

Research Article

EFFECTIVENESS OF ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL LEARNING OF THE OFFICIAL STAFF OF HUMAN RESOURCE MANAGEMENT OF NATIONAL IRANIAN ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON SOUTH OIL COMPANY

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ABSTRACT

This study aims to investigate the effectiveness of the organizational commitment and organizational citizenship behavior on organizational learning of the human resource management network of the National Iranian South Oil Company. This is an applied causal study. The research population consists of 347 of the official staff of the human resource management department of National Iranian South Oil Company. Using the stratified sampling method, 185 were selected. However, 200 questionnaires were administered and data analysis was conducted based on 185 using the SPSS and LISREL software. The measurement tools included questionnaires of organizational commitment, organizational learning, and organizational citizenship behavior. In order to analyze the data, descriptive statistics (frequency, percentage, mean and SD) and referential statistics (Pearson's correlation coefficient and structural equations) were used. The results showed that organizational commitment and organizational citizenship behavior have a positive effect on the organizational learning and organizational commitment has a positive effect on organizational citizenship behavior ($P < 0.05$).

Keywords: *Organizational Commitment, Organizational Citizenship Behavior, Organizational Learning*

INTRODUCTION

Nowadays, organizations need the efficient staff in order to achieve their goals. Therefore, efficiency of the organizations depends on the efficient of its human forces and staff. One of the major components affecting the performance of the staff is to provide the conditions for the staff to improve their learning. Organizational learning and consequently, a learner organization that is a new phenomenon, causes significant changes in the organizations has been seriously considered since the past three decades. In successful organizations, the learning speed is higher than the change speed. Organizations consider the learning as a tool that helps them to improve their performance and adapt themselves to the environmental changes (Farhang, 2009). Rapid development of the technology, public access to the information, collapse of the geographical boundaries of the knowledge, globalization, significant increase of the social demands for higher education and the growth of the industrial and commercial organizations for controlling the crises, turbulences, and threats and their survival in the modern competitive world show the importance of the leaning (Parviz, 2010). Organizational survival in the new changing world necessitates the well-timed proper reactions to the consequent environmental changes. Only the organizations are able to predict the necessities and environmental changes in the proper time and survive in the changing environment that focuses on the organizational learning. Learning process necessitates that the staff use the knowledge that they gain in their organizations in their behaviors (Khanalizadeh, 2010).

Therefore, although in the agricultural age, physical forces and in the industrial age, machineries are the main factors for survival, in the changing new era that is the era of communication and information, the main factor for the survival is the fast satisfactory learning. Because learning is the key element that is required by all organizations who tend to survive in the modern economic competitive world (Sharifi, 2008). Today, one of the most important goals of all organizations is to achieve the organizational growth

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in order to improve their profitability and job satisfaction. This makes clear the importance of the organizational learning and knowledge improvement in the individual staff of all organizations. Therefore, providing the optimum learning conditions for the staff so that they can evaluate and improve their acquired knowledge is the first and most significant step of this process (Manavipoor, 2010).

Staff's commitment to the organization and its goals as well as organizational citizenship behaviors of the staff, among others, are the main factors that increase the learning level of the staff. Generally, citizenship behavior is valuable and people show it voluntarily. Therefore, it is necessary to study and analyze this kind of behaviors in the organizations (Islami and Sayar, 2007). The effect of the staff's beyond the call of duty roles on their positive participation in the organizations performance have been much considered in academic and professional literature of the management. Organizational citizenship behavior among a variety of beyond the call of duty roles has been proved the most significant factor in the organizational effectiveness for the action-oriented managers, so that Coohen (2002) emphasizes on the citizenship behavior in all organizational dimensions and points out that organizational citizenship behavior improves the organizational effectiveness in a variety of ways (Sabzipoor, 2011).

Many components have been considered for the organizational citizenship behavior. The most important and agreeable ones include conscientiousness, generosity, civic virtue, respect, and altruism. These features improve the organizational learning level of the staff and consequently, the organizational effectiveness.

