

CONGRUENCE OF EXPECTATIONS AND ORGANIZATIONAL BEHAVIOR

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ABSTRACT: *This study investigated whether a college's performance depends upon the congruency between the Organizational Behavior (OB) expected by teachers from their deans and the deans' actual manifest behavior, specifically comparing the performance levels of teacher-dean OB Congruent and Incongruent Colleges. Utilizing a descriptive research design incorporating correlational and assessment approaches, quantitative data were gathered through questionnaires distributed to the faculty population of the colleges and institutes at Western Mindanao State University (WMSU), alongside official college performance records. The results indicated no significant difference between the performance levels of OB congruent and OB incongruent colleges. However, the combination of Supportive Deans and Supportive or Collegial teacher expectations emerged as an optimal model for high institutional performance. Because OB preferences fluctuate based on academic attainment, duration of employment, and rank, a "Theory of Shifting Organizational Behavior Preferences" is advanced in lieu of a rigid administrative model.*

Keywords: Congruence, organizational behavior, performance levels, assessment

INTRODUCTION

Many disciplines literally are thousands of years old. Management, for centuries, had also been around in one form or another. The writings of classical philosophers abound with early foundational references to the examples of management concepts, governance structures, and basic principles regarding the division of labor [1]. But because serious academic and practical interest in the structured study of management did not formally emerge until around the turn of the twentieth century, the specialized study of Organizational Behavior (OB) is only a few decades old.

The earliest systematic approaches to management, most notably Scientific Management and Classical Organizational Theory, placed little regard on the value and deep importance of human behavior to overall organizational effectiveness. Under these rigid frameworks, people were viewed strictly from a "machine" perspective—essentially treated as robots that did exactly as they were told and were completely interchangeable with others. Rationality, absolute efficiency, and strict standardization were the central themes driving both Scientific Management and Classical Organizational Theory during this foundational era [2]. Consequently, the nuanced roles of individuals and interpersonal groups within an organization were either ignored altogether or given only minimal attention.

However, a few early pioneering writers and managers began to challenge these mechanical assumptions. Visionaries such as Robert Owen recognized that optimizing physical working conditions and treating workers with human kindness could drastically improve productivity [3]. Following this shift, early behavioral researchers began connecting psychological factors to industrial efficiency [4]. This evolution eventually paved the way for modern organizational frameworks that prioritize group dynamics, integrative conflict resolution, and the collaborative social processes that dictate successful human organizations today [5][6].

Research Objectives

The primary purpose of this study is to ascertain whether a college's overall institutional performance depends significantly upon the congruency between the organizational behavior expected by teachers from their respective deans and the deans' actual manifest organizational behavior.

Specifically, this investigation aims to achieve the following research objectives:

1. To identify and analyze the specific organizational behavior expectations that teachers hold regarding their academic deans.
2. To determine the actual manifest organizational behavior of academic deans as observed and experienced by their teaching faculty.
3. To evaluate whether a statistically significant difference exists in teachers' expectations toward their deans' organizational behavior when the faculty variables are categorized according to: (a) Educational qualification, (b) Length of Service, (c) Rank, and (d) Sex.
4. To measure the level of congruency or gap between expected organizational behavior and actual manifest organizational behavior within the academic administration.
5. To analyze the direct relationship between this behavioral congruency and the overall operational and academic performance metrics of the college.

METHODS

The study made use of the descriptive design. This design gathered information about present conditions. It describes the nature of a situation as it exists at the time of the study and explores the causes of particular phenomena. In this design, Congruence of Teachers' Expectations from deans' OB and deans' OB was determined. Its results assessed the influence of College Performance Level in WMSU. The data from the questionnaire and college performance records were the main sources of the data in testing the hypotheses. The study was conducted at Western Mindanao State University (WMSU) – Main Campus in Zamboanga City. The respondent-colleges and institutes in this study are those with Licensure/Board Examinations given by the Professional Regulation Commission (PRC).

RESULTS AND DISCUSSION

Is there a significant difference in the teachers' Expectation from deans' OB when the teachers' variable is categorized according to: (a) Educational qualification, (b) Lengths of service, (c) Rank and (d) Sex.

Table 1 presents teachers' expectation from Deans' OB when the variable is categorized according to educational qualification. Based on Friedman's test, there is a significant difference in the teachers' expectation from deans' OB respecting the educational qualification in the Colleges of Education and Home Economics but not in the Colleges of Agriculture, Engineering and Technology, Forestry and Environmental Studies, and Science and Mathematics.

