

Turnover Intentions: The Influence of Organizational Learning Culture and Multi Foci Citizenship Behaviors

¹Talat Islam, ¹Saifur Rehman Khan,
²Muhammad Amir and ¹Ungku Noorulkamar Ungku Ahmad

¹Faculty of Management and Human Resource Development,
University Teknologi Malaysia, Johor Bahru, Malaysia

²Hailey College of Commerce, University of the Punjab, Lahore, Pakistan

Abstract: This study investigate psychology (job satisfaction), behavioral (OCB-I and OCB-O) and cultural (organizational learning culture) antecedents of employee's turnover intention which fulfills the empirical (in servicing sector) and conceptual gap (with two dimensional OCB). Structural equation model, confirmatory factor analysis and correlation were used on the data (N=422) collected from Malaysian employees. Organizational learning culture was found to be positively associated with job satisfaction, OCB-O, OCB-I but negatively associated with turnover intentions. Job satisfaction and both citizenship behaviors were found to be mediator between OLC and turnover intentions.

Key words: Organizational learning culture • Job satisfaction • OCB-I • OCB-O • Turnover intention

INTRODUCTION

Human resources are the real assets for organizations. In this global era organizations have to compete on the basis of excellence human resources with the multinational organizations [17], because human resources are the key determinants of their competitiveness [8]. Human resources have contributed a lot towards the success of organizations. Thus, spending on the development of human resources benefit organizations for long term basis [1]. Thus, it becomes the priority of every organization to keep its well trained and talented human resources. Because if employees of an organization starts thinking to switch off from job then all its spending on their well being will be converted into unrecoverable costs.

Employees turnover directly and indirectly effect on the organization's costs i.e. because of this organization's have not only to recruit and select the capable employees but to train them as well which is a part of direct cost [66] on the other, loss of social capital, workload and loss of morale of existing employees associated with the indirect costs [12]. In addition to this [42] argued that employees turnover is the real loss for the organizations because most of the time organization loss talented employees.

Researcher have found certain factors which lessen the employee's turnover intention e.g. organizational commitment [5], perceived organizational support [30], employees engagement, job satisfaction [5], organizational citizenship behavior [32, 54] and organizational learning culture [15, 38].

It has become essential for the organizations to maintain and develop its human resources. So, now day's organizations are developing its human resources via creating learning environment [15]. Thus, it is essential to understand the factors of learning culture because they also create such environment that helps employees to share their thoughts with each other [67]. This learning environment and culture of the organization influence on the turnover intentions and satisfaction level of the employees [15, 38].

In the previous studies researchers have tried to explore the relationship between organizational learning culture, organizational citizenship behavior [26], job satisfaction and turnover intentions [15], in manufacturing sectors. The present study aimed to fulfill the empirical gap in the field of servicing sector (i.e. banking) by exploring the same relationship between constructs. Furthermore the present study also aimed to fulfill the conceptual gap using two dimensional citizenship

behavior i.e. organizational citizenship behaviors towards organization (OCB-O) and organizational citizenship behaviors towards individual (OCB-I).

Organizational Learning Culture: Culture can be defined as "the patterns of basic assumptions, developed, discovered or invented by a group". There is high level of behavioral consistency through, shared values and social norms among the members of an organizational culture. Organizations who want to become learning need to develop those attributes which facilitate learning practices in the entire organization [26].

According to [20], "an organization skilled at creating, acquiring and transferring knowledge and at modifying its behavior to reflect new knowledge and insights"(p. 80). Learning organization create such environment in which knowledge transfer, team work, creativity, collaboration has a collective values and meaning [10]. So, in the field of human resource management the importance of learning organization cannot be ignored because of its positive impact not only on the individuals but also on the effectiveness of the organization [44].

According to [68] the term used for the learning organizations in the cultural context is referred as organizational learning culture. Thus the theoretical framework of [71] is the base for present study. According to [64], the dimensional questionnaire developed by [71] encourages learning process at two levels i.e. employee's collaborative learning level and organization's learning level. According to [44] seven sub dimensions of organizational learning culture includes (a) continuous learning (b) strategic management (c) inquiry and dialogue (d) embedded system (e) team learning (f) connection to environment and (g) empowerment.

Job Satisfaction: According to [41] "job satisfaction is the emotional state resulting from one's job related self appraisal", on the other hand [65] argued that it is the extent to which one person like or dislike his job. According to [4] job satisfaction replicate one's feelings and thoughts towards job and define it as "job satisfaction is an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favor or disfavor"(p. 86).

The best theory of job satisfaction was given by [22] named "two-factor theory". According to this theory employees only have two types of need (1) motivators and (2) hygiene. Theory suggests that dissatisfaction

occurs when hygiene factors are not present (e.g. interpersonal relations, working conditions, supervision, benefits and salary etc.). While, in contrast when these factors are present satisfaction of the employees is not necessary but their dissatisfaction declines [19].

Researchers have divided job satisfaction into various facets including carrier opportunity, organization as an employer, supervision received, fringe benefits, financial rewards, nature of the work and coworkers etc. [69]. Among all the facets of job satisfaction comfort, reward, challenge, colleagues, promotion and resource adequacy were declared as the key facets by [70], [56] and [57].

