

RESEARCH ARTICLE

Organizational Culture as Predictor of Faculty Members' Soft Skills in Philippine State Universities

Leomar C. Miano*

¹College of Administration, Business, Hospitality, and Accountancy, Southern Luzon State University, Quezon Province, Philippines

Correspondence

*Corresponding Author.

Email: leomar_miano@yahoo.com

Abstract

This paper investigated the relationship between organizational culture and soft skills. Data were collected among selected faculty members in the three different state universities. Using convenient sampling, the study included 324 respondents, one in each state university from the main island of the Philippines (Luzon, Visayas, and Mindanao). This study used a descriptive-correlational design which utilized a self-constructed questionnaire with a Cronbach Alpha of 0.907 internal consistency, having formatted on a 4-point scale. The result showed that the organizational culture of faculty members is strong with a mean of 3.5 (SD=.48), and the soft skills of faculty members are good with a mean of 3.23 (SD=.44). Moreover, there is a significant relationship between organizational culture and soft skills, specifically, the clan culture negatively related to soft skills with a coefficient value of -.070 with a contribution of .09% in the variance. This implies that clan culture has a possible adverse relationship on soft skills. Based on the path model organizational culture has a direct effect with soft skills.

KEYWORDS:

Organizational Culture, Soft Skills, Faculty Members, State University

1 | INTRODUCTION

Quality education produces quality human capital. This calls for thorough designing and planning at different structures of the education process. For such, teacher education centers deserve to be at the forefront in meeting the demand and expectations of many people concerning the improvement of human capital. All procedures of teaching and learning at higher levels of education should have the ability to transform the learners. Additionally, the intended goals and experiences in higher-level training should consider the provision of soft skills, apart from hard skills. The fusion of soft skills and learning experiences is essential for the success of the teaching profession (Pachuri Yadav, 2014).

According to Dean (2017), the possession of soft skills is an additional advantage to pulling through the present competitive world. Having technical skills alone is no longer enough. Besides the technical knowledge, there are special skills such as relational health promotion that ought to be developed to enhance performance in different settings (Ngang, Nethanomsak Aritana, 2014). Within one decade ago, it has been found that soft skills had been neglected at higher levels of learning and training, leading to failure at some points along the career path (Dewiyani, 2015). Moreover, soft skills are essential for graduates at the onset of their occupations (Schulz, 2008). Currently, the curricularists at higher levels of learning have tried to adopt programs that can inculcate soft skills, although the target point has not yet been reached (Sailah, 2008). Furthermore, Pachauri

and Yadav (2014), stated that there is much to be attained from institutions of higher learning in terms of human resource transformation to meet society's presuppositions.

One of the primary components of functional decision-making in universities is organizational culture (Fralinger and Olson, 2007). Continuing assessment on organizational culture is necessary for the administration, faculty, and staff to have an effective and efficient environment that promotes quality education. Based on the report of Higher Education (2003) culture led to successful governance. According to ASHE (2003), the effective university culture motivates individuals, governs the information process, and teaches and exhibits appropriate behavior; these components of organizational culture shape values and internal relations. According to Lotzar (2018), that there is a commonality in values and characteristics among the soft skills preferences by the organization, the soft skills demonstrated by the employees, and the organizational culture. This suggests that organizational culture is theoretically useful in conceptualizing a framework for soft skills.

The scenario at hand bears direct inferences on the duties and responsibilities of teachers—the vessels for shaping competent graduates who are fit for the job market. State Universities and Colleges (SUCs) faculty who also are front liners in the educational programs are entreated to equip learners with information that suits the 21st century. According to Williams (2015), education experiences should nurture graduates that are competent to gratify the job market expectations. Recognizing the need for soft skills needs and equipping learners to fit in the workplace is identical to narrowing the gap of cherished traits that faculty members are lacking. The researcher would also investigate internal factors to be considered in enhancing the soft skills of faculty members.

