

The Relationship of Organizational Learning System with Organizational Citizenship Behavior in Selected Sports Federations and Offering a Conceptual Modeling

Ameneh Sadri *, Seyyed Hamid Sajjadi Hazaveh, Farideh Ashraf Ganjouee

1 Postgraduate of Sports Management, 2 Associate Professor of Islamic Azad University, 3 Associate Professor of Islamic Azad University

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ABSTRACT: The aim of this study was to investigate the relationship between organizational learning based on sub-components (personal capabilities, mental models, common ideal, collective learning, and systemic attitude) and organizational citizenship behavior in selected sports federations. The research method in this research was descriptive and correlational conducted using survey method. The statistical population of this research includes all official employees working in 2016 in the selected sports federations who were 200 people. The sample size based on the Morgan table was decided to be 127 people. Descriptive and inferential statistical methods were used for analyzing the data.

In the descriptive method, the underlying variables of the level of education, years of service and age were examined. For the inferential analysis of the main hypothesis that a relationship exists between organizational learning and organizational citizenship behavior, Pearson correlation coefficient test was used. According to the results of testing the main research hypothesis, there is a significant relationship between the components of organizational learning variable, that is, between personal capabilities of mental models of common ideals and systemic attitudes with organizational citizenship behavior variable in selected sports federations.

Only among the components of collective learning and organizational citizenship behavior variable there is not a significant relationship in the selected sports federations. The correlation coefficient between organizational learning variable and organizational citizenship behavior is 0.28. The relationship between two variables at 95% confidence

level (significance level 0/5) is confirmed. It means that there is a relationship between organizational learning and organizational citizenship behavior in sports federations, and organizations continually create new knowledge to achieve their goals and ultimately change their behaviors based on new knowledge and insights.

KEY WORDS: Learning Organization, Organizational Learning, Organizational Citizenship Behavior, Sports Federations

INTRODUCTION

Today, globalization with the effect of the "technology" factor, has brought about a dramatic change in organizations' structure. Other large and complex organizations of the past decades with traditional structures do not have the necessary flexibility to change their surroundings and have to rebuild their structures or equip themselves with efficient tools to align with these changes. The widespread use of technology has revolutionized the business world and has pushed organizations to be virtual rather than physical, and has made global thinking and action essential for the survival and growth of the organization. "Technology has transformed learning (and not just labor) into the primary goal of businesses and, as Zobow (1988) states, learning has become a "new form of work"(Zalie, 2006: 8).

The importance of organizational learning of sports organizations (especially in Iran) has led researchers to focus their research on this issue. In this regard, Ellahi and Colleagues (2007) in a study have specified the underlying obstacles to establish a learning organization in sports organizations (federations, physical exercise general departments, etc.). The findings of the research indicate that the most important barriers to create a learning organization in Iranian sports

institutions are as follows in order of priority: non-systemic thinking in the organization, unstable management, gradual acceptance of problems and threats, the lack of a common ideal among members, and the lack of respect for creative and innovative people.

To meet the changing requirements of a new environment and variety-seeking customers, one should possess knowledge, flexibility, speed and ability to learn faster, sooner and better. In this case, an organization is introduced as a "new learning organization" that can raise the collective genius of its employees at individual, group, and organizational levels. "Organizations in which individuals are constantly developing their capacity to achieve the results they really want, where new thinking patterns are fostered, places where group desires and demands are met, and finally a collection in which people are constantly learning how to learn together (Senge, 2007: 10).

On the one hand, organizations are constantly looking for new ways to improve their employees' performance. Prominent organizational performance is not achieved through the efforts of ordinary employees. To accomplish this, employees must work beyond their job responsibilities. Organizational

researchers refer to efforts that go beyond the defined tasks of employees as "Organizational Citizenship Behavior." The desirability of citizenship behavior is a variety of employee behavior that includes doing side tasks, voluntary assistance to individuals in their work, professional development in their field of work, obeying organizational rules even when no one supervises over their work, efforts for promotion, helping the organization, maintaining a positive attitude and tolerance of workplace disadvantages.

The purpose of this study was to investigate the relationship between organizational learning and organizational citizenship behavior in sports federations. The main

question of the research is: Is there any significant relationship between organizational learning and organizational citizenship behavior in these sports federations? In other words, can we predict citizenship behavior through organizational learning and its components?

METHODS

This research aims at identifying the relationship between organizational learning and organizational citizenship behavior in selected sports federations and to present a conceptual model. The method used in this research is correlation method. This research is an applied and cross-sectional study, and is a survey one in nature. Field research method (questionnaire) was used to examine whether or not there is a relationship between the variables

STATISTICAL RESULTS

Findings and results:

A) Descriptive analysis

Table 4-1 - Frequency distribution of employees of selected sports federations by age, years of service and education level

Age			Years of Service			Educational Level		
Variable	Percent	frequency	Variable	Percent	frequency	Variable	Percent	frequency
Under 30	8.7	11	Under 15	19.0	24	Undergraduate	18.3	23
Above 30	84.9	107	Above 15	61.1	77	Graduate and higher	72.2	91
Unanswered	6.3	8	Unanswered	19.8	25	Unanswered	9.5	12
total	100	126	Total	100	126	total	100	126

	Number	Min.	Max.	Average	Standard Deviation
Organizational learning	108	31,00	103,00	69,6204	11,91459
Citizenship behavior	119	91,00	129,00	113,89	9,28712
Valid N (list wise)	103				

Table 4-2- Calculation of statistical indices of organizational learning and organizational citizenship behavior variables in selected sports federations.

