

Relationship of Organizational Culture and Citizenship Behavior on Soft Skills as Mediated by Transformational Leadership: The Case of Philippine State Universities

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Abstract

The paper investigated the relationship of organizational culture and organizational citizenship behavior on soft skills as mediated by transformational leadership. Data from 324 faculty members were collected through G-power as the basis for the computation of sample size. This study used descriptive-correlational design and structural equation modeling. A Self-constructed questionnaire was utilized, having formatted on a 4-point scale. The Kruskal Wallis, ANOVA, T-test, correlation coefficient, regression, and SmartPLS were used to test the hypotheses. The result of this study reveals that faculty members have *strong* organizational culture, organizational citizenship behavior (OCB) was *good*, transformational leadership was *good*, and the respondent's soft skills were also *good*. Transformational leadership was predicted by OCBI, OCBO, and clan culture. Soft skills are predicted by inspirational motivation and individual influence. As to Organization Culture and OCB, the predictors of soft skills are OCB-O, OCB-I, and negatively predicted by clan culture. Transformational leadership has a partial mediating effect between OCB, organizational culture, and soft skills. However, organizational culture and organizational citizenship behavior have a significant direct effect on soft skills.

Keywords: Organizational Culture, Organizational Citizenship Behavior, Transformational Leadership, Soft Skills, State University

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 with regard to 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).

Soft skills are part of the cardinal affairs of graduates from tertiary institutions of learning. Graduates may excel in several disciplines but fall short of the expectations at the workplace (Holt,

Sawicki & Sloan, 2011). The value attached to soft skills in relation to productivity reflects an inevitable qualification that without it, failure is the end result (Tamkin, Pearson, Hirsh & Constable, 2010). Several programs in business schools and other places have tried to tackle the concept of soft skills (Dameron & Durand, 2013). Moreover, unfolding trends in the world of employment illustrate that one of the treasures that a worker can possess is soft skills (Cobo, 2013).

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 in order to enhance performance in different settings (Ngang, Nethanomsak & Aritana, 2014). Within a period of one decade ago, it was 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, 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.

According to Mitchell, Skinner, and White (2010), soft skills are job-related traits that workers should possess. They include teamwork, time governance, ethical communication, and others. To Pop (2014), soft skills are simply combinations of desirable traits of humankind that bind people together. To this end, Schulz (2008) was moved to conclude that soft skills are critical in structuring people's personalities.

Presently, the country-wide voice of professors and employers is embedded with remarkable concern about graduates who are adrift of the expected standards. (National Union of Students, 2011). Research from the 400 top managers in the US showed that more than 60% of the graduates from high school are deficient in terms of occupation standards and expectations (Bronson, 2007).

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.

The International Association of Administrative Professionals (IAA) (2007) declared that 67% of applicants would be hired by human resource (HR) managers with strong, soft skills even if lacking in technical abilities. According to Vijayalakshmi (2016), there are pronounced levels of inadequacy in soft skills among Indians, with a margin of only 25% recruitable graduates. The majority of them are still inadequate in the realms of communication, partnership, leadership, and open-mindedness. Such a gap needs to be narrowed. Similarly, the Economist Intelligence Unit (2009) reported that graduates in Latin America did lack not only the preferable occupational soft skills but also the hard skills.

It was further discussed that there is a need for cooperation between the training institutions and business owners so as to address the skills deficiency. Based on the World Bank Report (2017), the Philippines as a republic has gained ground in adjusting its education system to the required human capital. However, reports for the past six years show that an additional 30% of business owners in the Philippines have expressed inadequacies among the workforce. These were majorly centered around soft skills. From this perspective, the World Economic Forum (2016) maintained that competence remains a crucial factor in the diversified job market. The soft skills that people need in connection to the fourth cycle of the Industrial Revolution include 1. Ability to solve complex problems, 2. Potentiality to critically think across issues, 3. Propensity to creativity, 4. The capability of managing people, 5. Preparedness to coordinate with others, 6. Ability to make sound judgments and decisions, 7. Emotional intelligence, 8. Readiness to serve others, 9. Ability to maneuver distractions, 10. Appreciation and openness to new ideas.

