

# Crafting Organizational Learning and Organizational Citizenship Behavior: An Empirical Study in Saudi context

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**Abstract:** *Organizational learning is one of the most widely discussed topics that has attracted a lot of attention in academia and industry circles. The concepts of leadership, job involvement, organizational culture and organizational learning serve as a competitive edge in business entities. However, there is scarce information about the factors that impact organizational learning with the effect of ethical and participative leadership, job involvement, organizational culture, and sense of community responsibility, and the organizational citizenship behavior outcome. This paper seeks to study the effect of different factors that affect organizational learning and the impact it has on organizational citizenship behavior. To this end, a model that examines the effect of ethical and participative leadership, job involvement, organizational culture, and sense of community responsibility on organizational learning has been developed, with its affect on organizational citizenship behavior. The paper is an empirical research on organizational learning with relevance to scholars, managers and employees. Data were primarily drawn from 167 randomly selected respondents from organizational managers and employees of private companies in Saudi Arabia. The data collected was analyzed using SPSS version 28 and MPlus 8.7. To determine the most important indicators that influence organizational learning, we analyzed by the method of factor analysis and structural equation modeling. Findings show that participative and ethical leadership, job involvement and sense of community responsibility significantly impact organizational citizenship behavior through the mediating effect of organizational learning. Organizational learning affects organizational citizenship behavior. The research recommends that in order to study organizational learning, employees should have ethical and participatory leadership, be involved in jobs, inculcate an innovative and supportive culture, and instill a sense of community responsibility in employees for organizational learning, growth and development. Employees have to work creatively and innovatively, be engaged in the work tasks and have a sense of community responsibility in their jobs. The research suggests that an ethical and participatory leadership, employees' job involvement, an innovation and support oriented organizational culture, and a sense of community responsibility, impact organizational learning.*

**Keywords:** Leadership, organizational learning, organizational culture, organizational citizenship behavior, job involvement, sense of community responsibility

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## INTRODUCTION

In an interdependent, unpredictable and dynamic environment, organizational learning environment is ever more complex and challenging. Managers are constantly figuring how to understand the disciplines of organizational learning. Today, learning is the starting point in the competitive business world and for adaptation with environmental changes, organizations require having a learning process (Kalantarian et. al 2012). It requires having a team where each individual is involved in the planning and goal achieving process, and building collaboration and communication among team members. There is a rise of global competition, and a pressure to exceed performance expectations, and firms are struggling to build their competitive position. The need for understanding how organizations learn and accelerating that learning is greater today than before (Senge, 1990). Organizations are striving to build an environment that is results oriented, risk taking, challenging and creative, sociable, and encouraging. To managers, employees' involvement and the organizational culture is fundamental. For improvements in the firm productivity, growth and profitability, business entities need effective leadership that drives the vision, and employee involvement to achieve individual and team goals, along with an organizational culture that facilitates innovation and collaboration among team members, and employees working for the good of the organization, coworkers, and others in society. The leadership style, employees' involvement and community responsibility, and organizational culture is critical in learning organizations. Leaders set the necessary conditions for the organization to develop an effective learning capability (Goh, 1998). Managers need to take the necessary actions and interventions to ensure that learning can occur (Shaw and Perkins, 1991). Leadership, job involvement, culture and sense of community responsibility seem to be the only imperative today in building learning organizations. Business organizations are focusing on leadership, employee involvement, community responsibility, and organizational culture for organizational learning. This is the key to enhancing organizational citizenship behavior, improving overall firm performance and effectiveness.

Organizational learning appears to be one of the most fundamental problems, and many researches (Berson et. al, 2006; De Long and Fahey, 2000; ElShanti, 2017; Manshadi, 2018; Mintzberg, 2014; Nafei et. al, 2012; Robbins and Judge, 2013) have been conducted to investigate the elements that influence organizational learning for achieving long lasting success. Organizational learning is the indicator of organization's capacity and potential for change (Lien, Hung, & Mclean, 2007). A number of outcomes including the organizational citizenship behavior of an organization depends on the organizational learning (Somech and Dranch Zahavy). Leaders, employees, strategies, organizational learning and behaviors are intertwined. A number of factors affect the organizational learning: the participative style of leaders, along with their values of ethics, the job involvement of employees, their sense of community responsibility, and organizational culture affects organizational learning. There have been research studies to evaluate the effect of various factors including leadership that not only predict organizational learning

(Vera, 2004; Xie, 2018) but also accommodate some of the outcomes that depart from organizational learning to organizational citizenship behavior (Kim and Park, 2019), and corporate performance (Stata, 1985).

Educators and policy makers have emphasized on organizational learning in researches and stressed on the importance of effects of organizational learning. Organizations in Saudi Arabia focus on organizational learning through effective leader strategies, employee job involvement, a sense of community responsibility and creating organizational culture. While the organizations focus on developing leaders and constructing the foundation of organizations that nurtures organizational learning, and focuses on vision, building a unified strategy and achieving strategic goals through teamwork and collaboration, there is a lack of quantitative studies on organizational learning. Previous studies have been conducted in Saudi context, including organizational learning in the transformation of the concept of learning organization (AlQahtani & Abdelaziz 2013) in academic universities. Organizational learning has been studied in the context in another study (AlShammari, 2020) where an investigation is conducted to study organizational learning, human resource management practices, knowledge management capabilities, and organizational performance. In a study of organizational learning in the Saudi banking industry, organizational learning (Nafei et. al, 2012), in studies of the outcomes of organizational learning, it concludes that organizational learning affects organizational performance (Nafei, 2015). Attia and Eldin (2018) also studied organizational learning and found its effect on performance in the context of the food industry in Saudi Arabia. Moreover, studies in leadership have been conducted in the context of school administration where principals' perceptions of their leadership ethics were studied in school administration (AlAidarous 2021; AlQahtani & Alkrdem, 2015; Alshehri & AlMekhlafi, 2022; Khalil & Karim, 2016). Despite the surge in organizational learning studies in academic context, there is a lack of empirical research available in the context of companies.

Other than the above mentioned, literature rarely addresses the relationship as a causal model between leadership, job involvement, organizational culture, sense of community responsibility, and organizational learning and its outcomes, especially in the context of Saudi Arabia. A few empirical studies exist to date, wherein the impact of these factors on organizational learning along with its effects in entirety was not the research focus. Ethical and participatory leadership, job involvement, organizational culture and sense of community responsibility affect organizational learning and organizational citizenship behavior towards the organizational entity, and influences the formation and development of organizational culture.

Therefore, this study sets to examine the factors that affect organizational learning and organizational citizenship behavior in private companies in Saudi Arabia. The study is significant as it extends the current research base to develop ethical and participative leadership, increase job involvement of employees, study organizational culture, and inculcate a sense of community responsibility in employees. In view of the lack of empirical research on organizational learning in Saudi Arabia, this study provides employee perspectives of organizational learning through some factors that affect organizational learning and the effect on the outcomes for success.

## **Statement of Problem:**

Some questions raised by scholars about organizational learning are as follows: What are the factors that influence organizational learning and organizational citizenship behavior? How do I encourage organizational learning? Do ethical and participative leadership, job involvement, organizational culture and sense of community responsibility predict organizational learning? Is organizational citizenship behavior a consequence of organizational learning? Clearly, a discussion on how to develop organizational learning is lacking in the literature.

Empirically, organizational learning is an ideal that up to this time has not often been effected in practice (Schabracq, 2003). Organizations have a range of problems that have to be solved by managers and employees. There is an increasing problem with a lack of clear goals and the ability to have broad goals without objectives to achieve those goals. Less involved employees who are unable to work together and are not committed to the organizations, and have vague ideas of solutions to solve problems. There is a need to build learning organizations with clear goals, monitor progress towards achieving goals, understand the situations as they evolve, and deal with external changes that affect it including environmental, market and technological changes. It is challenging and difficult for managers to build effective learning organizations. Moreover, with an increase in competition, and an increase in social and economic problems, exceptional leadership, and a study of organizational learning and employee behavior is necessitated. We assume that a study of leadership, organizational culture, job involvement and sense of community responsibility can facilitate organizational learning. Moreover, a study of the factors that influence organizational learning can help reduce the problem between leaders and employees, lack of involvement of employees, and problems in inculcating an organizational culture that positively influences organizational learning, dealing with the environment and organizational changes, and identifying problems that hinder organizational learning.

