

## ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND LEARNING ORGANIZATION IN THE HOSPITALITY INDUSTRY: A LESSON FOR NIGERIA'S SUSTAINABLE DEVELOPMENT

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### Abstract

This study investigates the impact of Organizational Citizenship Behavior (OCB) on the Learning Organization (LO) in hotels situated in the South-South region of Nigeria and also to ascertain which dimension of OCB influence LO most. The cross sectional survey was conducted with a total sample size of 1450 workers. The questionnaire was used and distributed to the respondents in sections, which comprise the demographic background, dimensions of organizational citizenship behavior and measures of the learning organization. The reliability of the instruments were calculated and found to be within the acceptable Cronbach Alpha values of 0.7. The result of the analysis was computed using 1093 copies of completed and usable questionnaire. The Pearson Correlation statistics and multiple regressions were used in the analysis of the obtained data. The results showed that only four dimensions of OCB which are altruism, sportsmanship, courtesy and conscientiousness accounted for any variation in the learning organization, with courtesy contributing most. The study finally recommends that for sustainable development of the hotel industry in the 21st century, management should stimulate behaviors that will promote these dimensions of OCB which will further enhance the learning organization as a modernizing workplace in the 21st century.

Keywords: Altruism, Conscientiousness, Sportsmanship, Courtesy  
and Learning Organization

### Background of the Study

As organizations mature into the modernizing workplace, it becomes clearer that one of the major functions of any organization is to attract, sustain and enhance the value of its members, which will enable the accomplishment of organizational goals. This reality has therefore placed the worker as the major distinguishing success factor for organizations. The challenge facing most organizations therefore is the need to acquire and get the knowledge that is vital for them to motivate their employees to engage in activities that will benefit and help in the achievement of predetermined organizational goals. Writers have sought to identify templates, or ideal forms, which the contemporary organizations could attempt to, emulate (Easterby-Smith and Araujo 1999). In this

sense, Finger and Brand (1999) posit that the learning organization is an ideal, towards which organizations have to evolve in order to respond to the various pressures they face. In order to achieve this, it is important for managers to set in motion appropriate strategies that will help employees achieve extra discretionary behavior in the workplace. This is why an organization that continuously learns will enable easy adaptation to the dynamic environment. The two concepts described previously refer to organizational citizenship behavior and learning organization. The prime importance of a learning organization to the study of organizations that has been highlighted in several studies include superior performance, Improve quality, customer loyalty, competitive advantage, energized committed workforce, manage change, demand of the time, recognition of interdependence (McHugh et al, 1998; Pedler et al, 1997). Argyris (1999) affirms the stance that learning organization is now a fundamental theme in management discourse and argues that a learning organization continues to be a relevant subject in management research and practice. As a consequence, it is increasingly being acknowledged that the learning organization is of vital importance for adapting with changes in the contemporary business world. Drew and Smith (1995) in consonance with this view, iterate that in order for organizations to be successful, the need to improve on the learning process that are carried out collectively by all of the employees rather than on their own performance, has emerged.

Achieving organizational success in a volatile economic environment such as we have in Nigeria is without any doubt a daunting task for managers. Motivating employees to attain Organizational Citizenship Behavior and Learning Organization practices, therefore, presents serious challenges for organizations hope to be successful in an economic environment characterized by close to hyper-inflation, import restrictions, foreign exchange difficulties, high interest rates and difficulty of business to access credit facilities. This prevailing economic environment has thus seen many organizations, in this case the hotel industry, struggling painstakingly to have the capacity for faster learning. Studies on learning organization corroborate this view by positing that a learning organization has the capacity that can enable them adapt to new conditions quickly and have significant strategic advantages in a globalized and competitive world (Braham, 1998; Drew and Smith, 1995; Guns and Anundsen, 1998) and can provide opportunities for employees to express themselves and contribute to organizational learning and achievement. This is also observed to be deficient in the hotels in the South-South geopolitical zone of Nigeria.

Many studies have focused on OCB's relation with some organizational factors. In the literature, the relationship between OCB and job satisfaction (Bateman and Organ, 1983; Feather and Rauter, 2004; Organ and Lingl, 1995), organizational commitment (Cropanzano et al., 2003), organizational justice (Ehrhart, 2004; Williams et al., 2002), motivation (Rioux and Penner, 1999), and trust (Deluga 1995) has been explored frequently. However, there seem to be a dearth of empirical evidence of the organizational citizenship behavior capacity of the worker as an antecedent of a learning organization, especially within the Nigerian Organizations. Furthermore,

as the ability to survive in an uncertain and turbulent environment is becoming more vital for work organizations today and the importance of being a learning organization is gradually being established and appreciated, there is need to identify factors that impact on the learning organization in order for organizations to make best use of their employees. Buttressing this argument, Yang et al (2004) posits that transforming an organization into a learning organization by spreading the learning culture throughout the organization has become expedient to cope with the uncertainty of the environment more effectively. In view of the above, the major objective of this study is to investigate the impact of organizational citizenship behavior on learning organization and also to ascertain which dimension of OCB influence LO most, in hotels situate in the South-South geopolitical zone of Nigeria. Hence, the hypothesis for this study is stated as.

