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Organizational Citizenship Behavior and Organizational Culture as a Predictors of Soft Skills among Tertiary School Teachers in the Philippines

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Abstract

This paper investigated the relationship between organizational culture and organizational citizenship behavior (OCB) on soft skills. Data were collected among 324 tertiary school teachers out of 1,543 in the Philippines. The sample size was computed using G-power. This study used a regression analysis utilizing a self-constructed questionnaire with a Cronbach Alpha of 0.907 internal consistency, having formatted on a 4-point scale. The result showed that organizational culture of tertiary teachers is *strong* with a mean of 3.5 (SD=.48), the OCB is g*ood* with a mean of 3.24 (SD=.48), and the soft skills of tertiary school teachers is *good/high* with a mean of 3.23 (SD=.44). Moreover, predictors of soft skills are OCB-O, OCB-I. Moreover, personal skills, character-building skills, and organizational skills are predicted by OCB-O and OCB-I. However, soft-skills particularly personal skills are negatively predicted by clan culture. It is concluded that soft skills are enhanced when tertiary school teachers have strong OCB-O, OCB-I and lessen the practice of clan culture. Furthermore, it is recommended for the tertiary school teachers to be involved in extra-role behavior directed towards the individual and organization during and after school; and should not dominantly practice clan culture to develop or enhance their soft skills to a greater extent.

Keywords: *Organizational Citizenship Behavior, Organizational Culture, Soft Skills, Tertiary Teachers, Predictors*

Introduction

Soft Skills of the faculty members is vital in honing the academic and non-academic skills of students. However, based on researches, graduates of tertiary higher education fall short on the skills required by the industry. Dewiyani (2015) emphasized that the main reason graduates of tertiary higher education fall short of the expectations at the workplace is because they are unable to master the soft skills needed for the job. Those soft skills that are not given stringent attention in higher education are honesty, cooperation, decision making, and problem-solving skills. Moreover, Anthony and Garner (2016) concluded that workers graduated from university are lack of soft skills. It was enumerated by Robles (2012) and Selvadurai et. El (2012) that the soft skills lacking from the workers with a degree from university are communication, problem-solving, self-confidence, and interpersonal skills. Szul (2002) discussed that employers assert that too many high schools, colleges, and university graduates has skills deficiency which is necessary to perform productively on the job without extensive employer training. Maybe it because teacher, college instructor, and university professors also fall short of these skills. Ngang, Nethanomask, and Aritana (2014) reported that the Ministry of Higher Education of Malaysia (MOHE) recommended that all public institutions of higher learning in Malaysia should

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incorporate soft skills training into their curricula.

Today, there are contributing factors affecting work performance and one of them is soft skills, the soft skills changed the concept of knowledge and skills that contributed to the individual success in the workplace. Mohamed et al. (2007) conducted study on soft skills and found out that soft skills are given more consideration than technical skills by employers. Tang (2018), explained that one of the aspects of soft skills acquisition by the lecturers is the effective and quality teaching, and managing student skills. However, In the Malaysian context, soft skills can be integrated with all aspects of generic skills such as leadership skills, positive values, communicative skills, and life-long learning skills which comprise the cognitive elements associated with non-academic skills (Ministry of Higher Education, Malaysia, 2006). Soft skills are identified to be the most vital skills in the current global job market, especially in a fast-moved era of technology. One of the trusts of education is to produce graduates that will satisfy employment needs, this trust can only be attained by developing the soft skills of among students. Education experiences should nurture graduates that are competent to gratify the job market expectations (William, 2015).

Based on the study of Bersin (2019), even companies are employing capital intensive production which use machineries with high technology, still, 91% of companies cited that employers want to hire employees with greater soft skills than hard skills, and this is an issue in the industrial sector because 80% percent of the companies are struggling to find those soft skills among the employees. 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, capacity to manage student skills, and the capacity to offer career guidance.