In a recent couple of lustrum, the NBEAPCBEE (2000) predicted a shortfall in the competence among the workforce and called for a renewal in the system of training with an emphasis on skills of teamwork. Education centers should teach relevant skills to produce citizens who can survive in the dynamic economy of the United States (Zehr, 1998). Also, ethical conduct is important alongside practical knowledge. The fusion of ethical knowledge and business education enhances the recruitment of interns into the labor market (Glenn, 2008; James & James, 2004; Mitchell et al., 2010; Perreault, 2004; Wilhelm, 2004). Unfortunately, soft skills and their worth are underrated on several occasions.

Soft skills are cherished traits of life that are helpful in dealing with intrapersonal and interpersonal issues. These traits or competencies are gained by individuals as they learn along the journey of life. If handled well, such learning results in the attainment of experiences that include but are unlimited to (a) ability to think analytically and make sound decisions, (b) capacity to manage oneself, (c) potentiality to work with others and communicate effectively.

In their observation, Anthony and Garner (2016) clarified that employees are soft-skills deficient. This gap is mainly in the areas of information exchange, obstacle handling, inadequacy in the level of soft skills encompassing dissemination of information, resolution of hardships, and maintenance of individual worth together with self-perceptions (Robles, 2012; Rosenberg, Heimler, & Morote, 2012; Selvadurai, Choi, & Maros, 2012). Consequently, Szul (2002) asserted that a large number of secondary schools, college, and university candidates have minimum competence to execute duties at the workplace with no apprenticeship. The reasons for this could be traced to the teacher's, college instructor's, and university professor's lack of these soft skills. The question to be answered then is, how can an individual transfer the skills which s/he does not possess? The study of Ngang, Nethanomask, and Aritana (2014) in Malaysia advised that throughout the country, every higher education center should adopt the teaching of soft skills into their instructional processes. More so, the higher education centers within Malaysia should adopt serious programs for instruction in these special competencies.

The nation's upcoming human resource is highly impacted by the existing system of training. In light of the evolving age of knowledge, raising a proficient labor force is an urgent expectation from all education centers. Such a competent lot of laborers would meet the cherished standards

in different work settings. (Fleming & Solong, 2010; Daud, Abidin, Sapuan, & Rajadurai, 2012). It should be noted that the millennial developments have awakened higher education institutions to revise their training programs so as to meet the market demands. This can be achieved by providing soft skills that are applicable across several workplaces. It is important that instructors at all levels are role models of these attributes. However, the graduates of tertiary education institutions still lack soft skills. According to Bersin (2019), amidst the increasing technology, 91% of companies cited that employers want to hire employees with greater soft skills, and this is an issue in the industrial sector because 80% percent of the companies are struggling to find those soft skills in the market. The industries are dissatisfied with the lack of academic preparedness by some recent graduates and employees regarding their soft skills. Tang (2018) indicated that the crucial attributes among lecturers consist of the capacity to work together and learn progressively. Also in line are the ability to offer constructive instruction, the capacity to manage student skills, and the capacity to offer career guidance.

It said that to fully understand that soft skills are important to individual success, the study must evaluate how it relates to organizational citizenship behavior (Carmeli, 2003). A study regarding soft skills and their impact on organizational citizenship behavior was already conducted by Mayer, Dale, and Brent (n.d); however, organizational culture was not part of the study. Moreover, research was conducted by Lotzar (2018) regarding employee soft skills and organizational culture, and this study revealed that organizational culture is potentially important in conceptualizing a framework for organizing the plethora of soft skills. Although there were studies conducted about OCB to soft skills and organizational culture to soft skills, no literature was found about the OCB and organizational culture to predict soft skills. Consequently, a need exists to study the relationship of OCB and organizational culture on soft skills closely.

Based on the background above, the researcher, as part of the academic community of state universities, aims to determine whether the faculty members from the state universities have the needed soft skills to produce skilled graduates, which is necessary for the global workforce. The researcher believes that before the faculty members hone and develop the soft skills of the students, they should first possess the soft skills required for the future workforce in the global community. 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.

