

The success of learning organisation: Values contextualisation dimension

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Abstract

This article is intended to analyse the values and is based on the problematic issues: What are the educational factors that influence the formation of values in modern organisations? What is education of value dependency on the educational, social and environmental factors? How users of the service perceived values? In order to respond to the problematic issues, it is raised an assumption that in organisation of service use, values contextualisation aspect is very important. Value system is characterised not only by common characteristics but also by individuals. The center of all values is human-being. Making sense of values durability, resistance to time, the necessity of continuity, it is recommended this ideal system, where universal, eternal values are on the top. The importance of personal and social values indicates each individual person's norm, which consists of its principles, needs and ideals. Values education is an integral part of each learning organisation that promotes human development.

Keywords: Values, modern learning organisation competitive organisation, healthy lifestyle.

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1. Introduction

Competitive advantages to achieve in the organisation are a key driver for business success in companies. However, if these factors do not become an integral part of the organisation's identity, it is no source of competitive advantage. Organisations identity is formed on its core values, created values and saved values-based, says Juscius (2009). Many philosophers and representatives of various schools and positions were interested in values problem. Values not only include beliefs, activities, opinions and moral norms, traditions, self-regulation, the imagination and the public opinion but also have a long list of more objective and material things. As security needs, values greatly influence our choices, our behaviours. Values are feelings, beliefs and practices based on human priorities guiding the handling life. Human behaviour is always operated on values, they do not influence in any narrow field of human rational thought, but it effects all personality—emotional feelings, attitudes, beliefs. Values, as the most generalised concept, always are the spotlight for many scientists. Educational institutions have the task of organising the pedagogical process based not only on rational training, cognition but also on the emotional valuable level. Personal introduction into the world of values is really important both for formal and non-formal education, and have a social and moral value.

The younger generation in modern society can successfully socialise only taken over the culture, identity, citizenship, the sense of honesty, beauty, guaranteed the continuity of past and present values. Recently, it becomes more and more noticeable the dependence of public social and economic level from development, especially from the younger generation capabilities to create a system of values. Jasinskas, Reklaitiene and Svagzdiene (2013) analysing learning organisations argue that in globalisation conditions, rapidly changing technologies and communications, going commercialisation in education, unfolding economic pragmatism, values lose their historically formed an authentic sense, it become danger to lose national culture based on identity, the transmission of traditional values from generation to generation is becoming more and more problematic. It is generally recognised that purposeful values education must start at the younger age. This gives the opportunity for people as early as possible to start to develop the capacity needed for further career planning and management (Mikalaukas, Jasinskas & Svagzdiene, 2012; Svagzdiene, Jasinskas, Fominiene & Mikalaukas, 2013). Career planning activities in Lithuanian schools are focused on the student's conscious decision-making: self-knowledge and self-education, the knowledge of the world of work, adaptability, lifelong learning and social skills that include communication and cooperation skills. According to Norkus (2012), the value is an object which meaningfully fulfil person or society needs, personality or society behavioural causes of action, related to the objects that match the material, cultural and spiritual needs of a personality. The creation of values systems includes different, often unrelated to each other, combinations. (e.g., An honest performance of work with health.) Health is understood as a natural value, which determines the activity of human potential.

1.1. Formulated problematic questions

The problem is understood that in any direction which candidate to be a theoretical and practical innovation, introduction to science requires analysis of the issue, where is a novelty and how it gets. This is a study that reveals whether it *creates a difference, making the difference*. And if so, how to assess the learning organisation, as/or achieving success through values of healthy lifestyle awareness that must be regarded as an objective projection in reality. This article is based on problematic issues:

1. What factors influence the education of values?
2. What is the education of values dependency of the educational, social and environmental factors as the success assumption of a learning organisation?
3. How do members of the organisation become aware of the values and especially the healthy lifestyle as a value?

Goal: To investigate the learning organisation, developed values and determine their relationship to dependence on environmental factors through a perception of a healthy lifestyle as a value.

Tasks: 1. Reveal values as a factor concept; 2. Define the factors affecting the education of values in the aspect of a healthy lifestyle; 3. Identify the organisation members' awareness of values and a healthy lifestyle as a value.

1.2. Methods applied in the research

1. Scientific and documentary analysis of the literature;
2. Interview

The qualitative research method was used to process the data obtained through structured interviews. For understanding of values and determination of healthy lifestyle as a value, on the basis of the scientific literature, the questionnaire was prepared. Investigational—seven experts working for the company for more than 5 years, the age of 35–45; higher education. In order to obtain more accurate information, questions were raised for informants who work in different tourism organisations in Lithuania (Kaunas—two informants; Vilnius—two; Siauliai—one; Klaipėda—one; Druskininkai—one informant). The survey was conducted by recording to computer media, then transcribed and performed hits and overlap analysis. The study was conducted in accordance with the principles of research ethics. Before the survey, all informants were familiarised with the purpose of the study and exploitation of research findings, all respondents gave verbal agreement to participate in the study, anonymity and confidentiality were guaranteed. The average length of research was—1.25 hour. The date of the research: 1 June 2015–30 September 2015.

