Acceptability of Organizational Culture and Practice of Core Values among College Students

WINSTON B. GALLINERO
ORCID NO. 0000-0002-2229-1262
wgallinero@liceo.edu.ph

VERGIE S. OTIG
ORCID NO. 0000-0002-6062-5569
vsotig@liceo.edu.ph

Liceo de Cagayan University
Cagayan de Oro City, Philippines

ABSTRACT

This paper studied the acceptability of organizational culture and the practice of core values among students in a higher education institution in Cagayan de Oro City. The study determined which of the core values practiced by students best predicts acceptability of the university's organizational culture. This descriptive-correlational study used a modified survey questionnaire for gathering data. The questionnaire, which was content validated and pretested to establish its reliability, was administered to randomly selected 340 college students from the different colleges. As found, the acceptability of the university's organizational culture and the practice of the university's core values among the students were at moderate level. Using regression analysis, the study found that the practice of the core values influenced the acceptability of the university's organizational culture. Recommendations include enhancing students' awareness of the core values to improve practice and replicating this study to identify other factors that may have significant bearing on the acceptability of the university's organizational culture among students.

Keywords: Organizational culture, core values, managing change, achieving goals, coordinated teamwork, student orientation

INTRODUCTION

Organizational culture may explain why some companies become successful while others do not. Corporate cultures need to be acceptable first among company employees and stakeholders because of their essential role in developing the bond between employees and their company, which helps in the attainment of company goals regardless of diversity. Productivity, competition, and success are dependent on how the organization works with its members of diverse backgrounds (Serrat, 2017). Furthermore, organizational culture has a system of shared expectations that are generally made up of principles, beliefs, experiences, and behaviors that manage how the organization's members interact (Serrat, 2017; Rhodes, 2021). Since organizational culture represents the assumptions, beliefs, and norms of an organization shared by its members, it is significantly fitting for an organization to formulate its philosophy, objectives, mission, vision, and core values to establish a unique culture that may, later, develop an organizational identity.

The subject higher education institution restated its vision, mission, goals, and philosophy almost ten years ago for relevance and timeliness. The core values as guiding principles put in place by its founders are clearly communicated to its stakeholders, both internal and external. When consistently pursued and practiced, core values strongly impact organizational culture. In many cases, core values define the organizational culture of an organization. Studies pointed out that the guiding principles of the organizational culture depend on the corporate values. Kappel (2018) suggested that core values are beliefs that guide decision-making and define what the company stands for, shape its identity. Rick (2014) opined that the guiding principles of the organizational culture depend on the corporate values. These values shape the culture, which defines the character of the company. Moreover, Buffet, as cited in DeGarmo, (n.d.), emphasizes that ethics, customs, and beliefs create a shared vision that binds the organization together. In other words, core values serve as the backbone or glue that holds an organization or team together because they provide the organization's members with a frame of reference vis-à-vis the organizational culture.

Many social scientists asserted that in studying organizational culture, the organization's core values should be scrutinized first. Core values are unique guiding principles, which play a central role in strategic decision making, sustaining high performance cultures and creating organizational culture change (Santoriello, 2015).

The extent to which the core values after almost a decade have shaped the

organizational culture of the subject university is the main concern of this study. To better comprehend the actions and attitudes of college students, the study looked into the extent to which students practice the core values. Thus, it is the study's interest to delve deeper into the university organizational culture by exploring the students' practice of the core values.

This study recognizes its limitation. The data were gathered five years ago. However, the data's significance rests on the piece of evidence that this study could generate with respect to the assumption that the university's core values as practiced by students influence the prevailing organizational culture as seen in the institution's practices. The study also recognizes the limited generalizability of the findings.