Hence, College of Teachers Education, Non-Masters' Degree (NM) and Masters' Degree or Higher (MDH) teachers expect Supportive OB Deans but the NM teachers have higher expectations of Supportive Deans' OB while CHE NM and MDH teachers expect Collegial OB Deans but the NM teachers have higher expectations of Collegial Deans' OB. However, NM and MDH teachers of CA, CET, CFES and CSM have the same teachers' expectation from deans' OB. Lastly, C Archi NM teachers expect Collegial OB Deans, ICRIM NM teachers expect Custodial OB Deans, CN MDH teachers expect Supportive and Collegial OB Deans and CSWCD MDH teachers expect Collegial OB Deans.

Table 1. Teachers' Expectation from Deans' OB when the variable is categorized according to Educational Qualification

Col	EQ	OB	Aut	Cus	Sup	Col	Var	α	Int
Agr	(NM)		2.70	3.33	3.66	3.23	1.0	3.84	NS
	(MDH)		3.30	3.50	3.63	3.73			
Arh	NM		3.33	3.50	3.38	3.55			
	MDH								
CEd	NM		3.03	3.57	3.83	3.76	4.0	3.84	S
	MDH		2.91	3.24	3.62	3.58			
CET	NM		3.14	2.99	3.16	3.12	1.0	3.84	NS
	MDH		2.96	3.53	3.60	3.58			
CFE	NM		3.11	3.46	3.48	3.63	1.0	3.84	NS
	MDH		2.08	3.66	3.41	3.50			
CHE	NM		3.06	3.26	3.33	3.42	4.0	3.84	S
	MDH		2.38	2.83	2.75	3.41			
ICR	NM		3.33	4.0	3.75	3.75			
	MDH								
CN	NM								
	MDH		3.14	3.38	3.55	3.55			
CSM	NM		3.21	3.71	3.78	3.88	1.0	3.84	NS
	MDH		3.16	3.42	3.70	4.0			
CSW	NM								
	MDH		2.94	3.38	3.48	3.64			

Table 2 presents teachers' expectations of Deans' Organizational Behavior (OB) categorized by length of service at WMSU. Based on Friedman's test, there is a significant difference in expectations regarding length of service in the Colleges of Agriculture (CAgri), Architecture (CArchi), Education, Engineering and Technology (CET), Home Economics (CHE), Nursing (CN), and Science and Mathematics (CSM), but not in the Colleges of Forestry and Environmental Studies (CFES), Social Work and Community Development (CSWCD), and the Institute of Criminology (ICRIM). Specifically, CAgri and CN teachers with lengths of service above 20 years and below 10 years expect Supportive OB Deans, while those with 10–20 years of service expect Collegial OB Deans. In CArchi, teachers with under 10 years or over 20 years of service expect Collegial OB Deans, whereas those with 10–20 years expect Supportive OB Deans. For CET, teachers with over 10 years of service expect Collegial OB Deans, while those with under 10 years expect Supportive OB

Deans. In both CHE and CSM, teachers with lengths of service below 10 years and from 10–20 years expect Collegial OB Deans. Conversely, CFES, ICRIM, and CSWCD maintain the same expectations across all three length-of-service cohorts.

Table 2. Teachers' Expectation from Deans' OB when the variable is categorized according to Length of Service