2. Theoretical background

Value, as factor of education, disclosure. Creation of new knowledge, innovation, knowledge renewal, working people creativity is the main driving force of society and creator of productivity and competitiveness, while the essence of knowledge management is not objects but intellectual capital, competitive advantage and innovations (Sedziuviene & Vveinhardt, 2010). Many researchers focus on the analysis of the role of primary interested group and influence for organisations. The very primary interested groups isolation means that it is vital for organisations existence and their values and expectations have to be taken into account in the first place. Therefore, it is so important to understand what problems are significant for interested groups and how they might affect the organisation's social responsibility. Even though views of the various interested groups on the preferred business practices are quite different, however, many of them have a common denominator and can be harmonised. The success of the learning organisation depends on the values conveyed. Therefore, both in life and education, it is important to combine spiritual and physical human sides.

Education direction: Educational direction came together with a human being and has always been a very important feature of social life. Personality is developed by the whole environment—it is a social process of formation. In education, it is considered a specially organised young man's development, led by those people who have special training—teachers (including parents). In this process, both educator (teacher and parent) and the learner (child, student) act. By combined operating and communicating in different ways, the personality of learner constantly getting richer of—learner is changing by taking over the senior experience. At the same time, taking into account the requirements of society, it becomes so important to reorient the younger generation, especially according to our living times. Therefore, education—is the social-historical transmission of experience for the younger generation, in order to prepare them for life and work. In educational process, based on acquired knowledge and values, it is formed the students approach of the environment and other people, personality traits, behavioural habits, as well as knowledge-intensive (thinking, language,

imagination and so on). Education process takes place under the influence of the child to the surrounding environment that promotes learner to develop mentally and socially.

Social and cultural environment: The most important meaning for human development has family, school and work environment. At school, students acquire a wealth of experience, by mastering science, technology and art foundations. Jasinskas, Streimikiene and Svagzdiene, Simanavicius (2015) apply this knowledge in practice in organisations. This means that person is developed by the environment. In terms of the progress of science, technology and social life, mass media: radio, television and periodicals have a great importance. All of them are important for modern human development. According to Vveinhardt, Andriukaitiene and Cunha (2014), corporate social responsibility could be described as the moral to a social market-oriented regulatory mechanism arising not so much from the institutional power but from civil society will and expectations.

The private sector, in order to work with commercial purposes, has clear arguments and criteria for investment in human resources qualification. Meanwhile, in the public sector, there are more difficult, because it is important not only financial targets but also social justice (Jasinskas & Emeljanovas, 2015). It is mentioned that without learner and other education activists, the educational situation also consists of the following components: training content and training measures.

Often by analysing the relationships between, it becomes noticeable and mobbing manifestations. Vveinhardt (2011), who studies a learning organisation, says that by improving the organisational climate, it is necessary for the diagnosis model for discrimination in employee relationship, which is used for the phenomenon of mobbing prevention and intervention. The human ability to set goals is the main skill needed to succeed, it is possible to portray it as a circle of life.

The concept of values and its types: 'Values—the specific characteristics of objects in the world around us and that have a positive meaning for people, staff and public. Objects and phenomena become values only due to the fact that they are included in the sphere of existence of human society. Therefore, the values are objects and phenomena which largely dependent on the public that are satisfying any of the human needs and interests and by doing this have a beneficial impact', says Trunce (2014).

What are the values? There are a lot of values—difficult, disambiguation, sometimes difficult to comprehend because that are applied to very limited areas. There is a hierarchy of values in which they lie in the order of importance, meaning and impact strength. Values are like energies, forces that can influence the actions, decisions and choices. From the word 'value' can be perceived that the word is associated with the word value, valuable and worthwhile. There are many common, universally recognised values and also each person has their own values—those are valuable to him.

Values—are human guiding life priorities based on feelings, beliefs and practices. Human actions and his behaviour are determined by the values, which have influence not for any narrow sphere of rational thought but for full personality—emotional feelings, attitudes and beliefs, agrees Vasiliauskas (2011). According to Giddens (2013), the different values reveal the most important human cultural diversity attitudes. Human values are influenced by the culture they live in. According to Kuzmickas (2001), values can be divided into core and non-core, lower and higher, imaginary or real. The main values are moral, aesthetic, political, religious and cognitive. A system of values is complex and sophisticated because usually, it is related with the outside world and a variety of cultural, economic, religious and political issues important for individual and also with a need to make the outside world attractive and neighbour to yourself. Thus, the values are in human consciousness, they refer what is important in the cultural, political and social environment. Many values are common to all individuals but it is important when it is merged into a single system. Such a system generally describes the supreme value.