According to the above table, the average of organizational learning among employees is 69.6 which is higher than the average (theoretical average) of the questionnaire. Moreover, the average amount of organizational citizenship behavior of employees is 113.88, in which two standard deviations were higher than the average.

B) Inferential statistics

Citizenship behavior	Organizational learning	/	
0.28	1	Pearson Correlation Coefficient	organizational learning
0.48		Significance level (2-tailed)	
119	108	Number	
1	0.28	Pearson Correlation Coefficient	citizenship behavior
	0.48	Significance level (2-tailed)	
108	119	Number	

Table 4-3- Calculation of correlation coefficient of organizational learning and organizational citizenship behavior among employees of selected sport federations

Regarding correlation coefficient of 0.28, the relationship between the two variables is confirmed at 95% confidence level (significance level of 0.05). There is a relationship between organizational learning and organizational citizenship behavior

DISCUSSION

Learning organizations seek to improve their performance on individual and organizational levels. They know that in addition to the cost of personal growth opportunities, they also have to pay for the creation and maintenance of comprehensive educational activities and consider informal learning as one of their distinctive features in comparison with the goals of education sector, because a large amount of work-based learning occurs outside of structured classroom classes.

Therefore, in such situations, learning processes and job tasks are intertwined and learning is considered as a daily task and work as a source of learning. With unconditional release of potential internal forces, employees develop their individual capabilities. They show spontaneous and voluntary behaviors based on dutifulness, friendship, civic advantage, magnanimity, and respect, and result in job satisfaction, sense of competence and continuous improvement of performance, and improve the productivity and efficiency of the organization to a favorable level. According to the main hypothesis of the research regarding the existence of a relationship between organizational learning and organizational citizenship behavior, organizations constantly create new knowledge for achieving their goals and ultimately change their behaviors based on new knowledge and insights.

According to the first sub-hypothesis test regarding the existence of a relationship between

personal capabilities and organizational citizenship behavior, it is a person's ability to directly make clearer and more practical his own personal view and concentrate his energy and power and realizes the facts fairly and unobtrusively. When employees help their colleagues in their work problems, they provide more opportunities for managers to do the affairs of the organization.

The second sub-hypothesis of the research is that there is a relationship between mental models and organizational citizenship behavior. Mental models are very deep perceptions that affect our understanding of the world and how we react to it. Dutiful employees need less supervision and control and build trust with their manager to give entrust them with more responsibility. Therefore, there is more time and opportunity available to the manager to address the important issues of the organization.

The third sub-hypothesis of the research is that there is a relationship between the common ideal and the organizational citizenship behavior. In common ideal, people try and learn; they do this not because they are asked to, but because they want it. Through the common ideal, the future picture becomes clear. Employees with humanistic and magnanimous behaviors will make time for the manager to address more important organizational matters rather than minor complaints and issues.

The fourth hypothesis of the research is that of a relationship exists between collective learning and organizational citizenship behavior. In group learning, all members of the group grows in a way that yield very good results for the organization. If employees possess civic advantage, the manager can employ their ideas and suggestions to improve organizational effectiveness.

The fifth sub-hypothesis of the research is about the existence of a relationship between system attitude and organizational citizenship behavior. Systemic thinking is the most delicate aspect of a learning organization. At the core of a learning organization, there is mentality change. Our actions are the cause of our problems. The employees avoid creating problems for their colleagues and thus prevent a crisis in the organization.

The results of this study along with the results of Bolboly, Maryam, Bahrami, Mohammad Amin et al. (2014) show that the dimensions of the learning organization, only question and dialog has a positive and significant relationship with organizational citizenship behavior. Therefore, it can be expected that teaching organizational citizenship behavior to employees increases their tendency to question and dialog [4]. According to the results of Karimi and Akbari (2014), there is a significant relationship between organizational learning capability and its components with organizational citizenship behavior [2]. Moreover, the results of Fathi Jenagherd et al. (2014) indicate that the average score of knowledge management and organizational learning of teachers and principals is lower than the conceptual average and the average score of their organizational

citizenship behavior is higher than the conceptual average.

All components of knowledge management and all components of organizational learning are positively correlated with citizenship behavior. In an analysis of the relationship between organizational learning and organizational performance, Asadi and colleagues (2009) also found a positive and significant relationship between continuous learning at the individual level and organizational performance among the experts of physical education organization. Also, the findings of the research conducted by Adeli and Salehinia (2015) showed that there is no significant correlation between organizational culture and citizenship behavior of the teachers of Physical education Organization [1].

The present study is not in line with the research conducted by Tabarsa, Honary, Afshari and Kargar (2012), Gholamali, Ramin Mehr, and Hamid (2010), Naseri (2009), Asadi and colleagues (2009), Soleimani, Tejari, and Shojae (2009), Safari (2007), Yari and Jahangir (2005), Chie and Shearley (2013), Choi Chuan (2010), and Garcia Morales et al. (2007). There is a significant relationship between organizational learning capability and its components with organizational citizenship behavior

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