Col	EQ	OB	Aut	Cus	Sup	Col	Var	α	Int
Agri	below 10		2.86	3.26	3.39	3.30	8.0	5.99	S
	10-20 yrs		3.04	3.37	3.41	3.62			
	above 20		3.38	3.77	3.82	3.77			
Arch	below 10		3.83	3.83	3.66	4.0	4.0	3.84	S
	10-20 yrs		3.08	3.33	3.25	3.33			
	above 20								
Edu	below 10		3.11	3.52	3.86	3.83	7.12	5.99	S
	10-20 yrs		2.93	3.52	3.69	3.58			
	above 20		2.66	3.28	3.29	3.37			
Eng	below 10		3.23	2.89	3.30	3.23	6.5	5.99	S
	10-20 yrs		3.27	3.34	3.34	3.49			
	above 20		2.7	2.99	2.94	3.16			
For and Env.	below 10		3.33	3.29	3.33	3.50	3.12	5.99	NS
	10-20 yrs		2.55	3.64	3.52	3.69			
	above 20		3.33	3.66	3.83	3.66			
Econ	below 10		3.41	3.24	3.33	3.58	4.0	3.84	S
	10-20 yrs		2.60	2.83	2.89	3.14			
	above 20								
Crim	below 10		3.16	4.0	4.0	4.0	0.25	3.84	NS
	10-20 yrs		3.5	4.0	3.5	3.5			
	above 20								
CN	below 10		2.94	3.38	3.44	3.38	6.5	5.99	S
	10-20 yrs		3.23	3.33	3.53	3.62			
	above 20		3.33	3.66	4.0	3.66			
CSM	below 10		3.21	3.71	3.88	3.95	4.0	3.84	S
	10-20 yrs		3.16	3.41	3.54	3.88			
	above 20								
CSW	below 10		2.74	3.41	3.41	3.66	1.0	3.84	NS
	10-20 yrs		3.33	3.33	4.0	4.0			
	above 20								

Table 3 presents teachers' expectation from Deans' OB when the variable is categorized according to Rank. Based on Friedman's test, there is a significant difference in the teachers' expectation from deans' OB respecting in the three (3) types of faculty Rank in the College of Agriculture, Engineering and Technology, Home Economics, Nursing and Science and Mathematics, but there is no significant difference in the degree of teachers' expectations from deans' OB in the three (3) types of faculty Rank in the College of Education, Forestry and Environmental Studies and Social Work and Community Development. Hence, CAgri, Associate Professors (AE) and Instructors (I) expect Custodial OB Deans while Assistant Professors (AT) expect Collegial OB Deans. CET, AE expect Collegial OB Deans, AT expect Custodial OB Deans while I expect Autocratic OB Deans. CHE, both AE and I expect Collegial OB Deans. CN, AE and AT expect Supportive Deans' OB while I expect Collegial Deans' OB. CSM, AT and I expect Collegial OB Deans. However, CEd, CFES and CSWCD have the same teachers' expectation from Deans' OB respecting the three (3) groups of Rank. Lastly, C Archi and ICRIM Instructors expect Collegial and Custodial Organizational Behavior, respectively.

Table 3. Teachers' Expectation from Deans' OB when the variable is categorized according to Ra

Col	EQ	OB	Aut	Cus	Sup	Col	Var	α	Int
Agri	Instructor		2.72	3.42	3.35	3.3	6.5	5.9	S
	Asst.Prof		3.24	3.41	3.53	3.6			
	Asso.Prof		3.66	4.0	3.90	3.9			
Arch	I		3.33	3.50	3.38	3.5			
	AT								
	AE								
Edu	I		2.99	3.52	3.83	3.7	5.3	5.9	NS
	AT		2.85	3.43	3.66	3.5			
	AE		2.99	3.45	3.54	3.5			
Eng	I		3.29	2.92	3.20	3.2	6.5	5.9	S
	AT		2.71	3.16	3.14	3.0			
	AE		3.32	3.53	3.58	3.8			
For and Env	I		3.26	3.47	3.45	3.6	1.0	3.8	NS
	AT		2.28	3.53	3.50	3.6			
	AE								
HE	I		3.06	3.26	3.33	3.4	4.0	3.8	S
	AT		2.38	2.83	2.75	3.4			
	AE								
Cri	I		3.33	4.0	3.75	3.7			
	AT								
	AE								
CN	I		3.03	3.24	3.45	3.5	6.1	5.9	S
	AT		3.20	3.66	3.83	3.7			
	AE		3.33	3.66	4.0	3.6			
CSM	I		3.21	3.71	3.87	3.9	4.0	3.8	S
	AT		3.16	3.41	3.53	3.8			
	AE								

Table 4 presents teachers' expectation from Deans' OB when the variable is categorized according to sex. Based on Friedman's test, the majority of the colleges did not show significant difference in teachers' expected OB when gender is considered. It is only in the College of Nursing and in College of Science and Mathematics where variable Sex influences the teachers' expected Deans' OB. Further, CN, Male (M) teachers expect Custodial OB Deans while Female (F) expect Supportive and Collegial OB Deans. CSM, M teachers expect Supportive and Collegial OB Deans while F teachers expect Collegial OB Deans. However, C Agri, CE, CET, CFES, CHE and CSWCD have the same teachers' expectation from Deans' OB, respectively, for Males and the Females. Lastly, C Archi and ICRIM M teachers expect Collegial and Custodial OB Deans, respectively.