Frequently researched, organizational learning is influenced by leadership, organizational culture, job involvement and sense of community responsibility. To our knowledge, no previous studies exist on the predictiveness of ethical and participatory leadership, job involvement, sense of community responsibility, and organizational culture in organizational learning, and organizational citizenship behavior.

## **Contribution of article:**

The value of this study is two-fold. First, it identifies the effect of ethical and participatory leadership, organizational culture, job involvement, and sense of community responsibility on organizational learning in companies. Second, it establishes a model that analyzes the mediation of organizational learning between the factors that affect it and organizational citizenship behavior. It thus aims to fill a scientific gap in this field and make a contribution in organizational learning literature by concluding with the results, based on leadership, employees' job involvement, and sense of community responsibility, their perceptions of the organizational culture, in order to shape organizational behaviors through leadership,

job involvement, culture, and sense of community responsibility. The current study will assist organizations in understanding the organizational learning, providing theoretical and practical implications based on our findings.

### **Research Objectives:**

The research has the following objectives:

1. To examine the mediating effect of organizational learning in the effect of ethical and participatory leadership, organizational culture, sense of community responsibility, and job involvement, on organizational citizenship behavior
2. To identify the effect of organizational learning on organizational citizenship behavior.

### **Research questions:**

1. What is the mediating effect of organizational learning, in the effect of ethical and participatory leadership, organizational culture, sense of community responsibility, job involvement and organizational citizenship behavior?
2. What is the effect of organizational learning on organizational citizenship behavior?

## **LITERATURE REVIEW**

### **Theoretical Framework and Research Model**

The research framework of the relationship between the variables in this study is based on the social exchange theory. This theory has been applied to explain employer–employee reciprocity within the context of employment relationships (Blau, 1964). When organizations provide extensive learning opportunities for employees, they may have a positive impression of the organizations which, in turn, prompts employees to engage in social exchange. Employees' positive perceptions of their organizations can create an obligation to the organization so they will reciprocate with more citizenship behavior to benefit their organizations (Korsgaard et al., 2010). From a social exchange theory standpoint, citizenship behaviors are beneficial acts that employees do for an organization in exchange for benefits they receive from the organization (Kim and Park, 2019).

Social learning theory (Bandura, 1977; Bandura, 1986) sheds light on why some individual characteristics of the leader and situational influences are related to followers' perceptions of a leader as an ethical leader (Brown and Trevino, 2006). According to social learning theory, for leaders to be seen as ethical leaders by their followers, they must be attractive and credible role models. Social learning theory helps to explain why and how ethical leaders influence their followers. Social learning theory ([Bandura, 1977](#), [Bandura, 1986](#)) is based on the idea that individuals learn by paying attention to and emulating the attitudes, values and behaviors of attractive and credible models. In corporate environment, ethical leaders also focus attention on ethics by frequently communicating about ethics and making the ethics message salient. They

set clear and high ethical standards for others and follow these standards themselves. They also use rewards and punishments to influence followers' ethical behavior. Ethical leaders are characterized as honest, caring, and principled individuals who make fair and balanced decisions. Ethical leaders also frequently communicate with their followers about ethics, set clear ethical standards and use rewards and punishments to see that those standards are followed (Brown and Trevino, 2006). In our empirical research, we identify a number of factors that affect organizational learning that eventually enhance organizational citizenship behavior.

The organizational learning approach posits both contextual and cultural facets for inquiring into OCB as a context-related phenomenon. The structural facet consists of organizational learning mechanisms (OLMs), which are institutionalized structural and procedural arrangements, and informal systematic practices that allow organizations systematically to collect, analyze, store, disseminate, and use information that is relevant to the performance of the organization and its members (Popper & Lipshitz, 1999, 2000). Moreover, regarding organizational learning theory (Popper & Lipshitz, 1999, 2000), organizational learning demands the adoption of new cultural values and structural mechanisms, which eventually change the viewpoint and the role of the individual in the organization. This study builds on the organizational learning approach to study the relationship between the variables, organizational culture, organizational learning and organizational citizenship behaviors.

The research framework of leadership in organizational culture and learning builds on the Theory of V.J. Marsick and K.E. Watkins (2003) which explains how people shape culture for learning. They propose a learning process at two levels: learning at the individual level and learning at the organizational level. V.J. Marsick and K.E. Watkins (2003) emphasize that individual learning is related to organizational learning though not equal to it and support the idea that organizational culture is built by leaders and other key people, who learn from their experience, influence the learning of others, and create an environment of expectations. This theory forms the relationship of culture and organizational learning in this study.

### ***Ethical and participatory leadership, Organizational Learning, and Organizational citizenship behavior***

Scholars have emphasized the importance of leadership for organizational learning (Lei et. al, 1999; Senge, 1990; Brown et. al, 2005). Certain kinds of leadership, such as ethical and participative leadership, have a positive influence on organizational learning (Aragon-Correa et. al, 2005). In recent studies, leadership has been found to be a driver of learning in organizations (Do and Mai, 2020; Khurosani, 2018; Nyukoron, 2016; Yeo, 2008). According to Waldman et al. (2009) and Macneil (2001) leadership has played an important role in organizational learning and leaders are facilitators of organizational learning. According to some studies (Argote et. al, 2003; De Long and Fahey, 2000; Popper and Lipshitz, 2000) leaders transform organizational culture to facilitate organizational learning and build innovative and supportive cultures. Moreover, leaders nurture an environment for employees to be more engaged in, and preoccupied in their job. In organizational learning, employees' job involvement facilitates organizational

learning. The organizational leaders strive hard to align organizational strategies and objectives with employee's behaviors to stay competitive and more involved (Diefendorff et. al 2002). According to Garvin et al. (2008), leaders prompt dialogue and entertain diverse viewpoints, thereby encouraging people to learn and offer new ideas. Leadership can get organizations to the next level and achieving significant positive impact by creating results such as major business transformation, growth at scale, or a new offering that moves markets (Ashkenas and Manville, 2018). When people in power articulate a shared vision, provide necessary resources – and thereby act as a learning architect – people in the organizations feel empowered to learn (Hitt, 1995). Researchers have found that different leaderships affect organizational learning (Berson et. al, 2006; Lei et. al, 1999); strategic leadership (Vera and Crossan, 2004); transformational and transactional leadership (Xie et. al, 2018); and ethical leadership (Aragon-Correa et. al, 2005; Hamouda et. al, 2021).