2 | REVIEW OF LITERATURE

2.1 | Organizational Culture

This idea of organizational culture embeds the conviction that culture is a numerator of detailed institutional systems (Watson, 2006). Watson's views were amplified by Bateman and Snell (2011) who stated that the culture of any organization is a combination of the aims, objectives, principles, policies, and common operations of that organization. In other words, it is the worldview of employers and workers regarding business operations. Organizational culture can be either weak or strong. According to Mcshane and Glinow (2016) and Schermerhorn (2013), the summation of beliefs, norms, and practices to which members subscribe explains the idea of culture within an organization. Daft (2010) had not called it a summation but referred to it as simply a collection of unexceptional standards. Today, there are more platforms related to cultures of organizations with highlights of details accord special identity to the differentiate member groups (Li, 2015). Grigoruta and Corodeanu (2005) discussed that organizational culture develops and manifests itself differently in different organizations. One organization cannot claim that its culture is better than that of another since there is no ideal culture. What prevails is a culture appropriate to the organization. Furthermore, this culture incorporates the vision and mission objectives as stipulated by individual institutions (Solomanidina, 2007). In recent years, a consensus has been reached that how institutions handle their transactions and deliver services defines organizational culture (Schein, 2004).

Moreover, organizational culture is consisting of the values and assumptions shared within an organization (Mcshane Glinow, 2010). Furthermore, organizational culture is the company's social and spiritual field, shaped by material and non-material, visible and disguised, conscious and unconscious processes and phenomena that together determine the consonance of philosophy, ideology, values, problem-solving approaches, and behavioral patterns of the company's personnel, and are capable of driving the organization towards success (Solomanidina, 2007). For the past number of decades, most academics and practitioners studying organizations suggest the concept of culture is the climate and practices that organizations develop around their handling of people, or to the promoted values and statement of beliefs of an organization (Schein, 2004).

Cameron and Quinn (2011) showcase a substantial numerical instrument that has received extensive acceptance in examining institutional cultures. This four-part tool bears a quadrant for each of the aforementioned differing cultures.

Generally, each of the cultures may belong to a side that emphasizes either being flexible or stable and if the center of attention is within or outside the institution.

Description of the Institutional Cultures:

1. Cultures of clans: these are enjoyable employment areas in which dwellers relate as kinsmen. Here, institutional highest authorities appear as custodians of knowledge and are viewed as guardians in a household. Trustworthiness is a binding factor enhanced by towering degrees of dedication. In the clan cultures, much emphasis is put on every lasting gain from the improvement of the labor force, and more value is attached to unity and motivation. Moreover, caring for the masses



FIGURE 1 Tool in Examining Institutional Cultures

with prompt service delivery to the clientele are key indicators of performance in this environment. Institutions within the clan culture prioritize cooperation, active involvement, and agreement (OCAI Report for Public Administration, 2010). Furthermore, Bateman and Snell (2011) discussed that there is more internal orientation and flexibility within related clusters of clan cultures.

2. **Cultures of Adhocracies:** These are high-powered environments known to be enterprising and filled with originality. Top authorities are viewed as inventors at the forefront of propelling the institutional mission and goals. Unity in this case is not only built and maintained through dedication to the invention but also attempting new processes, ideas, or activities. Staying at the forefront in all dimensions of development is highly treasured and institutional progress in a lasting ambition. Also, personal inventiveness and liberty are prime conditions in any adhocracy culture (OCAI Report for Public Administration, 2010). Related to this, Bateman and Snell (2011) cited that just as this type of culture bears much flexibility, it also typical of being outward-looking.
3. **Cultures of Markets:** Primarily, these are obsessed with the execution of duties and the outcomes. Competition among members is common and the institutional heads uphold it besides being mission diehard with significant strictness. Attaining victory in different aspects is a unifying element with an emphasis on building a good public image. In this environment, lasting consideration relates to real competition and the realization of the institution's aims and objectives. The extent of services rendered by a firm by other competing firms gives meaning to the concept of performance. Competition is highly regarded in all operations (OCAI Report for Public Administration, 2010). However, Bateman and Snell (2011) rendered this culture as one based on reason, wherein, it focuses much on superintendence with outward orientation. The prime intents in this area include effectiveness, competence, and forethoughtfulness. Moreover, carrying out duties and responsibilities is being accelerated by the anticipation of honors.
4. **Cultures of Hierarchies:** Such settings are associated with certified operational processes. For every action, there are validated steps to be followed. The institutional heads view each other as champions of managing and sustaining the flow of operations at all levels. Validated regulations paired with guidelines are known to promote unity within the institution. Concerning the lasting objectives, cultures of hierarchies focus on consistency, progression, and effectiveness. They label good performance and victory as promptness to service along with. It should be noted that organizing and planning for members prioritize good working conditions and forecasting (OCAI Report for Public Administration, 2010). Based on Bateman and Snell (2011), inward orientation is common here with extra attention on steadiness and authority. The notion is held that the stipulated guidelines and directions always yield allegiance from all members.