Table 4. Teachers' Expectation from Deans' OB when the variable is categorized according to Sex

Col	EQ	OB	Aut	Cus	Sup	Col	Var	α	Int
Agr	Male		2.91	3.37	3.49	3.71	1.0	3.84	NS
	Female		3.12	3.45	3.51	3.43			
Arc	M		3.33	3.49	3.38	3.55			
	F								
Edu	M		2.94	3.77	4.0	3.77	2.2	3.84	NS
	F		2.94	3.41	3.61	3.59			
ET	M		3.15	3.11	3.42	3.30	1.0	3.84	NS
	F		2.33	3.5	3.16	3.16			
FES	M		2.78	3.59	3.56	3.73	1.0	3.84	NS
	F		3.16	3.36	3.33	3.43			
HE	M		3.0	3.0	3.0	3.0	1.0	3.84	NS

	F	2.78	2.92	2.99	3.28			
IC	M	3.33	4.0	3.75	3.75			
	F							
CN	M	3.0	3.08	2.99	3.0	4.0	3.84	S
	F	3.23	3.47	3.71	3.71			
CSM	M	3.5	3.83	4.0	4.0	4.0	3.84	S
	F	3.07	3.51	3.66	3.89			
CSW	M	2.74	3.41	3.41	3.66	1.0	3.84	NS
	F	3.33	3.33	4.0	4.0			

What are the deans' OB preference in the management of their colleges?

Table 5. Deans' OB preference in the management of their College

Col	Autocratic		Custodial		Supportive		Collegial	
	Mean	Rank	M	R	M	R	M	R
Agri	3.00	4	3.16	3	3.5	1.5	3.5	1.5
Archi	2.83	4	3.16	3	3.67	2	3.83	1
Educ	2.67	4	3.00	2.5	3.33	1	3.00	2.5
Engi	3.16	4	3.5	2.5	3.83	1	3.5	2.5
FES	2.5	4	2.67	3	2.83	2	3.33	1
HE	3.16	3	3.16	3	3.16	3	3.5	1
ICri	2.67	3.5	2.67	3.5	3.16	1	3.00	2
CN	3.33	4	3.5	2.5	3.83	1	3.5	2.5
CSM	2.5	4	3.0	3	4.0	1	3.83	2
CSW	3.16	4	3.67	2.5	3.67	2.5	4.0	1
Sum	2.89	4	3.15	3	3.50	1.5	3.50	1.5

Data shows Deans' OB preference in the management of their college. Data show that four (4) colleges (C Archi, CFES, CHE, CSWCD) ranked collegial as number 1, five (5) colleges (CEd, CET, ICRIM, CN, CSM) ranked supportive as number 1 while one college (C Agri) ranked Supportive and Collegial as number 1. This indicates the deans' OB preference in the management of their college are as follows: The four (4) colleges preferred Collegial type of OB, the five (5) colleges preferred Supportive type of OB, while the College of Agriculture preferred both Supportive and Collegial types of OB as the least preferred in the management of their colleges. Further, the results show that Supportive and Collegial type of OB have a mean score of 3.50, which is Agree Strongly; Custodial type of OB has a mean score of 3.15, which is Agree; and Autocratic type of OB has a mean score of 2.89, which is also Agree. Therefore, the Supportive and Collegial types of OB are the most preferred OB's by the dean in the management of their colleges followed by Custodial and Autocratic types. Hence, College of Agriculture, C Archi, CFES, CET, CHE, CSM and CSWCD teachers' expectation from deans' OB is Collegial. Ced teachers' expectation from deans' OB is Supportive, while ICRIM teachers' expectation is Custodial. CN teachers' expectations from deans' OB are both Collegial and Supportive.

Is there a significant correlation between the OB expected by the teachers from their deans and the types of OB exhibited by their deans?

