion that when the manager of an organization provides their staff with high OCB, as well as the higher quality of organizational commitments results in the employees' organizational citizenship behaviors very well (Tsang, 1997).

The anterior researches reveal that the organizational citizenship behaviors is related to organizational learning (Hellriegel, Slocum, 2004) and the relationship exist between organizational commitments and organizational learning (Heneman, Judge, 2003). Compared with the previous research, this study has verified that organizational citizenship behaviors can positively influence organizational learning (Smith, 2001).

The research area is the organizational members' organizational citizenship behaviors and organizational commitments in the workplace. The limitations of the present research are the hidden reasons of organizational citizenship behaviors. To sum up, organizational citizenship behaviours and organizational learning are the fairly critical elements to managers and employees of an organization (Jyothibabu, Farooq, Pradhan, 2010). Thus, the different viewpoints between managers and employees to the organizational citizenship behaviors, moreover, organizational commitments and organizational learning can be measured in future studies (Starbuck, Holloway, 2008).

Conclusion

One important factor in determining the success of learning is to give full attention and concentration during the process of working. Attention and focus is to help employees develop cognitive intelligence and make it easier to remember facts or information communicated (Cross, 1974). It is here that the high level of organizational citizen behavior can help calm the mind and thus to increase the absorption of information received. Thus, it will contribute to the achievement of learning organization.

Outstanding learning organization is the key targets and goals for each employee regardless of ethnic group. In order to obtain good results, apart from learning the

techniques of effective and well planned, employees should be able to recognize themselves in particular in terms of self emotional so that it does not become a stumbling block to success. Hence the need to identify themselves, organizational citizen behaviour should be noted not only for academic interest but also of future success in life. Efforts to increase employees' organizational citizen behavior should be considered during the process of understanding the need of learning organization with the aim of building a resilient and capable human face of globalization and changing demands.

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