On the other hand, the rate of the organizational commitment may be effective in showing the organizational citizenship behavior that improves the organizational learning. Organizational commitment shows the extent to which organizational staffs consider themselves as a part of the whole organization and feel commitment to their organization. People with high rate of the organizational commitment remain in the organization, accept its goals and show high rate of the self-sacrifice. Therefore, organizational commitment of the staff is of great importance (Delgoshaei, 2008). Based on the above explanations, the importance of learning improvement of the official staff of the human resource management of the National Iranian South Oil Company for increasing their efficiency and effectiveness of the organizational commitment and organizational citizenship behavior as the main factor in increasing the organizational learning level are the main causes for conducting this study on effects of the organizational citizenship behavior and organizational commitment on organizational learning.

Literature Review

Organizational Citizenship Behavior

Citizenship behavior is valuable and people show it voluntarily. Therefore, it is necessary to study and analyze this kind of behaviors in the organizations (Islami and Sayar, 2007). Organ *et al.*, (1983) originally used the citizenship behavior term. Before this, some scholars such as Catz and Can differentiated between the performance of the function and innovative spontaneous behaviors in 1970s and 1980s and before them, Barnad (1938) stated the concept of cooperation tendency (Bohlooli *et al.*, 2010).

Organ believes that organizational citizenship behavior is a discretionary individual behavior that has not designed by the formal reward systems; however, it improves the effectiveness and efficiency of the organizational performance (Hoyon, 2009). Therefore, organizational citizenship behavior should be an arbitrary discretionary behavior not a pre-determined duty or a part of the formal duties of the people. This kind of behavior is not directly rewarded or is not appreciated by a formal organizational structure. It is a kind of behavior beyond the prescribed organizational behavior and is necessary for the organizational success or performance (Sanobari, 2008). Shtink (1991) believes that organizational citizenship behavior is a kind of behavior for helping the co-workers or the organization and contrary to the job performance; it is not as an formal duty. On the other hand, organizational citizenship behavior is an intentional behavior for helping the co-workers and managers. In fact, organizational citizenship behavior is not an intra-functional performance; it is a meta-functional one. Intra-functional performance includes those of job behaviors of the staffs that are stated in formal duties and roles of the organization and is identified and rewarded by the formal systems. Meta-functional performance is related to the job

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behaviors beyond the formal roles of the staff. These behaviors are arbitrary and are not considered in the formal reward system of the organization (Wares *et al.*, 2009).

Dimensions of Organizational Citizenship Behavior

Dimensions of organizational citizenship behavior from Organ's viewpoint

Organ proposed a multi-dimensional scale of the organizational citizenship behavior. This scale consists of five dimensions that form the structure of the organizational citizenship behavior. These five dimensions are as follows:

Organ (1998) presented multidimensional scale of organizational citizenship behavior. This scale consists of five dimensions that makes up the structure of organizational citizenship behavior, these five dimensions are:

Humanism: helping to colleagues and staff for doing tasks in unusual circumstances. Such as voluntary contributions to new or less experienced staff and help employees who may have been busy or have absence.

Loyalty: undertake the assigned tasks to the manner far beyond what is expected. Voluntary behavior in order to help the organization in which the employees go beyond the minimum requirements of their duties: such as voluntary behavior besides the main tasks, maintain organizational rules and do not waste work time. Magnanimity: Emphasizing the positive aspects of the organization rather than negative aspects. Staff willing to endure the conditions that have the least ideal conditions without any complaint.

Civic Virtue: require the support of administrative operations of organization. Valuing the organization affairs. Courtesy: Consult with others before take action, inform before action and exchange of information includes activities that prevent the work-related problems that may occur with others (Bohllooli, 2010).

Local Dimensions of Organizational Citizenship Behavior

Compatibility with other people, participate in community service, preserve the interests of self-examination organization, to keep clean the work environment (GhaffariAshtiani, 2009)

Global Dimensions of Organizational Citizenship Behavior

Far *et al.*, (2004) classified nine major citizenship behaviors as follows:

Humanism, loyalty, magnanimity, courtesy, civic virtue, participation duty, organizational loyalty, votes and comments (GhaffariAshtiani, 2009)

Dimensions of Citizenship Behavior from the Marcozy's View

Positive and active assistance, avoid behaviors that harm workers and the organization (Sanubari, 2008).

