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Designing an Environmental Behavior Model Based on Learning and Social Responsibility Organization (Case Study of Gorgan Secondary School Teachers)

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Abstract

Purpose: The aim of this study was to design an environmental behavior model based on learning organization and social responsibility among high school teachers in Gorgan.

Methodology: The method of this research was applied in terms of purpose and in terms of data collection in the category of descriptive research of correlation type and in terms of method in the form of research mixed with exploratory approach. Were done using purposive sampling method and using the principle of maximum diversity to achieve theoretical saturation. The statistical population in the quantitative part included all high school teachers (formal, contract and contract) in Gorgan in the academic year 2019-20, which in this study due to different areas (rural and urban) and suitable for both sexes (female and male) Stratified random sampling with proportional attribution was used and the total sample size was 234 people. In order to measure the variables in the qualitative method, in-depth semi-structured interview was used and in a small part, a researcher-made questionnaire was used. Confirmatory factor analysis and patterning of structural equations were used to analyze the data and fit indicators were used to determine the fit and validity of the designed patterns using LISREL software.

Findings: The results of qualitative analysis of the content of the interviews, 7 categories (main category) and 43 sub-categories were obtained. The main categories are: management and leadership, policy and strategy formulation, training missions, environmental awareness, environmental behavior, responsibility Social and organizational learning orientation. In the quantitative part of the research, to present the model of environmental behavior based on the learning organization and social responsibility, data normality test, sample adequacy test, heuristic and confirmatory factor analysis and then structural research model was presented. . Based on the results of the quantitative analysis of the research, all hypotheses and indicators were in good condition.

Conclusion: The results of qualitative analysis of the content of the interviews, 7 categories (main category) and 43 categories of results showed the first step towards achieving a model of environmental behavior based on learning organization and social responsibility in high school teachers in Gorgan, perspective study, Philosophy, rules and regulations of educational management of high school schools in Gorgan.

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1. Introduction

Most of the money, resources and energy of human beings today are spent on solving the problems that it has created by itself. The way out of the complex and interdependent problems that some have likened to crises is to change the way we think and act. The change that is necessary for both officials, planners and managers, and for citizens. Many environmental threats, resource depletion, and environmental pollution are the result of human behavior (Ocler, 2009); According to (sanjay, et al, 2019), environmental education affects the environment and also environmental education has an impact on environmental ethics and environmental performance of employees. In fact, people's views on the environment play an important role in the formation of their desired environmental behaviors, and to guide people's attitudes, it is important to study the factors that affect it. Today, all national and international institutions emphasize the need to change the behavior of individuals and organizations regarding the environment, so that these behaviors in order to maintain the health of the environment and create an environment free of pollution (Burton, 2014). Environmental behavior arises from personal norms such as a sense of commitment or moral duty to act ecologically. These personal norms are activated by the belief that environmental conditions threaten individual values and that individuals can reduce those threats. In other words, environmental behavior is defined as a set of behaviors according to the knowledge, concerns and attitudes of people towards the environment (Franzen and vogl, 2013). Eisen calls readiness and inclination to take practical action to improve environmental issues environmental behavior. Environmental behavior refers to the behaviors of people in the home, workplace and city environment, which is done according to environmental considerations and with the environment (Hejazi, et al, 2017).