Organizational Citizenship Behavior: According to [31] if an organization wants to operate its functions successfully than its employees should have some basis characteristics i.e. (a) staying in the organization with participation in tasks, (b) behaving according to the rules and regulations of the organization and (c) most importantly is habitual loyalty to the organization. This third characteristic of [31] was adopted by the [2] in their study and named it as "citizenship behavior". Later on, these characteristics were conceptualized as organizational citizenship behaviors by [62] and explained them as "non-organizational behaviors that could not be observed with the formal reward system or punishment". [52], further explain them as "the individual's discretionary behaviors which can't be recognized directly or through formal reward systems and that in collective encourage the effective functions to promote an organization".

In recent years scholars are focusing on the practical importance of the OCB. According to scholars OCB contribute towards innovation, resource transformation and adaptability in environments demanding complex, team oriented and ambiguous work, which ultimately improve the efficiency and effectiveness of the entire organization [49, 52]. These efforts includes, punctuality, helping peers, performing duties beyond their job specifications, sharing ideas, using time efficiently and representing the organization positively.

Researchers have categorized OCB in various dimensions. For instance, [2] introduced it with the single dimension and called it as "organizational citizenship behavior". [62], divide it in generalized compliance and altruism. Five years later [49] divide it in famous five dimension i.e. (1) altruism, (2) conscientiousness, (3) sportsman, (4) courtesy and (5) civic virtue.

- *Altruism* refers to the discretionary behaviors of the employee that have an effect of helping another specific person with an organizationally relevant task or problem.
- *Conscientiousness* refers to the discretionary behaviors on the part of the employee that go well beyond the minimum role requirements of the organization in the areas of attendance, obeying rules and regulations, taking breaks and so on.
- *Sportsmanship*: willingness of the employee to tolerate less-than-ideal circumstances without complaining to avoid grumbling about petty grievances and railing against real or imagined slights.
- *Courtesy*: discretionary behavior on the part of an individual aimed at preventing work-related problems with others from occurring.
- *Civic virtue*: behavior on the part of an individual indicating that she or he responsibly participates in, is involved in, or is concerned about the life of the company.

Single dimension OCB was used by earlier researchers in their studies [i.e. 2, 46]. Two dimensional OCB was not followed by the researchers because of its ambiguous meaning. However five dimensional model was adopted by many researchers and they argued that there is great deal of conceptual overlap between [49's] dimensions [46, 54]. So, many researchers argued that the dimensions of OCB should be combined into conceptually distanced sub-groups [47, 50, 54]. Later [74] divide OCB into three dimensions i.e. (1) In-role behaviors (IRB), (2) organizational citizenship behavior towards organization (OCB-O) and (3) organizational citizenship behavior towards individual (OCB-I).

- *IRB* refers to the employees responsibilities i.e. follow the organization's rules and regulation, completing all the assigned tasks in time and working full eight hours a day.
- *OCB-I* refers to the behavior towards some specific individuals i.e. helping coworkers in completing their assignments or working on behalf of an absent person. These behaviors indirectly benefit the organizations.
- *OCB-O* refers to those behaviors that benefit the organization i.e. to inform managers when not able to come on job etc.

[51], follow the study of [74] and divide the five dimensions into two dimensions and exclude the IRB from the dimensions of OCB by saying that OCB are the extra role behaviors of individuals which are not part of their duties. Thus, [51] argued that altruism and courtesy are part of OCB-I while conscientiousness, civic virtue and sportsman are part of OCB-O.

Organizational Learning Culture and Job Satisfaction:

In past many researchers have linked the individual characteristics of learning organization (i.e. empowerment, knowledge sharing and team work etc.) with the job satisfaction [9]. For example, [16] found that empowerment has positive and significant impact on employee's job satisfaction. [21], argued that teamwork positively influence on task autonomy which ultimately influence job satisfaction. According to [33] communication (dialogue sharing) has positive impact on job satisfaction.

A study was conducted by [7] in the services sector of Taiwan and found that organizational learning culture has positive impact on the job satisfaction of the employees. Similarly [15], [68] and [40], also found the same relationship between organizational learning culture and job satisfaction. Thus:

H1: organizational learning culture has positive influence on job satisfaction.

Organizational Learning Culture and Citizenship Behavior:

Previous studies have focused on the relationship between organizational culture and OCB [e.g. 63, 72, 73]. Organizational culture influence the contextual performance of the employees, which is defined as "These are the efforts of individuals, not directly related to their main tasks but still important for the organization because they change the organizations psychological and social context that serves the process and task activities critically" [73, pp. 4-5]. A quantitative study was conducted by [72] and found that there is positive relationship between employee's perception of supportive culture and organizational citizenship behavior. So, social exchange theory by [34] is also in favor that if employees feel that their organization supports them then, they show more citizenship behaviors.

According to [63] learning organizations create such environment in the organizations that enable employee to focus on continuous learning instead of focusing on the immediate outcomes. These learning

values widen the perceptions of its employees and they start thinking new instead of formal tasks i.e. helping their colleagues to achieve the desired outcomes of the organizations for its success. [51] argued that helping colleagues beyond the formal job descriptions, tasks and duties called extra role behaviors (OCB). This means that learning values increase the citizenship among employees.

