

ORGANIZATIONAL CITIZENSHIP BEHAVIOR AFFECTING THE LEARNING ORGANIZATION OF LONGDA FOOD GROUP CO., LTD.

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ABSTRACT

The purpose of this research was to study personal factors and organizational citizenship behavior that affect the learning organization of Longda Food Group Co., Ltd. The sample group used in this research consists of 400 employees of the company—data collection by questionnaire and sampling using the convenience sampling method. Data were analyzed by t-test, F-test, and multiple regression analysis. The results showed that different personal factors, such as age and education level of respondents, affect the overall learning organization of Longda Food Group Co., Ltd. differently at a statistically significant 0.05 level. And organizational citizenship behavior such as altruism, courtesy, civic virtue, and conscientiousness affect the learning organization of Longda Food Group Co., Ltd. at a statistically significant 0.05 level, which has a predictive power of 57%.

Keywords: Personal Factors, Organizational Citizenship Behavior, Learning Organization

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INTRODUCTION

Human resources are considered an essential factor that helps the organization work efficiently and is vital in leading the organization toward the set goals. Therefore, human resources can be considered valuable treasures. Consequently, organizations need to focus on and implement effective human resource management. People have different feelings, needs, expressions, and personalities. At work, there must be competition for supremacy. However, when pressures from within the body and the external environment affect the mind and body, it leads to stress and boredom at work. These problems can lead to problems for the organization (Oezsungur, 2020).

Organizational citizenship behavior (OCB) is a concept that has gained much attention over the past several decades. OCB refers to behavior outside an employee's role that the organization does not officially define. It also does not expect anything in return, leading to the organization's well-being (Podsakoff, Podsakoff, Mackenzie, Maynes & Spoelma, 2014). Examples of OCBs include helping coworkers, volunteering for tasks, and making suggestions for improving processes or procedures (Grant & Mayer, 2012). Several studies have found that OCB is positively associated with various outcomes, including job satisfaction, organizational commitment, and employee performance (Spector & Fox, 2012; Tims, Bakker & Derks, 2013; Wang & Guo, 2017). Research has also shown that OCB can help organizations achieve their goals by improving efficiency, reducing turnover, and increasing customer satisfaction (Halbesleben & Buckley, 2014; Lam & Mayer, 2012).

This makes OCB extremely important. It can lead to performance improvements, improved teamwork, reduced turnover, and an improved corporate reputation (Seo & Ko, 2020). Therefore, organizations must promote OCB to occur among employees in the organization. Creating a positive work environment encourages employees to go above and beyond job requirements and contribute to the organization's success. However, OCB also affects learning organizations, as employees are more likely to support their co-workers. With a willingness to share their knowledge and expertise to develop and improve work efficiency even better (Asgari & Silong, 2013). It also helps to improve the team's learning system and helps solve many problems by applying various knowledge to use. This makes OCB a key element in building learning organizations and innovation in the organization (Huang & Wang, 2015).

Learning organizations are essential in a rapidly changing business environment. Because it allows the organization to adapt to survive and compete with competitors effectively through employees' continuous learning and knowledge development. The concept of learning organizations was proposed by Senge (1990), who stated that a learning organization is one where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Learning organizations are characterized by several key features, including a focus on knowledge sharing and collaboration, a willingness to experiment and take risks, and a commitment to personal and professional development for all employees. These organizations are also characterized by a culture of continuous improvement, where employees are encouraged to learn from their mistakes and seek growth and development opportunities. In recent years, there has been growing recognition of the importance of learning organizations in promoting innovation, adaptability, and long-term success. Many organizations have adopted the principles of learning organizations to stay ahead of the competition and meet their customers' changing needs.