2.2 | Soft Skills

Related to an individual's ability to manage emotions, soft skills consist of several features such as character attributes, communal courtesy, conveyance of information, speech and vocabulary, one's manners, cordiality, plus hopefulness, all of which bear an impact on social interactions (Klaus, 2008). Also, soft skills are considered to be one's distinct traits, which uplift his or

her potential to associate with others, to work, as well as to unlock new opportunities for professional growth (Parsons, 2008). In many instances, soft skills are related to personal characteristics such as positiveness, dutifulness, sound judgment, humor-ousness, and uprightness. Similarly, soft skills include all potentiality, which besides being practical, it might demand a person to be other-centered; to be empathetic, sociable, cooperative, peacemaking, communicative, along with leading others. Several times, reiteration is made on how a person can be able to secure an interview using the hard skills, although it is the soft skills that can secure and keep the appointment (Marical, 2012). Furthermore, Muthumanickam (2008) cited that skillful conveyance of information, regularity in speech, excellence in collaboration, maintenance of emotions, ability to counteract hardships, and later make decisions provide another identity to soft skills.

During the activities of imparting information and skills within the bounds of instructional centers, learners are empowered to execute a variety of duties in several ways. On completion of their studies, they are already institutional prototypes where ever they will be working. Having undergone training within the confines of instructional centers, students transfer the skills to their job assignments (Woo, 2006). According to Sunarto (2015), the absence of collaboration between human resource training institutions together with the employers explains why tertiary training carries a matter in question at the moment. Special attributes are relatively bypassed at the tertiary training level as maintained by reports from the recent decade. Yet, these attributes cannot be kept aside at any time once a professional is recruited. Centers of tertiary training are thus moved to equip their learners with the special attributes though without a clearly defined approach.

3 | METHODOLOGY

This study was descriptive-correlational and structural equation modeling (SEM) using Smart PLS was used to estimate parameters of the structure model to specify the relationships between organizational culture and soft skills. Mainly, it sought to determine the connection between the cultures of an organization to the soft skills of selected faculty members of at least three different state universities in the Philippines. The research populace for consideration was teaching personnel from different state universities in the Philippines. The inclusion criterion for participation in the study included regular faculty members only. The study included 324 respondents, one in each state university from the main island of the Philippines (Luzon, Visayas, and Mindanao) shown in Table 1. The convenient sampling technique was used to identify the state universities and in choosing the respondents.

This study used G-power as the basis for the computation of sample size. Using the 95% level of confidence indicating a 5% margin of error the resulting sample size estimate is 311 with an actual power of the test of 95.02%. This study includes a total size of 324 which exceeded the recommended sample size of 311 from G-power analysis.

TABLE 1 Distribution of Sample

Region	Population	Sample Size
Luzon (SUC1)	706	134
Visayas (SUC2)	513	98
Mindanao (SUC3)	304	92
Total	1,523	324

Driven by the need of attaining the study's intention, the researcher used a questionnaire that was personally developed and underwent expert validation. The comments and suggestions of the experts received consideration as reflected in the revised version before administering it in a research trial within one of the state universities in Quezon Province. In conducting the pilot study, purposive sampling was used to select a state university, wherein the researcher personally administered the questionnaires among 72 regular faculty members. The data gathered in the pilot study were analyzed using SPSS. The Cronbach alpha reliability was determined for each construct and subconstruct to ensure internal consistency. According to Glen (2014), a score of more than 0.7 is acceptable. However, some authors suggest higher values of 0.90 to 0.95 were excellent.