Dimensions of Citizenship Behavior from the Grahom's View

Grahom (1991) applied his theoretical perspective based on the political philosophy and modern theory of political science and show that there are three kinds of citizenship behavior:

Organizational obedience: This word describes the behaviors that their necessity and desirability have been identified and they accepted within a reasonable amount of discipline. Indicators of organizational obedience are behaviors such as respect to organizational rules, doing tasks completely and carry out responsibilities with regard to organizational resources.

Loyalty: Loyalties to the organization is different from loyalty to themselves, other people and organizational units and sectors, and reflects the dedication of employees on the way of organizational interests and protects and defend the organization.

Participation: This word emerges with the active participation of employees in corporate governance, such as attending meetings; share their ideas with others and an awareness of current issues of organization (Moqimi, 2005).

Dimensions of Citizenship Behavior from the Padsakof's View

Donor behaviors: The donor behaviors include Voluntary help to others or prevent the occurrence of work-related problems.

Magnanimity and forgiveness: Organ defined magnanimity and forgiveness as tendency to endure uncomfortable and inevitable conditions, without complaint and expressed discomfort.

Organizational loyalty: is the concept of goodwill and support of the organization.

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Organizational compliance: The concept of following organizations rules and procedures that includes compliance of rules and procedures even in the absence of monitoring.

Personal initiative: Extra-role behavior that is beyond the minimum requirements. Some of these behaviors include voluntary creative activities and innovative designs to improve the personal task or organizational performance.

Civil behavior: civil behavior as a macro-level of interest or commitment to the organization as a whole. Monitoring of the environment in order to identify opportunities and threats, even with personal cost is an example of these behaviors.

Personal Development: voluntary behaviors of employees to improve their knowledge, skills and their ability. It has this feature that learning a new set of skills in order to expand the scope of participation will done in the organization (Turker, 2011).

Organizational Commitment

Employees are our most valuable asset. It is manpower that can proceed for the organization goals with appropriate behavior or in the case of non-guidance go forward in the opposite direction of organization's goals (MDGs). Therefore, it is important to understand human behavior in management (Delgoshaei *et al.*, 2008)

Organizational commitment defines as the attachment or affiliation felt by the individual with the organization.

Macal (1995) defined organizational commitment in various forms as emotional attachment to the organization, acceptance of organization identity and recognition and attachment to the organization.

Porter *et al.*, (1984) defined organizational commitment as acceptance of the organization values and involved in the organization that includes measurement criteria such as motivation, desire to continue working and accepting the organization's values (Hussein *et al.*, 2009).

Organization commitment is an insight into employee loyalty to the organization and ongoing process that through participation in corporate decisions leads to the organization's success and organization welfare (Khanifar, 2009). Organizational commitment is a view that reflects the compatibility and interaction of the individual to organization (Gerifeyn, 1990).

Organizational commitment is to link people to the organization that is determined by three factors. a) Strong belief and acceptance of the organization's goals and values; b) the willingness to make great efforts for the organization; c) a strong desire to stay in the organization (Sarminahsamad, 2011). Chatma & Oreily (1986) defined organization commitment as support and emotional continuity with the goals and values of an organization, because of the organization itself (Hosseini *et al.*, 2009).

Meyir (2002) defined commitment as people's willingness to share power and allegiance to the social system. In this way, dealing with organizational commitment is considered emotional and psychological dependence commitment in which the person who is strongly engaged, identify itself with organization

The Process of Organizational Commitment

O'Reilly and Chatman how three steps to create organizational commitment:

1. Reception: person accepts the others impact in this step because he wants to receive more benefits with this acceptance.
2. Identification: In this stage, person accepts impact to achieve an appropriate and satisfying relationship. Commitment means continuity and desire to communicate with the organization, as it is attractive.
3. Internalization: The third and final stage is internal. At this stage, the individual know organizational values as internal incentives and consistent with their values. In other words, at this stage, organizations and individual values are compatible (Khanifar *et al.*, 2009).