In a study [28] argued that supervisor's trust or conflicts with employee's influences on OCB. According to their findings employee's OCB towards tasks and persons increases when employees have good relations with their supervisors. While in contrast two dimensional OCB declines in the presence of conflicts with supervisor. Leader-member exchange theory also supports the same results. [26], conducted a study on the manufacturing and non-manufacturing firms to explore the relationship between organizational learning culture, organizational commitment, OCB and knowledge sharing and found a positive and significant relation between organizational learning culture and OCB. Recently [24] conducted study on the banking employees working in Malaysia and found positive relationship between organizational learning culture and organizational citizenship behavior. But, they still leave the room for the future researchers by not working of OCB-I and OCB-O. The present study is an attempt to fulfill this gap.

From the literature it can be assumed that when employees perceive that their organization is providing them such an environment in which they can learn (i.e. organizational support) then their OCB towards organization will be greater as compared to the OCB towards individual. But here the impact of organizational learning culture on both dimensions of OCB is discussed.

H2: organizational learning culture positively related to OCB-O and OCB-I.

Organizational Learning Culture and Turnover Intentions: In the field of human resource development, organizational learning culture is the fastest growing notion [11] but, the researchers have not explored much about the relation of organizational learning culture with turnover intentions of employees [15]. Social exchange theory suggests that all the employees who receive training are less willing to leave their jobs [61]. Thus employee's perception towards training opportunities diminishes their intentions to leave the organization [14].

In addition to this, [36] argued that there is negative relationship between job learning and turnover intentions. [29], noted that certain job resources (i.e. empowerment, supervisory support and rewards) are there which increases the commitment and satisfaction of the employees which ultimately reduces their turnover intentions. Similarly according to [53] knowledge sharing is negatively associated with the employee's turnover intentions.

Some studies are there which support the relationship between organizational learning culture and employee's turnover intention. For example, [15] conducted a study to judge the relationship between organizational learning culture, job satisfaction, motivation to transfer and turnover intention among the large U.S organizations and concluded inverse relationship between organizational learning culture and turnover intentions. Thus based on the literature it could be hypothesized that:

H3: There is inverse relationship between organizational learning culture and employee's turnover intentions.

Job Satisfaction and Turnover Intentions: [23], defines job satisfaction as the difference between the jobs related expectations, values or need of and individual and actual job. Job satisfaction is essential for the success and effectiveness of an enterprise [39]. While dissatisfaction with the job stimulate individual's to search for better and alternative jobs [58]. [3], pointed that job itself is the most commonly motivator for the employees which helps them not to switch the job. Furthermore, factors of job satisfaction influence on turnover intentions negatively [37].

Many researchers have found job satisfaction as one of the vital factors of turnover intention [5, 45]. In a study [45] found that there are certain environmental characteristics (i.e. job security, information sharing and trust among senior managers) and satisfaction about the job which cause for the turnover of employees. Among all those job satisfaction was found to have the highest impact on the intention to quit. [35], conducted a study on the Americans and Australians professionals and found that emotional tiredness and job satisfaction as significant factors of turnover.

H4: Job satisfaction negatively influence on turnover intention of employees.

OCB and Turnover Intentions: OCB plays vital role in the success of every organization. [59] suggest that organizations having such employees which can perform beyond their duties can outperform as compare to the other organizations. Furthermore Koopmaan (2006) agree with the same and argued that in the presence of OCB organizations becomes more efficient and successful because there will be dedicated employees with low turnover intentions. Many other researchers have found negative relationship between OCB and turnover intentions [e.g. 32].

Researchers are not clear about the significance relationship between two dimensional OCB and turnover intentions. For instance Jackson (2008) argued that the relationship between OCB-I, OCB-O and turnover intention was non-significant. In contrast some researchers have found that OCB-O and OCB-I significantly and negatively related to employee's turnover intentions [e.g. 55]. On the basis of literature it was hypothesized:

H5: OCB-I and OCB-O will negatively influence on turnover intentions of employees.

Method

Sample and Procedure: The present study was conducted on the banking sector of Malaysia through survey. Due to having limited time multi stage sampling was used. At first stage Johor Bahru was chosen and on the second stage two main banks CIMB and May bank were chosen. The main reason to choose those banks was that they have many branches. In the third stage 600 questionnaire were distributed to the employees. Out of the questionnaire 451 responded back (response rate = 75.17%). On evaluation 29 questionnaires were found incomplete and were not used for the study. So, effective response rate was 70.33%.

Respondents were asked about certain demographical characteristics i.e. age, gender, qualification, marital status, income. Average age of the respondents was 31 years. Out of total, 71% of the respondents were female and 76.8% of them were married. Average income of the respondents was 1800 ringgit and 72.4% of them were having master's degree.

Measures

Organizational Learning Culture: To measure the organizational learning culture first scale was developed by [71], later on [75] reduced the scale into seven items. So the present study used the same seven item scale. In

this seven item scale each item represent one dimension of OLC (i.e. continuous learning, strategic leadership, team learning, embedded system, empowerment, system connection and dialogue and inquiry). [75], argued that the reliability of seven items range from 0.68 to 0.83. Using the same scale [24] found its reliability 0.84. While in the present study the reliability was found to be 0.84. A sample item includes "In my organization, whenever people state their view, they also ask what others think."