Leadership is achieving significant positive impact by building an organization of people working together toward a common goal (Ashkenas and Manville, 2018). It demands high ethical and moral standards as leaders (Eisenbess, 2012). Brown, Trevino and Harrison (2005) defined ethical leadership as interpersonal relationships, the demonstrations of normatively appropriate conduct through personal actions, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making. Participative leadership involves the use of decision-making procedures that allow subordinates to influence important decisions, and grant them autonomy to design and guide their own tasks. It can take different forms, including consultation, joint decision-making and delegation (Yukl, 2006). Popper and Lipshitz (2000) contend leadership is the factor to affect organization learning. Leadership and organization learning are highly correlated and leadership can also improve the process and result of organization learning activities (Lam, 2002; Leithwood and Menzies, 1998; Leithwood et al., 1998; 1996). Prior studies have examined leadership in organizational learning (Nafei et. al, 2012). Leaders can enhance the capability of organization learning through conveying their vision and the learning opportunities created by leaders allowable for their subordinates can enhance organization learning as well (Edmondson, 2002; Gilley and Maycunich, 2000; Popper and Lipshitz, 2000). Moreover, leaders affect organizational culture by creating shared visions, correcting inappropriate behaviors, opening lines of communication, and integrating and educating new employees (Ruggieri & Abbate, 2013). Halbusi et. al (2020) have examined the effect of ethical leadership in predicting employee ethical behavior. The effect of ethical leadership, and trust on organizational learning have been studied (Anbari et, al, 2016; Xie, 2018). Furthermore, it is found that it has an effect on citizenship behavior (Huang et. al, 2021; Lu, 2014; Yang and Wei, 2018). With ethical and participative leadership, leaders have an influence on improving the employee performance. Leaders educate and train employees, motivate and instill behaviors within them, inculcate a culture that improves the performance of an organization, and instill a sense of community responsibility in employees. Studies have concluded how leadership and organizational culture can have a positive influence on organizational learning (Chang and Lee, 2007). Therefore, ethical and participatory leadership or its absence, can influence the organizational learning process. We assume the following:

H1: Ethical and participative leadership positive impacts organizational learning.

H2: Organizational learning mediates the relationship between ethical and participative leadership and organizational citizenship behavior.

### ***Organizational culture and organizational learning***

Denison (2000) defines organizational culture as a system of shared understanding held by members regarding an organization and this characteristic differentiates two organizations from one another. Organizational culture has also been defined as the pattern of shared values and beliefs that helps individuals understand organizational functioning and thus provide them norms for behavior in the organization (Dehpande and Webster, 1989). Hofstede (2001) has defined culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another.” A supportive organizational culture is friendly, trusting, warm, sociable, and relationships-oriented (Koberg and Chusmir, 1987). The sense of commitment that supportive organizations engender should cause members to share the values and beliefs of the organization. Organizations with an innovative culture are exciting, creative, driving, enterprising, challenging, and results oriented (Koberg and Chusmir, 1987). A supportive and innovative culture can encourage the organizational learning process. According to previous research organizational learning mechanisms are likely to yield productive learning if they are embedded in an organizational culture of shared values that foster inquiry, accountability and trust (Argyris & Schon, 1978). Another study reveals that organizational culture impacts organizational learning (Joseph and Dai, 2009). Lee and Chen (2005) show a positive influence of organizational culture on organizational learning. De Long and Fahey (2000) and Argote et. al (2003) suggest in their studies that organizational culture plays a key role on organizational learning.

An organization can promote an environment that reinforces learning and have employees whose attitude and behavior exceed job demands, are committed and competitive towards success. Therefore, on the basis of previous literature and results, this study proposes that:

H3: Organizational culture positively impacts organizational learning

H4: Organizational learning mediates the relationship between organizational culture and organizational citizenship behavior.

### **Job involvement, organizational learning and organizational citizenship behavior**

Job Involvement has been defined as a cognitive belief state of psychological identification with one's job (Kanungo, 1982; Lawler & Hall, 1970; Lodahl & Kejner, 1965; Rabinowitz & Hall, 1977). Job involvement can be defined as “the degree to which one is cognitively preoccupied with, engaged in, and concerned with one's present job (Paullay et al., 1994, p. 224). A high degree of involvement in one's job leads to intensified search activities and better information-seeking behavior, while low involvement levels describe a state of little cognitive effort (Baum and Kabst, 2013). Job involvement is considered by

many researchers to be a primary determinant of organizational effectiveness (Pfeffer, 1994) and individual motivation (Hackman and Lawler, 1971) and is considered to be a key factor influencing important individual and organizational outcomes (Lawler, 1986). Job involvement refers to how deeply employees are absorbed in the objectives, culture, and assignments of the organization (Joiner & Bakalis, 2006), and to how intricately attached they are to their immediate work (Khan et al., 2012).

Employees' involvement in assignments and an increased commitment within the organization enhances organizational learning. Job involvement that expands employees' ability to make decisions broadens the opportunities to learn through day-to-day work (Felstead, Gallie, Green, & Zhou, 2010; Gallie, Felstead, & Green, 2012). It has been shown how job involvement affects organizational learning. Job involvement is examined in previous studies to have a positive and significant effect on organizational learning (Ghanbari et. al, 2020; Varshney, 2020). Moreover, job involvement has been studied in predicting OCB and job performance in an empirical study (Diefendorf, 2002). Therefore, this study assumes that job involvement will affect organizational learning and predict OCB.

H5: Job involvement positively impacts organizational learning.

H6: Organizational learning mediates the relationship between job involvement and organizational citizenship behavior.

### **Sense of Community Responsibility, ethical and participative leadership, organizational learning and organizational citizenship behavior**

The principles of the theory of the sense of community are Spirit, Trust, Trade and Art where Sense of Community is viewed as a spirit of belonging together, a feeling that there is an authority structure, that can be trusted, an awareness that trade, and mutual benefit come from being together, and a spirit that comes from shared experiences that are preserved as art (McMillan and Chavis, 1986; McMillan, 1996). Nowell and Boyd (2010) define Sense of Community Responsibility as a feeling of duty or obligation to protect or enhance the well-being of a group and its members. It is a unique construct representing feelings of obligation and duty to protect and enhance the well-being of a community and its members. SOCR is a tool to measure a complementary but unique aspect of the community. It emphasizes the experience of community as a responsibility to examine the sense of community found in community collaborations. These are defined as groups of leaders from organizations, agencies, and community groups who meet regularly. They expect measures emphasizing responsibility for a community to have a stronger direct association to indices of engagement and leadership relative to models that emphasize perceptions of community as a resource. In the recent peer-reviewed literature, it is suggested that community oriented constructs are value-added in organizational settings (Barczak, Smith, & Wilemon, 1987; Brytting & Trollestad, 2000). It is found to have effects on employee well-being and engagement (Boyd, 2020) and on organizational citizenship behaviors (Rego and Cunha, 2008). Kets de Vries (2001) suggested that healthy organizations include a sense of belonging, a sense of community, and a preparedness to help

others. Sense of community responsibility contributes to organizational learning and building a positive organizational environment. Moreover, employees having a care value for others well-being is going to be greater when leaders guide and work together with employees. From the leaders and employees working together as a group, the purpose of organizational learning can be better achieved, that is to increase performance quantity and quality, which allows company to improve its sales volume, get more support, and preserve its customers and generate new customers. Sense of community responsibility is a strong predictor of leadership, and members with higher sense of community responsibility were more likely to be nominated as thought leaders and external champions by other members and were identified as leaders (Nowell and Boyd, 2014). The sense of community responsibility among members will affect the organizational learning process.

A shared level of understanding among group members is developed by managers' commitment towards creating a sense of community responsibility among employees, and effectively influencing group dynamics, and organizational learning process would be strengthened. Teams are effective vehicles for organizational learning and performance improvement (Argote et al. 2001, Guzzo and Dickson 1996, Leonard 1995, Nonaka and Takeuchi 1995, Senge 1990). Studies showed the organization's sense of community related to commitment (Aprile and Talo, 2015). Rego and Cunha (2008) showed that spirituality at work correlated to organizational commitment and that spirituality (with the dimension of team's sense of community) can potentially produce effects on factors like commitment, employee well-being, organizational citizenship behaviors, performance, and ultimately organizational-level factors that improve the longevity and health of the firm. Chen and Yang (2012) studied the impact of spiritual leadership on organizational citizenship behavior and showed that the values, attitudes and behaviors of leaders have positive effects on meaning and membership of employees, and further facilitate employees to perform excellent organizational citizenship behaviors. Including the altruism of assisting colleagues and the responsible conscientiousness toward organization. If leaders and employees together create a meaningful vision, employees feel the work and life are special and meaningful and the employee care values and behaviors insisted on by leaders make employees feel a sense of membership in the organization and create a culture that values mutual care (Chen and Yang, 2012). Moreover, Boyd and Nowell (2017) studied predictive capacity on employee well-being and OCB and found that sense of community responsibility predicts organizational citizenship behavior. In another study, the sense of community at work seemed to foster organizational citizenship behaviors and it improved the business professionals' organizational involvement in such organizational practices (Burroughs and Eby 1998). Thus, we assume that sense of community responsibility affects organizational learning. Moreover, on the basis of previous literature, we can assume that sense of community responsibility affects organizational learning and organizational citizenship behavior.