Value orientation system, which reflects the peculiarities of lifestyle by the prism of social consciousness, is one of the individual world view components. Human behaviour is influenced by the internal, psychological characteristics of his experience, says Bobrova, Dveliene and Norkus (2007). It

is argued that without the internal, psychological characteristics of a person, for the behaviour is also important the system of value orientations. Life position, purposefulness of interests, social attitude, subjective approach, dominant motivation—synonyms describing personality dispositions (Jeciuviene, 2003). They are formed on human socialisation process by internalising the social environment, family and community values. According to Aramaviciute (2005), a person caught up the values in the process of socialisation, he identifies himself with them emotionally—internalise. In other words, a full-fledged human existence, human essence establishes a valuable framework allowing a person to the entity as a moral personality. Values for different people are not equally important, but everywhere there are similarities in recognition of the same values because any groups of people meet with similar needs and similar situations.

Successfully managing the preparation of the implementation of the social responsibility strategy required four destinations: personal managerial staff culture, organising a culture of management processes, the culture of working conditions and culture of documentation system (Vveinhardt, Andriukaitiene & Grancay, 2015). According to Vasiliauskas (2011), 'taking into account the durability of values, their resistance to time and need for continuity, for the younger generation is recommended this ideal system of values, where universal, eternal values are on the top'.

These days, the values for future generations may seem strange and without value, but to live without values is impossible. The importance of personal and social values indicates each individual young person's rate, made from its principles, needs and ideals. Values education is an integral part of every individual's life, which promotes human development. The values of the young person, often reflected what is his attitude toward one or other things that lie in his consciousness, about what they live and how they feel. Therefore, we conclude that values for every individual are all that he had the most important, significant in both social and psychological point of view.

Human behaviour is affected by his inner psychological qualities, his experience, situational status, conditions of environment, in which the action or communication take part. Of course, that between the inner, psychological characteristics of individual behaviour a value system is also very important. The violation of organisation climate in employee relations directly involves the head of the organisation. He is responsible for a complex problem—to perceive mobbing in conflict and make effective decisions (Zukauskas & Vveinhardt, 2010).

Kuzmickas (2001) distinguishes different human age groups, presenting how different values are seen in childhood, adolescence and mature age. Modern life offers a lot of options to choose from. That could confuse young developing personality. Increased mobility, new impressions make sense of the formation of value orientations. Adolescence and youth is full maturation period when early puberty of personality begins.

Organisations identification comes from the surrounding environment. In the first row, this is stakeholder perspectives and assessments that can be positive, negative or double (contradictory). According to this, estimates depends on the information that interested groups have about the organisation, and whether they believe in identifying adequacy. If interested groups note that publicly declared organisational values are not used in practice, it means, that the most responsible business idea is clearly discredited, and it is unrealistic to expect the competitive advantages associated with the environment. However, if the initiatives become part of the organisational values and are implemented in everyday activities, they are usually caused by the positive reaction of stakeholders (Morsing & Schultz, 2006; Juscius, 2009).

According to Juscius (2009), it is clear that there is a necessity of coordination and compromise, which are related to stakeholder values and attitudes. However, there are things for which compromises are considered as unethical and reprehensible. Today, health is considered as the greatest personal value and assets of all the society. In order for the person to take care of his health, he has to know about it. Health is the whole nation assets, which properly maintaining and using, a person accumulates social, material, cultural values, create the public welfare. Just healthy, full of

energy, a person can live a full life, work and experience the joy of creation. The World Health Organization (WHO) in 1948 gave the following definition of health: 'health—is a state of complete physical, mental and social well-being and not merely the absence of disease or ailments' (Gudzinskiene, Cesnaviciene & Suboc, 2007).

The WHO and the European Union's main health policy documents declared core values, it is advisable in Lithuanian Health Program to focus on these basics: human rights; shared responsibility for health; equal opportunities and health relations righteousness; social inclusion and equality; evidence-based solutions. The new Lithuanian Health Program aims should be directed not only to the development of the health care system but also on the development of a healthy lifestyle and a healthy environment (Jankauskiene, 2011).

What is Lithuania will for 2015–2020 years: to develop a healthy lifestyle as an important society assumption; <...> to raise public awareness of the benefits of a healthy lifestyle; to develop health care services that improve the effectiveness of prevention measures, wide use of public health promotion measures, wellness spaces and so on.