FRAMEWORK

Several authors defined organizational culture. Deal and Kennedy as cited in Trevino et al. (2020), defined organizational culture as a combination of symbols, assumptions, values, and beliefs that characterize the way an organization operates or does business. Citing Schein (2017) and Schneider (2017), Rhodes (2021) defined culture as shared values and beliefs that clarify why organizations behave as they do and care about what they do. This study anchored its assumption on Dr. Talcott Parson's Organizational Culture Theory. Dr. Parson's theory presents four functions that every organization must carry out to survive as a body. These functions are managing change, achieving goals, coordinating teamwork, and fostering a strong culture of customer orientation. Parsons further asserted that each of the enumerated organization's intended purposes should likewise hold the same regard and conviction shared by group members. The effectiveness or failure of an organization, particularly in carrying out its functions, is strongly driven by the shared values and beliefs of its members (Sashkin & Rosenbach, 1996, 2002, 2013).

Managing change has something to do with the organization's environment, like competition, technology, rules, and regulations. This area of action concerns how well the organization can adapt to and deal effectively with changes in its environment (Sashkin & Rosenbach, 1996, 2002, 2013). At the time when the K-12 program was just implemented, the program tested the capability of academic institutions to manage change in adapting the massive changes in the educational landscape. During the conduct of this study, the subject university's lack of classrooms made scheduling of classes a major issue, more so when the college students had to adjust their regular schedules to accommodate the senior

high school students. Thus, in this study, managing change focused on changes in policies and guidelines related to K-12 Program and the acceptability of the changes among the college students. This was the most prominent issue then during the conduct of the study, and the students were greatly affected by the way the said program was put into effect.

On *achieving goals*, every organization must accomplish some purpose for its clients. A clear and focused aim may strongly correlate with goal achievement and real success (Sashkin & Rosenbach, 1996, 2002, 2013). In the research setting, college students enrolled in the subject 'Student Orientation' are asked to define their goals in life. Also, the university sees to it that the sub-organizations and clubs have their objectives aligned with the university's VMGO. In this study, the clarity of the university's vision, mission, and goals is seen to define the university's organizational culture.

Coordinating teamwork focuses on the level of effort put in by individuals and groups within an organization. Successful coordination is hinged on how well actions go together, are synchronized, and are sequenced so that the members' efforts effectively fit. On fostering a strong culture of customer orientation, this study chose to reword it as student orientation. There is a need to demonstrate a strong support for students through quality student services to generate a culture of satisfaction.

Studies have disclosed that organizational culture is engendered by an organization's core values. Moreover, Douglas (2017) recognized the importance of aligning everyone around the company's core values since these are essential to its success, thus supporting the importance of value alignment in the research on culture fit. Buffet (as cited in DeGarmo, n.d.) reaffirmed the idea that company performance may be fueled by culture and principles. As a result, communicating the organization's core values through practice can help it develop a distinctive character, which is the organizational culture. This study, therefore, theorized that the consistent practice of core values influences the organization's kind of organizational culture.

Many authors have defined core values. Collins & Porras (2002) defined core values as "the organization's essential and enduring tenets, not to be compromised for financial gains or short-term expediency" (p. 73). Likewise, Barchiesi & La Bella (2014), as cited by Rhodes (2021), described core values like that of Collins and Porras, saying that an organization's core values guide its strategic direction, mission, and how it views itself. A study by Gallinero & Otig (2017) determined the level of awareness and extent of practice of the university's core values among selected college students. Results revealed that generally, the respondents have

moderate level of awareness and moderate level of practice of the University's core values. The study underscored that the students' levels of awareness significantly differed with the extent of their practice of the core values, implying that students may be aware but do not practice according to their awareness.
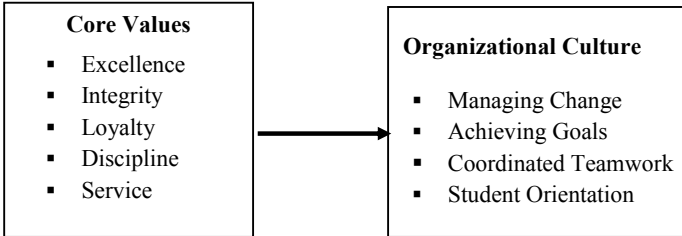
Coleman (2013), likewise, contended that values offer a set of guidelines for behaviors. When a school prominently communicates to all employees and students the core values not only through words but most importantly through actions, its employees and students will adhere to the core values, which is also in support of the social learning theory of Bandura (1977).