H7: Sense of community responsibility positively impacts organizational learning.

H8: Organizational learning mediates the relationship between sense of community responsibility and organizational citizenship behavior.

## **Organizational learning and organizational citizenship behavior**

Templeton et. al (2004) defined organizational learning as the set of actions (knowledge acquisition, information distribution, information interpretation, and organizational memory) within the organization that intentionally and unintentionally influence positive organizational change. Huber (1991) defines organizational learning as the processing of information with the aim to store knowledge in the organizational memory. According to Huber (1991), organizational learning consists of four constructs: (1) information acquisition; (2) information distribution; (3) information interpretation; and (4) organizational memory. A learning organization is characterized as one where the organization is able to establish clear goals, monitor progress towards those goals, and make appropriate adjustments to the dynamics of situations as they evolve (Spector and Davidsen, 2006). The purpose of organizational learning is to increase performance quantity and quality, which allows company to improve its sales volume, get more support, and preserve its customers and generate new customers. In addition, faster learning organizations develop strategic capabilities that enable the company to further strengthen a position of competitive advantage and improve the outcomes (Hosseini et. al, 2020).

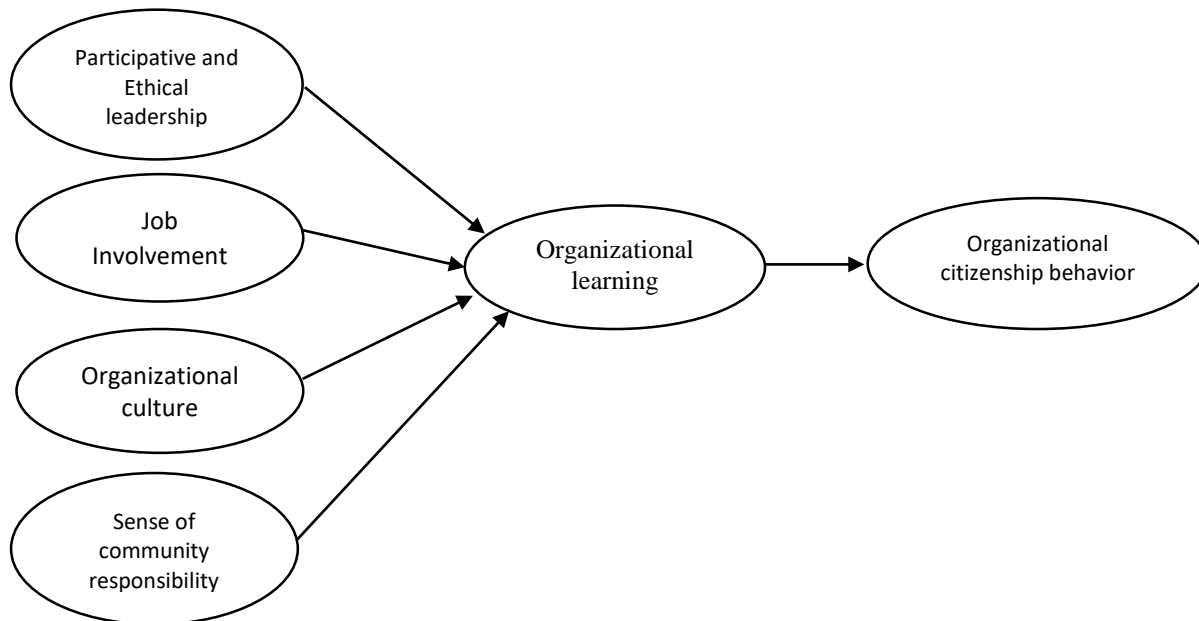
OCB is defined as discretionary behaviour directed at individuals or at the organization as a whole, which goes beyond existing role expectations, and benefits the organization and/or is intended to benefit it (Organ, 1988). Podsakoff et al. (2000) identified three contextual categories of OCB antecedents: task characteristics (e.g. task feedback: Podsakoff & MacKenzie, 1995); organizational characteristics (e.g. organizational formalization, staff support: George & Bettenhausen, 1990; Podsakoff & MacKenzie, 1995); and leadership behaviours (e.g. transformational leadership: Podsakoff, MacKenzie, Moorman, & Fetter, 1990). This study assumes that leadership will lead to organizational citizenship behavior through organizational learning.

The theoretical connection between learning and OCB was proposed by Simon (1990, 1993) that increased learning is associated with OCBs. Simon maintains that rational self-interest precludes certain types of behaviors (OCBs) that provide no obvious benefit to the individual. Moreover, organizational learning values might foster organizational citizenship behavior outcomes, because by promoting strategic thinking, individuals develop an organizational system approach, which expands their perspectives beyond their formal role (Senge, 1990; Senge, 1993). In previous studies, Somech and Zahavy (2010) confirmed the relationship between organizational learning and OCB, organizational learning structures and values are positively related to OCB that benefited the organization as a whole and individuals. Therefore, this study hypothesizes the following:

H9: Organizational learning positively impacts organizational citizenship behavior.

### **Research model**

The study proposes and examines the following hypothetical model:



## METHODOLOGY

### *Sample and Data Collection*

Employees in companies in the private sector were asked to participate in a survey that assesses the six variables in this study. The final sample contained 167 organizational leaders and employees of private companies in Saudi Arabia, approximately 47.9% of whom were male and 52.1% were female representing. The study achieved a high response rate 94%. Employees and managers participated in the questionnaire and were familiar with completing the survey. A questionnaire was constructed for this study with the objectives and explanation of the study.

Respondents filled a questionnaire consisting of 56 items that measured the six variables- ethical and participatory leadership, job involvement, organizational culture, sense of community responsibility, organizational learning, organizational citizenship behavior. The first section of the questionnaire probes respondents about the demographic information of respondents. Total scores on each measure were calculated by the average of items across the study. All items were responded on a 5 point Likert scale from 5-strongly disagree to 1-strongly agree. The questionnaire was mailed in February and data was collected in three months from March to May.

### *Measures*

The measures are adapted from previously developed scales. Respondents filled the questionnaire of items by a 5-point Likert-type response option format ranging from 1 (strongly agree) to 5 (strongly disagree)

for the seven variables. The model of fit indices confirm the scales' convergent, discriminant, and predictive validity.

### ***Ethical and participatory leadership***

Ethical leadership is measured by 10 items of the scale developed by Brown et. al (2005). Participative leadership is measured by 6 items of the scale adapted by Den Hartog (1997). The reliability of the scale is 0.930. The CFA results demonstrated that the scale has a poor fit goodness-of-fit indices ( $\chi^2 = 636.745$ ,  $\chi^2 /df = 636.745/ 104=6.12$ , CFI = 0.687, TLI = 0.639, RMSEA = 0.175, SRMR = 0.094).

### ***Job Involvement***

Job involvement was measured by the 9 item questionnaire developed by Kanungo, 1982; Lodahl and Kejner (1965). The reliability of the scale is 0.88. The CFA results demonstrated that the scale has indices ( $\chi^2 = 259.989$ ,  $\chi^2 /df = 259.989/27=9.63$ , CFI = 0.703, TLI = 0.604, RMSEA = 0.227, SRMR = 0.098).

### ***Organizational Culture***

Organizational culture is measured with 16 items on two dimensions of Wallach's (1983) scale; supportive culture and innovative culture with 8 adjectival traits on each dimension. The reliability of the scale is 0.925. The CFA results demonstrated that the scale has an acceptable fit index ( $\chi^2 = 598.055$ ,  $\chi^2 /df = 598.055/104=5.75$ , CFI = 0.702, TLI = 0.657, RMSEA = 0.169, SRMR = 0.091).