Shandong Longda Group Co., Ltd. is a core enterprise group in Shandong Province and a nationally leading organization in the agricultural industry. It is a significant producer and exporter of frozen food in the country. Formerly known as Laiyang Fruit and Vegetable Preservation Corporation, it was established in 1986) In June 1993, a state-level enterprise

group was established, and the main industrial park covers an area of 520,000 square meters. It has a construction area of 400,000 square meters, nearly 20,000 employees, and total assets of 1.7 billion yuan. Over the past 18 years, Longda Group has continuously improved its internal and external environment. It has successfully established 11 Sino-foreign joint ventures and cooperative enterprises with Japan, the United States, Singapore, and other countries. It has also developed 14 domestic fund enterprises, both self-established and bankrupt mergers. Longda Group has 35 offices nationwide, and more than 200 specialty stores and affiliated supermarkets have opened in Shandong. There are also business projects related to various industries, such as food, seeds, packaging, wood, and business services, and the company has produced more than 400 different products.

The structure of this business encourages intense competition. Especially the creation of innovation in production that requires knowledge and experimentation. To gain key findings that will lead a business to become a leader in the market. Therefore, this research demonstrates that OCB can promote organizational learning and development by creating a positive corporate culture that values knowledge-sharing and collaboration. Organizations can foster more innovative and competitive employees. This is critical in today's fast-paced and rapidly changing business environment.

LITERATURE REVIEWS

Concept and theory of organizational citizenship behavior

Podsakoff, Mackenzie, and Podsakoff (2014) define organizational citizenship behavior as informal behavior in showing cooperation or assistance, including friendliness, which may appear in operations in various locations but may not be noticed or specified in the person's duty to perform. However, these behaviors are required for the organization's process. Without these behaviors, various operating systems within the organization cannot continue.

According to this definition, organizational citizenship behavior means cooperative behavior in various fields that employees provide to the organization in addition to the expected role. It is an activity that promotes social relations and cooperation within the organization. Those behaviors support the organizational, social, and psychological environment of work. Encourage success in the organization when employees are willing to perform those behaviors, which the organization has not requested and is not obligated to do. It is also unrelated to formal organizational reward processes. Munchinsky (2013) concluded that in organizational studies, one interesting finding was made about employees: Some employees exhibited effectiveness obtained from the organization when performing duties beyond the organization's expectations described in its work. A phenomenon occurs called organizational citizenship behavior, or the behavior of being a good member of the organization, which means prosocial organizational behavior and extra-role behavior.

Organ Concept (1987), a professor at Indiana University in the United States and the author of organizational citizenship behavior theory, states that organizational citizenship behavior, or OCB, arises from the individual outside the organization's defined role and is essential to improving organizational effectiveness. Which categories organizational citizenship behavior into five aspects as follows:

- 1) Altruism is a show of help. This includes helping colleagues when they encounter operational problems. They are often characterized by helping others in work-related matters, or it could be an organization-related issue. Including the organization's customers, this person will be dedicated and always there to support colleagues in every aspect that benefits the organization.
- 2) Courtesy is a behavior that considers others protected against causing problems. Operations within the organization may cause issues because one person's actions can impact another's. Therefore, considering others in helping to think and find a way out, including protection and

solving potential problems, is part of considerate behavior. Having the conduct of caring and being aware of other colleagues' actions and results was considered from the perspective of putting yourself in someone else's shoes.

3) Sportsmanship is a person's willingness to tolerate disturbing grievances or stress, as well as their tolerance for various pressure feelings. This may be because they want to avoid increasing the burden on executives or supervisors, including not wanting to cause conflicts within the organization.

4) Civic virtue is a behavior that shows responsibility and participation in the organization's operations, not just expressing opinions but also including other behaviors such as participating in comments appropriately and giving suggestions that are beneficial to the organization. It is also the behavior of the person who takes responsibility for the activities in which they have participated or performed various actions.

5) Conscientiousness is a behavior in which a person has complied with the regulations and responded to the organization's policies strictly beyond the expectations that arise from the roles that the organization has set at the lowest level, such as being punctual, refraining from spending time working on personal matters as a person with a sense of duty and performing well in response to the organization's policy, including not trying to avoid operations.

Concept and theory of learning organization

A learning organization means an organization that focuses on stimulating and motivating all personnel to be eager to learn and self-improve all the time to expand the potential of the episode itself and the organization in action to complete the mission based on the model of working as a team and learning together as well as having a systematic understanding that will coordinate to achieve a sustainable competitive advantage amid globalization forever (Garavan & McGuire, 2010).