Today, all national and international institutions emphasize the change in the behavior of individuals and organizations regarding the environment and the need for changes in human environmental behavior, In such a way that these behaviors are directed to maintain the health of the environment and create a pollution-free environment in order to prevent further problems in the future. (Burton, 2014) Therefore, in order to maintain the health of the environment, the first thing that must change is the human attitude towards the environment (Deng, et al, 2006) In other words, a positive attitude towards the environment is associated with environmentally responsible behavior (Ailem & troup, 2012); For example, Alves Swars (2010) states that people with higher levels of education are more concerned about the environment and show stronger environmental responsibility; In this regard, individual behavior will change and at the organizational level, group behavior will also change. Therefore, it is necessary to first create the required knowledge in the person through education and learning and change his attitude. This attitude can be called knowledge, learning and awareness, in fact, organizational learning as a collective capacity based on cognitive processes And is defined empirically and includes the acquisition and optimization of knowledge; the learning organization is an organization in which learning is considered a constant need of all employees and in it, while emphasizing learning how to learn and absorb and distribute new knowledge, to create and produce information and knowledge New and required are addressed and all this knowledge is manifested in behavior and practices (Agarwal, 2010). On the other hand, learning means strengthening the ability with the help of experience gained from pursuing things and the knowledge that enters the organization through the organizational learning window spreads to all components of employees (Bennetis, 2008). Its effects on the organization are based on knowledge and the results of the relationship between organizational learning (knowledge) and environmental behavior can be useful. For this reason, one of the basic assumptions in environmental studies is that many environmental problems can be the key to solving many environmental problems by increasing learning. Creating and expanding environmental learning and awareness is usually one of the best ways to overcome environmental challenges and achieve sustainable environmental development. In fact, the goal here is to take the right step towards achieving the goals of sustainable development by training and educating the workforce and creating the desired environmental knowledge (learning) (Apaydin, 2010).

In this context, social responsibility also means the activity that an individual performs as an effective and useful member in society (or organization) is related to the discussion of the environment (Mousavirad, 2015); Responsibility is not just a task or task that must be evoked by an individual (the individual himself) and involves the individual's response to the needs of others overtly or covertly. In other words, responsibility is meant to take on a job and be accountable for the work or task undertaken (Fatemifar, 2014). In this regard, Ford defines social responsibility as following social rules and meeting society's expectations of the individual. Costka and Balzarova also see social responsibility as a continuing commitment to behave ethically and to improve the quality of life of individuals and their families, as well as to improve society and the wider community (Bawzin, 2018); It turns out that poaching as the first factor threatens 91% of the areas under our protection, 82% of the protected areas of the country with uncontrolled grazing, 79% with land conversion and planting, 55% with deforestation. Road construction operations have been carried out in more than half of the protected areas; due to severe soil erosion, the watersheds of the country's dams have 250 million cubic meters of sediment per year, and in the agricultural sector, more than 2 billion meters per year. Cubes of fertile soil are washed away by soil erosion, destroying thousands of hectares of land and reducing crop production. Annually, an area of 400,000 hectares of fertile lands is eroded. The economic value of annual soil erosion damage in Iran is estimated at 10 thousand billion rials, equivalent to the destruction of one million hectares of agricultural land, and this annual erosion is one percent of the existing dam reservoirs (Azadkhani, et al, 2018). The importance of paying attention to environmental issues in the discussion of sustainable development is due to the fact that in recent years, the quality of the environment has decreased as a result of human activities and on the other hand, coping with environmental degradation and depletion of natural resources, only long-term environmental policies can be achieved.

The city of Gorgan is also one of the cities that have faced many environmental problems due to the uncontrolled population growth and urban development due to God-given blessings such as beautiful nature, clean air, diverse species and animals. And if no action is taken as soon as possible to prevent the destruction of the environment and the destruction of resources, the future will face a shortage of resources and deprivation of the enjoyment of natural resources. Therefore, environmental protection education in order to prevent environmental degradation should be considered by the authorities. The innovative aspect of this research is that it assesses teachers' awareness and behavior towards the environment to help improve the state of environmental behaviors and more accurate planning; On the other hand, it examines the relationship between environmental behavior and social responsibility and the learning organization (direct and indirect relationships), which indicates the novelty of this research work. Therefore, due to the importance of the environment, some variables such as social responsibility and learning organization, the importance of maintaining it can affect our behavior, so the researcher in this study wants to address this issue: the appropriate model of environmental behavior based on learning organization and responsibility what is the social situation of high school teachers in Gorgan?