Statement of the Problem

The research ascertained the relationship of organizational culture and citizenship behavior on soft skills as mediated by transformational leadership. With these, it would propose a program for the faculty members from state universities in the Philippines.

1. Are the following variables significantly predict transformational leadership?
 - a. Organizational Culture
 - b. Organizational Citizenship Behavior
2. Does transformational leadership predict the soft skills of the respondents?

3. Are the following variables significantly predict soft skills?
 - a. Organizational Culture
 - b. Organizational Citizenship Behavior
4. Does transformational leadership mediate the relationship of organizational citizenship behavior and organizational culture on soft skills?

LITERATURE REVIEW

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 according to special identity to 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 basically 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 the way in which institutions handle their transactions and deliver services defines organizational culture (Schein, 2004).

Cameron and Quinn (2011) put forward an outstanding device to traverse the concept of culture. Known as the Organizational Culture Assessment Instrument (OCAI), it bears quarters of sections that relate to the same number of folklore trends within organizations, and these extremely contradict. As mentioned earlier, these folklore trends include the cultures of clans, adhocracies, markets, and hierarchies.

Organizational Citizenship Behavior

As Institutions of Higher Education endeavor to attain more success along with navigating through their limited wealth, organizational citizenship behavior has the capacity to boost their competence in terms of output, wealth redemption, wealth allocation, and harmonization of operations (Organ et al., 2006). Another potential lies in alluring and keeping competent persons, reinforcing operations, enhancing adjustments amidst alterations in operations, together with modifying the organization's public image (Organ, Podsakoff, & MacKenzie, 2006).

Lin (2008) developed a set of dimensions with regard to performance. They are limited to (a) associating alongside the institution, (b) supporting workmates, (c) promoting cooperation, (d) maintaining morals, (e) upholding regulations, and (f) improving oneself. Based on Newland (2012), personal involvement in organizational citizenship behavior resulting from allegiance to the institution is bound to yield extra participation in OCBO against any other results from pro-social attributes. In the study, partakers expressed additional willingness to assist an institution against the inclination to assist individual workers elsewhere.

With the help of several approaches, the concept above carries several segments. The latest of its operational structures under the effort of Williams and Anderson (1991) shows groupings that were made depending upon the desired endpoint. In this case are two contending sets of manners: one relating to manners that can be useful to private persons and the second for manners that can be useful to the institution. Here on, the improved model by Williams and Anderson is used to attain rigor in the study along with regularity in the company of earlier research work by Podsakoff et al. (2009); Hoffman et al. (2007); Lepine et al. (2002).

Soft Skills

Concerning 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 own 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 their 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, humorousness, 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.

Soft skills are based on the free flow of skilled labor (Luz, 2014). They are special values or attributes gained through numerous approaches. Such special values or attributes consist of (a) one's distinctive expertise, (b) abilities attained to enhance on-job performance, (c) trait-constructive expertise, (d) expertise in coordination.

Transformational Leadership

This type of leadership gives due consideration to the captain's achievements as well as his or her traits, along with communal dealings. Transformational leadership is credited for redirecting personal expectations towards institutional wellness (Dubrin, 2010). Moreover, Greenberg (2010) stated that transformational leaders revitalize the society or organization. This type of leadership is concerned with creating changes in various ways. According to Kinicki and Williams (2011)

and Bateman and Snell (2015), transformative headship reshapes workers into following institutional targets beyond individual ambitions. The agenda in empowering members is to nurture them into captains. Transformative headship induces production through a range of techniques, and it incites group members to realize extraordinary outcomes (Robbins & Coulter, 2012). This takes the form of streamlining the individual perceptions and institutional goals role-modeling, among others. Besides, Schermerhorn (2013) maintained a similar opinion when he acknowledged the exceptional attempts that can be awakened by transformative governance. Such leadership inculcates inventiveness and alterations (Daft, 2010), and the headship is known for cheering and helping others, along with emphasizing morality (Metwally & El-bishbishy, 2014).