A healthy lifestyle education and strengthening. Health education—a process that helps individuals and communities to take better care of their health and improve it. Health education broadly covers people's awareness of health-improvement, and what they decide on having the knowledge, if they use them and what they do with the additional information received.

In addition to saving values, organisations can distinguish and those established values, formed according to the importance of individual stakeholder groups, exposure abilities and foster expectations, and competitive advantages, related to inventions, innovations and globalisation, were seen to have opened the way to grow the business ranks (Ahmed, Vveinhardt, Ahmad & Mujeeb, 2014).

3. Results of the research

The obtained results of the research revealed that in organisations the most important are personal values: family, friends, love and health, only in different positions. It was trying to find out whether the surrounding environment can influence the formation of values and how this environment can influence? All of the surrounding environment has a significant influence on the formation of human values. All informants mentioned that for the formation of values is really important the organisation where they spend most of the time, also co-workers, managers, friends and business partners.

It is obvious that most of the staff personal values are picked up from their family by identifying themselves and conduct of interception of those whom they love. The aim of this research was to explore attitudes towards a healthy lifestyle, how respondents understand a healthy lifestyle, how they can evaluate their lifestyles and their attitudes to care for their health. All informants showed a similar perception of a healthy lifestyle, by noting physical activity, movement, correct nutrition, avoidance of dependency, job security, lack of stress and others. All informants explicitly said that people have to start taking care of his health since adolescence, '... when he starts to understand the importance of health...'.

Creating traditions in an organisation might encourage to talk more of healthy lifestyle topics and any events related with a healthy lifestyle should promote organisation's loyalty to the employees. Loyal employee—is a successful organisation. A learning organisation combines the work team also in 'after work' atmosphere, so all informants mentioned that all sports festivals are really appreciated and enjoyed, they create a good psychological climate. The emotional condition has a major impact not only on health but also on communicating with co-workers, suppliers and customers. The respondents were asked to assess the available values in their organisation in five-point scale: four of them evaluated existing values by the highest score, while one informant 'has no opinion' and two—states that the system must be developed.

On workers' point of view, it is too little mentioned about personal hygiene, healthy eating, physical activity, the environment and health, communication and relationships, smoking, alcohol and drug abuse prevention. It is also mentioned rarely discussed in cancer, heart disease prevention, allergies topic. The study revealed that for values education in organisations are not given proper attention and caring to the worker's health now is more in written reports and conference declared phenomenon, and not always in practice existing real occurrence.

4. Conclusions

1. Modern organisations in order to create a coherent image of itself, to show what is a success and the identity, try to include as many of its members in the discussion. The aim of such internal debates is to link the collective organisation's thinking, behaviour and the structure to common organisation cultural integrity. Unfortunately, to many organisations, a common value system creation and management becomes an insuperable problem. Organisation's value system and every individual worker's operating value system can be different. However, it is clear that certain key issues for business organisations and for workers' moral values must be the same or at least similar.
2. Values—It is specific characteristics of the object of the world around us that have a positive meaning for person, staff and society. Objects and phenomena become values only due to the fact that they are included in the sphere of existence of human society. Therefore, the values are public objects and phenomena largely depending on satisfying any of the human needs and interests, they have a positive meaning. Each person owns an individual system of values that was formed by parents, traditions, personal features and a lot of other factors. The main values, the created values and saved values form the organisation's value system, which helps to analyse and manage the identity of the organisation and be successful.
3. The main cause which determines the gap between organisation publicly declared values and its application in practice is disharmony between the organisation's values and fundamental moral society values. Social responsibility, in this case, has not become an integral part of the organisation's values yet.
4. Health as a value is an integral part of health education. But *health education* is a narrower concept (it means that training conveys knowledge about health and education aim is at changing attitudes towards health components (physical, social, psychological and spiritual), to establish favourable health behaviour habits. Health education is an integral part of health promotion activities, including psychosocial and physical aspects and should be seen in the overall context of the entire education system.

4.1. Discussion issues

Is it possible to reduce or even eliminate the gap of values between organisation and stakeholders only by consistently shaping the organisation's identity with the basis of values system. Would not it be appropriate to form it by following basic steps: 1. To perform the existing value systems self-assessment; 2. The isolation of internal and external stakeholders and their potential impact on the organisation assessment; 3. The most important (for organisation) interested group value content identification; 4. Identification of correction elements in organisation values system; 5. The prediction of coherent actions sequence in the transformation of the organisation's value system; 6. The transformation of an organisation's value system, including key expectations of interested groups; 7. Mechanism creation of permanent coordination between organisations and key interested groups value systems.

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