2. Methodology

The purpose of this study was to design an environmental behavior model based on the organization of learning and social responsibility in high school teachers in Gorgan in the academic year 2019-20. The method of this research was applied in terms of purpose and in terms of data collection in the category of descriptive research of correlation type and in terms of method in the form of research mixed with exploratory approach. The statistical population in the qualitative section includes 15 experts and experts. Were done using purposive sampling method and using the principle of maximum diversity to achieve theoretical saturation using semi-structured interviews? The statistical population in the quantitative part included all high school teachers (formal, contract and contract) in Gorgan. In this study, due to different areas (rural and urban) and suitable for both sexes (female and male), stratified random sampling It was

used with proportional assignment and the total sample size was 234 people) In order to measure the variables in the qualitative method, in-depth semi-structured interview was used and in a small part, a researcher-made questionnaire was used. Confirmatory factor analysis and modeling of structural equations were used to analyze the data, and fitness indicators were used to determine the fitness and validity of the designed models using LISREL software.

3. Findings

In this study, using qualitative analysis to identify the underlying variables to provide a model of environmental behavior based on the learning organization and social responsibility in high school teachers in Gorgan. In the following, by examining the research interview questions and the tables of the interviewees' categories, we will present the model of environmental behavior based on the learning organization and social responsibility in Gorgan high school teachers. Therefore, at this stage, with the opinion of professors and experts, 257 of all the obtained indicators were determined. From the qualitative analysis of the content of the interviews, 7 categories (main category) and 43 sub-categories were obtained and are presented in the following table:

Table1. Main and sub-categories of environmental behavior

The main category	Subcategory
Management and leadership	Meaning, management and measurement
	Learning in the organization
	Employing thoughtful leaders
	Strengthen systemic thinking
	Increase individual awareness
	Compilation of data and guidance
	Create a shared vision
	Having realistic mental patterns
Develop a policy and strategy	Sustainable human resource development
	Compilation
	Creating, producing new and needed information and knowledge
	Develop the appropriate structure and strategy
	Emphasis on learning, how to learn, absorb and distribute new knowledge
	Systematic audits of knowledge management
Educational missions	Assignment of authority to employees
	Respect the staff
	Provide space for staff development
	Provide training based on the ability and talent of individuals
	Recognize the purpose and create a learning organization
	Ability to create, acquire and transfer knowledge
	Existence of learning and creative staff
Environmental awareness	Empower employees and train them
	Increasing information and environmental awareness of people
	Having an environmental commitment
	Environmental attitudes, values and behaviors
	Nature conservation and resource conservation
Environmental behavior	Environmental justice
	Proper operation of the environment
	Responsible behavior towards the environment
	Attention to values consistent with environmental quality
	Commitment to collective action on environmental issues
Social Responsibility	legal responsibility
	Moral responsibility
	Economic responsibility

	Responsibility, accountability and respect for the rights of community members
	Increase individual responsibility towards the organization
Organizational learning orientation	Source of knowledge (internal versus external)
	Publication format (formal vs. informal)
	Knowledge focus (product versus process)
	Focus on learning (gradual versus evolutionary)
	Value chain focus (design / build versus market / distribution)
	Skill development (personal vs. team)
	Documentation model (individual versus collective)

