

Influences of the Organizational Citizenship Behaviors and Organizational Commitments on the Effects of Organizational Learning in Taiwan

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Abstract—The purposes of the study were to examine the relationship between organizational citizenship behaviors, organizational commitments and organizational learning effects. We distributed 200 questionnaires to 12 companies; the final response rate was 52.5% (105/200). The study used SEM to test three hypotheses about organizational citizenship behaviors, organizational commitments and organizational learning effects. The results of the research were that organizational citizenship behaviors and organizational commitments could influence organizational learning effects positively, and organizational citizenship behaviors can be influenced positively by organizational commitments.

Keywords—component; organizational citizenship behaviors; organizational commitments; organizational learning

I. INTRODUCTION

The aims of this study are therefore threefold: (1) we want to explore the meaning and character of the organizational citizenship behaviors in this study; (2) we want to ensure the meaning and character of the organizational commitments in this study; (3) we want to examine that the organizational citizenship behaviors and the organizational commitments influence the organizational learning positive. The primary research questions to be addressed in this study are as follows: (1) what are the meaning and character of the organizational citizenship behaviors in this study? (2) What are the meaning and character of organizational commitments? (3) How do organizational citizenship behaviors and the organizational commitments influence the organizational learning?

II. RESEARCH BACKGROUND AND HYPOTHESES

There are three sections in the research background and hypotheses which include (1) the organizational citizenship behaviors, organizational commitments; (2) how the organizational citizenship behaviors and (3) organizational commitments influence the effects of organizational learning.

III. ORGANIZATIONAL CITIZENSHIP BEHAVIORS

A. The meaning of organizational citizenship behaviors

Sangmook defined organizational citizenship behaviors (OCB) are viewed widely as contributing to an organization's overall effectiveness [1].

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 [2].

B. The characters of organizational citizenship behaviors

Omer et al. revealed four distinct elements constituting the concept of OCB.

- 1) Altruism is the discretionary behaviors consisting of behaviors that help a specific other person [3].
- 2) Conscientiousness indicates the discretionary extra-role behaviors that exceed the requirements of the task, job, and work ethics [4].
- 3) Sportsmanship is defined as any behavior demonstrating tolerance of less than ideal circumstances without complaining [3].
- 4) Civic virtue is the behaviour to participate in organizational practices with the concern of the life of the company [4].

IV. ORGANIZATIONAL COMMITMENTS

A. The meaning of organizational commitments

Steven and Brian defined organizational commitment is as the relative strength of an individual's identification and involvement in a particular organization [5].

B. The characters of organizational commitments

The three-dimensional construct is defined as follows [6]:

- 1) The affective commitment refers to the employee's emotional attachment to, identification with, and involvement in, the organization.
- 2) The continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization.
- 3) The normative commitment refers to the employee's feelings of obligation to remain with the organization.

V. ORGANIZATIONAL LEARNING

A. The meaning of organizational learning

Victor assumed organizational learning is the corporation's capability to maintain and raise performance and interests [7]. Organizational learning emphasized four questions: (1) who learns? (2) How do they learn? (3) When do they learn? (4) Why do they learn? [8]

B. The characters of organizational learning

Micaela reported Organizational learning included four constructs: [9]

- 1) Information acquisition, the corporation's employers encourage their employees to distribute the information about business.
- 2) Information distribution, the employees transfer the acquired knowledge at an individual level each other.
- 3) Information interpretation, the phase included four elements: (1) knowledge is translated, (2) developing models of understanding, (3) bringing out meaning, and (4) assembling conceptual schemes among key managers.
- 4) Information memory, Organization collected knowledge and information; used theory; and shared mental model, database, procedures, routines, and

VI. The organizational citizenship behaviors and organizational commitments influence the effects of organizational learning

A. The organizational citizenship behaviors and the effects of organizational learning

Anit and Anat revealed the research [10] to arrive at a conclusion which reveals that organizational citizenship behaviors have relationship with organizational learning. As a result we have hypothesized as follow:

H1: The organizational citizenship behaviors influence the effects of organizational learning positively.

B. The organizational commitments and the effects of organizational learning

There have been several references regarding the impact of organizational learning on commitment [11]. A study argues that organizational learning can predict organizational commitment [12]. The other research also reveals that the organizational commitments have relationship with organizational learning [13]. As a consequence we have hypothesized as follow:

H2: The organizational commitments learning positively influence the effects of organizational learning.