Factors Affecting Organizational Commitment

Personal factors: job expectations, psychological contract, job selection factors and individual characteristics (age, sex, marriage, abilities, salary).

B. organizational factors: early experiences of work, scope of work, supervision, compliance with organizational goals.

C. non-organization factors: access to alternative employment.

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Madani (2005) conducted a study entitled “identify the factors affecting organizational commitment of Fojrobid gas refining company staff” and using the model of Meyer and Allen showed that organizational support, participation in decision-making, organizational justice, job promotion opportunities, job security and address the problems of employees are the factors affecting organizational commitment (Hosseini *et al.*, 2010). According to the exchange theory, relationship between employee commitment to the organization and the organization support of personnel could be bilateral. According to Maslow's theory of needs hierarchy, employees need to understand from others and efflorescence their talents. This need satisfied by creating a sense of participation and in this case, their interest and attachment to the organization will increase. According to the equity theory, if employees feel that their inputs and outputs are equal then their commitment to the organization will increase. Among the requirements is the need for progress that felt more in the higher levels of education. If organization wants to increase staff interest, it required to provide favorable conditions in terms of satisfying the need to develop educated staff in the organization. Based on the Maslow's theory of hierarchy of needs, as job security for staff increases then their interest and attachment to organization increase (Madani, 2005).

Organizational Learning

The main challenge of management is that employees encourage and empower knowledge to overcome the problems which may not predict. Therefore, employees should be able to learn. Learning concept dates back to 1900 a.d, when Frederick Taylor proposed transfer of learning to other employees to increase efficiency and improve the organization. However, Richaradeciyert and Jeiyman march (1963) first put together the two terms of learning and organization and show learning as an organizational phenomenon in the literature (Farhang *et al.*, 2011).

If arm strength in the agricultural age and machines in industrial age are the most important factors of survival, in the current variable time that is a product of information and communication technology and McLuhan called it global village and Manuel Castells called it information age, the only source of strength and durability of organizations is better and faster learning than competitors. Because learning is the main factor of organization that wants to persist in the modern world of economic and competitive environment. And required a key organization that wanted economic and competitive environment persist in the modern world.

Organizational Learning Process

According to the proposed definition, organizational learning process in organizations consists of several steps that organization move towards learning with its implementation. According to scholars and theorists, it can be outlined four main stages for organizational learning process as follows:

1. The acquisition and creation of information: consulting internal and external environment and identify and collect useful information for the organization and review the results and experiences of the past and create new information.
2. Interpretation and transmission of information: distribution and exchange of information between individuals, groups and different sectors of the organization and interpretation of data. It is important to attend the circulation of information and the type of communication at different levels of organization in this stage.
3. The use of information-creation of knowledge: the use of information in accordance with the requirements of the organization, the practical use of information and study its behavioral consequences and generate new knowledge and add it to the current systems of knowledge in organization.
4. Institutionalization of knowledge: generalization of new knowledge throughout the organization and its use in everyday activities and transforming theoretical knowledge to practical knowledge (Ghorbanzadeh *et al.*, 2010).

Organizational Learning Goals

Organizational learning objectives from the perspective of experts are as follows.

Vagson believes that organizations learn to modify and improve their power compatibility and performance against environmental change. Gerantham said that learning enables organizations to react more quickly and effectively to the dynamic and complex environment. The learning can also improve the

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quality of decisions. Landry also said that organizational learning is fundamental factor for innovation and creativity.

Bravenvagoeid considers learning as a bridge between work and creativity. Patagos show the learning and creativity as interdependent processes which make up two sides of a coin and consider creativity as a learnable skill that can flourish in different organizational levels (Roadster, 2002).