Table2. Basic subscriptions for environmental behavior questions

Row	Indicator	primitive	primitive
Q01	Meaning, management and measurement	1/000	0/728
Q02	Learning in the organization	1/000	0/792
Q03	Employing thoughtful leaders	1/000	0/790
Q04	Strengthen systemic thinking	1/000	0/766
Q05	Increase individual awareness	1/000	0/750
Q06	Compilation of data and guidance	1/000	0/747
Q07	Create a shared vision	1/000	0/773
Q08	Having realistic mental patterns	1/000	0/764
Q09	Sustainable human resource development	1/000	0/863
Q10	Compilation	1/000	0/770
Q11	Creating, producing new and needed information and knowledge	1/000	0/810
Q12	Develop the appropriate structure and strategy	1/000	0/850
Q13	Emphasis on learning, how to learn, absorb and distribute new knowledge	1/000	0/849
Q14	Systematic audits of knowledge management	1/000	0/816
Q15	Assignment of authority to employees	1/000	0/839
Q16	Respect the staff	1/000	0/817
Q17	Provide space for staff development	1/000	0/685
Q18	Provide training based on the ability and talent of individuals	1/000	0/696
Q19	Recognize the purpose and create a learning organization	1/000	0/804
Q20	Ability to create, acquire and transfer knowledge	1/000	0/845
Q21	Existence of learning and creative staff	1/000	0/772
Q22	Empower employees and train them	1/000	0/757
Q23	Increasing information and environmental awareness of people	1/000	0/744
Q24	Having an environmental commitment	1/000	0/762
Q25	Environmental attitudes, values and behaviors	1/000	0/731
Q26	Nature conservation and resource conservation	1/000	0/764
Q27	Environmental justice	1/000	0/794
Q28	Proper operation of the environment	1/000	0/835
Q29	Environmentally responsible behavior	1/000	0/722
Q30	Attention to values consistent with environmental quality	1/000	0/760
Q31	Commitment to collective action on environmental issues	1/000	0/617
Q32	legal responsibility	1/000	0/640
Q33	Moral responsibility	1/000	0/832
Q34	Economic responsibility	1/000	0/808
Q35	Responsibility, accountability and respect for the rights of community members	1/000	0/754
Q36	Increase individual responsibility towards the organization	1/000	0/801
Q37	Source of knowledge (internal versus external)	1/000	0/825
Q38	Publication format (formal vs. informal)	1/000	0/838
Q39	Knowledge focus (product versus process)	1/000	0/836
Q40	Focus on learning (gradual versus evolutionary)	1/000	0/815
Q41	Value chain focus (design / build versus market / distribution)	1/000	0/832
Q42	Skill development (personal vs. team)	1/000	0/863
Q43	Documentation model (individual versus collective)	1/000	0/851

The next step is to calculate the eigenvalue 1 to select the main factors. The table below shows the eigenvalues and variances corresponding to the factors in the dimensions of environmental behavior. In the column labeled eigenvalues, the initial value for each factor is estimated as the sum of the explained variances. The variance explained is in terms of the percentage of total variance and the cumulative percentage. The eigenvalues of each factor are the ratio of the total variance of the variables, which is explained by that factor. Eigenvalues can be calculated by summing the squares of the factor loads to all the variables in that factor. Therefore, eigenvalues show the importance of confirming the factors in relation to the variables. A low value for a factor means that that factor has played a lesser role in explaining the variance of the variables. The second part, called the sum of the squares of the factor loads (before rotation), deals with the explained variance of the factors whose eigenvalues are greater than one.

Part One (Factor): This section, called Factor, shows the initial number of factors in the first stage of factor analysis, and its number is always equal to the total number of variables entered in the analysis, but it is natural that after factor rotation, all these factors Will not remain. In this study, 16 variables were analyzed, which remained after extracting 3 factors. Section 2 (Initial Eigenvalues): This section, called the initial eigenvalues, shows the eigenvalue, the percentage of variance, and the cumulative percentage of variance for each factor. Section 3 (Extraction Sums of Squared Loadings): This section shows the sum of the squares of the extracted factor loads. In fact, the values in this section show the distribution of variance after factor extraction. Section 4 (Rotation sums of Squared Loadings) shows the sum of the squares of the rotating factor loads. The values in this section show the distribution of variance after the rotation of the factors.