In this study, the academic institution's core values of excellence, integrity, loyalty, discipline, and service are used as constructs. The following discussion was excerpted from the official document of the university (Liceo de Cagayan University, 2014). Excellence refers to one's knowledge of his or her area of specialty, higher order thinking abilities, oral and written communication proficiency, diligence, and inventions that promote the growth of the individual, the community, and the nation. Integrity pertains to taking decisive action against all sorts of dishonesty and unethical behavior. The value of integrity upholds ethical principles over personal gain and/or peer pressure. This value also promotes inclusivity amidst cultural diversity. Integrity also means respecting differences of opinion and maintaining trustworthiness and nobility of character. Loyalty emphasizes defending the university, the community, and the country always. The university believes that loyalty enhances the well-being of the family, the workplace, and the community. Loyalty as a university value means upholding the rights and privileges of every human being. This value also instills an attitude of duty and responsibility. Moreover, loyalty promotes the adherence to the best Filipino customs and traditions. Working responsibly and autonomously without the need for tight supervision is what discipline is all about. In both professional and interpersonal settings, discipline means demonstrating the highest level of professionalism, upholding a positive attitude, and exercising intellectual humility. Service inculcates consistent benevolence and stewardship. This value is demonstrated by committing oneself to protecting God's creation and by making careful and responsible use of materials and property that have been entrusted to one. Serving others voluntarily and finding joy in meeting the needs of the community are additional aspects of service (Liceo de Cagayan University, 2014).

As shown in Figure 1, the study assumes that core values influence the development of organizational culture.

Figure 1

The Schematic Presentation of the Study

Core Values	Organizational Culture
▪ Excellence ▪ Integrity ▪ Loyalty ▪ Discipline ▪ Service	▪ Managing Change ▪ Achieving Goals ▪ Coordinated Teamwork ▪ Student Orientation

OBJECTIVES OF THE STUDY

This study determined the practice of core values among students and its influence on the institution's organizational culture. Specifically, the study determined the following: (a) the students' practice of the core values; (b) the students' acceptability of the prevailing organizational culture in terms of managing change, achieving goals, coordinating teamwork, and student orientation; and (c) the influence of students' practice of core values practice on the acceptability of organizational culture.

METHODOLOGY

The study used the descriptive-correlational research design. For data gathering, the study modified the Organizational Culture Assessment Questionnaire (OCAQ) of Rosenbach & Sashkin, (1996, 2002, and 2013). The validity of the instrument was established through experts' opinion while its reliability was determined using Cronbach's Alpha Coefficient. The following indices show that the instruments are reliable: managing change, α=.637; achieving goals, α=.839; coordinating teamwork, α=.655; student orientation, α= .789; excellence, α= .895; integrity, α=.887; loyalty, α=.894; discipline, α=901; and Service, α=.899. The questionnaire had three parts. Part 1 got the respondents' profile. Part 2 assessed students' acceptance of organizational culture. Part 3 determined the extent to which the core values are practiced by the students.

The participants of the study were the randomly chosen 340 college students across the different colleges. The majority of the participants (74%) were third-year college students; 25%, fourth-year; and 0.88%, fifth-year. There were more female students (58%) than male students (42%). In compliance with the Research Code

of Ethics, the researcher asked the informed consent of the students to participate in the study before having them accomplish the questionnaire, thus ensuring that their participation is voluntary. The participants were assured of privacy safeguards and data confidentiality measures.

Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to profile the participants in terms of their extent of practice of the core values and acceptance of organizational culture. Regression analysis was used to determine which among the core values best predicts organizational culture.

RESULTS AND DISCUSSION

Students Acceptance of Organizational Culture. The study described the students' acceptance of the university's organizational culture. Table 1 presents the level of acceptability of the university's organizational culture among the students.