The relationship between organizational commitment, organizational citizenship behavior and organizational learning:

The relationship between commitment, organizational citizenship behavior and organizational learning is shown using Guest and Conway psychological model:

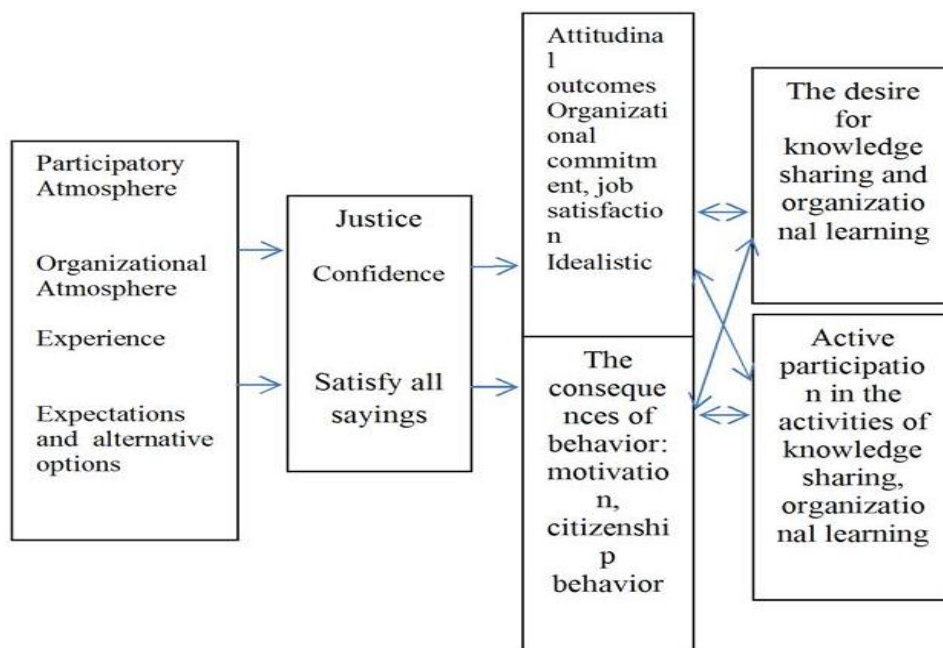


Figure 1: The psychological model of Guest and Conway (1997)

This model shows the relationship between commitment and organizational citizenship behavior with attitudes of sharing knowledge and organizational learning. In this model, the focus of the psychological contract linked with justice and confidence and expectations. Justice is equality and the extent to which employees rewarded and valued for their efforts. Confidence is related to the confidence of someone or something. Satisfying expectations is related to the extent to which employees believe that their main obligations from organization have been met.

In this model, organizational commitment is considered as a result of attitudinal, psychological contract. Positive psychological contract leads to the positive organizational commitment levels. Negatively, if the employees understand that their employers violate part of the contract then it will have negative impact on organizational commitment, loyalty and motivation. The psychological contract and organizational commitment leads to significant behavioral outcomes such as organizational citizenship behavior.

Attitudes and behaviors of organizational learning and knowledge sharing by employees affected by the level of commitment and organizational citizenship behavior. This model assumes that organizational commitment and organizational citizenship behavior affect the attitudes and behaviors in relation to sharing of knowledge and organizational learning.

Research Background

Ansari *et al.*, (2010) investigates the relationship between job stress, job satisfaction, organizational commitment and citizenship behaviors among 103 Iranian Offshore Oil Company's employees. The results using Amos software and structural equation model showed that there is an inverse relationship

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between job stress with job satisfaction and organizational commitment. There is a direct relationship between job satisfaction with organizational commitment and organizational citizenship behavior and there is a direct relationship between organizational commitment and organizational citizenship behavior. Jamali *et al.*, (2009) investigates the relationship between personal factors (job satisfaction) and organizational (organizational commitment, organizational atmosphere) and organizational citizenship behavior of Faculty members of the Azad University. The statistical population of faculty members was 3100 and 397 members were selected by cluster sampling method. To analyze the data, the one sample t-tests, Pearson correlation coefficient, and regression, structural equation were used. Results showed that job satisfaction, organizational commitment have positive impact on organizational citizenship behavior and organizational atmosphere has a negative effect.

Fmran (2011) conducted a study entitled “The relationship between organizational learning and organizational performance in Pakistan banks”. The statistical population is 110 senior executives of banks. Data were collected through questionnaires. The relationship of five indicators of organizational learning, continuous learning, and team learning, and empowerment, leadership as the independent variable and organizational performance as the dependent variable were analyzed through Regression. The results showed that there is a significant relationship between organizational learning and performance and continuous learning and empowerment are the most important factors that increase the performance whereas leadership and team learning have no considerable effect on performance.