Goh (2013) defines a learning organization as an organization in which individual and group learning environments are actively used to gather and use knowledge for organizational success and transform it into learning. Continuity empowers people inside and outside the organization to learn as they do and use technology to learn and increase productivity.

Senge's (1990) concept of learning organization describes five concepts of learning organization as follows:

1) Personal mastery: Individuals must strive for excellence to excel in all learning, thinking, and operating aspects and continually transfer knowledge from a young age to the professional world.

2) Mental models: Since childhood, experiences have accumulated concepts, perspectives, ways of thinking, and understanding of each subject, with the surrounding environment and lessons learned from institutions, teachers, organizations, and peers forming the foundation of maturity.

3) Shared vision: Vision means corporate vision, which is the organization's aim. Everyone must jointly integrate to create concrete in the future, which will be used as the goal of strategic and operational planning. Getting cooperation from all personnel in external organizations to acknowledge the organization's vision and build confidence and a good image for the organization.

4) Team learning: Focus on working as a team; each member will influence and promote learning by interacting, exchanging knowledge, and continuously learning. Team learning is a discipline that involves intellectual, emotional, social, and mental aspects, starting with oneself and developing knowledge with others on the team. It is a continuous action, a process of organizing ideas. Guidelines for being consistent Have the aim of working to achieve the intended success in the same direction. It is the development of the team's potential to create what every member truly wants.

5) Systems thinking: Some elements of systematic overall thinking are related from the most subordinate to the most superior. Its rational thinking emphasizes solving problems intelligently to achieve accuracy and speed holistically. Personnel development to have a systematic thinking system will help the organization be efficient. The various functions in the big picture of the organization are consistent. In terms of the system, it is made up of harmful components that are linked together as one.

Relationship of organizational citizenship behavior and learning organization

Understanding the relationship between these two constructs is essential for managers and researchers interested in improving organizational performance, promoting employee engagement, and enhancing organizational learning. The theoretical foundations of the relationship between OCB and LO can be traced to social exchange theory and knowledge creation theory. Social exchange theory posits that individuals engage in voluntary behaviors that are not part of their formal job requirements to reciprocate perceived organizational support or build social capital. Knowledge creation theory posits that knowledge creation and transfer occur through social interaction and dialogue and that creating a learning culture is essential for fostering knowledge creation and transfer.

Several studies have examined the relationship between OCB and LO. For example, Lee and Choi (2011) found a positive relationship between OCB and LO in a sample of Korean organizations. They argued that employees who engage in OCB might also engage in knowledge sharing and acquisition, which are key characteristics of LO. Similarly, Hassan et al. (2015) found that OCB was positively related to organizational learning in a sample of Pakistani organizations. They argued that OCB promotes a positive organizational climate that fosters learning and development.

However, not all studies have found a positive relationship between OCB and LO. For example, Wang et al. (2013) found that OCB was negatively related to LO in Chinese organizations. They argued that employees who engage in OCB might need more time or energy to engage in knowledge creation and transfer and that managers may need to find ways to balance the demands of OCB and LO.

Therefore, two assumptions were established as follows:

H1: Various personal factors of employees affect the learning organization of Longda Food Group Co., Ltd.

H2: Organizational citizenship behavior affects the learning organization of Longda Food Group Co., Ltd.

The conceptual framework can be drawn from the literature review, as shown in Figure 1.