Table 1

Descriptive Statistics of Students' Acceptability of Organizational Culture (N=340)

Indicators	Mean	SD	Qualitative Interpretation
Managing Change			
1. There is flexibility and adaptability in class schedule changes during the K-12 program.	3.01	.70	Moderately Acceptable
2. The students recognize that the changes of class schedule from day to night as a result of K-12 program guidelines.	3.19	.66	Moderately Acceptable
3. The change of class schedule is implemented in the University with due notice.	3.13	.62	Moderately Acceptable
4. Concerns and anxieties during periods of change of K-12 transition are heard and taken into considerations.	2.90	.71	Moderately Acceptable
Overall Mean	**3.06**	**.46**	**Moderately Acceptable**
Achieving Goals			
1. Students and sub-organizations have clearly defined goals that relate to the University's mission of "delivering quality education".	3.12	.64	Moderately Acceptable
2. Students and sub-organizations are expected to reach goals that relate to the University's vision of delivering "Total Human Formation" which we believe are attainable	3.16	.60	Moderately Acceptable
3. Students and sub-organizations are recognized/rewarded according to how well the University's VMGO's are achieved.	3.08	.61	Moderately Acceptable

Table 1 Continued

4. Students and sub-organizations participate in defining specific university goals/VMGO of the University	3.13	.59	Moderately Acceptable
5. University's VMGO guides in the continuous enhancement of academics, research, co-curricular, extra-curricular and community extension activities	3.25	.58	Moderately Acceptable
Overall Mean	**3.15**	**.49**	**Moderately Acceptable**
Coordinated Teamwork			
1. Sub-organizations (e.g., CASSBO) often lack the authority needed to get the job effectively*	3.21	.41	Slightly Acceptable
2. In teamwork, the "what's in it for us" approach is more important than "what's in it for me."	3.23	.64	Moderately Acceptable
3. We lack the interpersonal and technical skills we need to work effectively in teams/groups.*	3.23	.42	Slightly Acceptable
4. Students know what is expected of them and understand their impact on their classmates, teachers, parents, and administrators	3.12	.59	Moderately Acceptable
5. Working together collaboratively thru cooperation is preferred over competition	3.34	.59	Moderately Acceptable
Overall Mean	**3.23**	**.35**	**Moderately Acceptable**
Student Orientation			
1. Students are given the highest priority and support of the University to meeting our needs and solving our own problems about enrolment, retention, and instruction.	3.04	.75	Moderately Acceptable
2. The policies like "No ID, No Entry" of the University helps provide the security service that we need.	3.13	.80	Moderately Acceptable
3. Administrators are always looking for new ways to better serve us students like provision of the school automate which makes the enrolment process easier and our grades become accessible online.	3.08	.79	Moderately Acceptable
4. When we have problems (e.g., incomplete grades, attitudes of faculty/staff, etc.) the University almost always resolve to our satisfaction through a student dialogue, faculty/staff evaluation, and meetings.	2.96	.81	Moderately Acceptable
Overall Mean	**3.05**	**.62**	**Moderately Acceptable**
Grand Mean	**3.14**	**.37**	**Moderately Acceptable**

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.50-4.49	Strongly Agree	Highly acceptable
3	2.50-3.49	Agree	Moderately acceptable
2	1.50-2.49	Disagree	Slightly acceptable
1	1.00-1.49	Strongly Disagree	Not at all acceptable

Managing Change. Managing change as part of organizational culture is concerned with the capability of the organization to adapt to deal effectively with the changes in its environment (Sashkin & Rosenbach, 2013). In this study, the construct refers to university's approach to managing change in the implementation of the K-12 Program.

The findings show that, given an overall mean of 3.09, the acceptability of managing change as part of the university's organizational culture among the students is moderate; the standard deviation is relatively low (SD=.37), which suggests that the students' responses are very close to the mean, implying similarity of student responses. The moderate acceptance of the university's management of change can be explained by the fact that the acceptance of senior high school students had just started and that the college students were still adjusting to it. The students were used to having their class schedule mostly at day time. However, when the Senior High School program was offered, an abrupt change in the college students' class schedule occurred, hence the students' moderate acceptance of the said management of change.