Chang (2011) conducted a study entitled “The relationship between organizational citizenship and organizational commitment with organizational learning”. The study method is structural equation. The statistical populations were 12 employees of Taiwan Company.

The research structure investigates four indicators of organizational citizenship behaviors like altruism, conscience, civic virtue, honor and reverence and three dimensions of organizational commitment including affective, continuance, and normative commitment and four dimension of organizational learning including gaining information, information distribution, information interpretation and preservation of information. The results showed a positive relationship between citizenship behavior and organizational learning. There is a positive relationship between organizational commitment and organizational learning and a positive relationship between organizational commitment and organizational citizenship behavior.

Yahaya (2011) conducted a study entitled “The applications of organizational citizenship behavior on dimensions of organizational learning in Malaysia organizations”. The statistical sample was 318 employees of eight biotechnology organizations of Malaysia. The results using Pearson correlation and linear regression showed that there is a positive and significant relationship between citizenship behavior and its dimensions with organizational learning.

Hypotheses

Organizational citizenship behavior has a significant impact on organizational learning in formal staff of the National South Oil Company.

Organizational commitment has a significant impact on organizational learning in formal staff of the National South Oil Company.

Organizational commitment has a significant impact on organizational citizenship behavior of official staff of National South Oil Company.

MATERIALS AND METHODS

The study is a descriptive and applied research in terms of the collection of data, because in this study, there isn't any change in the variables and the existing conditions were studied. Since this study investigates the effect of organizational commitment and organizational citizenship behavior on organizational learning in formal staff of the National South Oil Company, it is a causal method.

Data Collection Tools

Measuring devices should assess the variables, concepts or phenomena to the necessary extent. Measurement provides necessary data for scientific research (Khaki, 2002).

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Researchers used questionnaires to access to the truth about the past, present or forecast future events and conditions. In most cases, questionnaires are easier and more scientific than interviews. It causes researchers to study larger samples. (Naderi *et al.*, 2001)

Three standard questionnaires were used in the study:

1. Organizational Citizenship Behavior Questionnaire (Dickinson, 2009)

This questionnaire consisted of conscientiousness, sportsmanship, civic virtue, altruism, respect and reverence dimensions, which contains 24 items. Items 1 to 5 are conscientiousness, items 6 to 10 are sportsmanship, items 11 to 14 are civic virtue, items 15 to 19 are altruism and items 20 to 24 are respect and reverence dimensions. Questionnaires are in Likert scale and each item are the five options of strongly agree, agree, neither agree nor disagree, disagree, strongly disagree that included the score of one to five. Each component have one score. A total score obtained from the sum of scores for citizenship behavior.

2. Three-factor Organizational Commitment Questionnaire (Labtamadyan, 2007)

The questionnaire consisted of affective, continuance and normative commitment, which has 24 items. Items 1 to 8 assess the affective commitment, items 9 to 16 assess the continuance commitment and items 17 to 24 assess the normative commitment. In this questionnaire, each item has five options of strongly agree, agree, neither agree nor disagree, disagree, strongly disagree that have the scores of 1 to 5 respectively. Each component has one score and a total score obtained for organizational commitment from sum of the scores.

3. Organizational Learning Questionnaire (Neef, 2001)

The questionnaire consisted of a shared vision, organizational culture, group working and learning, knowledge sharing, systemic thinking, collaborative leadership, staff competence development dimensions that has 21 items. Items 1 to 3 are for knowledge sharing, items 4 to 6 are for systemic thinking, items 7 to 9 are for cooperative, items 10 to 12 are for staff competence development, items 13 to 15 are for shared vision and items 16 to 18 are for organizational culture and items 19 to 21 are for assessing group learning. In this questionnaire each item has five options of strongly agree, agree, neither agree nor disagree, disagree, strongly disagree that included the score of one to five, respectively. A total score obtained for organizational learning from sum of the scores.