The last three sections of the table (ie the second, third and fourth sections) consist of three columns: Total column: Refers to a specific value. Eigenvalue is the variance of the set of observed variables that is explained by each factor. The first factor always explains the largest variance of the variables and has the largest eigenvalue. According to the Kaiser criterion, factors with a specific value of less than one are not taken into account in the selection of factors. The results show that the 43 items in question can be reduced to 7 factors and from the combination of these 43 items, we can design a new structure based on the factors with a new combination and analyze the data based on it. Percentage of variance column: refers to the amount of variance that each factor has been able to explain in relation to the total variance of the set of variables. It should be noted that a good factor analysis is always a factor analysis in which a small number of factors can explain a large amount of variance of variables. Column of cumulative percentage of variances: The values of this column refer to the cumulative and cumulative percentage of each variance that each factor has been able to explain. Therefore, the cumulative percentage of each factor is equal to the sum of the percentage of previous variances and the factor itself. In total, all 7 factors with eigenvalues higher than one have been able to explain 78% of the scale variance of the main variables in the dimensions of environmental behavior.

Varimax and principal component analysis (PCA) have been used to determine the main factors and distribute the questions after each varimax rotation. The results are presented in the table. This matrix identifies the correlation between the item (questions or variables) and the factor, which will be clarified based on the degree of correlation. In this matrix, the factor loads (factor scores) of each variable are greater than 0.5 and are placed under the umbrella of the desired factor, the higher the value of this coefficient, the greater the role of the relevant factor in the total variance of the desired variable. The table below shows what questions and with what factor loads are related to these factors. Therefore, exploratory factor analysis was performed to establish the validity of structure 1, factors and components based on the findings of the qualitative part and exploratory analysis of the research. In exploratory factor analysis using SPSS software, 43 items of the questionnaire were entered into factor analysis separately for the main and sub-factors. Based on the results of qualitative analysis and exploratory factor analysis, it was found that 7 main factors (hidden variable) and 43 questions (observable variable) were used to measure environmental

behavior. The correctness of the questionnaire using confirmatory factor analysis is called construct validity. Confirmatory factor analysis evaluates the relationship between items and structures:

Table3. Summarizes the results of confirmatory factor analysis of the dimensions of environmental behavior

Agents	A symbol	Variables	Factor load	Test statistics
Management and leadership	LM	Q01	0/85	14/92
		Q02	0/89	16/14
		Q03	0/86	16/15
		Q04	0/85	14/79
		Q05	0/84	14/66
		Q06	0/81	13/85
		Q07	0/80	13/53
		Q08	0/80	13/43
Develop a policy and strategy		Q09	0/88	15/65
		Q10	0/84	14/68
		Q11	0/88	15/88
		Q12	0/92	17/8
		Q13	0/93	17/22
		Q14	0/87	15/49
Educational missions		Q15	0/75	12/40
		Q16	0/80	13/47
		Q17	0/80	13/48
		Q18	0/77	12/81
		Q19	0/80	13/56
		Q20	0/74	12/18
		Q21	0/75	12/30
		Q22	0/78	13/2
Environmental awareness		Q23	0/46	6/72
		Q24	0/83	14/14
		Q25	0/82	13/98
		Q26	0/85	14/91
Environmental behavior		Q27	0/88	15/64
		Q28	0/89	15/89
		Q29	0/61	9/33
		Q30	0/84	14/57
		Q31	0/71	11/32
Social Responsibility		Q32	0/58	8/68
		Q33	0/84	14/42
		Q34	0/91	16/38
		Q35	0/48	6/98
		Q36	0/69	10/80
Organizational learning orientation		Q37	0/81	13/86
		Q38	0/83	14/45
		Q39	0/83	16/11
		Q40	0/87	15/45
		Q41	0/87	15/89
		Q42	0/94	17/53
		Q43	0/94	17/56

Structural equation modeling (SEM) and LISERL software have been used to validate the environmental behavior model. In fact, using this method, the relationships between endogenous variables and exogenous variables are determined. In the present study, the effect of six factors on environmental behavior has been investigated. The result of the structural model of the research is presented in the standard estimation mode.