Achieving Goals. Achieving goals as a function of organizational culture serves an important purpose for its clientele. A clear and focused goal may highly connect with goal achievement and true success (Sashkin & Rosenbach, 1996, 2002, 2013). As such, the university ensures that sub-organizations have their objectives match with the university's VMGO. In this study, the clarity of the university's vision, mission, and goals is assumed to define organizational culture. The findings reveal that, given an overall mean of 3.15, achieving goals as part of the university's organizational culture is moderately acceptable to the students. Results imply that the students in general moderately accept the university's mission of delivering quality education and vision of facilitating total human formation. Students and sub-organizations are recognized and rewarded according to how well the university's VMGOs are achieved and students and sub-organizations participate in defining the specific goals and VMGOs of the university. The findings of this study find support in the theory of Dr. Parson's on organizational culture, which contends that every organization must have a clear focus on goals that are aligned with its values and beliefs. Although the acceptance level is moderate, the students and the sub-organizations have clear and defined goals that relate to the university's mission to deliver quality education and its vision for total human formation. The moderate acceptance of achieving goals means that not all students understand the benefits of defining their own goals even if such is required of them in the course *Student Orientation*.

Coordinating Teamwork. Coordinating teamwork as one function of organizational culture focuses on the level of effort put in by individuals and groups within an organization. A successful coordination is hinged on how well actions go together, are synchronized, and are sequenced so that the members' efforts effectively fit ((Sashkin & Rosenbach, 1996, 2002, 2013). The findings reveal that, given the overall mean (M=3.23, SD=.35), the students had moderate acceptance of coordinating teamwork as part of the university's organizational culture. The table further discloses that the students preferred collaborative work to competition. Although still at the moderate level, 'what's in it for us' approach is more important to the students than 'what's in it for me". Students know what is expected of them and understand their impact on their classmates, teachers, parents, and administrators. Moreover, the sub-organizations disagreed that they often lack the authority needed to get the job done effectively and that they lack the interpersonal and technical skills needed to work effectively in teams or groups. Results imply that the sub-organization officers are bestowed with authority to get their jobs done and are equipped with interpersonal and technical skills to work effectively with the members of their sub-organization. As stated by Sashkin & Rosenbach, (1996, 2002, 2013), long-term organizational survival depends on how well the efforts of individuals and groups within the organization are tied together, coordinated, and sequenced so that people's work efforts fit together effectively. However, in this study, due to annual elections in every sub-organization and with elected officers coming from diverse backgrounds and with different personalities, sometimes cooperation is eclipsed by competition.

Student Orientation. Table 1 further shows the overall mean of fostering student orientation (M= 3.05, SD= .62). Generally, students had moderate acceptance of the manner in which the university foster customer orientation, which in this study is termed student orientation. The items that were moderately acceptable to the students were students being given the highest priority and support of the university to help them meet their needs and address their concerns with regard to enrolment, retention, and instruction; the policies like "No ID, No Entry" providing them with security service that they need; administrators always looking for new ways to better serve students like creating the school automate, which makes the enrolment process easier and their grades accessible online; and students having their problems resolved to their satisfaction through student dialogue, faculty/staff evaluation, and meetings. In the context of organizational culture theory, no matter how strong the culture and other functions are, if their goals, values, and beliefs do not match or are not aligned with what are needed

by students, the organization will not prosper. In other words, the students' problems in relation to the school services, grades, and attitudes of employees must be immediately resolved by the administration through periodic student dialogue, evaluations, meetings, etc.

Extent of Practice of Core Values. The second research objective sought to determine the extent of students' practice of the university's core values. As revealed in Table 2, with a grand mean of 3.43 with SD=.43, implying homogeneity of the students' responses, the students moderately practiced the core values.