Methods of Data Analysis

To analyze the data of this study, the statistical procedures of correlation analysis was used. In order to find a relationship between variables, SPSS software and structural equation modeling using Lisrel software were used.

RESULTS AND DISCUSSION

Results

After collecting information in order to determine how acceptable the measurements indices to assess the latent variables, values of fit indices indicating approval measured patterns in the conceptual model of the study. This suggests that the indicators variables can assess the hidden variables as acceptable. One of the general indices to account for the free parameters in the calculation of indices is chi-square index that computes from a simple division of chi-square to model degree of freedom. If this value is between 1 and 5 then it is desirable (Klein, 2010).

Table 1: Fitting indicators of structural model

Fitting indexes	SRMR	RMSEA	GFI	AGFI	NFI	NNFI	IFI
Acceptable values	008>	008>	0.9<	0.9<	0.9<	0.9<	0-1
Calculated values	0.044	0.065	0.94	0.89	0.92	0.94	0.95
Result	Confirmation						

$$\frac{\chi^2}{df} = \frac{204.08}{87} = 2.345$$

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Moreover, because Root Mean Square Error of Approximation (RMSE) is equal to 0.065 and smaller than 0.08, the model is a good fit. Also, the other fitting parameters are within the acceptable range as shown in table 1.

Based on the table information (the model), it can be found that the model fits very well.

Structural Model Research

In hypotheses test using structural equation modeling, output of the software indicates that the structural model is appropriate for hypothesis. (χ^2 todf ratio is below 3, so χ^2 value is appropriate and low. The rate of RMSEA=0/065also indicates the suitability of the model structure). In other words, the observed data are based on a conceptual model of research. Figure 1 shows the structural model in the standard estimate state.

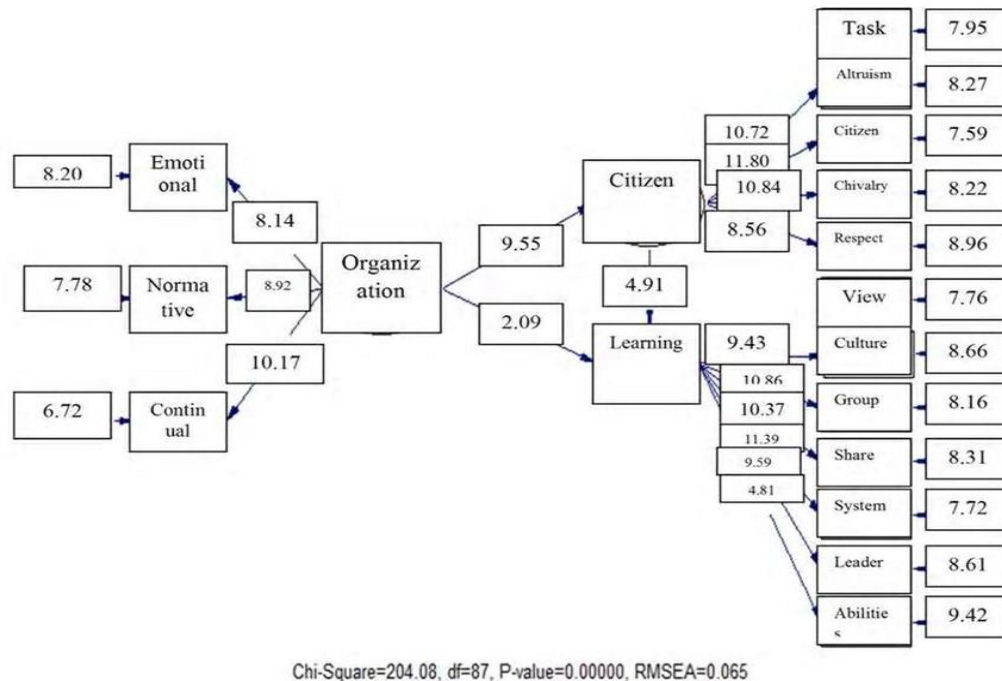


Figure 2: Standard values for structural research model

Figure 2 shows the significant coefficients and parameters of the structural model of organizational commitment and organizational citizenship behavior and organizational learning. Test coefficients are significant when their significance value is larger than 1.96 and smaller than -1.96. There is significant coefficients between organizational commitment, organizational citizenship behavior with organizational learning equal to 2.09 and 4.91, respectively. So the hypotheses are confirmed.