### ***Sense of Community Responsibility***

This was measured by a six-item scale by Nowell and Boyd (2014), with modifications to the referent (i.e., an organization and co-workers) measured sense of community responsibility (SOCR). The CFA results demonstrated that the scale has indices ( $\chi^2 = 136.566$ ,  $\chi^2 /df = 136.566/ 9=15.2$ , CFI = 0.751, TLI = 0.585, RMSEA = 0.291, SRMR = 0.090). The Cronbach's  $\alpha$  of the scale is 0.925.

### ***Organizational learning***

The study measures organizational learning. a scale of four items developed by Aragón et al. (2007) and García Morales, Lloréns Montes and Verdú Jover (2006, 2008a) and 5 items of the scale developed by Bontis et. al (2002). The CFA results demonstrated that the scale has an acceptable fit index ( $\chi^2 = 17.298$ ,  $\chi^2 /df = 17.298/2=8.65$ , CFI = 0.949, TLI = 0.848, RMSEA = 0.214, SRMR = 0.040). The Cronbach's  $\alpha$  of the scale is 0.84.

### ***Organizational citizenship behavior***

On a five point Likert scale, organizational citizenship behavior was measured by 5 items of the scale developed by Koys (2001). The CFA results demonstrated that the scale has an acceptable fit indices ( $\chi^2 = 57.069$ ,  $\chi^2 /df = 57.069/5=11.41$ , CFI = 0.885, TLI = 0.769, RMSEA = 0.250, SRMR = 0.057). The Cronbach's  $\alpha$  of the scale is 0.875.

**Data Analysis**

Data was collected from a sample of 167 employees in private companies in the manufacturing, service and retail industry in Saudi Arabia. The data collected was analyzed using SPSS version 28 and MPlus 8.7. To determine the most important indicators that influence organizational learning, and the factor analysis of the six variables, we analyzed by the method of confirmatory factor analysis and structural equation modeling. Tests for reliability and validity of the scales are conducted. Measurement modeling validates the relationship results of the model in this study. The analysis is done in two part on the software SPSS, where the mean, standard deviation, correlation are conducted while confirmatory factor analysis and structural equation modeling are done on MPlus to confirm the hypothetical relationships. The mean, standard deviation and frequency are calculated for the demographic information of the respondents. The Cronbach's alpha for the scales are computed for reliability of the scale. By confirmatory factor analysis, factor loadings and convergent, discriminant and predictive validity were computed.

*Descriptive Statistics*

Table 1 shows the characteristics of the sample. Our sample age group was from 26-35(53.3%), more than 35 years (32.9%) and 13.8% less than 25. The respondents are working in companies in the manufacturing (10.8%), service (58.1%), and retail (31.1%) industry. The respondents had completed high school education (3.59%), held a diploma (35.3%), a majority completed an undergraduate degree (50.3%), and completed postgraduate degree (7.8%). Most of the respondents have an average working experience of 0-5 years (26.3%) and 10-15 years (30%).

Table 1. Demographic Profile of Respondents

Characteristics of sample	Percentage
Gender	
Male	47.9%
Female	52.1%
Age	
Less than 25	13.8%
26-35	53.3%
More than 35	32.9%
Marital Status	
Single	24.6%
Married	75.4%
<i>Industry</i>	
Manufacturing	10.8%
Service	58.1%
Retail	31.1%

<i>Education</i>	
High School	3.59%
Diploma	35.3%
Undergraduate	50.3%
Postgraduate	7.8%
<i>Years of experience</i>	
0-5 years	26.3%
5-10	4.8%
10-15	30%
>10	4.8%

Table 2 shows the variables of this study and the descriptive statistics, including the mean, standard deviation, reliability, and inter item correlations of the variables. The correlations among the variables are positive and significant at  $p < 0.001$  and  $p < 0.01$  (Table3). The reliability is measured by the composite reliability, Cronbach's alpha, and average variance explained (AVE). The Composite reliability (CR) of the constructs is higher than 0.7 (Hair et. al, 2011) and Average Variance Explained values are higher than the threshold value of 0.5 (Bagozzi and Yi, 1988). This suggests an adequate level of reliability. These results provided the foundation for structural equation modeling.

No.	Variable	Mean	SD	$\alpha$	1	2	3	4	5	6
1	Participative and Ethical Leadership	3.19	0.80	0.93**	1					
2	Job involvement	3.20	0.79	0.88**	0.793**	1				
3	Organizational Culture	3.22	0.73	0.93**	0.804**	0.788**	1			
4	Sense of community responsibility	3.22	0.84	0.86**	0.706**	0.707**	0.773**	1		
5	Organizational Learning	3.20	0.88	0.84**	0.793**	0.720**	0.715**	0.685**	1	
6	Organizational Citizenship Behavior	3.23	0.89	0.88**	0.712**	0.672**	0.806**	0.664**	0.724**	1

*N=167. \*\*p < 0.01, p < 0.001*

**Table 3 Correlations among variables**

No.	Variable	1	2	3	4	5	6
1	Participative and Ethical Leadership	1					
2	Job involvement	0.79	1				
3	Organizational Culture	0.80	0.79	1			
4	Sense of community responsibility	0.71	0.71	0.77	1		
5	Organizational Learning	0.79	0.72	0.72	0.69	1	
6	Organizational Citizenship Behavior	0.71	0.67	0.81	0.66	0.72	1
	CR	0.93	0.88	0.93	0.86	0.85	0.91
	AVE	0.45	0.45	0.44	0.51	0.59	0.65
	Cronbach's $\alpha$	0.93	0.88	0.425	0.859	0.84	0.875

*N=167. CR=Composite Reliability. AVE=Average Variance Explained*

We assessed the convergent validity by the standardized item loadings. The CFA results show that all the factor loadings are greater than 0.7 and thus all of the loadings are significantly related to the factor (See Appendix Table 4).

### *Measurement Model*

We performed a two step SEM strategy to test the model by the software program Mplus 8.7. First a confirmatory factor analysis for the 6 factor model was performed to confirm the loading and significance of all the items of the study. Second, the hypothesized model was tested by a series of structural models. The combined cut off indices commonly cited in literature (Hu and Bentler, 1999) were the basis for evaluation (i.e. CFI, Chi Square, RMSEA, TLI and SRMR). After performing CFA, factor loadings of all items are substantial ( $>0.40$ ) and statistically significant  $p<0.001$ . CFA showed that there is significant correlation of the items to their factors. The covariance between the factors is significant and positive. The results show the evidence of convergent validity as all loadings are highly loaded on their own constructs, as in Table 4. All the items had significant factor loadings greater than 0.40 and were retained. Goodness-of-fit indices presented an acceptable model fit, i.e.  $\chi^2 = 3937.881$ ,  $df = 1469$ ,  $\chi^2/df = 2.68$ ; CFI = 0.7; TLI = 0.6, RMSEA = 0.100 (90% CI 0.097-0.104, SRMR = 0.07). By confirmatory factor analysis, factor loadings and convergent, discriminant and predictive validity were computed.

### *Model Testing*

The R squared values, coefficient of determination 67% of the overall model variance is explained by organizational learning, and 69.5% of the deviation of the model is dependent on organizational citizenship behavior. To assess discriminant validity, we compared the original model with alternative models. Each alternative model was created by restricting the correlation of two constructs from the original model to unity (Flynn, Huo, and Zhao, 2010). We conducted a series of chi-square difference tests and the results provided evidence for discriminant validity, showing a statistically significant difference between the original and the six alternative models. The proposed original six factor model significantly fit the data better when compared to other models (Table 5).

Table 5 Comparison of measurement models tested and Fit indices.