Job Satisfaction: To measure the level of job satisfaction, three items scale developed by [6] was used. Respondents were asked about their satisfaction level on five points Likert scale ranged from strongly disagree to strongly agreed. [6], found 0.77 as the reliability of scale while [15] found its reliability as 0.70. The present study found its reliability as 0.76 which is close to the Cammann's finding. A sample item includes "In general, I like working here."

Organizational Citizenship Behavior: To measure OCB-I and OCB-O eight items scale of each construct was developed by [60] on five point Likert scale ranging from strongly disagree to strongly agree. Four items from each construct with the highest factor were selected for the present study. The reliability of OCB-O was found to be 0.91 and reliability for OCB-I was found to be 0.89. Sample item for OCB-I includes "I take a personal interest in my co-workers" and for OCB-O "I help co-workers with work when they have been absent".

Turnover Intentions: [25], developed three items scale to measure the employee's turnover intentions on the basis of five points Likert scale. And reported 0.73 as the reliability of the scale. Later on, using the same scale [15] reported 0.68 as the reliability of the scale. In the present study 0.79 reliability of the scale was found which is higher than Irving's finding. A sample item includes "I intend to change job within this firm in the foreseeable future"

RESULTS

Confirmatory Factor Analysis: According to [76] it is necessary to calculate the factor loading for each construct. So, considering this call, table 1 show the values of factor loading and composite reliability of each item. All the values of the loading were positive and significant ($P < 0.01$). Hair *et al.*, (2006) pointed that the values of model fitness should be as: (NNFI = 0.90);

Table 1: characteristics of learning organizational culture: Adopted from [44].

Dimension	Definition
Continuous Learning	“Learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth” (p.139).
Inquiry and Dialogue	“People gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback and experimentation” (p.139).
Team Learning	“Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded” (p.139).
Embedded system	“Both high- and low-technology systems to share learning are created and integrated with work; access is provided; systems are maintained” (p.139).
Empowerment	“People are involved in setting, owning and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do” (p.139).
System Connection	“People are helped to see the effect of their work on the entire enterprise; people scan the environment and use information to adjust work practices; the organization is linked to its communities” (p.139).
Strategic Management	“Leaders model, champion and support learning; leadership uses learning strategically for business results” (p.139).

Table 2: factor loading and composite reliability

	Factor Loading	Composite Reliability		Factor Loading	Composite Reliability
Organizational Learning Culture			Citizenship behavior toward individuals		
OLC1	0.84		OCBI-1	0.85	
OLC2	0.79		OCBI-2	0.88	0.67
OLC3	0.85		OCBI-3	0.74	
OLC4	0.74	0.65	OCBI-4	0.80	
OLC5	0.77		Job Satisfaction		
OLC6	0.84		JS-1	0.89	
OLC7	0.81		JS-2	0.82	0.73
			JS-3	0.85	
Citizenship behavior towards organization			Turnover Intentions		
OCBO-1	0.77		TO-1	0.83	
OCBO-2	0.90		TO-2	0.79	0.61
OCBO-3	0.87	0.72	TO-3	0.72	
OCBO-4	0.84				

Table 3: Descriptive, Statistics and Reliability

Variables	Mean	S.D	1	2	3	4	5
1. OLC	3.41	0.64	(0.84)				
2. Job Satisfaction	3.39	0.68	0.48**	(0.76)			
3. OCB-O	3.63	0.72	0.42**	0.62**	(0.91)		
4. OCB-I	3.71	0.74	0.38*	0.58**	0.66**	(0.89)	
5. Turnover Intentions	3.22	0.69	-0.35**	-0.43**	-0.32**	-0.27*	(0.79)

Note: all the values are significant at ** p<0.01 and * p<0.05 (all 2 tail)

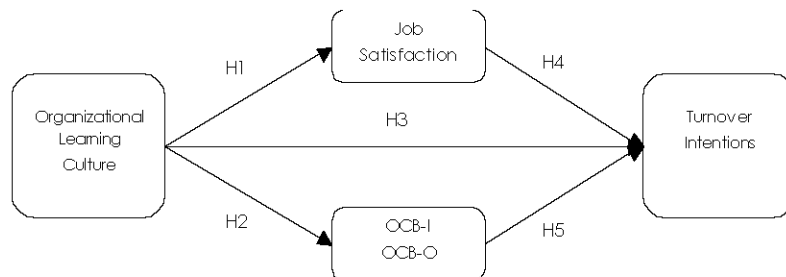


Fig. 1: Hypothesized Model

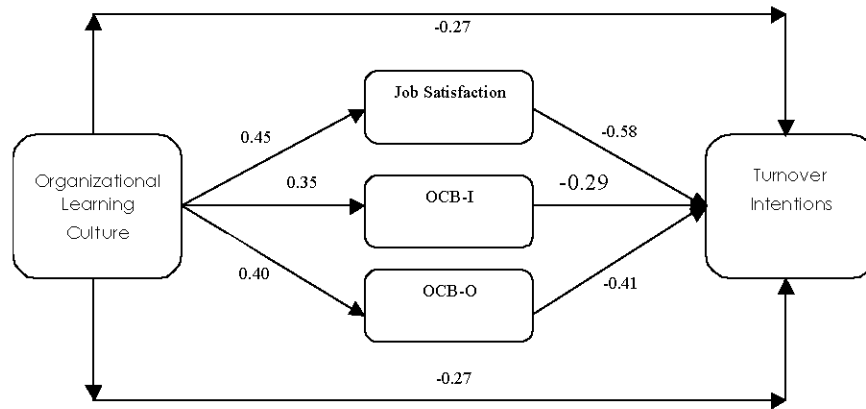


Fig. 2: Path coefficient result on hypothesized model

Higher the value of CFI higher the model fit; $\chi^2/df < 3$, $RMSEA \leq 0.08$ and $NFI \geq 0.90$. The values generated by the data were as follows: $CFI = 0.92$, $NNFI = 0.93$, $NFI = 0.90$, $RMSEA = 0.06$, $\chi^2 = 2549.87$, $\chi^2/df = 2.19$. All the values were found to be according to the standard values given by Hair *et al.*, (2006).