METHODOLOGY

This study was descriptive-correlational and structural equation modeling. Mainly, it sought to determine the connection between the cultures of an organization together with the behavior of citizens of an organization to the soft skills of selected faculty members of at least three different state universities as mediated by transformational leadership. Furthermore, the study employed Structural Equation Modeling (SEM) as an analysis tool for determining the parameters pertaining to the structure model to specify the relationships among organizational culture together with organizational citizenship behavior on soft skills mediated by transformational leadership.

This study used G-power as the basis for the computation of sample size. The total predictor variables were 11, which include the sub-dimensions of organizational culture (4), the organizational citizenship behavior (2), and the profile variables (5). When using the 95% level of confidence indicating a 5% margin of error, the population-representative proportion estimate was 311 with an actual power of the test of 95.02%. This study included a total size of 324, which exceeded the recommended sample size of 311 from G-power analysis.

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). The convenient sampling technique was used to identify the state universities and in choosing the respondents. Convenience sampling was employed in this study for the reason that the researcher is on a short-string budget and needs to finish the dissertation because his scholarship ends. At the same time, it is more convenient for the researcher to use convenience sampling because of the pre-identified list of universities where the researcher can ask assistance from a person whom he knows in the university. The researcher dealt with the regular faculty members who were available and willing to participate in the conduct of the study. The total retrieved and valid questionnaires were 79.02% (n=324).

Voluntary involvement by each participant was one of the assumptions of the study. This would follow after they had received an explanation of the reasons for this study along with the information-gathering procedures. These reasons were clarified to the partakers, and they were also notified that they could opt to take part in the exercise or never. In order to ensure that the gathered data remained confidential and anonymous, respondents were asked to forego the

indication of their names on the questionnaires and also were given assurance that the researcher alone would access the questionnaires. This quantitative inquiry considered the advantages together with the price pertaining to the whole project.

RESULTS AND DISCUSSION

The Overall correlation revealed that change-oriented governance has a significant relationship with the cultures of organizations and OCB. The total variance explained by the model as a whole was 69.1%, $F = 178.061$, $p < .000$. The $R^2 = .691$ indicates that transformational leadership is predicted by adhocracy culture, OCBO, OCBI, and clan culture by 69.1%. The result of the study finds support in the research of Ledimo (2014), which states that change-oriented leadership together with the cultures of institutions in civil life institutions have a significant positive relationship. Furthermore, OCBI and OCBO also predicted transformational leadership with an unstandardized coefficient of .267 and .197, respectively. This coefficient indicates that OCBI and OCBO have some positive effect on transformational leadership that contributes to OCBI 9.9% and OCBO 2% in the variance. The coefficient value implies that positive change in OCBI and OCBO among faculty members would affect the leaders to be more transformational. Esmi, Piran, and Hayat (2017) explicate that change-oriented leadership with the cultures in organizations, inciteful inducement, along participation possessed the most elevated impact upon OCB, resulting in more organizational performance as well as healthier connections among the labor force.

Table 1: Predictors of Transformational Leadership

Independent Variable	Coefficient	Standard Error	T-Value	Sig	R Square-Change	F-Value
(Constant)	.104	.119	.874	.383		
Adhocracy Culture	.319	.052	6.186	.000	.560	
OCBI	.267	.044	6.076	.000	.099	178.016
OCBO	.197	.050	3.951	.000	.020	
Clan Culture	.178	.052	3.433	.001	.011	

Dep: Transformational Leadership, $F\text{-Value} = 178.016$, $Sig = .000$, $R^2 = .691$

Table 1 shows that inspirational motivation has an unstandardized coefficient of .286. This means that for every change in inspirational motivation, there is a positive effect of .286 in personal skills. This further implies that leaders having inspirational motivation would create a positive effect on the soft skills of faculty members. Furthermore, inspirational motivation predicts personal skills, which contributes 7% of the total variance. Moreover, individualized influence has an unstandardized coefficient of -.138. This means that for every change in individualized influence, there is an effect of -.138 in personal skills with a 2.2% contribution in the total variance. This coefficient implies that increasing change in the individualized influence of the leaders from state universities would have a decreasing effect on the personal skills of faculty members