Table 6. Correlation between OB expected by the teachers and deans' OB

Col	Mean of Teachers' Expect.	Mean Deans' OB	r	Qualitative Description	Inter
Agri	3.38	3.29	0.92	Very High Correlation	CONGRUENT

Arch	3.44	3.37	0.63	Moderate Correlation	INCONGRUENT
CEd	3.40	3.0	0.92	Very High	CONGRUENT
CET	3.19	3.49	0.67	Moderate	INCONGRUENT
CFS	3.37	2.83	0.74	High	CONGRUENT
CHE	2.99	3.24	0.91	Very High	CONGRUENT
ICM	3.70	2.87	0.21	Slight	INCONGRUENT
CN	3.42	3.54	0.79	High	CONGRUENT
CSm	3.61	3.33	0.91	High	CONGRUENT
CSw	3.42	3.62	0.95	Very High	CONGRUENT

Pearson correlation (r) values have a high correlation in the College of Forestry and Environmental Studies and College of Science and Mathematics. However, the Pearson correlation (r) value has a moderate correlation in the College of Architecture and College of Engineering and Technology. Lastly, the Pearson correlation

(r) value has a slight correlation in the Institute of Criminology. Thus, it could be implied that C Agri, Ced, CFES, CHE, CN, CSM and CSWCD with a Very High and High Correlations are Teachers' Expectation and Deans' Manifested OB – Congruent Colleges, while C Archi, CET and ICRIM, with a Moderate and Slight Correlations, are Incongruent Colleges. Hence, seven (7) colleges, namely: CAgri, CEd, CHE, CSM, CSWCD, CFES and CN are Congruent Colleges, while C Archi, CET and ICRIM are Incongruent Colleges.

Do significant differences exist between the performance levels of teachers-dean OB congruent colleges and teachers-dean OB incongruent colleges in terms of:

- Passing Percentage in Board or Licensure Examination,
- Number of researches awarded to the college-faculty,
- Number of instructional materials designed and developed,
- Number of non-academic medals obtained in WMSU palaro?

Table 7. Performance of the Colleges in Board Examination Over 3 Years (2003- 2005)

Congruent Colleges	Examinees	Average (%)	Overall Ave (%)	Inter
Nursing	Nurses	78.23	78.23	Very High
Education	Teacher-Elem	82.53	65.72	Very High
	Teacher-Seco	75.21		
	PEC	39.43		
CSWCD	Social Workers	56.67	56.67	High
Science Math	Chemists	34.0	34.0	Low
HE	Nutrit.&Dieti.	31.74	31.74	Low
Agriculture	Agriculturists	33.33	31.66	Low
	Agri.Engineer	30.0		
CFES	Foresters	28.27	28.27	Low
Incongruent Colleges				
Criminology	Criminologists	75.0	75	Very High
Engr & Tech	Civil Engr	66.14	57.26	High
	Geodetic Engr	39.27		
	Mecha.Engr	52.49		
	Electrical Engr	71.45		
Architecture	Architects	27.83	27.83	Low

The performance level of the teacher-dean OB Congruent Colleges and teacher-dean OB Incongruent Colleges in the Board shows that the teacher-dean OB Congruent Colleges have two (2) Very High performance (CEd and CN), one (1) High

performance (CSWCD) but four (4) (C Agri, CFES, CHE, CSM) registered low performance in the board examination. Among the teacher dean OB incongruent colleges, ICRIM has a Very High performance, CET has a high performance but C Archi showed a low performance in the board examination. Among the teacher OB incongruent colleges, ICRIM has a Very High Performance, CET has a high performance but C Archi showed a low performance in the board examination.

Table 8. Teacher – Dean OB Congruent and Teacher -Dean OB Incongruent Colleges Performance Summary in Board Examinations

COLLEGES	Mean	SD	n	df	t-ob	t-crit α	Interp
Teacher – dean OB Congruent Colleges	46.6	20.0	7	8	0.43	2.30	Not Significant
Teacher – dean OB Incongruent Colleges	53.3	23.8	3				

Data shows the weighted mean of Teacher-dean OB incongruent colleges of 53.36 which is higher than the Teacher-dean OB congruent colleges of 46.61. However, when this difference was statistically tested using the t-test, it was found out that there exists no significant difference between means of Congruent and Incongruent Colleges. This implies that Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges have the same performance level in Board or Licensure Examinations.