Composite reliability was also calculated. According to [18] the value of composite reliability should be greater than 0.5 and could be calculated taking the sum of square of all the factor and dividing them by number of values. All the values in the table regarding composite reliability were above 0.50.

Descriptive, Statistics and Reliability: Table 3 represents Mean, Standard Deviation and Correlation of the variables used in the study. The mean score of OCB-I and OCB-O were near to agree i.e. (M = 3.71 and 3.63) respectively. This shows that most of the employees of banking sector were near to agree regarding their citizenship behaviors towards individuals and organization. On the other side the mean score of OLC, job satisfaction and turnover intentions indicates (i.e. M = 3.41, 3.39, 3.22, respectively) the neutral response of respondents.

Table represents a negative and significant correlation of OLC, job satisfaction, OCB-O and OCB-I with employees turnover intentions i.e. ($r = -0.35, -0.43, -0.32$ and -0.27 respectively). In contrast the relationship of OLC with job satisfaction, OCB-O and OCB-I was positive and significant (i.e. $r = 0.48, 0.42$ and 0.38 respectively). Similarly job satisfaction was also found to be positively correlated with two dimensional citizenship behaviors i.e. OCB-O and OCB-I ($r = 0.62$ and 0.58 respectively). Thus job satisfaction is the predictor of both OCB-I and OCB-O.

Structure Model Assessment: [13], demonstrated that the main objective behind SMA is to determine whether data support the conceptual explanation or not. Figure 2 shows

the strength of the relationship with path coefficients and model fit. The hypothesized model indicated a good fit in all indices, $\chi^2(202) = 527.19$, $p < 0.01$, nonnormed fit index (NNFI) = .96, root mean square of approximation (RMSEA) = 0.061, standardized root mean square residual (SRMR) = 0.055 and comparative fit index (CFI) = 0.96, All the hypothesis were significant.

In addition to this another alternative model was tested. This model turned two paths i.e. OCB-I to turnover intentions and OLC to OCB-O as non-significant. This model exhibit almost identical fit to the model. The results from alternative model were $\chi^2(201) = 526.12$, $p < 0.01$, $CFI = 0.95$, $NNFI = 0.96$, $RMSEA = 0.061$, $SRMR = 0.055$.

As both model fit almost give the same results but alternative model did not show the significant path. In addition hypothesized model is good in parsimony. So, hypothesized model was accepted and the alternative model was rejected. Thus job satisfaction, OCB-I and OCB-O mediate the relationship between OLC and employee's turnover intentions.

DISCUSSION

Discussion of the study is based on the acceptance of hypothesized model with the perspective of management, human resource and organizational behavior. For this purpose findings of the study with the practical implications and limitations are discussed.

Findings of the Study: This study was an attempt to find the relationship between OLC and employees turnover intentions through job satisfaction and two dimensional citizenship behavior. We were able to find the following:

Firstly when the employee's of an organization perceive learning culture then they wants to stay with the organization. This finding was consistent with the findings of [27]. It was also noted that an organization

with high learning culture not only increase employee's satisfaction but also increased their citizenship behaviors towards organization and individuals. These findings were consistent with eh findings of [26]. [26], find the relationship between OLC and overall citizenship behaviors but here in the present study two dimensional OCB was tested. Furthermore, a negative and significant correlation was found among job satisfaction, OCB-I and OCB-O with employee's turnover intentions. This means that satisfaction and citizenship behaviors reduce employee's intention to leave the organization. These findings were consistent with the findings of [45, 55].

Secondly, an indirect effect of OLC on turnover intentions was found through job satisfaction. This means that job satisfaction performs the role of mediator between them and helps employee to reduce their intention to leave. [15], also noted the same results among U.S professionals.

Thirdly, OCB-I and OCB-O were also found to perform the role of mediator between OLC and employees turnover intentions. This finding has never been tested by the earlier researchers. But this finding was a bit consistent with the finding of Jo [26] who found overall OCB as mediator between OLC and knowledge sharing.

Theoretical and Practical Implication: The present study integrated, psychological, cultural and behavioral aspect of employee's turnover intentions. The findings have implications for OB and HR field in addition to this contributing in understanding turnover intentions.

The present study support the notion that social collectivity brings citizenship behaviors in the organization [48]. In the presence of strong group solidity employees voluntary ready to give up their own goals for the sake of entire organization. The present study evident that organizational culture influence on organizational unity which further promotes learning of organization through employee's psychological attachment.