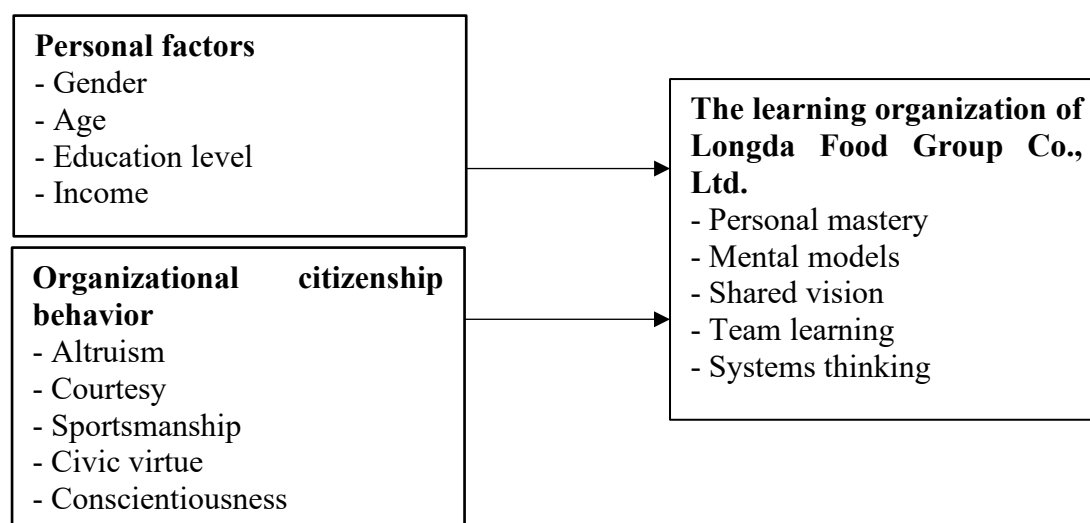


Figure 1 conceptual framework

RESEARCH METHODOLOGY

The population used in this research was company employees of Longda Food Group Co., Ltd., with a total population of 20,000, whose researchers knew a finite population. Therefore, Yamane's (1973) formula was used to calculate the sample size, and the total sample was 392 people, which backed up the discrepancy in the data collection. Therefore, another set of eight backup sample sizes was determined to obtain 400 samples, and non-probability sampling was conducted using convenience sampling methods. The tools used in this research were a questionnaire created through the study and research of the concepts and theories used in this study. To obtain information on organizational citizenship behavior affecting the learning organization of Longda Food Group Co., Ltd. This questionnaire is divided into four parts as follows: (1) A questionnaire on respondents' general information; (2) a questionnaire on organizational citizenship behavior; (3) a questionnaire on learning organization; and (4) opinions and other suggestions. The questionnaire was measured using a 5-level Likert rating scale and had a reliability of questionnaire overall of 0.943, which is greater than 0.7. Therefore, the questionnaire is considered reliable. The data were analyzed using the number, percentage, mean, and standard deviation. And tested the hypothesis by t-test, F-test, and multiple regression analysis.

RESEARCH RESULTS

The results of the data analysis of respondents' general information It can be concluded that most of the respondents were female (52.75%), aged 31-40 years old (32.25%), had a bachelor's degree (67.25%), and had an income of 5,001-10,000 yuan (39.50%).

Table 1 shows the average and standard deviation of each factor.

Factors	\bar{X}	SD	Level of opinion
Organizational citizenship behavior	4.12	0.43	Agree
- Altruism	4.05	0.54	Agree
- Courtesy	4.02	0.61	Agree
- Sportsmanship	4.15	0.49	Agree
- Civic virtue	4.18	0.53	Agree
- Conscientiousness	4.19	0.59	Agree
The learning organization	4.14	0.48	Agree
- Personal mastery	4.19	0.50	Agree
- Mental models	4.08	0.53	Agree
- Shared vision	4.16	0.52	Agree
- Team learning	4.13	0.66	Agree
- Systems thinking	4.13	0.61	Agree

From table 1, it was found that most respondents had opinions towards organizational citizenship behavior and the learning organization overall, and in each aspect, they were at an agreed level.

Table 2 shows hypothesis testing of personal factors.

The learning organization	Personal factors			
	Gender	Age	Education level	Income
- Personal mastery	-0.652 (0.515)	2.172 (0.071)	5.451* (0.005)	2.416 (0.066)
- Mental models	0.041 (0.967)	5.541* (0.000)	6.337* (0.002)	2.381 (0.069)
- Shared vision	-1.538 (0.125)	4.160* (0.003)	1.451 (0.236)	1.364 (0.253)
- Team learning	-1.683 (0.093)	9.368* (0.000)	5.867* (0.003)	0.946 (0.418)
- Systems thinking	-0.989 (0.323)	2.868* (0.023)	2.372 (0.095)	1.899 (0.129)
Total	-1.176 (0.240)	5.701* (0.000)	5.311* (0.005)	1.536 (0.205)

* Statistically significant at the 0.05 level.