It said that in order to fully understand that soft skills are important to individual success, study must evaluate how it relates to organizational citizenship behavior (Carmeli, 2003). Study regarding soft skills and its impact on organizational citizenship behavior was already conducted by Mayer, Dale, and Brent (2019) however organizational culture was not part of the study. Moreover, research was conducted by Lotzar (2018) regarding employee soft skills and organizational culture, this study revealed that organizational culture is potentially important in conceptualizing 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 found about the OCB and organizational culture to predict soft skills. Consequently, a need exists to study closely the relationship of OCB and organizational culture on soft skills.

Given the scenario at hand, the researcher, as part of the academic community of state universities, aims to determine whether the faculty members from the state universities has the needed soft skills for them 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. Identifying the soft skills needs and helping students to meet the requirements of employers is congruent to closing the soft skills gap that faculty members are lacking of. The researcher would also investigate internal factors to be considered in enhancing the soft skills of faculty members.

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Review of Literature

Soft Skills

Soft skill is a sociological term relating to an individual's ability to manage one's emotion. 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 which bear an impact on social interactions (Klaus, 2008). Also, soft skills are considered as one of the personal characteristics which uplift individual 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) indicated 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.

From 1970's to present, which was half a century ago, the economic landscape in the Southeast Asian Region has been transformed by the swift expansion of commerce and alterations in the regional population profile. Inevitably, organizations within this territory possess a significant impact on the prevailing territorial collaboration (Albia & Ju Chan, n.d.).

Considering regionalization in education, this phenomenon is driven further by the Association of Southeast Asian Nation (ASEAN) Community Vision 2020, an initiative that seeks to promote regional cooperation and foster a sense of community among the member-states (ASEAN, 2012). Based on the ASEAN Socio-Cultural Community Blueprint (2009) capitalizing on workforce improvement of ASEAN members should elicit numerous transformations among prospective employees who are fit for territorial cooperation. On the other hand, Milla (2014) mentioned that ASEAN leaders have foreseen the great potentials of Higher Educational Institutions (HEIs) in contributing to the achievement of the goals for the integration within the Asian territory.

However, such regional integration also affects the processes of instruction and transmission of knowledge. Because of the ASEAN integration, the free movement and recruitment of workers would require new set of skills and behavioral standards on job. In essence, other that hard skills, human resource officers go beyond hard skills and look a wider range of soft skills and other special values that are improved in the tertiary level by using several modes of instruction or learning. These special values or attributes consist of (a) Personal Skills, (b) Character-Building Skills, (c) Organizational skills—and all these are bound to improve and sustain a wide range of business units (Luz, 2014). On the other hand, Casner-Lotto and Barrington (2006) clarified that for employees to be ready for the current dynamics, they need to possess the fundamental information along with expertise, commitment to duty, ability to cooperate with others, creativity, acquaintance with nonnative dialects, and skills of conveying information. The emphasis is that it is no just "hard skills" that would be needed by the workforce but more of soft skills.

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Organizational Culture

This idea of organizational culture embeds the conviction that the concept of culture is a derived from institutional systems which something to be cultivated (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).

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).

Organizational Culture and Soft Skills

According to Lotzar (2018), that there is 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 suggest that organizational culture is theoretically useful in conceptualizing framework for soft skills.

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 (1991) developed six dimensions scale. These are: 1) Identification with the organization, 2) Assistance to colleagues 3) Harmony 4) Righteous 5) Discipline 6) Self-improvement. Newland (2012) found out that individuals who engage in OCB due to the organizational concern motive would be more likely to engage in OCBO than would individuals motivated by pro-social values or values or impression management. Participants in this study were more likely to help the organization rather than other employees.

Organizational citizenship behavior specifies contributions that are neither strictly required by the job description nor rewarded by formal incentives. The Contextual Performance framework does not refer to what is expected in the job description or the

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prospect of formal rewards. This is an essential distinction between the two (Sharma, & Jain, 2014). On the other hand, two dimensions of organizational citizenship behavior, as proposed by Williams and Anderson (1991), are tested in the study model: (a) OCB that benefits the organization as a whole (OCBO) and (b) OCB that immediately helps particular individuals (OCBI). Williams and Anderson (1991) divided OCB into three dimensions; (a) in-role behaviors (IRB) – the responsibilities undertaken by the employees (for example, works full eight hour day, completes assigned duties on time, complies with rules and regulations), (b) OCBI – behaviors that immediately benefit specific individuals and, through this means, indirectly contribute to the organization (for example, helps others who have been absent, takes a personal interest in other employees), and (c) OCBO – behaviors that benefit the organization in general.