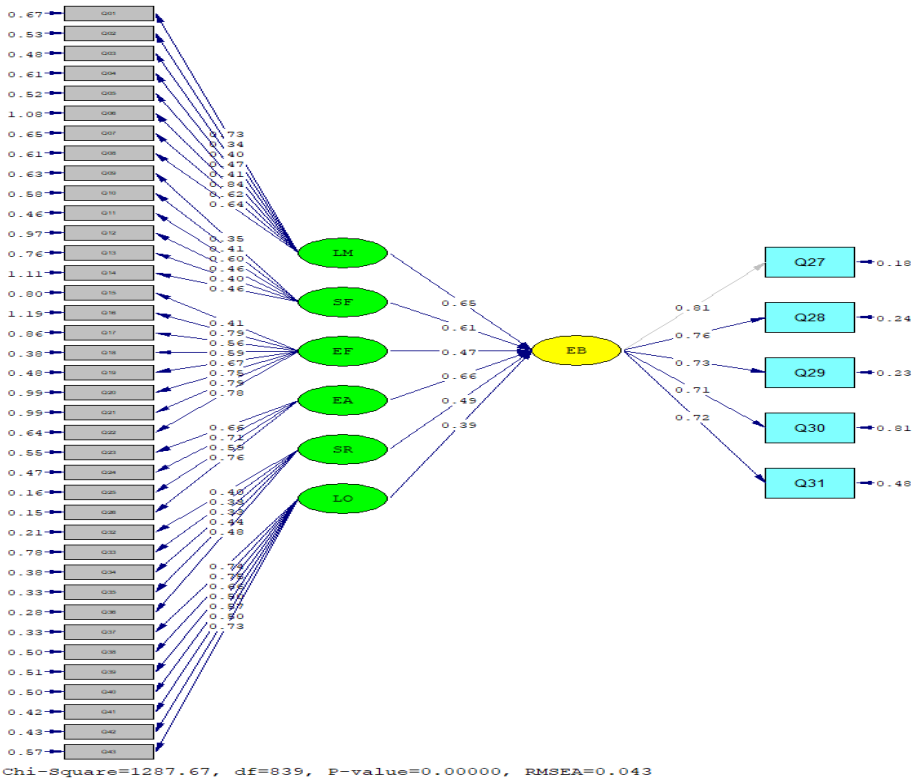

Figure1. Structural model of standard research

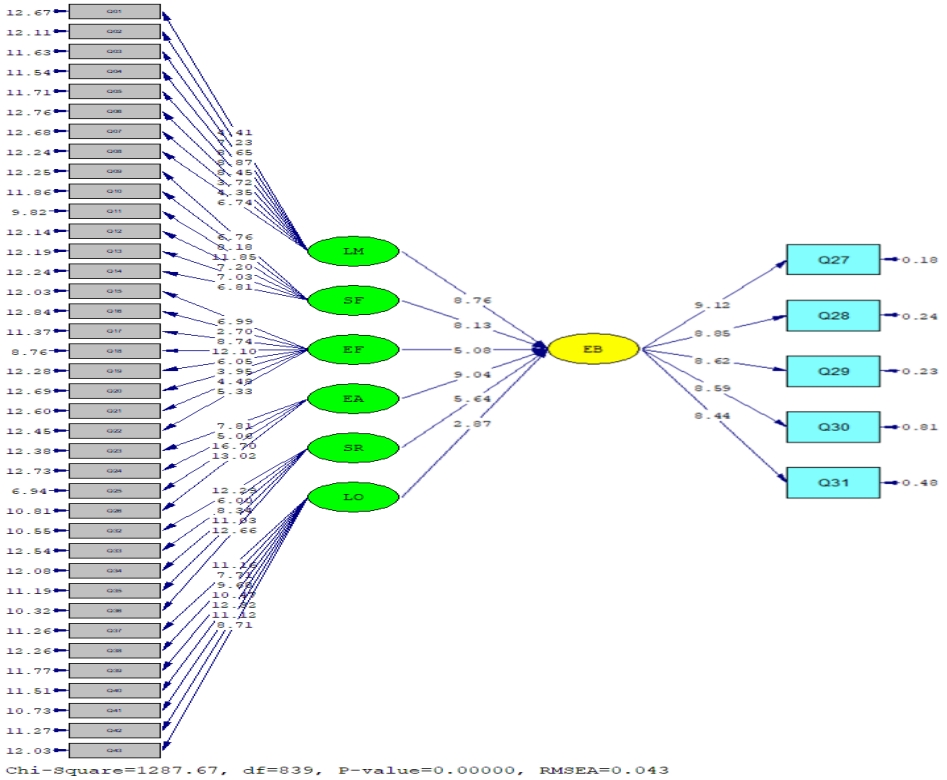

Figure2. Structural model of standard research

The values related to the goodness of fit criteria of the environmental behavior model along with the acceptable fit range are:

GFI Fit Goodness Index 0.91, Modified Fit Goodness Index AGFI 0.95, NNFI Normalized Fit Index 0.94, NFI Normalized Fit Index 0.96, CFI Adaptive Fit Index 0.91, IFI Incremental Fit Index 0.91 , RFI Relative Fit Index is 0.91, Normalized Fit Economy Index is PNFI 0.91, The root mean square of RMSEA estimation error is 0.043, Chi-square to the degree of freedom is 0.53. The results of the study of the goodness indices of the environmental behavior model show Goods fit the model properly. Therefore, the research hypotheses are tested and the structural sector relations are examined based on the results of structural equation modeling. A summary of the results is provided in the table.

Table4. Results of direct relationship and significance coefficients of research model hypotheses

theories	independent variable	The dependent variable	Path coefficient *(β)*	Significance (t)	Result
Hypothesis No. 1	Management and leadership	Environmental behavior	0/65	8/76	Confirmation
Hypothesis No. 2	Develop a policy and strategy	Environmental behavior	0/61	8/13	Confirmation
Hypothesis No. 3	Educational missions	Environmental behavior	0/47	5/08	Confirmation
Hypothesis No. 4	Environmental awareness	Environmental behavior	0/66	9/04	Confirmation
Hypothesis No. 5	Social Responsibility	Environmental behavior	0/49	5/64	Confirmation
Hypothesis No. 6	Organizational learning orientation	Environmental behavior	0/35	2/87	Confirmation

4. Discussion