From table 2, personal factors such as age and education level of respondents that differently affect the overall learning organization of Longda Food Group Co., Ltd. are different at a statistically significant 0.05 level.

Table 3 shows hypothesis testing of organizational citizenship behavior.

Organizational citizenship behavior	b	Std. Error	β	t	Sig.
Constant	0.722	0.157		4.601	0.000*
- Altruism	0.171	0.040	0.194	4.317	0.000*
- Courtesy	0.207	0.035	0.266	5.847	0.000*
- Sportsmanship	0.048	0.045	0.050	1.074	0.283
- Civic virtue	0.116	0.050	0.119	2.343	0.020*
- Conscientiousness	0.287	0.048	0.295	6.030	0.000*
R = 0.759, R ² = 0.575, Adjusted R ² = 0.570, SE _{EST} = 0.313, F = 106.802, Sig. = 0.000*					

* Statistically significant at the 0.05 level.

From table 3, it was found that organizational citizenship behavior such as altruism, courtesy, civic virtue, and conscientiousness affected the learning organization of Longda Food Group Co., Ltd. at a statistically significant 0.05 level, which had a predictive power of 57%.

The aspect that most influenced the learning organization of Longda Food Group Co., Ltd. was conscientiousness ($\beta = 0.295$), followed by courtesy ($\beta = 0.266$), altruism ($\beta = 0.194$), and civic virtue ($\beta = 0.119$) respectively.

It can be written in the form of an unstandardized score and a standardized score as follows:

Unstandardized score:

$$\hat{y} = 0.722 + 0.171 \text{ Altruism} + 0.207 \text{ Courtesy} + 0.116 \text{ Civic virtue} + 0.287 \text{ Conscientiousness}$$

Standardized score:

$$Z_y = 0.194 \text{ Altruism} + 0.266 \text{ Courtesy} + 0.119 \text{ Civic virtue} + 0.295 \text{ Conscientiousness}$$

DISCUSSION & CONCLUSION

The discussion results, according to objective (1), found that personal factors, such as age and education level of respondents differently affect the overall learning organization of Longda Food Group Co., Ltd. are different at a statistically significant 0.05 level, which according to the assumptions set. Because today's organizations work in a rapidly changing and constantly evolving environment, learning and adapting are crucial for success in this context. A learning

organization has become an essential concept in management theory and practice and means an organization that continuously develops the capacity to learn and change. And where learning is embedded in the organization's culture and processes, which make people in the organization different and diverse, it is essential to create a learning process within the organization, especially for each individual's age and level of education. Therefore, personal factors such as age and education level can be essential in building a learning organization. But different age groups may have different needs, preferences, and learning styles. At the same time, different education levels may reflect different knowledge, skills, and problem-solving abilities. This is consistent with Fu's (2014) research on "The impact of emotional intelligence, organizational commitment, and job satisfaction on ethical behavior of Chinese employees." The results showed that job satisfaction in the career advancement of colleagues and supervisors has a statistically significant effect on organizational engagement. And they found that age also affects engagement with the organization. Statistically substantial as well. And following research conducted by Rabindarang et al. (2014), who conducted a study on "The impact of demographic factors on organizational commitment in technical and vocational education," the results showed that different ages affect organizational commitment, with a significant difference at the 0.05 level.