C. The organizational citizenship behaviors and the organizational commitments

The most frequently identified significance of OCB are organizational commitments and organizational commitments have been found to predict organizational citizenship behaviors [14]. The research focusing on the organizational commitment has an impact on the organizational citizenship behavior [15]. In one study, a meta-analysis has shown that OCB correlated with organizational commitment [16]. On the other research, organizational commitment was positively related to OCB [17]. According we have hypothesized as follow:

H3: The organizational commitments influence organizational citizenship behaviors the positively.

VII. DATA COLLECTION AND SAMPLE

We collect data from 12 companies in the north, the middle, and the south of Taiwan for the study. There are 3

companies in northern, 6 companies in central and 3 companies in Southern. The sample was composed of companies whose employees had accepted our interview the number of the interviewed employees was around 10 to 130, and the respondents include the managers and staffs. The researcher had sent total 200 questionnaires; the final response rate was 52.5% (105/200).

VIII. STATISTICAL ANALYSIS OF DATA

The study used SPSS 15.0 and Amos 7.0 to proceed statistic and analysis the data which come from respondents. We used SPSS to precede the factor analysis and reliability and used Amos to precede CFA of SEM.

IX. THE RESEARCH STRUCTURE

The structure of research is the relationship with the organizational citizenship behaviors, organizational commitments and organizational learning. There are four components of the organizational citizenship behaviors which are altruism, conscientiousness, sportsmanship and civic virtue; three components of the organizational commitments are affective, continuance and normative; and four components of the organizational learning are information acquisition, and information distribution, information interpretation, information memory. The research structure of this study is showed in Figure. 1.

X. MEASURES

This study is considered a quantitative study; data was collected using a scale survey instrument. In the study, first, we used the Scott B. M., Phillip M. P. & Julie B. P.'s OCB scale [18]; Venetta I. C. & Walter C. B.'s OCB scale [19] and Carmen B. C., Enrique M. A. and David M. R.'s OCB scale [20] to measure OCB. Second, we used OCQ (organizational commitment questionnaire) [21] to examine organizational commitment. Finally, we used the research of Micaela et al. [9] to understand the organizational learning's characteristic.

This study is considered a quantitative study; data was collected using a scale survey instrument. We will use these scale to interview the participants and test the relationship between variables. All constructs were measured with a four point Likert scale. We measured them with 50 items using the scale: organizational citizenship behaviors (19 items), organizational commitment (15 items) and organizational learning (16 items).

XI. RELIABILITY AND VALIBITY OF THE MEASURES

The validity of the measures used factor analysis to explore 50 items' loading. All items' loading are above 0.3. So, there are no items to be deleted. The reliability of the 11 constructs measured with the Cronbach α . In terms of OCB, there were 0.702 for Altruism, 0.662 for Civic virtue, 0.603 for Sportsmanship, 0.645 for Conscientiousness.

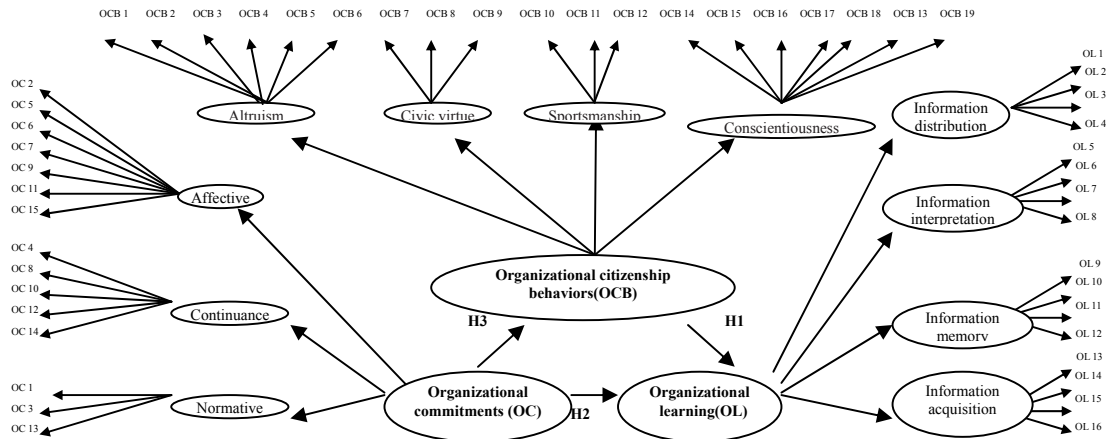


Figure 1. Hypotheses Test Results

In the OC category, there were 0.743 for Affective, 0.815 for Continuance, 0.760 for Normative. Our study revealed 0.723 for Information distribution, 0.632 for Information interpretation, 0.833 for Information memory and 0.819 for Information acquisition in OL aspect.