In this study, in order to identify and develop indicators for presenting a model of environmental behavior based on the learning organization and social responsibility in high school teachers in Gorgan, first by examining the perspective, philosophy, rules and regulations of educational management of high schools in Gorgan Took. This is the first step towards achieving the goal of providing a model of environmental behavior based on the learning organization and social responsibility in high school teachers in Gorgan. The statistical population in the qualitative part of this research includes experts and experts in the field of educational management and is measured by expertise indicators. Based on this, the views of 10 qualified experts have been used in this study. The statistical population in the quantitative part of the present study also includes all high school teachers (formal, contract and contract) in Gorgan in 1398 who are experts in the field. Based on the qualitative results of the study, 43 indicators related to the presentation of behavior model Environmental based on learning organization and social responsibility in high school teachers in Gorgan, which are: The main categories of environmental behavior model based on learning organization and social responsibility in high school teachers in Gorgan are: management and leadership, development Policy and strategy, educational missions, environmental awareness, environmental behavior, social responsibility and organizational learning orientation. Sub-categories The main categories of management and leadership are: meaning, management and measurement, learning in the organization, employing thoughtful leaders, strengthening system thinking, increasing personal awareness, formulating ideas and ideas, creating a shared vision and having realistic mental patterns. Sub-categories the main categories of policy and strategy development are: sustainable human resource development, development, creation, production of new and required information and knowledge, development of appropriate structure and strategy, emphasis on learning, how to learn, absorb and distribute new knowledge and Systematic audits of knowledge management.