Models	$\chi^2$	df	$\chi^2/df$	RMSEA	CFI	TLI	SRMR	$\Delta\chi^2$	$\Delta df$
<b>Baseline Model</b> -6 factor model	3937.881	1469	2.68	0.100	0.662	0.646	0.07		
<b>Model 2:</b> 5 factor (job involvement and organizational culture combined)	4023.246	1474	2.73	0.102	0.651	0.635	0.071	85.4	5
<b>Model 3:</b> 5 factor (participative and ethical leadership and sense of community responsibility combined)	4049.014	1474	2.75	0.102	0.651	0.632	0.072	111.1	5
<b>Model 4:</b> 4 factor (job involvement, organizational culture, and sense of community responsibility combined)	4079.074	1478	2.76	0.103	0.644	0.629	0.072	141.2	9
<b>Model 5:</b> 3 factor (PEL, JI, OC, SOCR combined)	4215.634	1481	2.85	0.105	0.626	0.611	0.073	277.8	12
<b>Model 6:</b> Single factor model	4337.303	1484	2.92	0.107	0.609	0.595	0.073	399.4	15

### Mediation Analysis

We conducted structural equation modeling for a mediation analysis of organizational learning on the effect of job involvement, organizational culture and sense of community responsibility on organizational citizenship behavior. The hypothesized mediational model fit the data well as revealed by the indices ( $\chi^2 = 3937.9$ ,  $\chi^2/df = 2.68$ , CFI = 0.7, TLI = 0.6, RMSEA = 0.1) and SRMR = 0.07. All the path coefficients in the proposed directions were positive and significant at p value < 0.05 and standardized factor loadings positive except the indirect path showing the effect of job involvement and organizational culture on organizational citizenship behavior. The ethical and participative leadership, job involvement, and sense of community responsibility had significant and positive effects on organizational citizenship behavior via mediation of organizational learning. The organizational learning variable mediated the effect of PEL, JI, OC and SOCR on OCB. The direct effects of the variables on organizational learning is significant at p < 0.05 except organizational culture on organizational learning ( $\beta = 0.046$ , p > 0.05). Among the direct effect of the variables on organizational citizenship behavior, only organizational culture on organizational citizenship behavior is significant ( $\beta = 0.604$ , p < 0.05). Job involvement has a non-significant effect on OCB ( $\beta = -0.034$ , p > 0.05) = 0.046, p > 0.05). The mediation effect of organizational learning in job involvement and organizational citizenship behavior is non-significant. The mediational model is an

excellent and exact fit based on the combined cut off indices (Chi-square, CFI, TLI, RMSEA, and standardized root mean residual SRMR) suggested in literature (Hu and Bentler, 1999; Mathieu and Taylor, 2006).

Results showed that participative and ethical leadership is positively related to organizational learning and H1 was supported ( $\beta=0.502$ ,  $p<0.01$ ). The effect of organizational culture on organizational learning was statistically insignificant ( $\beta =0.046$ ,  $p >0.01$ ). H3 was rejected. With the mediation effects, organizational learning mediated the effect of participative and ethical leadership and organizational citizenship behavior ( $\beta =0.155$ ,  $p <0.01$ ). Moreover, the effect of organizational learning in mediating the effect of organizational culture on citizenship behavior was insignificant ( $\beta =0.014$ ,  $p >0.05$ ). Therefore, H2 was supported, while H4 was rejected. Job involvement correlates with organizational learning on approximately a p value at 0.05 ( $\beta =0.155$ ,  $p <0.05$ ) and unexpectedly, in the mediation path the p value is not statistically significant ( $\beta =0.048$ ,  $p >0.05$ ). Hence, H5 is supported while H6 is rejected. Sense of community responsibility is positively correlated to organizational learning ( $\beta =0.185$ ,  $p <0.05$ ) and correlated with organizational citizenship behavior through mediation of organizational learning ( $\beta =0.057$ ,  $p <0.05$ ). Thus, H7 and H8 were supported. Organizational learning related positively with organizational citizenship behavior ( $\beta =0.309$ ,  $p <0.01$ ). Consequently, H9 is supported. shows the results. In conclusion, H1,H2, H3, H5, H7, H8, and H9 were supported on the basis of positive and statistically significant path coefficients and  $p <0.05$ . H4 and H6 is rejected. Table 6 concludes with the results. Results of total effects and specific indirect and direct effects are presented in Table 7.

Table 7 Relationships

	Direct effects	Indirect effects	Total effects
Direct Effects			
PEL->OL	0.502(0.084)	-	
JI -> OL	0.155(0.081)	-	
OC -> OL	0.046(0.090)	-	
SOCR -> OL	0.185(0.073)	-	
OL →OCB	0.309(0.07)	-	
PEL→OCB	0.003(0.089)	-	
JI→OCB	-0.034(0.079)	-	
OC→OCB	0.604(0.087)	-	
SOCR→OCB	0.007(0.072)	-	
Indirect effects			
PEL→OL→OCB		0.155(0.309)	0.048
JI→OL→OCB		0.048(0.309)	0.015
OC→OL→OCB		0.014(0.309)	0.004
SOCR→OL→OCB		0.057(0.309)	0.018

*N=167.*

To test the indirect effect of mediation of organizational learning in the effect of PEL, JI, OC and OL on OCB, we used the bias corrected (BC) bootstrapping confidence interval procedure and extracted 1000

bootstrapped samples from the data set based on random sampling. After conducting a direct effect mediation model, results are depicted in Table 8. Table 8 shows the results of the mediation analyses of the paths. The indirect effect of participative and ethical leadership on organizational citizenship behavior was statistically significant ( $\beta = 0.155$ , 95% BC bootstrap CI [0.053, 0.277]). The indirect effect of organizational learning in the effect of job involvement on organizational citizenship behavior was insignificant ( $\beta = 0.048$ , 95% BC bootstrap CI [-0.01, 0.136]). The indirect effect of organizational learning in the effect of organizational culture on organizational citizenship behavior was not statistically significant ( $\beta = 0.014$ , 95% BC bootstrap CI [-0.062, 0.074]). The indirect effect of organizational learning in the effect of sense of community responsibility on organizational citizenship behavior was significant ( $\beta = 0.057$ , 95% BC bootstrap CI [0.009, 0.123]).

Table 8	Model Pathways	Indirect effect	P value	95% CI	
Indirect effects and 95% confidence intervals (CI) for the final mediation model				Lower	Upper
	PEL → OL → OCB	0.155	0.007	0.053	0.277
	JI → OL → OCB	0.048	0.206	-0.010	0.136
	OC → OL → OCB	0.014	0.671	-0.062	0.074
	SOCR → OL → OCB	0.057	0.050	0.009	0.123
<i>N=167. Bootstrap samples = 1000, P&lt;0.05, p&lt;0.01</i>					

The structural path analyses of the model is shown in Fig. 2. The indirect effects of the mediation effect of organizational learning show that ethical and participative leadership and sense of community responsibility are significant paths to organizational citizenship behavior. The indirect effect of job involvement and culture on organizational citizenship behavior via organizational learning is insignificant. We also found that organizational culture has an insignificant effect on organizational learning. Learning mediates ethical and participative leadership, and sense of community responsibility significantly.