Discussion

According the results, organizational citizenship behavior and organizational commitment are functional behaviors that help to expedite the process of organizational learning. So we can say that efforts of commitment and organizational citizenship behavior of human resource management network of national oil company have a positive impact on organizational learning, and it can be said that the network of human resource management for the National Oil Company should promote commitment and organizational citizenship behavior to improve learning. Good citizens enabling organizations to apply scarce resources effectively and lowers costs of organization and allocation of resources to teaching staff. Story (2011) suggests that that staff commitment is one of the key issues associated with learning and knowledge sharing. Employees with high levels of commitment are less likely to leave the organization, they are more motivated and generally show more will to learn in organizations. Finally, organizational commitment increases organizational citizenship behavior and organizational learning.

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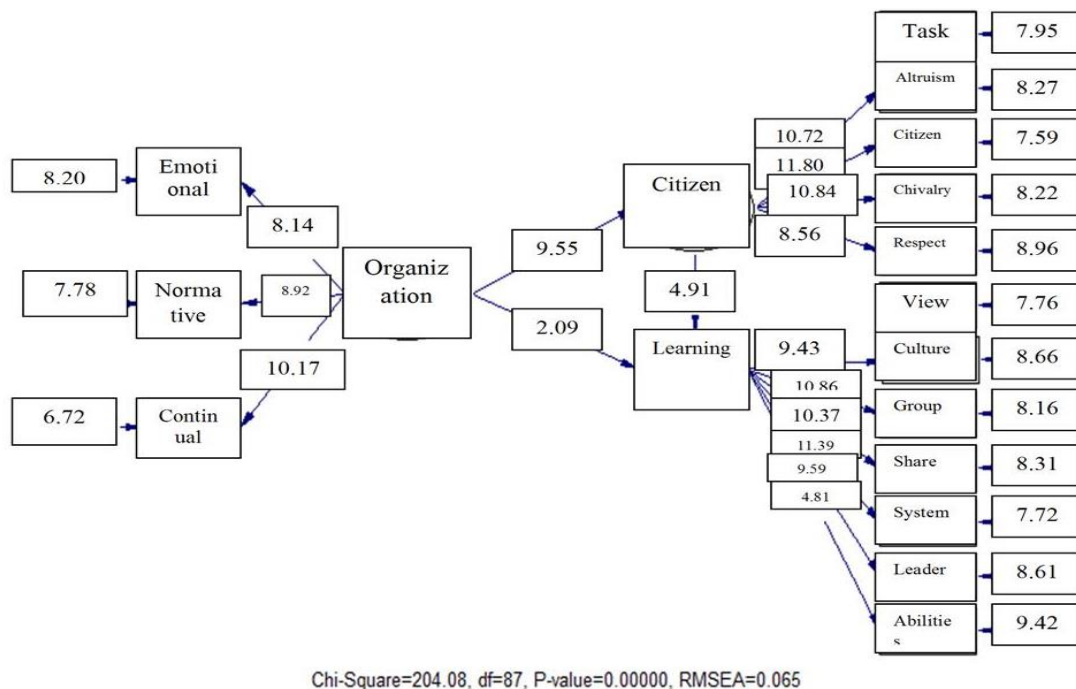


Figure 3: Significant values of research structural model

Suggestions for Future Research

1. Perform this research in other administrative organizations
2. Increase investment in research and development, holding workshops and training periods
3. Access to information and knowledge in the national and international level by organization
4. Awareness and inform employees of changes and benefits of the implementation of organizational learning
5. Investigate the other affecting factors on organizational citizenship behavior in human resources management network of National Oil Company
6. Investigate the other affecting factors on organizational commitment in human resources management network of National Oil Company
7. Investigate the other affecting factors on organizational learning in human resources management network of National Oil Company

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