Ha1. There is a significant impact of organizational citizenship behavior on learning organization

Ha2. The dimensions of organizational citizenship behavior contribute significantly to a learning organization.

### Literature Review

A learning organization is a dynamic one that is able to draw lessons from its right and wrong actions, to adapt those to the changing environmental conditions in a systematic way that improves the organization, and, finally, to transform and improve itself continually (DiBella and Nevis, 1998; Senge, 1990; Watkins and Marsick, 1993). Learning organizations that have the capacity for faster learning can adapt to new conditions quickly, can have significant strategic advantages in a globalized and competitive world (Braham, 1998; DiBella and Nevis, 1998; Drew and Smith, 1995; Redding and Catalanello, 1994), and can provide opportunities for employees to express themselves and contribute to organizational learning and achievement.

Senge (1990) describes a Learning organization as those 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 to see the whole together. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organization level. Corroborating this view, Pedler et al (1991) iterates that a learning organization is an organization that facilitates the learning of all its members and continuously transforms itself. It is therefore characterized by total employee involvement in a process of collaboratively conducted, collectively accountable change directed towards shared values or principles. (Watkins and Marsick 1992). Watkins and Marsick (1997) designed a seven-factor model that included Senge's disciplines to appraise the learning competencies of an organization. These seven dimensions are continuous learning (creating continuous learning opportunities), dialogue and inquiry (promoting inquiry and dialogue), team learning (encouraging collaboration and team learning), embedded systems (establishing systems to capture and share learning), empowerment (empowering people toward a collective vision),

systems connections (connecting the organization to its environment), and providing leadership (leaders model and support learning). This model appears to be a contemporary and all-encompassing framework for the study of the learning organization.

### Organizational Citizenship Behavior

Organizations would not be in existence, if their members do not behave as good citizens by engaging in all sorts of positive organizational-relevant behavior. Hence it is becoming obvious that organization-members are gradually redefining work informally to include extra role, voluntary or spontaneous behaviors aimed at colleagues and the organization at large (Organ et al, 2005). OCB is referred to as organizationally beneficial behaviors and gestures that can neither be enforced on the basis of formal employee's role obligations nor elicited by a contractual guarantee of recompense (Vigota-Gadot, 2007). Organizational Citizenship Behavior as posited by Organ (1988) is conceptualized as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. Three assumptions can be made from the original definition: (1) OCB is a discretionary behavior; (2) it is not rewarded by any schedule or policy of remuneration; and (3) it promotes the effective functioning of the organization. By discretionary, Hui et al (2004) assert that the behavior is not an enforceable requirement of the role or job description. This is likely to mean that it is not the clearly specifiable terms of the person's employment contract with the organization. Hence, the behavior is rather a matter of personal choice, such that the omission is not generally understood as punishable (Ishak, 2005). Organ (1988) identified five distinct measures of OCB: altruism (helping behaviors directed at specific individuals), courtesy (informing others to prevent the occurrence of work-related problems), sportsmanship (tolerating the inevitable inconveniences of work without complaining), conscientiousness (going beyond minimally required levels of attendance), and civic virtue (participating in and being concerned about the life of the company). By acquiring OCB, the employee would definitely perform positive attitudes and behaviors towards the organization. They would help the organization grow and build the organization image to the public.

### Organizational Citizenship Behavior and Learning Organization

Being a learning organization improves the corporate image by becoming people oriented (Pedler et al 1997) and being better placed to respond to external pressure. Thus organizational citizenship behavior which involves those organizationally beneficial behaviors and gesture that can neither be enforced on the basis of formal role obligations nor elicited by contractual guarantee of recompense, has become a dominant turning factor that is important for identification and clarification of the imminent direction of organizations. We argue that as the workers exhibit extra-discretionary behavior, the organization tends towards a model, where learning and working are seamlessly intertwined. Evidence shows that extra role behavior is associated with increased learning organization (Somech and Drach-Zahary, 2004). Dvir et al (2004) confirms that

Organizational Citizenship behavior is a powerful tool for creating high level of attachment in workers towards their organization. A high practice of OCB will therefore increase the organizations ability to create, acquire, disseminate and implement knowledge within the organization. We therefore hypothesize that

- Ha1. There is a significant impact of organizational citizenship behavior on learning organization  
Ha2. The dimensions of organizational citizenship behavior contribute significantly to a learning organization.