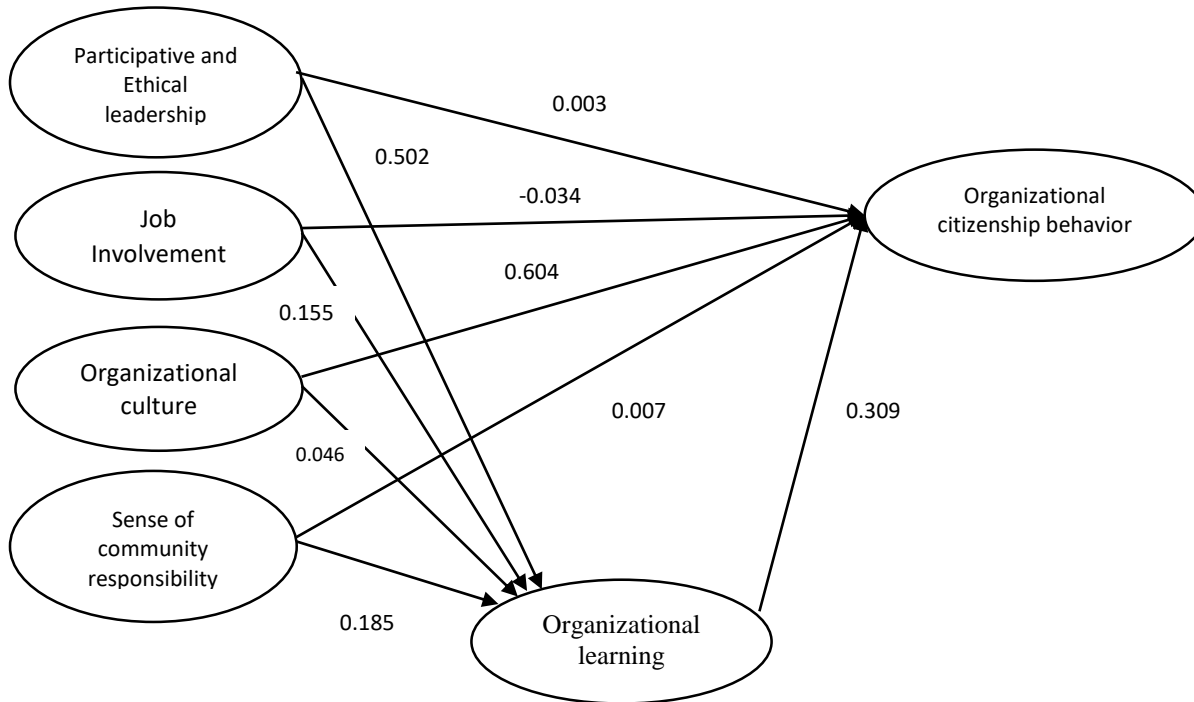


Figure 1: Results of structural path analyses with unstandardized path coefficients. For all items constructed, latent variables were significant at  $p < 0.05$ .  $N = 167$ .

## DISCUSSION

The purpose of this study is to examine the effects of leadership style, the level of job involvement, the organizational culture, and sense of community responsibility as perceived by followers. We examined the effect of the variables with organizational learning and organizational citizenship behavior and compared for consistency with previous literature and findings. The sample of the study was concentrated on employees in private companies in Saudi Arabia. Our findings suggest that ethical and participative leadership, job involvement, organizational culture and sense of community responsibility are key factors of organizational learning in which leadership, job involvement, and sense of community responsibility are a crucial agent.

Our study finds that ethical and participative leadership affects organizational learning directly and through mediation of organizational learning, it affects organizational citizenship behavior. In a previous study, ethical leadership was found to affect employee behavior (Halbusi et. al, 2020). This type of leadership is important in reducing problems of unethical behavior of administration workers related to trust, honesty, interactional fairness, abusive supervision and in predicting willingness to report problems

to management (Brown et. al, 2009). According to Dhar (2016), it encourages employee performance and innovative work behaviors. Participative leadership style will help maintaining relationships with external stakeholders, and result in joint problem solving by supervisors and employees. This type of leadership is helpful in cross-cultural leadership context, and reinforces joint decision making and having open-minded discussion of opposing view (Chen and Tjosvold, 2006). Our findings provide the importance of more ethical and participative leadership style for increased organizational learning and more trust, commitment and organizational citizenship behavior from employees. In a study, participative leadership was found to have an effect on job performance and organizational citizenship behavior (Miao et. al, 2014). This study concludes that the mediating effect of organizational learning on the relationship between the participative and ethical leadership behavior and organizational citizenship behavior is significant. We reinforce that an improved communication between individuals in planning and implementing strategies, and ethics in behavior and procedures will make it a learning organization that establishes clear goals, monitors progress and processes information for growth and development.

This study finds the effect of job involvement in predicting organizational learning is significant. There is consistency with previous studies where the results of job involvement in organizational learning are significant (Manshadi et. al, 2018). Our finding indicates that information acquisition, distribution and processing for the firm's development helps in crafting a learning organization and owes to the employees being involved in their work. In human resource management, employee involvement is essential for firm to achieve objectives and milestones. However, according to this study, there is no mediating effect of organizational learning in job involvement and organizational citizenship behavior. It is an individual orientation to be involved in the job, and being engaged to the work does not necessarily mean that the individual is willing to commit to the organization. Employees may leave the organization due to other factors he attributes to in evaluating the present job, and perceive some other job as better for its compensation, the nature of work, the person job-fit, person-organization fit and processes. In this study, job involvement does not predict organizational citizenship behavior, and our study does not find support for mediation of organizational learning in job involvement and organizational citizenship behavior. Nonetheless, managers shall realize the significance of job involvement in human resources policies to foster a high level of employee involvement on the job, in which organizational leaders can help ensure the effective productivity of satisfied employees in a purposefully developed learning organizational context (Varshney, 2019).

The culture comprises an artifact of what people believe and how people behave and reinforces innovative work behavior (Tidd et. al, 2001). Nurturing a learning culture where employees acquire knowledge and share with other team members to educate each other and work creatively to develop new ideas, products, and procedures build a learning organization. A supportive culture in which employees are sociable, relationship oriented, and trusting, and an innovative culture that is risk taking and challenging in inventing new ideas, products, and processes is important in organizational learning. The innovative and supportive culture creates a firm that is productive and efficient, and has a focus on improving quality.

We find an innovative and supportive culture in the sample firms. We also find that organizational culture has a statistically insignificant effect on organizational learning. According to previous literature, in organizations where there is a crystallized culture, the space for learning and innovation is limited, and change is difficult (Rebelo and Gomes, 2010). Hodgkinson (2000), Salaman (2001) and Schein (1992) emphasize organizational culture as a resistance factor (even a blockade factor) of the development of organizational change programs that imply learning. And Salaman (2001), based on Van de Ven (1986), states that the older large and successful companies are, the higher the probability of having a set of systems and structures that inhibit learning and innovation. A study of older companies has shown less cultural orientation towards learning (Rebelo and Gomez, 2010). Our study finds that culture is insignificant to organizational learning, and the insignificant mediation effects of organizational learning in the effect of culture on organizational citizenship behavior. Our research enriches the literature on organizational culture in the context.

Our findings conclude that sense of community responsibility has a profound effect on organizational learning. Sense of community responsibility is value added in organizational settings. Employees having a care value for others contributes to the well-being of others and to the society. We find that this environmental commitment affects organizational learning, and more individuals will gain new knowledge and disseminate it for the firm's use. It leads to greater commitment of employees to their firms and organizational citizenship behavior from a social perspective (Wang et. al, 2017). Our finding is consistent with previous literature (Rega and Cunha, 2008; Kets, 2001).

Organizational learning and organizational citizenship behavior is not entirely driven by an individual person's job involvement, or only on his sense of belonging to the organization and willingness to help. Neither is it solely a subset of the entire team's effort in making an organizational culture. It is most significantly dependent on a combined effect of ethical and participative leadership, job involvement, organizational culture and a sense of community responsibility. In fact, organizational learning steers on these factors that affect it and the factors strengthen the process of organizational learning and result in greater commitment and citizenship behavior with the organization. In addition, ethical and participative leadership, job involvement, organizational culture and sense of community responsibility have been found to be the embedded unifiers that link the various antecedents of organizational learning to the organizational citizenship behavior outcome. We find job involvement to have a significant impact on organizational learning. However, in the mediational path of the effect of job involvement on organizational citizenship behavior via organizational learning, it is insignificant.