OCB and Soft skills

The OCB is one of the factors to consider in enhancing soft skills. According to Chin and Yusoff (2020) that there is a relationship between soft skills and OCB. Moreover, Yaghoubi, Mashinchi, and Hadi (2011) concluded that soft skills (emotional intelligence) has is a positive relationship on soft skills. This relationship indicates that positive working environment can improve one's soft skills.

Theoretical and Conceptual Framework

Organizational Culture

Cameron and Quinn (2011) put forward an outstanding device to traverse the concept 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

OCB has been categorized using several approaches, a more recent and complete OCB framework was developed by William and Anderson. The latest of its operational structures under the effort of Williams and Anderson (1991) shows groupings that were made depending upon the desired end point. In this case are two contending sets of manners: one relating to manners that can be useful to private persons (OCB-I) and the second for manners that can be useful to the institution (OCB-O). 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), and Organ (1997).

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) Personal Skills, (b) Character-Building Skills, and (c) Organizational Skills.

This study investigated whether the OCB and organizational culture predicts soft skills. The independent variables are organizational culture and organizational citizenship behavior while soft skills are the dependent variable. However, predictions among the variables will be further investigated specifically on the soft skills possessed by state universities' faculty.

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Methodology

Research Design

This study used a correlational approach to determine the predictor of soft skills on OCB and organizational culture. Regression analysis was used to identify which independent variables were considered predictors of soft skills. The regression identified variables that are correlated. Furthermore, the researcher wanted to model this relationship, the organizational citizenship behavior and organizational culture variable as predictors variable to explain the soft skills variable. Based on Warner (20013) the correlation was used as statistical association or relationship between variables and a valid use of regression correlation for prediction (Cohen et. al., 2003).
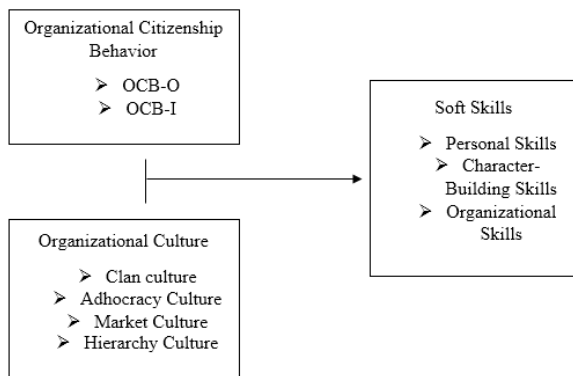
Population and Sampling Techniques

This study used G-power as the basis for the computation of sample size. The total predictor variables were 6, which include the sub-dimensions of organizational culture (4), the organizational citizenship behavior (2). Using the 95% level of confidence indicating a 5% margin of error, at last the population representative proportion estimate was 311 with an actual power of 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 table below shows the pattern of distribution and retrieval

for the instrument among the state universities in Luzon, Visayas, and Mindanao.

Table 1

Distribution and Retrieval of Instruments

Region	Population	Questionnaires Distributed	Questionnaires Retrieved	Percentage
Luzon (SUC1)	706	150	134	89.33
Visayas (SUC2)	513	130	98	75.38
Mindanao (SUC3)	304	130	92	70.76
Total	1,523	410	324	79.02

Instrumentation

This study used a questionnaire that was personally-developed by the researcher and validated by expert, which composed of faculty members from different universities. The experts' made comments and suggestions which were reviewed and revised version was developed and administered to a pilot group in one of the state universities in Quezon Province. The Cronbach Alpha reliability was tested for the internal consistency of questionnaire. The result of Cronbach Alpha is 0.907 which is according to Glen (2014), the score of $\alpha \geq 0.9$ is excellent.