### Method

Sample: In this study, the study unit of the survey are workers from 50 hotels listed in the directory of the Ministry of Culture and Tourism of each state in the south-south geopolitical zone of Nigeria. In selecting the hotels, we identified and utilized hotels in the State capitals with not less than 25 rooms, not less than 60 full time workers and with those having at least 7 out of 13 facilities. A population of 3768 workers was utilized to obtain a sample size of 1450 with which we obtained a response of 1093 (representing 75.4%) copies of completed and usable questionnaire.

### Measurement

Measure of Learning Organization Questionnaire (DLOQ): To assess the employees' perception of their organization's learning level, a survey developed by Watkins and Marsick (1997) was used. As mentioned above, in this questionnaire Watkins and Marsick described seven dimensions or action imperatives necessary for an organization to become a learning organization. These dimensions are continuous learning, empowerment, team learning, dialogue and inquiry, embedded system, system connection and provide leadership. The DLOQ was composed of 43 items. The continuous-learning dimension included 7 items, and each of the other dimensions included 6 items. A 6-point Likert scale, from almost never to almost always, was used to rate each item. Several studies have shown strong reliability and validity levels for the DLOQ (Basim et al., 2007; Hernandez and Watkins 2003). In this study, Cronbach's alpha coefficients for each dimension of the scale ranged from .79 to .89. Dimensions of OCB questionnaire: OCBs were measured by adapting a scale from Williams and Shiaw (1999). The dimensions were altruism (5 items), conscientiousness (3 items), courtesy (3 items), sportsmanship (4 items), and civic virtue (4 items). Each item was answered by using a 6-point Likert scale, from almost never to almost always. In our study, Cronbach's alpha coefficients for the dimensions of the scale ranged from .71 to .78.

### Result

Of the 1093 respondents, 625 (57.18%) comprised men and 468 (42.82%) comprised women. 255 (23.33%) respondents have worked in the hotel industry for less than 5 years, 528 (48.31%) have worked between 5 to 10 years, 283 (25.89%) have worked for 11 to 15 years and 27 (2.47%) have worked above 16 years.

Table 1 shows the results obtained when the Pearson Product moment correlation was used to examine the nature, direction and significance of the bivariate relationships of the variables.

Table 1: The Pearson Product moment correlation between OCB and LO

Variance	Continuous learning	Empowerment	Team learning	Dialogue/ inquiry	System connection	Embedded ness	Pilot leadership
Altruism	0.043	0.271**	0.324**	0.321**	0.152**	0.214**	0.253**
sportsmanship	0.210**	0.014	0.421**	0.582**	0.423**	0.125**	0.421**
Courtesy	0.516**	0.421**	0.262**	0.424**	0.525**	0.406**	0.434**
Civic virtue	0.041	0.132**	0.048	0.044	0.022	0.029	0.041
conscientiousness	0.129**	0.021	0.541**	0.366**	0.120**	0.352**	0.577**

\*\*Correlation is significant at 0.05 (2-tailed)

Table 1 presents the results of the Pearson Product Moment Correlation between the dimensions of Organizational citizenship behavior (OCB) and Measures of Learning Organization (LO). The correlation coefficient  $r$  indicates the strength of relationship between two variables. The results on the one hand indicate that sportsmanship ( $r = 0.210, p < 0.05$ ), Courtesy ( $r = 0.516, p < 0.05$ ) and conscientiousness ( $r = 0.129, p < 0.05$ ) have significant correlation with continuous learning. On the other hand, altruism ( $r = 0.043, p < 0.05$ ) and civic virtue ( $r = 0.041, p < 0.05$ ) has no significant correlation with continuous learning.