Organizational citizenship behavior would be considered the most significant change brought about by organizational learning. Job involvement does not affect organizational learning and organizational citizenship behavior. This could be because being involved at work contributes more to an individual's growth and can affect group processes more rather than organizational learning. Higher motivation and

commitment to achieve goals reason may be better predictions of job involvement. Ethical and participative leadership has an effect on organizational learning and leads to organizational citizenship behavior (Edmondson, 2002; Lam, 2002). Our findings are consistent with previous studies (Huang et. al, 2021; Lam, 2002; Lu, 2014; Xie, 2018). Contradiction with previous literature, we find that organizational culture has insignificant effects on the organizational citizenship behavior via organizational learning (Joseph and Dai, 2009; Lee and Chen, 2005). Moreover, we also find that a sense of community responsibility has an effect on organizational learning and organizational citizenship behavior. The conclusions are supported by previous literature (Boyd and Nowell, 2017; Burroughs and Eby 1998). Consistent with previous findings, our findings conclude that organizational learning has a direct effect on organizational citizenship behavior (Senge, 1990; Simon, 1990; Somech and Zahavy, 2010).

The framework of this study is valuable in understanding the factors that affect organizational learning for building firm success and an environment that realizes the essence of job involvement, ethical and participatory leadership and community responsibility. The factors are major contributors for managing people and organizational procedures. Our research model and the findings of this research are key elements that highlight ways for the management of the people in organizations and building an effective environment and society.

### **Limitations**

The main limitations of this paper are the cross-sectional design of the empirical research and the sample being limited to Saudi Arabia. The results of the study would vary in other contexts. Future studies should examine the model and verify the results. Moreover, the sample size is limited to 167 managers and employees. The results would vary in specific service and retail industry organizations while the sample size could be increased in future studies for generalization purpose.

### **Implications**

The current study provides an increased understanding of organizational learning literature. In this study we demonstrated the importance of factors that affect organizational learning. Employees are believed to have an ethical and participatory style of leadership, be engaged in their job, and have a sense of community responsibility. Our study also offers an important contribution to the leadership, organizational culture, sense of community responsibility and organizational citizenship behavior literature.

Findings can guide managers' efforts in the focus on effective ethical and participative leadership, and the development of an organizational culture which fosters organizational learning and citizenship behaviors. In order to study organizational learning, companies should lay an emphasis on adapting an ethical and participatory leadership style. The research suggests that with ethical and participatory leadership, organizational learning would be more effective. Ethical leadership will improve interpersonal relationships through two-way communication and assist decision-making procedures. The relationship

between the administrator and workers will be strengthened. Through adopting a participative leadership style, creating relationships of managers with stakeholders will result in increased support, loyalty and a sense of ownership (Rok, 2009). This study reinforces ethical and participative leadership style in companies for a demonstration of honesty, fairness, integrity and respect for all individuals. Moreover, managers need to adopt a participative leadership that will improve interaction among the people. Aside from having structures and procedures, the interaction and collaboration of humans is important for operational excellence (Collins and Purras, 1997). It will make stakeholders perceive them as top corporate citizens.

Firms need to involve employees in their present jobs, inculcate an innovative and supportive culture, and create a positive organizational environment through sense of community including a sense of belonging, a sense of community, and a preparedness to help others. Employees should work day by day on achieving short term and long term objectives while contribute to creating an innovative culture and work on projects with engagement and involvement, strengthen their communication and team working skills, and nurture an environment with teamwork and collaboration. Managers should also increase job involvement of employees by implementing training programs and activities that enable them to understand their work, and that improve the relationship between employees and managers, while motivating and planning strategies to inculcate a supportive and innovative culture in its plans. In addition to this, employees must have a sense of community responsibility to help others. This is fundamental in organizational learning, in crafting a learning organization, and increasing employee citizenship behavior.

Factors that affect organizational learning and organizational citizenship behavior are based on organizational leadership with a focus on employee and firm growth, development and profitability. Several immediate concerns are the elimination of barriers to learning and growth, improvement on making employees more engaged in their work, development of a culture that supports employees and encourages innovation in the way jobs are done and innovation in thinking creatively, plan in training activities and workshops to instil a sense of community responsibility in the workforce, and institutionalization of organizational learning as integral to work practices.

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**Appendix**

Table 4. Measures and Factor loadings

PEL1 My executive asks for my opinion.	0.621
PEL2 My executive asks me to suggest how to carry out assignments.	0.622
PEL3 My executive consults me regarding important changes	0.636
PEL4 My executive lets me influence decisions about long-term plans and directions.	0.698
PEL5 My executive allows me to set my own goals.	0.730
PEL6 My executive gives me considerable opportunities for independence and freedom.	0.669
PEL7 My supervisor listens to what employees have to say	0.721
PEL8 My supervisor disciplines employees who violate ethical standards	0.626
PEL9 My supervisor conducts his/her personal life in an ethical manner	0.698
PEL10 My supervisor has the best interests of employees in mind	0.714
PEL11 My supervisor makes fair and balanced decisions	0.658
PEL12 My supervisor can be trusted	0.603

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PEL13 My supervisor discusses business ethics or values with employees	0.701
PEL14 My supervisor sets an example of how to do things the right way in terms of ethics	0.748
PEL15 My supervisor defines success not just by results but also the way that they are obtained	0.656
PEL16 My supervisor when making decisions, asks what is the right thing to do?	0.662
JI1 I'll stay overtime to finish a job, even if I'm not paid for it.	0.663
JI2 The major satisfaction in my life comes from my job.	0.801
JI3 The most important things that happen to me involve my work.	0.761
JI4 Sometimes I lie awake at night thinking ahead to the next day.	0.681
JI5 I have other activities more important than my work.	0.625
JI6 I live, eat, and breathe my job.	0.699
JI7 To me my work is only a small part of who I am.	0.553
JI8 I am very much involved personally in my work.	0.622
JI9 Most things in life are more important than work.	0.594
OC1 This organization is risk taking	0.604
OC2 This organization results oriented	0.659
OC3 This organization is creative	0.671
OC4 This organization is pressurized	0.411
OC5 This organization is stimulating	0.708
OC6 This organization is challenging	0.363
OC7 This organization is enterprising	0.632
OC8 This organization is driving its environment and employees	0.657
OC9 The organization is collaborative	0.725
OC10 The organization is relationships-oriented	0.726
OC11 The organization is encouraging	0.672
OC12 The organizational culture is sociable	0.698
OC13 The organization has personal freedom	0.765
OC14 The organization culture is equitable	0.805
OC15 The organization is safe	0.703
OC16 The organization is trusting its employees	0.712
SOCR1 It is easy for me to put aside my own agenda in favor of the greater good of my organization.	0.604
SOCR2 When volunteers are needed by my organization, I feel like I should be one of the first to step up	0.656
SOCR3 I feel it is my duty to give to my organization without needing to receive anything in return	0.716
SOCR4 I am always ready to help out people in my organization even if it creates hardship for me	0.809
SOCR5 I often feel an obligation to do things that benefit my organization even if my costs outweigh any personal benefit I may receive	0.802
SOCR6 One of the best things I can do to improve my organization is to be of service to my co-workers	0.659
OL1 The organization has acquired and shared much new and relevant knowledge that provided competitive advantage.	0.734
OL2 The organization's members have acquired some critical capacities and skills that provided competitive advantage.	0.882
OL3 Organizational improvements are influenced fundamentally by new knowledge entering the organization.	0.822
OL4 The organization is a learning organization	0.601
OCB1 the employees work to exceed expectations	0.693
OCB2 I can count on my co-workers when I need help	0.787

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OCB3 The employee team feels responsible for our success	0.841
OCB4 The people I work with have a 'can do' attitude	0.816
OCB5 The people here treat each other with respect	0.895

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*PEL=Participative and ethical leadership. JI=Job Involvement. OC=Organizational culture. SOCR=Sense of community responsibility. OL=Organizational learning. OCB=Organizational citizenship behavior.*

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