Another implication of the present study is that the construct OLC is valid in predicting two dimensional OCB, Job satisfaction and employee's turnover intentions. Furthermore OLC is not directly linked with the employee's turnover intentions but also associated with citizenship behaviors towards individuals and organizations and job satisfaction that enhance the relation. This study confirms the argument given by [43] that job satisfaction might play the role of mediator between two variables i.e. independent and dependant.

This was the first study which focuses the relationship between OLC and two dimensional OCB.

We believe that employees perception of learning culture change their perceptions towards organization and enhance their OCB-I and OCB-O which ultimately reduce their turnover intentions. But when organizations provide employee's such learning environment then their citizenship behaviors towards organization would be more as compared towards individuals. Social exchange theory and organizational support theory also confirmed the same.

In summing up, HR practitioners should encourage a learning environment with unity and mutual trust to reduce the employee's intentions to leave and enhance their citizenship behaviors.

Limitations and Future Direction: The present study contains certain limitations i.e. firstly; the study based on the self reporting indicators and volunteer participation of the respondents. This might create hindrance in its generalizability. Secondly, female respondents dominant the amount of data as males. This distribution might produce female bias results. Another limitation is that the present study was based on the cross sectional survey method which leaves room for further study. Furthermore the results produces by the study were based on similar demographics. To overcome these limitations longitudinal studies should be conducted. Furthermore to enhance the generalizability same study should be conducted in different countries and sectors.

Results of present study has confirmed that employee's perception of learning culture increase their citizenship behaviors towards organization (OCB-O) while, employee's strong and healthy relations with their leaders and colleagues might influence on their citizenship behaviors towards individuals (OCB-I). Thus future researchers should work on the relationship of organizational learning culture, leader member exchange and citizenship behaviors.

CONCLUSION

In this competitive era retentions of key employees are important for the sustainable competitive edge over its rivals. Thus to reduce the employees intentions to leave organizations should create a learning environment. It was observed that organizations facilitate the element of satisfaction and citizenship behaviors to reduce employee's turnover. In addition to this to enhance satisfaction and citizenship behaviors it is important to promote learning culture in the organization. Finally it is hoped that researchers will pay attention to explore OLC with different employee's attitudes.

REFERENCES

1. Ballot, G., F. Fakhfakh and E. Taymaz, 2006. Who benefits from Training and R and D, the Firm or the Workers?. *British Journal of Industrial Relations*, 44(3): 473-475.
2. Bateman, T.S. and D.W. Organ, 1983. Job satisfaction and the good soldier: The relationship between affect and employee citizenship. *Academy of Management Journal*, 26: 587-595.
3. Beecham, S., N. Baddoo, T. Hall, H. Robinson and H. Sharp, 2008. Motivation in software engineering: a systematic literature review. *Information and Software Technology*, 50(9-10): 860-878.
4. Brief, A.P., 1998. *Attitudes in and around Organizations*, Sage, Thousands Oaks, CA.
5. Calisir, F., C.A. Gumussoy and I. Iskin, 2011. Factors affecting intentions to quit among IT professionals in Turkey. *Personnel Review*, 40(4): 514-553.
6. Cammann, C., M. Fichman, D. Jenkins and J. Klesh, 1979. *The Michigan Organizational Assessment Questionnaire*. Unpublished manuscript: University of Michigan.
7. Chang, S.C. and M.S. Lee, 2007. A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. *The Learning Organization*, 14(2): 155-185.
8. Chen, Y., 2010. Career Success of Knowledge Workers: The Effects of Perceived Organizational Support and Person-Job Fit. *I Business*, 2: 389-394.
9. Chiva, R. and J. Alegre, 2008. Emotional intelligence and job satisfaction: The role of organizational learning capability. *Personnel Review*, 37(6): 681-701.
10. Confessore, S. and W. Kops, 1998. Self-directed learning and the learning organization: Examining the connection between the individual and the learning environment. *Human Resource Development Quarterly*, 9: 365-375.
11. Cummings, T.G. and C.G. Worley, 2005. *Organization development and change* (8th ed.). Cincinnati, OH: South-Western Thomson.
12. Dess, G.G. and J.D. Shaw, 2001. Voluntary turnover, social capital and organizational performance. *Academy of Management Review*, 26: 466-456.
13. Diamantopoulos, A. and J.A. Siguaw, 2000. *Introducing LISREL*. London, UK: Sage Publications.
14. Dysvik, A. and B. Kuvaas, 2008. The relationship between perceived training opportunities, work motivation and employee outcomes. *International Journal of Training Development*, 12(3): 138-157.
15. Egan, T.M., B. Yang and K.R. Bartlett, 2004. The Effects of Organizational Learning Culture and Job Satisfaction on Motivation to Transfer Learning and Turnover Intention. *Human resource development quarterly*, 15(3): 279-301.
16. Eylon, D. and P. Bamberger, 2000. Empowerment cognitions and empowerment acts: Recognizing the importance of gender. *Group and Organization Management*, 25(4): 354-373.
17. Flamholtz, E.G., N.R. Kannan and M.L. Bullen, 2004. Human resource accounting today: contributions, controversies and conclusions. *Journal of Human Resource Costing and Accounting*, 8(2): 23-37.
18. Fornell, C. and D.F. Larcker, 1981. Evaluating structural equation models with unob-servable variables and measurement error. *Journal of Marketing Research*, 18(1): 39-50.
19. Furnham, A., K.V. Petrides, C.J. Jackson and T. Cotter, 2002. Do personality factors predict job satisfaction?. *Personality and Individual Differences*, 33: 1325-42.
20. Garvin, D.A., 1993. Building a learning organization. *Harvard Business Review*, 71: 78-91.
21. Griffin, M.A., M.G. Patterson and M.A. West, 2001. Job satisfaction and teamwork: The role of supervisor support. *Journal of Organizational Behavior*, 22(5): 537-550.
22. Herzberg, F., B. Mausner and B. Snyderman, 1959. *The Motivation to Work*, Wiley: New York, NY.
23. Heslop, P., G.D. Smith, C. Metcalfe, J. Macleod and C. Hart, 2002. Change in job satisfaction and its association with self-reported stress, cardiovascular risk factors and mortality. *Social Science and Medicine*, 54(10): 1589-1599.
24. Islam, T., F. Anwar, S.U.R. Khan, A. Rasli, U.N.B.T.U. Ahmad and I. Ahmed, 2012. Investigating the Mediating Role of Organizational Citizenship Behavior between Organizational Learning Culture and Knowledge Sharing. *World Applied Sciences Journal*, 19(6): 795-799.
25. Irving, G., D.F. Coleman and C.L. Cooper, 1997. Further assessment of a three-component model of occupational commitment: Generalizability and differences across occupations. *Journal of Applied Psychology*, 82: 444-452.