Data Analysis

The data gathered were computed using the SPSS/PC package 2020 version and SmartPLS. The correlation coefficient helped in determining whether culture of the organization, organizational citizenship behavior predicts soft skills. Also, the measure of central tendency such as standard deviation and average were employed in determining the culture of organizations, OCB, and soft skills in the state universities to be perceived by the respondents.

Ethical Consideration

In order to ensure that the data gathered remained confidential and

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anonymous, respondents were asked not to use their names on the questionnaires and also were given assurance that the researcher alone would access the responses.

Results and Discussion

These results and analyses were based on the data gathered to determine the relationship of the organizational culture and organizational citizenship behavior on the soft skills of tertiary school teachers' significant findings, interpretation, and discussion below.

The overall mean of organizational culture perceived by the respondents is 3.15 (SD=.48) which is presented in the table below. This is in accordance with the research question, "To what extent is the organizational culture of the faculty from the state universities in terms of clan culture, adhocracy culture, market culture, and hierarchy culture?" As shown in table, respondents' organizational culture in terms of clan culture, adhocracy culture, market culture, and hierarchy culture are *strong*. Among the four dimensions, the market culture had a higher mean 3.23 (SD= .45), the hierarchy had a mean of 3.15 (SD= .48), clan culture had a mean of 3.13 (SD= .50), and adhocracy culture had a mean of 3.12 (SD= .51). In an extensive literature review of organizational culture, Vasyakin, Ivleva, Pozharskaya, Scherbakova (2016) concluded that the university shows a hierarchy culture is a prevailing culture that gradually changed to adhocracy culture in the university, while at the same time enhancing market and clan components.

Table 2
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

Legend: *1) 1.00- 1.49= Very weak, 2) 1.50- 2.49= Weak, 3) 2.50- 3.49= Strong, 4) 3.50- 4.00= Very Strong, SR = Scale Response, VI = Verbal interpretation*

The overall mean of organizational citizenship behaviors perceived by the respondents is 3.24 (SD=.48) which is are presented in the table below. This was to answer research question 2, "What is the extent of organizational citizenship behavior for organization and Individual of the faculty members from state universities?" Based on the grand mean of 3.24 (SD= 0.48), the results revealed that the organizational citizenship behavior of faculty members from state universities is *good*. The result of the present study appears to be generally consistent with previous studies. According to Dirican and Erdil (2016), posited that academic staff shows OCB-O from public universities throughout Turkey. Furthermore, Newland (2012) concluded that respondents from Southeastern University were more likely to engage in OCB-O. In the same vein, Wei (2014) explains that there is a presence of OCB-O among the workers from the selected companies in Taiwan because their performance is positively correlated with OCB-O.

Table 3
Summary of Descriptive Results of Organizational Citizenship Behavior

Organizational Citizenship Behaviors	M	SD	SR	VI
OCB-O	3.31	47	Agree	Good
OCB-I	3.17	.50	Agree	Good
OVERALL	3.24	.48	Agree	Good

Legend: *1) 1.00- 1.49= Very Poor, 2) 1.50- 2.49= Poor, 3) 2.50- 3.49= Good, 4) 3.50- 4.00= Very Good, SR = Scale Response, VI = Verbal interpretation*

The overall mean soft skills as perceived by the respondents is 3.23 (SD=.44) which is presented in the table below. To answer research question 4, which states, "What is the level in soft skills of the faculty from state universities in terms of personal skills?" Based on the grand mean of 3.23 (SD= 0.44), the results revealed that the grand scale response is *agree* and it is interpreted that faculty members of state universities are *good* in soft skills. It is evident that schools must provide students with soft skills not only to find a job but to flourish as human beings and citizens. According to Chinotti (2015) the most required soft skills from employers are verbal

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communication, teamwork, decision making, and problem-solving, and planning and organization. Further, Majid (2012) discussed that around 54% of the students said that soft skills were usually embedded in a different academic course. Another 47% of the students said that they had taken some credit courses that focused on developing certain soft skills.