The discussion results according to objective (2) found that organizational citizenship behavior such as altruism, courtesy, civic virtue, and conscientiousness affect the learning organization of Longda Food Group Co., Ltd. at a statistically significant 0.05 level, which had a predictive power of 57%, which is according to the assumptions set. Because employees have high organizational citizenship behaviors, they tend to create a learning culture within the organization, such as sharing knowledge, helping others, and participating in training and development programs. On the other hand, this culture of learning can be very beneficial to the organization. These include increased workplace innovation, improved productivity, and higher employee engagement and satisfaction. These results arise from the relationship between organizational citizenship behavior and learning organizations. When considering organizational citizenship behavior in each aspect, it will be found that altruism is behavior that benefits others without expecting anything in return. It can have a significant impact on the learning culture within an organization. Because employees are highly willing to help others, they are likelier to engage in knowledge-sharing and mentoring behaviors. This can help spread knowledge and expertise across the organization. It is beneficial for learning organizations. Because it can help create a culture of collaboration and continuous learning. Later, courtesy, which is behavior that shows politeness and respect for others, can contribute to a positive learning culture. Employees who showed high generosity were likelier to engage in constructive opinions and communications. This can help foster an open and supportive learning environment. Additionally, employees who feel respected and valued are more likely to be motivated to learn and develop new skills. Civic virtue is behavior that shows a sense of loyalty and organizational commitment and can also positively affect a learning organization. Employees with high levels of virtue are more likely to be committed to the organization's goals and values. This can help create a sense of shared purpose and direction and foster a culture of continuous learning because employees work together to achieve common goals and develop new skills. And finally, conscientiousness—behaviors that show responsibility and work ethics—can contribute to a positive learning culture. Employees with high conscientiousness are more likely to be diligent in their work and value their learning and development. This can help create a culture of self-learning. Employees are motivated to improve and grow in their roles continually. This is consistent with the research by Yahaya, Boon, Ramli, Yahaya, Ismail, and Shariff (2011) on the implications of organizational citizenship behavior (OCB) towards the dimensions of learning organization (LO) in organizations in Southern Malaysia. The results showed that every component of OCB impacts

every aspect of the learning organization significantly. And following the research of Srimaitree and Chativanich (2016), who conducted a study on organizational citizenship behavior to become a learning organization. The results showed that organizational citizenship behavior supports the organization's view as a learning system. To create change by focusing on developing core capacities and learning through people. Each member of the organization must adhere to the principles of acting as a team and systematic thinking. To learn together and create an organizational culture that seeks knowledge all the time and continuously.

Implications of the study

1) Executives, managers, and related persons should pay attention to personal factors. Especially age and education level are different in building a learning organization. By designing training programs, skills development courses, and knowledge with various methods internal and external to the organization. To be able to meet different learning needs.

2) Executives, managers, and related persons in setting policies and strategies for company development. Should be aware of the importance of creating a positive environment that encourages employees to use organizational citizenship behaviors to drive employee learning and knowledge sharing. To improve the organization's efficiency, including creating innovation in the work. Which can be classified into each side as follows:

- Altruism: Executives, managers, and related persons of the company shall encourage employees to share knowledge and expertise with each other. For example, an employee specializing in a specific skill or job must advise and guide other employees. To help them absorb and learn new ways of working or skills quickly.
- Courtesy: Executives, managers, and related persons of the company should encourage respectful communication among employees during training or activities that help them learn. So that each employee is ready to listen actively to colleagues and provide constructive feedback, this will lead to an improvement process rather than professional criticism.
- Civic virtue: Executives, managers, and related persons of the company must encourage employees to participate in learning and self-development. It is offered as a program or training course related to the job duties and future positions of employees. To allow employees to express their opinions on improving work efficiency and concrete self-improvement methods.
- Conscientiousness: Executives, managers, and related persons of the company should have an orientation or a specific course in performance in responsibilities. To encourage self-discipline at work. There should also be a mentoring system that can help guide and train new employees effectively.

Future Research

1) Future research should be studied using qualitative research methods. To gain insights on creating organizational citizenship behaviors to create a learning organization. In addition, different phenomena from this research can be explained in depth from the perspective of executives and employees.

2) Future research should explore other factors affecting learning organizations, such as teamwork, self-development, leadership, etc. These variables are related to learning creation and organizational development for innovation.

3) Future research should study the organizational citizenship behavior model that affects learning organizations with other company populations. To bring information to compare to see the similarities and differences of research more. Due to the small number of studies directly related to these two variables.

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