Also, altruism ( $r = 0.271, p < 0.05$ ), courtesy ( $r = 0.421, p < 0.05$ ), civic virtue ( $r = 0.132, p < 0.05$ ) has significant correlation with empowerment but sportsmanship ( $r = 0.014, p < 0.05$ ) and conscientiousness ( $r = 0.021, p < 0.05$ ) have no significant correlation with empowerment. While altruism ( $r = 0.324, p < 0.05$ ), sportsmanship ( $r = 0.421, p < 0.05$ ), Courtesy ( $r = 0.262, p < 0.05$ ), conscientiousness have significant correlation with team learning, civic virtue ( $r = 0.048, p < 0.05$ ) has no significant correlation with team learning. Four dimensions of OCB has significant correlation with dialogue and inquiry, that is, altruism ( $r = 0.321, p < 0.05$ ), sportsmanship ( $r = 0.582, p < 0.05$ ), courtesy ( $r = 0.424, p < 0.05$ ), and conscientiousness ( $r = 0.366, p < 0.05$ ), while civic virtue ( $r = 0.044, p < 0.05$ ). Similarly, all dimensions of OCB have significant correlation with system connection. Only civic virtue ( $r = 0.021, p < 0.05$ ) has no significant correlation with embedded ness while altruism ( $r = 0.214, p < 0.05$ ), sportsmanship ( $r = 0.125, p < 0.05$ ), courtesy ( $r = 0.406, p < 0.05$ ), conscientiousness ( $r = 0.352, p < 0.05$ ) have significant correlation with embedded ness. Similarly, only civic virtue ( $r = 0.041, p < 0.05$ ) has no significant correlation with providing leadership with altruism ( $r = 0.253, p < 0.05$ ), sportsmanship ( $r = 0.421, p < 0.05$ ), courtesy ( $r = 0.434, p < 0.05$ ), conscientiousness ( $r = 0.577, p < 0.05$ ) having significant correlation.

### Regression Analysis

The regression gives an indication of how much of the variance in the criterion or dependent variable will be explained when several independent variables simultaneously influence it, hence the use of regression analysis. Table 2 shows the results of matrix correlation between altruism, sportsmanship, courtesy, civic virtue and conscientiousness. This analysis was carried out using dimensions of dependent variable and the independent variable (LO), Results showed significant contribution of altruism ( $r = 0.310$   $p < 0.05$ ), sportsmanship ( $0.219$   $p < 0.05$ ), courtesy ( $r = 0.251$   $p < 0.05$ ) and conscientiousness ( $r = 0.224$   $p < 0.05$ )

Table 2 Result of matrix correlation between dimensions of OCB and overall LO

Variable	M (SD)	ALT	SPT	CT	CV	CSC	LO
ALTRUISM (ALT)	3.03 (0.413)	1.0					
SPORTSMANSHIP (SPT)	3.24 (0.432)	.924	1.0				
COURTESY (CT)	3.13 (0.452)	.428	.412	1.0			
CIVIC VIRTUE (CV)	3.50 (0.321)	.325	.375	.242	1.0		
CONSCIENTIOUSNESS (CSC)	3.32 (0.412)	.312	.321	.272	.142	1.0	
LEARNING ORGANIZATION (LO)	3.52 (0.821)	.310**	.219**	.251**	.014	.224**	1.0

\*\*correlation significant at the 0.05 level (2-tailed)

The result of the multiple regression analysis of altruism, sportsmanship, courtesy and conscientiousness are presented in Table 3

Table 3: Regression analysis for ALT, SPT, CT and CSC

Model	R	R <sup>2</sup>	Adj R <sup>2</sup>	Std error of estimate
1	.252	.064	.061	.85407
2	.234	.055	.055	.73251
3	.284	.081	.081	.81205
4	.271	.073	.073	.79321

Based on Table 3, the analysis of R<sup>2</sup> for altruism is 0.064, sportsmanship is 0.055, courtesy is .081, and conscientiousness is .073. When these dimensions increase, there will be a corresponding increase in the criterion (learning organization). This implies that altruism accounted for a 6.4 % increase in learning organization, sportsmanship contributes 5.5% increase, courtesy contributes 8.1% increase and conscientiousness contributes 7.3%. The smaller the R<sup>2</sup>, the less capable the independent variables explain the dependent variable. Courtesy therefore contributes most to learning organization

## Discussion

The main objective of this study investigates the impact of Organizational Citizenship Behavior (OCB) on the Learning Organization (LO) in hotels situated in the South-South region of Nigeria and also to ascertain which dimension of OCB influences LO most. The results of this study extended those of Yahaya et al (2011) by identifying a significant correlation between OCB dimensions and overall LO. From the findings, only altruism, sportsmanship, courtesy and conscientiousness showed significant contribution to learning organization, with altruism accounting for 6.4% increase in Learning organization, sportsmanship 5.5%, conscientiousness 7.3% and courtesy contributing most with a value of 8.1%. This finding is in consonance with those of Obiora (2012) in which the study showed that Organizational Citizenship behavior dimensions contribute considerably to socio-relational network in the Nigerian Hospitality Industry. The results also support the first hypotheses of this study which states that organizational citizenship behavior will significantly impact the learning organization. This suggests that as OCB increases so will there be a corresponding increase in learning organization. These results could be explained within the confines of the social exchange theory, which postulates the norms of reciprocity between the employer and the employee. Apart from supporting the results of the study with social exchange theory, the results of this study can also be aligned with that of Noel (2008), which succeeded in proving that Organizational citizenship behavior will bring about a positive impact especially for a learning organization. Supporting the findings of this study is also that of Werner (2007), where it was shown that employees who exhibit extra discretionary behavior have the ability to enhance the organization in acquiring knowledge that is vital for them to compete with other organizations.