Table 4
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/High
Organizational Skills	3.34	.42	Agree	Good/High
OVERALL	3.23	.44	Agree	Good/High

Legend: *1) 1.00- 1.49= Very Poor, 2) 1.50- 2.49= Poor, 3) 2.50- 3.49= Good, 4) 3.50- 4.00= Very Good, SR = Scale Response, VI = Verbal interpretation*

The regression analysis approach was used to assess the ability of the independent variables to predict soft skills. According to statistical analysis, the proportion of variance in the dependent variable, which is soft skills, can be predicted from the independent variables OCB-O, OCB-I, and clan culture. After going through the process, the total variance explained by the model as a whole was 23.7%, F= 33.087, p < .000. The R^2 = .237 indicates that soft skills are predicted by OCB-O, OCB-I, and clan culture by 23.7%. Form the predictive results, the explained variables on soft skills are OCB-O 19.9%, OCB-I 2.9%, and clan culture .9%. However, it was indicated in the table that the coefficient value of clan culture is -.070 which implies that while clan culture is increasing the soft skills are decreasing. The adhocracy culture, market culture, and hierarchy culture were excluded from the predictors as it was not significant. Moreover, there are 76.3% variables not considered in this study but can explain the soft skills of the faculty members of the state university. The proposed applied model based on the unstandardized beta for this study is **SS= 2.312+ .199OCB-O + .145OCB-I + (-.070CC).**

Meyer, Dale, and Brent (n.d.) presented similar results that there is statistical positive relationship between soft skills and organizational citizenship behavior. Furthermore, Watson (2008) concluded that organizational culture and soft skills form an integral part of a company, and culture is an amalgamation of soft skills that the majority of employees embody. Moreover, Lotzar (2018) discussed that organizational culture is a useful conceptual framework for soft skills preferences. However, the study of Kwan and Mao (2011) presented the same result of the current research that OCB is positively related to personal skills development, and performing OCB could have an effect on personal skills of employees.

Table 5
Predictors of Soft Skills

Independent Variable	Coefficient	SE	T-value	Sig	R2-change	F-Value
(Constant)	2.312	.102	22.747	.000		
OCB-O	.199	.042	4.764	.000	.199	
OCB-I	.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, R^2=.237

The regression analysis approach was used to assess the ability of the independent variables to predict personal skills. According to statistical analysis, the proportion of variance in the dependent variable, which is personal skills, can be predicted from the independent variables OCB-O, OCB-I, and clan culture. After going through the process, 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 OCB-O, OCB-I, and clan culture by 14.5%. Form the predictive results, the explained variables on personal skills are OCB-O 8%, OCB-I 2.6%, and clan culture 4%. However, it was indicated in the table that the coefficient value of clan culture is -.206 which implies that while clan culture is increasing the personal skills are decreasing. The adhocracy culture, market culture, and hierarchy culture were excluded from the predictors as it was not significant. However, there are 85.5% variables not considered in this study but can explain the personal skills of the faculty members of the state university.

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The proposed applied model based on the unstandardized beta for this study is **PS= 2.555+ .227OCB-O + .149OCB-I + (-.206CC)**

According to Brent (2017), there is a statistically significant correlation between emotional intelligence and organizational citizenship behavior, r=0.575, p<0.001. The linear regression established that emotional intelligence could statistically predict organizational citizenship behavior, F (1, 93) = 46.05, p < .001, with an R 2 of .331. Therefore, soft skills, especially personal skills, are predicted by OCB. Budi et al. (2017) discussed that organizational culture, soft skills, leadership, and organizational commitment -partially or simultaneously- influenced positive and significant effects on the performance of educators.