Contrast, in the prior research, in terms of OCB, Scott et al. [18] reported the Cronbach α coefficients of 0.88 for their Altruism, 0.73 for their Civic virtue and 0.70 for their Sportsmanship and Carmen et al. [20] revealed 0.771 for their Conscientiousness. Lawrence et al. [22] reported the Cronbach α coefficients of 0.83 for their Affective; Ajay et al. [23] showed 0.84 for their Continuance and 0.73 for their Normative in OC aspect. In the OL category, Micaela et al. [9] reported the Cronbach α coefficients of 0.83 for Information distribution, 0.80 for Information interpretation, 0.87 for Information memory and 0.8 for Information acquisition. In a word, our Cronbach α coefficients are

XII. CONFIRMATORY FACTOR ANALYSIS

The study used second-order confirmatory factor analysis in order to assess each construct. The second-order confirmatory factor analysis of the organizational citizenship behaviors was showed in TABLE I, the second-order confirmatory factor analysis of the organizational commitments was showed in TABLE II and the second-order confirmatory factor analysis of the organizational commitments was showed in TABLE III.

XIII. RESULTS OF PATH ANALYSIS

SEM methodology was used to test the hypotheses. The model (Figure 1) summarizes three hypotheses which are related to organizational citizenship behaviors, organizational commitments and organizational learning.

XIV. HYPOTHESES TEST RESULTS

The results of testing the hypotheses are presented in the TABLE IV. The TABLE IV showed the detailed information related to constructs. In terms of 3 hypotheses, the results for H1 (OCB > OL, $p < 0.01$) can present the

evidence to support the idea that organizational citizenship behaviors influence the effects of organizational learning positively. We found support H2 (OC > OL, $p < 0.01$) that the organizational commitments learning positively influence the effects of organizational learning. Like wise, regarding H3 (OC > OCB, $p < 0.05$), the organizational commitments influence organizational citizenship behaviors the positively.

XV. DISCUSSION

In TABLE IV, we have three findings: (1) the organizational citizenship behaviors influence the effects of organizational learning positively; (2) the organizational commitments positively influence the effects of organizational learning; (3) the organizational commitments influence organizational citizenship behaviors the positively. These three findings support the hypotheses of the study and are in line with previous studies.

First, we can understand that if an organization's employees have the organizational commitments to their organization, they could process organizational learning well. Owing to the organizational commitments, employees identify with organization's culture, goal and value and they want to learn any ability, skill and knowledge in order to achieve the goal of organization. Second, if the staffs have good organizational citizenship behaviors, they also could process organizational learning well since the staffs have citizenship behaviors are influenced positively by the organizational commitments. When the staffs are loyal to loyalties to their organization, they can make more commitments to help the organization to complete organization's strategies.

To sum up, the effects of organizational learning are influenced by the organizational citizenship behaviors and the organizational commitments positively. The organizational commitments can influence organizational citizenship behaviors the positively.

TABLE I. SECOND-ORDER CONFIRMATORY FACTOR ANALYSIS OF THE ORGANIZATIONAL CITIZENSHIP BEHAVIORS

First-order construct	First-order		Second-order
	Indicator	Loading	Loading
Altruism	OCB01	0.702	0.762
	OCB02	0.654	
	OCB03	0.689	
	OCB04	0.708	
	OCB05	0.619	
	OCB06	0.493	
Civic virtue	OCB07	0.724	0.814
	OCB08	0.613	
	OCB09	0.678	
Sportsmanship	OCB10	0.654	0.725
	OCB11	0.582	
	OCB12	0.632	
	OCB13	0.708	
Conscientiousness	OCB14	0.548	0.676
	OCB15	0.761	
	OCB16	0.818	
	OCB17	0.596	
	OCB18	0.723	
	OCB19	0.675	