The result also revealed that soft skills are predicted by transformational leadership. The total variance explained by the model as a whole was 9.2%, $F= 16.273$, $p < .000$. The $R^2 = .092$ indicates that personal skills are predicted by inspirational motivation and individualized influence. Furthermore, character-building skills with the total variance explained by the model that 14.5%, $F= 18.055$, $p < .000$. The $R^2 = .145$ indicates that character-building skills are predicted by individualized influence, inciteful inducement, and mental arousal. However, looking at organizational skills, the total variance explained by the model as a whole that 19%, $F= 37.630$, $p < .000$. The $R^2 = .190$ indicates that organizational skills are predicted by individualized influence and inspirational motivation. However, the result of the current study is different from those of Wodenhouse (2018), who suggested that inspirational motivation leaders exude and communicate excellence, honesty, and focus on the value of the self and the other people and the task at hand. Moreover, Yukl (2006) defined inciteful inducement habits in the form of exchanging attractive plans, utilizing signs in directing the followers' attention, as well as role modeling. Additionally, the idealized influence element of transformative governance comprises sharing plans, utilizing stimulating words, along clarifying the ways to attain the plans (Bass, 1999).

Table 2. Transformational Leadership as a Predictor of Soft Skills

Independent Variable	Coefficient	SE	T-Value	Sig	R2-Change	F-Value
(Constant)	2.641	.112	23.538	.000		
Inspirational Motivation	.286	.054	5.277	.000	.070	16.273
Individualized Influence	-.138	.050	-2.767	.006	.022	

Dep: Personal Skills, $F\text{-Value} = 16.273$, $Sig = .000$, $R^2 = .092$

Additionally, the results revealed that soft skills are predicted by organizational culture and OCB—the total variance explained by the model was 23.7%, $F= 33.087$, $p < .000$. The $R^2 = .237$ indicates that soft skills are predicted by OCBO, OCBI, and clan culture by 23.7%. Moreover, in personal skills, the total variance explained by the model as a whole was 14.5%, $F= 18.161$, $p < .000$. The $R^2 = .145$ indicates that personal skills are predicted by OCBO, OCBI, and clan culture by 14.5%. On the other hand, in character-building skills, the total variance explained by the model as a whole was 18.9%, $F= 37.451$, $p < .000$. The $R^2 = .189$ indicates that OCBO and OCBI predict character-building skills by 18.9%. The total organizational skills variance explained by the model as a whole was 21.5%, $F= 44.006$, $p < .000$. The $R^2 = .215$ indicates that OCBO and OCBI predict organizational skills by 21.5%. Watson (2008) emphasized that organizational folklore, along with special competencies, compose 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.

Table 3: Predictors of Soft Skills

Independent Variable	Coefficient	SE	T-value	Sig	R2-change	F-Value
(Constant)	2.312	.102	22.747	.000		
OCBO	.199	.042	4.764	.000	.199	
OCBI	.145	.037	3.868	.000	.029	33.087
Clan Culture	-.070	.035	-1.970	.050	.009	

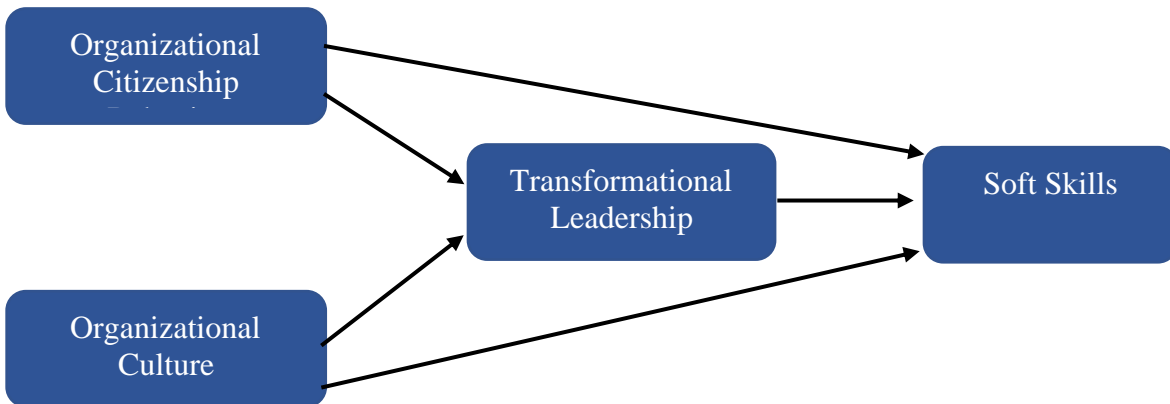
Dep: soft skills, F-Value = 33.087, Sig= .000, R2=.237