Table 2

Descriptive Statistics of Students' Practice of Core Values (N=340)

Indicators	Mean	SD	Qualitative Interpretation
Excellence			
1. practice expertise in my field of specialization	3.47	.53	Moderately Practiced
2. develop higher order thinking skills	3.46	.54	Moderately Practiced
3. express competently in both oral and written communication	3.45	.58	Moderately Practiced
4. practice industry and diligence to avoid dependence on others	3.45	.57	Moderately Practiced
5. initiate innovations that advanced personal, community, & country development	3.39	.58	Moderately Practiced
Overall Mean	**3.44**	**.47**	**Moderately Practiced**
Integrity			
1. take decisive actions against all forms of dishonesty and unethical conduct	3.36	.57	Moderately Practiced
2. favor Universal Ethical Principles over personal gain or for social conformity	3.33	.53	Moderately Practiced
3. respect cultural diversities	3.51	.56	Highly Practiced
4. respect differences in opinions and maintains confidentiality	3.48	.58	Moderately Practiced
5. demonstrate nobility in character and trustworthiness	3.42	.56	Moderately Practiced
Overall Mean	**3.42**	**.46**	**Moderately Practiced**
Loyalty			
1. commit to defend the University, community, and the country at all times	3.33	.60	Moderately Practiced
2. uphold the rights and privileges, duties and responsibilities of Filipino citizens	3.40	.54	Moderately Practiced
3. appreciate the rich cultural diversities of Filipinos	3.44	.56	Moderately Practiced
4. help promote the best Filipino customs and traditions	3.45	.58	Moderately Practiced

Table 2 Continued

5. contribute to family's workplace and community's well-being	3.47	.56	Moderately Practiced
Overall Mean	**3.42**	**.48**	**Moderately Practiced**
Discipline			
1. work responsibly without need for close supervision	3.38	.59	Moderately Practiced
2. exhibit a high degree of professionalism	3.43	.54	Moderately Practiced
3. manifest guardianship over Filipino art and culture	3.37	.58	Moderately Practiced
4. maintain a good disposition in life	3.44	.58	Moderately Practiced
5. convey intellectual humility in professional and interpersonal situations	3.44	.55	Moderately Practiced
Overall Mean	**3.41**	**.48**	**Moderately Practiced**
Service			
1. manifest consistent sensitivity and responsibility for God's creation	3.46	.59	Moderately Practiced
2. exercise care and thoughtful use of properties and the things entrusted to him/her	3.47	.56	Moderately Practiced
3. serve others readily and find fulfillment in responding to the needs of the community	3.45	.58	Moderately Practiced
4. offer active support for victims of violence, exploitation, and oppression	3.38	.57	Moderately Practiced
5. support efforts in improving the quality of community life that is self-reliant and self-sustaining	3.44	.57	Moderately Practiced
Overall Mean	**3.44**	**.48**	**Moderately Practiced**
Grand Mean	**3.43**	**.43**	**Moderately Practiced**

Scale	Range	Descriptive Rating	Qualitative Interpretation
4	3.50-4.49	Strongly Agree	Highly Practiced
3	2.50-3.49	Agree	Moderately Practiced
2	1.50-2.49	Disagree	Rarely Practiced
1	1.00-1.49	Strongly Disagree	Not at all practiced

Excellence. The findings reveal that, given the overall mean of 3.44, the students moderately practiced excellence. A closer look reveals that the students had moderate demonstration of expertise in their field of specialization, higher-order thinking skills, oral and written communication, industry and diligence to avoid dependence on others, and innovativeness. These findings imply that the students have not fully embraced the Licean identity expected of them.

Integrity. Given the overall mean of 3.42, the students moderately practiced integrity as a core value. However, the students highly practiced "respecting cultural diversities." and "respecting differences in opinions and maintaining confidentiality. Generally, the students moderately practiced taking actions against all forms of dishonesty, favoring universal ethical principles, respecting cultural differences, maintaining confidentiality, and demonstrating nobility in character and trustworthiness.

Loyalty. The overall mean of 3.42 indicates that the students moderately practiced loyalty. The students responded moderately to contributing to family's workplaces and community's well-being, helping promote the best Filipino customs and traditions, appreciating the rich cultural diversities of Filipinos, and committing to defend the university, community, and country. The study conducted by Gallinero & Otig (2017) likewise found that students do not display strong loyalty. Some students revealed feeling inferior and weak to defend their school and not wearing their school uniform and school ID inside the campus.