Table 6
Predictors of Personal Skills

Independent Variable	Coefficient	SE	T-Value	Sig	R2-Change	F-Value
(Constant)	2.555	.130	19.619	.000		
For Organization	.227	.053	4.237	.000	.080	
Clan Culture	-.206	.045	-4.554	.000	.040	18.161
For Individual	.149	.048	3.101	.002	.026	

Dep: Personal Skills, F-Value = 18.161, Sig= .000, R^2=.145

The regression analysis approach was used to assess the ability of the independent variables to predict character-building skills. According to statistical analysis, the proportion of variance in the dependent variable, which is character-building skills, can be predicted from the independent variables OCB-O and OCB-I. After going through the process, the total variance explained by the model as a whole was 18.9%, F= 37.451, p < .000. The R^2 = .189 indicates that OCB-O and OCB-I predict character-building skills by 18.9%. The result shows that OCB-O and OCBI-I positively predict the character-building skills by 18.9% change. The higher the OCB-O and OCBI-I, the higher the character-building skills. Form the predictive results, the explained variables on character-building skills are OCB-O 16.9%, and OCB-I 2.1%. The adhocracy culture, market culture, hierarchy culture,

and clan culture were excluded from the predictors as it was not significant. However, there are 81.1% of variables not considered in this study but can explain the character-building skills of the faculty members of the state university. The proposed applied model based on the unstandardized beta for this study is **PS= 2.239+ .169OCB-O + .113OCB-I.**

According to Nofia (2019), interpersonal communication, which is a soft skill category, has a significant and positive effect on Organizational Citizenship Behavior.

Table 7
Predictors of Character-Building Skills

Independent Variable	Coefficient	Standard Error	T-Value	Sig	R2-Change	F-Value
(Constant)	2.239	.107	20.881	.000		
For Organization	.169	.042	4.055	.000	.169	37.451
For Individual	.113	.039	2.859	.005	.021	

Dep: Building Skills, F-Value = 37.451, Sig= .000, R^2= .189

The regression analysis approach was used to assess the ability of the independent variables to predict organizational skills. According to statistical analysis, the proportion of variance in the dependent variable, which is organizational skills, can be predicted from the independent variables OCB-O and OCB-I. After going through the process, the total variance explained by the model as a whole was 21.5%, F= 44.006, p < .000. The R^2 = .215 indicates that OCB-O and OCB-I predict organizational skills by 21.5%. Form the predictive results, the explained variables on organizational skills are OCB-O 18.4%, and OCB-I 3.2%. The adhocracy culture, market culture, hierarchy culture, and clan culture were excluded from the predictors as it was not significant. However, there are 78.5% of variables not considered in this study but can explain the organizational skills of the faculty members of the state university. The proposed applied model based on the unstandardized beta for this study is **PS= 2.141 + .199OCB-O + .172OCB-I.**

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Brent (2017) indicates that there was a positive, statistically significant correlation between coachability and organizational citizenship behavior, $r=0.577$, $p< .001$, with an R 2 of .332. Coachability, which is a soft skill under organizational skills, accounted for 33% (.577) of the explained variability in organizational citizenship behavior.

Table 8
Predictors of Organizational Skills

Independent Variable	Coefficient	Standard Error	T-Value	Sig	R2-Change	F-Value
(Constant)	2.141	.130	16.418	.000		
For Organization	.199	.051	3.919	.000	.184	44.006
For Individual	.172	.048	3.596	.005	.032	

Dep: Organizational Skills, F-Value = 44.006, Sig= .000, R^2= .215

Conclusion

Soft skills are positively predicted by OCB-O and OCB-I. Also, personal skills, character-building skills, and organizational skills are positively predicted by OCB-O and OCB-I. However, soft-skills particularly personal skills are negatively predicted by clan culture, the greater the clan culture the lesser the personal skills. It is concluded that soft skills are enhanced when tertiary school teachers have strong OCB-O and OCB-I. This study suggest that the mere presence of strong organizational citizenship behavior and clan culture greatly predict the soft skills among tertiary school teachers. In order for the faculty members to enhance or develop their soft skills they must improve their OCB and lessen clan culture. Teachers with greater soft skills would enhance the skills of the students, in that way, the university would produce quality human capital. Likewise, the academe would address the gap between graduates from SUCs and the skills needed from possible human resource of the industry.

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