TABLE 2 Cronbach Alpha Table

Variables	Number of Items	Cronbach Alpha	Verbal Interpretation
Organizational Culture			
1. Clan Culture	10	.920	Excellent
2. Adhocracy Culture	10	.939	Excellent
3. Market Culture	10	.942	Excellent
4. Hierarchy Culture	10	.962	Excellent

The questionnaire for organizational culture is composed of clan culture, adhocracy culture, market culture, and hierarchy culture shown in Table 2 . The questions were adapted but modified on the Organizational Culture Assessment Instrument (OCAI) by Quinn and Cameron (2006). Questions were measured on a Four-point Likert scale.

TABLE 3 Interpretation table for Organizational Culture

Scale	Mean Interval	Scale Response	Verbal Interpretation
1	1.00-1.49	Strongly Disagree	Very Weak
2	1.50-2.49	Disagree	Weak
3	2.50-3.49	Agree	Strong
4	3.50-4.00	Strongly Agree	Very Strong

This part of the questionnaire was constructed by the researcher and is divided into 3 sections: the first section is about personal skills, under which are communication, decision making, problem solving, and honesty and integrity. The second section contains character building skills which include resilience, career management, network relationship building, and innovation. The last section is about organizational skills, to wit: cross cultural, diversity, and coaching and mentoring. Using a 4 Likert-scale shown in Table 4 , the questions were evaluated from very poor to very good except resilience, innovation, and diversity because they are measured from very low to very high. However, honesty and integrity is interpreted according to their level of agreement of the items.

TABLE 4 Interpretation Table of Personal Skills and Organizational Skills

Scale	Mean Interval	Scale Response	Verbal Interpretation
1	1.00-1.49	Strongly Disagree	Very Poor
2	1.50-2.49	Disagree	Poor
3	2.50-3.49	Agree	Good
4	3.50-4.00	Strongly Agree	Very Good

The data gathered were tabulated, tallied, and computed using the SPSS/PC package and SmartPLS. The results were analyzed according to the appropriate statistical measurements which are as follows: The measures of central tendency such as standard

TABLE 5 Interpretation Table of Character-Building Skills

Scale	Mean Interval	Scale Response	V ₁	V ₂
1	1.00-1.49	Strongly Disagree	Very Poor	Very Low
2	1.50-2.49	Disagree	Poor	Low
3	2.50-3.49	Agree	Good	High
4	3.50-4.00	Strongly Agree	Very Good	Very High

V₁ = Verbal Interpretation for Career Management and Network relationship-building skills

V₂ = Verbal Interpretation for Resiliency and Innovation Skills

deviation and average were employed in determining the culture of organizations and soft skills in the state universities to be perceived by the respondents. The regression analysis in determining coefficient between culture of the organization and soft skills. Furthermore, the study employed Structural Equation Modeling (SEM) using SmartPLS as an analysis tool for determining the parameters pertaining to the structure model to specify the relationships of organizational culture and soft skills.

4 | RESULTS AND DISCUSSIONS

The overall mean of organizational culture perceived by the respondents is presented in Table 6 . The extent of cultures of the organization of the faculty from the state universities in terms of cultures of clans, cultures of adhocracies, cultures of markets, and cultures of hierarchies. As shown within Table 1, the respondents' cultures of organization in terms of cultures of clans, cultures of adhocracies, cultures of markets, and cultures of hierarchies are strong. Based on the four dimensions, cultures of markets had a more elevated average of 3.23 (SD= .45) and the cultures of hierarchies had a mean of 3.15 (SD= .48). The cultures of clans had a 3.13 average (SD= .50), while the cultures of adhocracies had 3.12 as mean (SD= .51).

TABLE 6 Summary of Descriptive Results of Organizational Culture

Organizational Culture	M	SD	SR	VI
Clan Culture	3.13	.50	Agree	Strong
Adhocracy Culture	3.12	.51	Agree	Strong
Market Culture	3.23	.45	Agree	Strong
Hierarchy Culture	3.15	.48	Agree	Strong
OVERALL	3.15	.48	Agree	Strong

SR = Scale Response

VI = Verbal interpretation

In an extensive literature review of organizational culture, Vasyakin, Ivleva, Pozharskaya, Scherbakova (2016) observed a scenario where a prevailing hierarchy culture slowly tended towards adhocracy, and simultaneously carrying elements of the clan and market cultures. The current study results based on Table 6 show that market culture is the dominant culture among state universities in the Philippines. However, according to Fralinger and Olson (2007), the favored and contemporaneous cultures at Rowan University are the cultures of clans. Fralinger further discussed that there were family-like sentiments in which mentorship and parenting were accorded to the faculty. Furthermore, Alharbi and Abedelharhim (2018) supported the study of Fralinger (2007) and explained that clan culture appeared to be the dominant culture of Saudi public universities. Moreover, the cultural profile that shaped the university proved to be composed of a clan, market, and hierarchy cultures.