These significant contributions of altruism, sportsmanship, courtesy and conscientiousness suggests that as the organization-member exhibit extra role behavior, that is not directly or explicitly recognized by the formal reward system, the organization actively creates, captures, transfers and mobilizes knowledge to enable it continually transform itself and adapt to a changing and competitive environment. It implies therefore that the key aspects of learning organization are the interaction that takes place among the organizational members. This is in consonance with those of Confessor and Kops (1998) which stated that organizations should become more like communities that employees can feel a commitment to. These workers will thus go the extra-mile for their organization. Interestingly, the result of this study does not support a significant impact of civic virtue on overall learning organization. Civic virtue has variously been described as an extra-discretionary behavior of the worker that makes the worker feel being part of the organizational whole in the same way a citizen feels as a part of her country (Ishak, 2005). This implies that civic virtue is that behavior indicating that an employee responsibly participates in and is concerned about the life of the company. If employees identify strongly with the organization, one would expect them to enhance learning organization. We believe from the findings of our oral interview, that working conditions are poor, with employees inadequately remunerated. Under such

conditions, not too many workers will be motivated in participating in the political life of the organization. The result of this finding may also be explained by that of Organ et al (2006) where they noted that civic virtue might be less appreciated by managers, compared to other forms of OCB, as it causes disruption of the status quo. Furthermore, Walz and Neihoff (2000) found a lack of positive association between civic virtue and organizational effectiveness. By not exhibiting this extra discretionary dimension of civic virtue, the employees would not be ready to make personal or organizational changes and this might perhaps explain the lack of correlation between this dimension of OCB and learning organization.

### Conclusion

The purpose of this research this study was to investigate the impact of Organizational Citizenship behavior (OCB) on the Learning Organization (LO) in hotels situate in the South-South region of Nigeria and also to ascertain which dimension of OCB influence LO most. The significance of this study lies in that it integrates organizational citizenship behavior and learning organization. As long as the information based economy and the hunt for effective and efficient workforce continue, more and more firms will struggle to set a path of sustainable development for the years ahead. Organizations that fail to secure extra discretionary attributes of workers would definitely loose its viability in the 21st century. Thus, organizational citizenship behavior and learning organization cannot be over emphasized in today's economy. It is therefore imperative to improve learning organization through organizational citizenship behavior

### Implications/Recommendations

With regard to the theoretical contributions, this study linked organizational citizenship behavior and learning organization. Confirming the results of previous research, this study found that improved learning organization requires extra discretionary behavior that is not formally rewarded by the organization. The practical implications for day-to-day management of the organizational member and for professional who develop relevant practices for the purpose of achieving a learning organization are suggested below. Managers and professionals can support a learning organization on the organizational level as well as group and individual levels by developing, improving and delivering relevant practices that support, enhance and encourage extra discretionary behavior. Professionals can support managers by providing appropriate HR practices and services. However, changing one element alone (e.g. continuous learning or courtesy alone) will not help the learning organization if other factors are not in place. Therefore HR practices should not be executed alone. Rather each practice should be delivered and applied in a determined way and in an all-inclusive perspective. This implies that enhancing a learning organization will require an integrated policy, integrating elements of culture management, organizational structure, job redesign and provision of effective leadership. This is by no means an easy act, which is why organizations that are successful in building this type of organization are likely to have a sustainable competitive advantage.

To become a modernizing workplace, employers of choice in the hotel industry must attract, motivate and retain talented employees. This reputation can only be achieved through creativity, innovation and compelling HR practices that benefit both the worker and their organizations. It is thus vital to monitor the organization-man engagement and extra discretionary attributes. In this vein, a periodical survey feedback approach is highly recommended. To increase generalizability of the present study, more studies in various industries representing diverse demographic cohorts are needed. Future research should continue to examine other contextual and relational factors of the work environment. Furthermore, more research about the impact of organizational citizenship behavior on learning organization is recommended in different geographic regions of the country. Both the organizational citizenship behavior and learning organization constructs studied need to be expanded to include leadership attributes for this study to be more generalizable.

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