26. Jo, S.J. and B. Joo, 2011. Knowledge sharing: The influences of learning organization culture, organizational commitment and organizational citizenship behaviors. *Journal of leadership and organizational culture*, 18(3): 353-364.
27. Jo, B. and S. Park, 2010. Career satisfaction, organizational commitment and turnover intention: The effects of goal orientation, organizational learning culture and developmental feedback. *Leadership and Organization Development Journal*, 31(6): 482-500.
28. Kacmar, K.M., D.G. Bachrach, K.J. Harris and D. Nobel, 2012. Exploring the role of supervisor trust in the associations between multiple sources of relationship conflict and organizational citizenship behavior. *The Leadership Quarterly*, 23: 43-54.
29. Karatepe, O.M., U. Yavas and E. Babakus, 2007. The effects of customer orientation and job resources on frontline employees' job outcomes. *Services Marketing Quarterly*, 29(1): 61-79.
30. Katz, D., 1964. The motivational basis of organizational behavior. *Behavioral Sciences*, 9: 131-133.
31. Karatepe, O.M., 2011. The effects of coworkers and perceived organizational support on hotel employee outcomes: The moderating role of job embeddedness. *Journal of Hospitality and Tourism Research*, Article in press.
32. Khalid, S.A., K. Jusoff, H. Ali, M. Ismail, K.M. Kassim and N.A. Rahman, 2009. Gender as a moderator of the relationship between OCB and turnover intentions. *Asian Social Sciences*, 5(6): 108-117.
33. Kim, S., 2002. Participative management and job satisfaction: Lessons for management leadership. *Public Administration Review*, 62(2): 231-241.
34. Blau, P., 1964. *Exchange and power in social life*. New York: Wiley.
35. Korunka, C., P. Hoonakker and P. Carayon, 2008. Quality of working life and turnover intention in information technology work. *Human Factors and Ergonomics in Manufacturing*, 18(4): 409-423.
36. Lankau, M.J. and T.A. Scandura, 2002. An investigation of personal learning in mentoring relationships: Content, antecedents and consequences. *Academy of Management Journal*, 45(4): 779-790.
37. Lee, P.C.B., 2000. Turnover of information technology professionals: a contextual model. *Accounting Management and Information Technologies*, 10(2): 101-124.
38. Lee-Kelley, L., D.A. Blackman and J.P. Hurst, 2007. An exploration of the relationship between learning organizations and the retention of knowledge workers. *The Learning Organization*, 14(3): 204-221.
39. Lim, S., 2008. Job satisfaction of information technology worker in academic libraries. *Library and Information Science Research*, 30(2): 115-121.
40. Lim, T., 2003. The relationship among organizational commitment, learning organization culture and job satisfaction in one Korea private organization. Ph.D. thesis. St. Paul, MN: University of Minnesota.
41. Locke, E.A., 1976. The nature and causes of job satisfaction, in M.D. Dunnette, (Ed.), *Handbook of Industrial and Organizational Psychology*, R and McNally, Chicago, IL, pp: 1297-349.
42. Loi, R., N. Hang-Yue and S. Foley, 2006. Linking employees' justice perceptions to organizational commitment and intention to leave: the mediating role of perceived organizational support. *Journal Occupational Organizational Psychology*, 79: 101-120.
43. Lok, P. and J. Crawford, 2001. Antecedents of organizational commitment and the mediating role of job satisfaction. *Journal of Management Psychology*, 16(8): 594-613.
44. Marsick, V.J. and K.E. Watkins, 2003. Demonstrating the value of an organization's learning culture: The dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, 5: 132-151.
45. McKnight, D.H., B. Philips and B.C. Hardgrave, 2009. Which reduces IT turnover intention the most: workplace characteristics or job characteristics?. *Information and Management*, 46(3): 167-174.
46. Motowidlo, S.J., 1984. Does job satisfaction lead to consideration and personal sensitivity?. *Academy of Management Journal*, 27: 910-915.
47. Motowidlo, S.J., 2000. Some basic issue related to contextual performance and organizational citizenship behavior in human resource management. *Human Resource Management Review*, 10(1): 115-126.
48. Nahapiet, J. and S. Ghoshal, 1998. Social capital, intellectual capital and the organizational advantage. *Academy of Management Review*, 23: 242-266.
49. Organ, D.W., 1988. *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
50. Organ, D.W., 1995. A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior. *Personal Psychology*, 48: 775-802.