TABLE 7 Summary of Descriptive Results of Personal Skills

Personal Skills	M	SD	SR	VI
Communication	3.30	.40	Agree	Good
Decision Making	2.88	.32	Agree	Good
Problem Solving	3.21	.4	2 Agree	Good
Honesty and Integrity	3.11	.94	Agree	Good
OVERALL	3.13	.52	Agree	Good

SR = Scale Response

VI = Verbal interpretation

Based on the grand mean of 3.13 (SD= 0.52) shown in Table 7 , the results revealed that the grand scale response is to agree, and it is interpreted that faculty members of state universities are good in personal skills. These findings find support in the study of Peters and Morins (2019) where the conclusions affirmed the reality of incorporating an extent of honesty in the instructional process by the majority of the teaching faculty.

TABLE 8 Summary of Descriptive Results of Character-Building Skills

Character-Building Skills	M	SD	SR	VI ₁	VI ₂
Resilience	3.40	.42	Agree	-	High
Career Management	3.32	.41	Agree	Good	-
Network Relationship Building	3.32	.49	Agree	Good	-
Innovation	2.90	.24	Agree	-	High
OVERALL	3.24	.39	Agree	Good	High

SR = Scale Response

VI₁ = Verbal interpretation for Career Management and Network Relationship Building

VI₁ = Verbal interpretation for Resilience and Innovation

The overall character building-skills are presented in Table 8 . Based on the grand mean of 3.24 (SD= 0.39), the results revealed that faculty members of state universities are good at character-building skills. Hoidn and Karkkainen (2014) supported this when they said that instruction at the tertiary level should impart competencies that are vital for the unstable global economy. Moreover, innovation in education is not just an opportunity, but a necessity (Ferrari, Cachia, Punje, 2009).

The overall organizational skills are presented in Table 9 . Based on the grand mean of 3.43 (SD= 0.42), the results revealed that the grand scale response is to agree and it is interpreted that faculty members of state universities are good in organizational skills. However, diversity skills grand scale response is also to agree and it is interpreted as high. According to Vasyakin, Ivleva, Pozharskaya, Scherbakova (2016) that the university shows a hierarchy culture is a dominant culture that slowly changed to adhocracy culture in the university, while at the same time enhancing market and clan components

The overall soft skills are presented in Table 10 . Based on the grand mean of 3.23 (SD= 0.44), the results revealed that the grand scale response is to agree and it is interpreted that faculty members of state universities are good in soft skills.

The Magna Charta Universitatum of 1988 specified the duty of each university as unbroken delivering information to the young people as a way of equipping them for community service. Besides providing general knowledge to their learners, academic institutions are duty-bound to impart the hard skills and inculcate the special attributes to realize balanced growth (Morandin, 2015). In this case, an emphasis on the interpersonal together with the intrapersonal competencies will deliver more benefit to professionalism as they tend to help in closing different gaps at the workplace (Cinque, 2015). The impact of these special traits would be felt in the form of promoting social harmony and peace. Some of these special traits have

TABLE 9 Summary of Descriptive Results of Organizational Skills

Organizational Skills	M	SD	SR	VI ₁	VI ₂
Cross-Cultural	3.25	.40	Agree	Good	-
Diversity	3.34	.43	Agree	-	High
Coaching and Mentoring	3.44	.43	Agree	Good	-
OVERALL	3.43	.42	Agree	Good	High

SR = Scale Response

VI₁ = Verbal interpretation

VI₁ = Verbal interpretation for Diversity

more employer-esteem than others. According to Chinotti (2015), these include; oral exchange of information, unity and/or cooperation, pondering over options, forethought, as well as coordination.