Sub-categories The main categories of educational missions are: delegating authority to employees, respecting employees, providing space for staff development, providing training based on the ability and talent of individuals, recognizing the goal and creating a learning organization, the ability to create, acquire and transfer knowledge, existence Learning and creative staff and empowering staff and training them. Sub-categories the main categories of environmental awareness are: increasing information and environmental

awareness of individuals, having environmental commitment, attitudes, values and environmental behaviors, and protecting nature and conserving resources. Sub-categories the main categories of environmental behavior are: environmental justice, proper treatment of the environment, responsible behavior towards the environment, attention to values consistent with environmental quality and commitment to collective action on environmental issues. Sub-categories the main categories of social responsibility are: legal responsibility, moral responsibility, economic responsibility, responsibility, accountability and respect for the rights of community members and increasing the responsibility of the individual to the organization. Subcategories the main categories of organizational learning orientation are: knowledge source (internal versus external), publication format (formal versus informal), knowledge focus (product versus process), learning focus (gradual versus transformation), and value chain focus (Design / Build vs. Market / Distribution), Skills Development (Individual vs. Team), and Documentation Model (Individual vs. Collective). In the results of Ramezanzadeh (2019) study, indicators such as social responsibility, environmental literacy, work conscience were obtained, which from this perspective is consistent with the present study. In the results of Azadkhani, Sadatnejad, Sharafkhani (2018) study, indicators such as lack of knowledge and understanding of students about general and specific environmental issues, new environmental attitudes, environmental education and the formation of environmental behavior were obtained. The present study is consistent; also in the results of Seraji, Ghamari Vafa (2015) study, indicators such as students' environmental literacy, literacy level, attitude and environmental behavior were obtained, which is consistent with the present study in this regard. (2012), indicators such as planning and promoting environmental literacy, environmental concern and sensitivity were obtained, which is consistent with the present study in this regard, and in the results of the study of Malgar et al. (2017), indicators such as behavior and environmental concerns, performance Environmentalists were obtained, which is consistent with the present study.

Based on the results of qualitative analysis and exploratory factor analysis, it was found that 7 main factors (hidden variable) and 43 questions (visible variable) were used to measure environmental behavior and the standard factor load of management and leadership on environmental behavior was 0.65. Is. Also, the value of t-statistic is 8.76, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis 1 is confirmed. The standard factor for the effect of policy and strategy formulation on environmental behavior is 0.61. Also, the value of t-statistic is 8.13, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis 2 is confirmed. The standard factor of the effect of educational missions on environmental behavior is 0.47. Also, the value of t-statistic is 5.08, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis No. 3 is confirmed. The standard factor for the effect of environmental awareness on environmental behavior is 0.66. Also, the value of t-statistic is 9.04, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis No. 4 is confirmed. The standard factor for the effect of social responsibility on environmental behavior is 0.49. Also, the value of t-statistic is 5.64, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis 5 is confirmed. The standard factor for the effect of organizational learning orientation on environmental behavior is 0.35. Also, the value of t-statistic is 2.87, which is greater than the critical value of 1.96. Therefore, it can be claimed with 95% confidence: Hypothesis 6 is confirmed. One of the limitations of this research work is that due to the wide range of factors affecting environmental behavior based on the learning organization and social responsibility and the lack of full cooperation of selected experts in the process of interviewing and answering researcher questions, in other words lack of access to managers and experts. The most important limitations of the present study were: Based on this, it was suggested that individuals fulfill their individual and social responsibilities towards themselves and society properly, and that learning organizations include the issue of social responsibility in the subject of

their academic courses, and from the critical period of growth with basic responsibility training. Institutionalize social and environmental behavior in the behavior and personality of individuals.

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