51. Organ, D.W., 1997. Organizational citizenship behavior: It's construct clean-up time. *Human Performance*, 10(2): 85-97.
52. Organ, D.W., P.M. Podsakoff and S.B. Mackenzie, 2005. Organizational citizenship behavior: Its nature, antecedents and consequences. Sage, Thousand Oaks, CA.
53. Pare, G. and M. Tremblay, 2007. The influence of high-involvement human resources practices, procedural justice, organizational commitment and citizenship behaviors on information technology professionals' turnover intentions. *Group and Organization Management*, 32(3): 326-357.
54. Podsakoff, P.M., S.B. MacKenzie, J.B. Paine and D.G. Bachrach, 2000. Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3): 513-563.
55. Podsakoff, N.P., S.W. Whiting, P.M. Podsakoff and B.D. Blume, 2009. Individual and organizational level consequences of organizational citizenship behaviors: A meta-analysis. *Journal of Applied Psychology*, 94(1): 122-141.
56. Quinn, R.P. and G.L. Staines, 1979. American workers evaluate the quality of their jobs, *Monthly Labour Review*, 102(1): 3-12.
57. Quinn, R.P. and G.L. Staines, 2000. Quality of Employment Survey, 1977: Cross Section, Inter-university Consortium for Political and Social Research, study no. 7689, available at: www.icpsr.umich.edu/ticketlogin (accessed 19 May 2006).
58. Reed, S.A., S.H. Kratchman and R.H. Strawser, 1994. Job satisfaction, organizational commitment and turnover intentions of United States accountants: the impact of locus of control and gender. *Accounting, Auditing and Accountability Journal*, 7(1): 31-58.
59. Robbins, S.P., A. Odendaal and G. Roodt, 2004. *Organisational Behaviour (Global and Southern African Perspectives)*. Cape Town: Pearson Education.
60. Settoon, R.P. and K.W. Mossholder, 2002. Relationship quality and relationship context as antecedents of person-and task-focused interpersonal citizenship behavior. *Journal of Applied Psychology*, 87: 255-267.
61. Shore, L.M., L.E. Tetrick, P. Lynch and K. Barksdale, 2006. Social and economic exchange: Construct development and validation. *Journal of Applied Social Psychology*, 36(4): 837-867.
62. Smith, C.A., D.W. Organ, and J.P. Near, 1983. Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68: 655-663.
63. Somech, A. and A. Drach-Zahavy, 2004. Exploring organizational citizenship behavior from an organizational perspective: The relationship between organizational learning and organizational citizenship behavior. *Journal of Occupational and Organizational Psychology*, 77: 281-298.
64. Song, J.H., B. Joo and T.J. Chermack, 2009. The dimensions of learning organization questionnaire (DLOQ): A validation study in a Korean context. *Human Resource Development Quarterly*, 20: 43-64.
65. Spector, P.E., 1997. *Job Satisfaction: Application, Assessment, Causes and Consequences*, Sage, Thousand Oaks, CA.
66. Staw, B.M., 1980. The consequences of turnover. *Journal of occupational behavior*, 1: 253-273.
67. Swanson, R.A. and E.F. Holton III, 2001. *Foundations of human resource development*. San Francisco: Berrett-Koehler.
68. Wang, X., 2005. Relationship among organizational learning culture, job satisfaction, organizational commitment in Chinese state-owned and privately owned enterprise. Ph.D. thesis. St. Paul, MN: University of Minnesota.
69. Warr, P.B., 2002. The study of well-being, behaviour and attitudes, in P.B. Warr, (Ed.), *Psychology at Work*, Penguin Books, London.
70. Warr, P.B., J. Cook and T. Wall, 1979. Scales for the measurement of some work attitudes and aspects of psychological well-being", *Journal of Occupational Psychology*, 52(2): 129-48.
71. Watkins, K.E. and V.J. Marsick, 1997. *Dimensions of the learning organization*. Warwick, RI: Partners for the Learning Organization.
72. Wayne, S., L. Shore and R. Liden, 1997. Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management Journal*, 40: 82-111.

73. Werner, J.M., 2000. Implications of OCB and contextual performance for Human Resource Management. *Human Resource Management Review*, 10: 3-24.
74. Williams, L.J. and S.E. Anderson, 1991. Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of Management*, 17(3): 601-617.
75. Yang, B., K.E. Watkins and V.J. Marsick, 2004. The construct of the learning organization: Dimensions, measurement and validation. *Human Resource Development Quarterly*, 15: 31-55.
76. Gerbing, D.W. and J.C. Anderson, 1988. An updated paradigm for scale development incorporating uni dimensionality and its assessment. *Journal of Marketing Research*, 2: 186-192.