TABLE 10 Summary of Descriptive Results of Soft Skills

Soft Skills	M	SD	SR	VI
Personal Skills	3.12	.52	Agree	Good
Character-Building Skills	3.23	.39	Agree	Good
Organizational Skills	3.34	.42	Agree	Good
OVERALL	3.23	.44	Agree	Good

SR = Scale Response

VI = Verbal interpretation

4.1 | Predictors of Soft Skills

Regression analysis in relation to clan culture on soft skills. From the independent variables considered, and clan culture appeared on the coefficient model.

TABLE 11 Predictor of Soft Skills

Independent Variable	Coefficient	SE	T-value	Sig	R2-change	F-Value
(Constant)	2.312	.102	22.747	.000	33.087	
Clan Culture	-.070	.035	-1.970	.050	.009	

Dep: soft skills

F-Value=33.087

Sig=.000

R2=.009

The unstandardized coefficient value of Clan Culture .009, and it contributes .09% to the total variance shown in Table 11. The clan culture is significantly related to soft skills with a coefficient value of -.070 with a contribution of .09% in the variance. This coefficient value indicates that increasing change in faculty members' clan culture would have an adverse relationship with

soft skills. The total variance explained by the model as a whole was .09%, $F = 33.087$, $p < .000$. The $R^2 = .09$ indicates that soft skills are adversely by clan culture.

Watson (2008) emphasized that organizational folklore along with special competencies composes a structural part of a business entity and that cultures are summations of soft skills (special competencies) embodied by the majority of employees. Moreover, Lotzar (2018) discussed that organizational culture is a useful conceptual framework for soft skills preferences. In addition, Kwan and Mao (2011) presented the same result of the current study; OCB is positively related to personal skills development, and performing OCB could affect an employee's soft skills. On the other hand, according to Lotzar (2018) the characteristic existed within the clan culture, in the soft skills are considerate to others, good attitude, cooperative, flexible, and honest.

4.2 | Path Effects Model

TABLE 12 Path Coefficient and T-Statistics

Hypothesized Path	Standardized Beta	T-Statistics	p values	Conclusion
Organizational Culture → Soft Skills	0.068	3.108	0.003	Supported

Structural equation model results show the statistical significance of each casual pathway shown in Table 12. The path coefficients in the PLS and the standardized coefficient in the regression analysis were similar. Through the value, the significance of the hypothesis was tested. The denoted the expected variation in the dependent variable for a unit variation in the independent variable. The values of every path in the hypothesized model were computed, the greater the value, the more the substantial effect on the endogenous latent variable. The organizational culture on soft skills was positively and significantly related ($\beta = 0.68$, $T = 3.108$, $p < 0.003$).

5 | CONCLUSION

Organizational culture is a widely used term but one that seems to give rise to a degree of ambiguity. Watson (2006) emphasizes that the concept of culture originally derived from a metaphor of the organization as 'something cultivated'. For the past number of decades, most academics and practitioners studying organizations suggest the concept of culture is the climate and practices that organizations develop around their handling of people, or to the promoted values and statement of beliefs of an organization (Schein, 2004). With regard to the uncovering of this exploration, it is inferred that respondent have strong organizational culture and the respondent's soft skills were good. Soft skills are significantly predicted by organizational culture. Particularly, soft skills are predicted clan culture. The relationship indicates that soft skills tend to increase if the clan culture decreases.

In an economy driven by knowledge rather than manufacturing, employers are already valuing very different skills, such as creativity, communication, presentation skills, and team-building skills. Schools are at the front line of this change and need to think about how they can prepare for the future workplace (Green Hannon, 2007). According to Sunarto (2015), the concern of higher education nowadays is the lack of synergy between higher education in preparing manpower and companies as users. The abilities are missed in higher education teachings, and it has been realized in the past ten years. Soft skills are very important for graduates of higher education once they start their career or business. Furthermore, it was emphasized that this causes higher education nowadays to attempt to teach soft skills to their students, although many of them are not well-structured as a system. On the other hand, taking the role of a teacher can be put into intense awareness that every student has different characters. Consequently, both learning techniques and attributes of soft skills of every individual depending on each character and the culture of the institution.

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