Fit statistics for measurement model of 19 items for 4 constructs: $\chi^2_{(2)}=6.046$; CFI=0.953; NFI=0.934; IFI=0.955

TABLE II. SECOND-ORDER CONFIRMATORY FACTOR ANALYSIS OF THE ORGANIZATIONAL COMMITMENTS

First-order construct	First-order		Second-order
	Indicator	Loading	Loading
Affective	OC11	0.400	0.540
	OC05	0.584	
	OC02	0.739	
	OC07	0.109	
	OC09	0.406	
	OC15	0.500	
Continuance	OC06	0.762	0.886
	OC04	0.692	
	OC12	0.641	
	OC14	0.716	
	OC10	0.746	
Normative	OC08	0.708	0.855
	OC01	0.585	
	OC03	0.746	
	OC13	0.672	

Fit statistics for measurement model of 19 items for 4 constructs: $\chi^2_{(0)}=0.000$; CFI=1.000; NFI=1.000; IFI=1.000

TABLE III. SECOND-ORDER CONFIRMATORY FACTOR ANALYSIS OF THE ORGANIZATIONAL LEARNING

First-order construct	First-order		Second-order
	Indicator	Loading	Loading
Information distribution	OL01	0.329	0.730
	OL02	0.523	
	OL03	0.594	
	OL04	0.674	
Information interpretation	OL05	0.693	0.842
	OL06	0.575	
	OL07	0.634	
	OL08	0.366	
Information memory	OL09	0.524	0.816
	OL10	0.693	
	OL11	0.770	
	OL12	0.775	
Information acquisition	OL13	0.806	0.878
	OL14	0.736	

OL15 0.524
OL16 0.783

Fit statistics for measurement model of 19 items for 4 constructs: $\chi^2_{(2)}=6.257$; CFI=0.974; NFI=0.963; IFI=0.975

TABLE IV. CONSTRUCT STRUCTURAL MODEL

Linkages in the Model	Hypotheses		Standardized Parameter Estimates
	Number	Sign	
<i>Hypothesis</i>			
OCB->OL	H1	+	0.236**
OC->OL	H2	+	0.660***
OL->OCB	H3	+	0.794***
<i>Second-order construct</i>			
OCB->		+	1.370***
Altruism			
OCB->		+	1.028***
Civic virtue			
OCB->		+	1.087***
Sportsmanship			
OCB->		+	1.000***
Conscientiousness			
OC->		+	1.000***
Affective			
OC->		+	2.891***
Continuance			
OC->		+	1.688**
Normative			
OL->		+	1.000***
Information distribution			
OL->		+	1.195***
Information interpretation			
OL->		+	1.335***
Information memory			
OL->		+	1.579***
Information acquisition			

***p<0.01; **p<0.05; * p<0.1

Fit statistics for measurement model of 50 indicators for 14 constructs: $\chi^2_{(0)}=0$; CFI=1.000; NFI=1.000; IFI=1.000

XVI. CONCLUSIONS

In the study, we used SEM to examine the three hypotheses, and we confirm all of them. First, there is good sufficient evidence to prove that organizational learning can be influenced positively by organizational citizenship behaviors and organizational commitments. We can conclude from what has been said above that if the employees have higher willingness to organizational citizenship behaviors or organizational commitments, the company can have higher quality of organizational learning. On the other hand, we also verify the third hypotheses that organizational citizenship behaviors can be influenced positively by organizational commitments. These results lead to the conclusion that when the manager of an organization provide their staff with high organizational commitments, the higher quality of organizational

commitments results in the employees' organizational citizenship behaviors very well.

The anterior researches reveal that the organizational citizenship behaviors have relationship with organizational learning [10] and organizational commitments have relationship with organizational learning [13]. Compared with the prior research, our study has verified organizational citizenship behaviors and organizational commitments can influence organizational learning positively.

The research area is the organizational members' organizational citizenship behaviors and organizational commitments in the workplace. The limited of the research are the hidden reasons of organizational citizenship behaviors and organizational commitments.

To sum up, organizational citizenship behaviors, organizational commitments and organizational learning are the entire important elements to managers and employees of an organization. Thus, the different viewpoints between managers and employees to the organizational citizenship behaviors, organizational commitments and organizational learning can be measured in future studies.

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