The moderating effect pertaining to change-oriented governance upon the connection of OCB with soft skills is *partial* with a magnitude effect of *low* (Estimate = 0.70, $p = 0.000$). Moreover, this moderating impact of transformational leadership upon the connection of cultures in organizations with soft skills is *partial* with a magnitude effect of *low* (Estimate = 0.396, $p = 0.003$). This study revealed that the null hypothesis, which stated that: The organizational culture and organizational citizenship behavior have a direct effect on soft skills. On the other hand, transformational leadership as a mediator between organizational culture and OCB has been *supported* because of its indirect on soft skills. These results imply that OCB and organizational culture can directly predict soft skills; however, to further boost this prediction, transformational leadership should be introduced into the equation. Consequently, Carrión, Nitzl, and Roldán (2017) posited that a mediating effect always exists when the indirect effect $a \times b$ is significant. The mediation literature discusses two different types of mediation, full and partial mediation. Partial mediation can be sub-divided into complementary and competitive partial mediation. Two effects occur when the indirect effect is not significant, meaning that only the direct effect is significant and no effect at all is significant. The latter cases do not represent a mediating effect in the narrow sense.

Table 4: Path Coefficient and T-Statistics

Hypothesized Path	Standardized Beta	T-Statistics	p values	Conclusion
Organizational Citizenship Behavior -> Transformational Leadership	0.177	5.15	0.000	Supported
Organization Culture -> Transformational Leadership	0.177	2.955	0.003	Supported
Transformational Leadership -> Soft Skills	0.048	21.135	0.000	Supported
Organizational Citizenship Behavior -> Soft Skills	0.082	4.328	0.000	Supported
Organizational Culture -> Soft Skills	0.068	3.108	0.003	Supported

The program for soft skills enhancement through organizational culture, organizational citizenship behavior, and transformational leadership was crafted. This program would enrich the soft skills of faculty members from state universities.



CONCLUSIONS

With regard to the uncovering of this exploration, it is inferred that respondents have *strong* organizational culture, OCB was *good*, transformational leadership was *good*, and the respondent's soft skills were *good*.

The relationship of transformational leadership is predicted by adhocracy culture, OCBO, OCBI, and clan culture.

Soft skills are significantly predicted by transformational leadership. Personal skills are predicted by inspirational motivation and individualized influence. Furthermore, character-building skills are predicted by individualized influence, inspirational motivation, and intellectual stimulation. However, organizational skills as well are predicted by individualized influence and inspirational motivation.

Soft skills are significantly predicted by organizational culture and OCB. Soft skills are predicted by OCBO, OCBI, and clan culture. Personal skills are predicted by OCBO, OCBI, and clan culture. On the other hand, character-building skills are predicted by OCBO and OCBI. Organizational skills are predicted by OCBO and OCBI.

Faculty members discerned similar levels of soft skills despite the moderator variable profiles. Soft skills gave no significant difference when the respondent's profile was considered.

Transformational leadership bears a partial moderating impact between OCB, cultures in the organization, along soft skills. However, the cultures in the organization and OCB have a significant direct effect on soft skills. The inference is made that OCB and cultures in the

organization have a direct effect on soft skills. However, change-oriented headship bears an indirect impact upon OCB, cultures in the organization, and soft skills. Therefore, transformational leadership further boosts the effect of OCB, organizational culture, and soft skills.

Soft skills enhancement program was developed to enrich the soft skills of the faculty member from state universities.

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