Discipline. The overall mean of 3.41 indicates that the students moderately practiced discipline as a core value. Among others, maintaining a good disposition in life and well-being and conveying intellectual humility in professional and interpersonal situations were practiced moderately. Discipline in terms of responsibility and guardianship were likewise practiced moderately.

Service. This value is demonstrated by committing oneself to protecting God's creation and by making careful and responsible use of materials and property that have been entrusted to one. Serving others voluntarily and finding joy in meeting the needs of the community are additional aspects of service (Liceo de Cagayan University, 2014). The overall mean of 3.44 indicates that the students practiced service as moderately. Specifically, exercising care and thoughtful use of properties and the things entrusted to them; manifesting consistent sensitivity and responsibility for God's creation; serving others readily; finding fulfillment in responding to the needs of the community; offering active support for victims of violence, exploitation, and oppression; and supporting efforts to improve the quality of a community that is self-reliant and self-sustaining were practiced moderately. Findings of the interview help explain why service was moderately practiced among the students. As found, students join community extension activity for incentives, not because they are willingness to participate in the

activity.

Predictors of Organizational Culture. The third objective of the study sought to identify which among the practiced core values influence the acceptability of the university's organizational culture. Table 4 shows the results of multiple linear regression analysis.

Table 3

Multiple Regression Analysis on Organizational Culture (N=340)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	1.439	.166		8.66	.000
Excellence	**0.280**	**.088**	**.301**	**3.188**	**.002**
Integrity	-.061	.092	-.064	-.660	.510
Loyalty	0.123	.089	.135	1.385	.167
Discipline	0.099	.104	.110	.952	.342
Service	0.037	.100	.041	.373	.709

r=0.490 R^2= .24   F-value= 21.108   P= 0.000

The R^2 = .24 means that only 24% of the variations in the acceptability of organizational culture score is explained by the five core values. Some 76 percent are left unexplained and can due to other variables not considered in the study. The model is significant (F=21.108, p=0.000). Excellence as a core value has the strongest influence on the acceptability of organizational culture with a standardized beta = .301, which implies that excellence is a major consideration for the acceptability of organizational culture. The guiding principles of organizational culture depend on the corporate values (Rick, 2014). These values shape the organization's culture, which defines the character of the company. Santoriello (2015) asserted that core values are unique guiding principles that play a central role in strategic decision making, sustaining high performance cultures, and creating organizational culture change. In this study, the five core values of the university influenced the students' acceptance of the university's organizational culture.

In summary, this study found that the students' acceptance of the prevailing organizational culture of the university and the students' practice of the

university's core values were at moderate level. Only 24% of the variations in the acceptability of organizational culture can be explained by the students' practice of the core values. Notably, only excellence has significant bearing on the acceptability of organizational culture. The findings affirmed the assumption of this study that core values influence organizational culture.

CONCLUSIONS

The direction to study organizational culture by examining core values leads to the discovery that the practice of core values has something to do with the acceptance of organizational culture. However, there are still other factors that influence the acceptability of organizational culture among students. As cited in the literature review, core values describe the way organization operates or do business to engender organizational culture (Trevino et al., 2020).

The moderate practice of core values among students is worthy of attention. There are stipulated learning outcomes and graduate attributes anchored on the university's core values. Thus, students as they graduate are expected to demonstrate those learning outcomes and embody those attributes. When students highly and consistently practice the core values, they come to embrace fully the university's organizational culture.

It is important to note that students' engagement in their learning opens opportunities for raising their mindfulness of the University's core values. Thus, it is but fitting for the academic heads to ensure that their teachers integrate into their pedagogical practices the university's core values. A concerted effort is vital to consistently nurture students' awareness of the university's core values.

Because organizational culture is nurtured not only by the core values, it is highly recommended that significant developments/events of the university be communicated during general assemblies and orientations and through posters and bulletin boards for students to develop a high level of awareness on the university's organizational culture.

Because the data were collected five years ago, it is recommended that this study be replicated to include other factors that may have bearing on organizational culture. Further study may not only strengthen the conclusion of this present study but may also discover the other factors explaining the acceptability of the university's organizational culture.

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