Table 9. Performance of the Colleges in Research for the Period 2003 – 2005

Congruent Col.	Research Proposal Submitted			Research Conducted			Overall Perfor.	
	Total	%	40	Total	%	60	Ave	Inter
CFES	2	15.3	6.1	2	40	24	30.1	Very High
Agri	8	61.5	24.6	0			24.6	H
Educ	2	15.3	6.15	1	20	12	18.1	Low
CSM	1	7.69	3.08	1	20	12	15.0	Low
HE	0			0				VL
CN	0			0				VL
CSW	0			0				VL
Incongruent Colleges								
Engr.	0			1	20	12	12	Low
Arch.	0			0				VL
ICrim	0			0				VL

Data presents the Number of Research Proposals submitted to the In-House Review and Researches conducted for the period 2003 – 2005. Data shows that the teacher-dean OB Congruent Colleges, the following: one (1) Very High Performance (CFES), one (1) High Performance (C Agri), two (2) Low performance (Ced and CSM) and three Very Low performance (CHE, CN and CSWCD) in Research. Among the teacher-dean OB incongruent colleges, the data show the following: one (1) Low performance (CET) and two (2) Very Low performance (C Archi and ICRIM) in Research.

Table 10. Teacher – Dean OB Congruent and Teacher Dean OB Incongruent Colleges Performance Summary in Research

COLLEGES	Mean	SD	n	df	t-ob	t-crit α	Interp
Congruent Colleges	12.85	13.3	7	8	1.37	2.30	NS
Incongruent Colleges	3.33	5.76	3				

Data shows the weighted mean of Teacher-dean OB congruent colleges of 12.85 which is higher than the Teacher-dean OB incongruent colleges of 3.33. When this difference was statistically tested using the t-test, it was found out that no significant difference exists between means of Congruent and Incongruent Colleges. This implies that Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges have the same performance level in Research.

Table 11. Performance of the Colleges in Instructional Materials Designed and Developed from 2003 - 2005

Congruent Colleges	No. of Instructional	%	Interpretation
CSM	10	34.48	Very High
Nursing	4	13.79	Low
Agriculture	3	10.34	Low
Education	3	10.34	Low
HE	2	6.90	Very Low
CFES	1	3.45	Very Low
CSW	1	3.45	Very Low
Incongruent Colleges			
Engr and Tech	4	13.79	Low
ICrim	1	3.45	Very Low
Architecture	0		Very Low
TOTAL	29	100%	

Data show that the teacher-dean OB congruent colleges, the following: one (1) Very High performance (CSM), three Low performance (CN, C Agri, CE), three (3) Very Low performance (CHE, CFES, CSWCD) in the Instructional Materials designed and developed. Among the teacher-dean OB incongruent colleges, data show the following: one (1) Low performance (CET) and two (2) Very Low performance (C Archi and ICRIM) in the Instructional Materials designed and developed.

Table 12. Teacher – Dean OB Congruent Colleges and Teacher – Dean OB Incongruent Colleges Performance Summary in Instructional Materials Designed and Developed

COLLEGES	Mean	SD	n	df	t-ob	t-crit α	Interp
Congruent Colleges	11.8	10.6	7	8	1.05	2.30	NS
Incongruent Colleges	5.74	7.17	3				

Table 12 shows the weighted mean of Teacher-dean OB congruent colleges of 11.82 which is higher than the Teacher-dean OB incongruent colleges of 5.74. When this difference was statistically tested using the t-test, it was found out that no significant difference exists between means of Congruent and Incongruent Colleges. This implies that Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges have the same performance level in Instructional Materials Designed and Developed.

Table 13. Performance of the Colleges in WMSU – Palaro (Non-Academic)

Con. College	2003 – 2005 TOTAL MEDALS						Overall				Int
	G	%	S	%	B	%	G 50%	S 33%	B 17%	TOT	
Educ	29	11.24	40	13	70	24.4	5.6	4.27	4.07	13.9	Low
CN	50	19.37	18	5.7	12	4.19	9.6	1.91	0.69	12.28	Low
Agri	11	4.20	27	8.6	43	15.0	2.1	2.88	2.50	7.48	VL
CFES	0	0	19	6.0	19	6.64	0	2.02	1.10	3.12	VL
CSM	6	2.32	12	3.8	12	4.19	1.1	1.27	0.69	3.12	VL
CHE	7	2.71	2	0.6	3	1.04	1.3	0.21	0.17	1.73	VL
CSW	0	0	0	0	2	0.69	0	0	0.11	0.11	VL
Incongruent Colleges											
CET	114	44.18	120	38.4	81	28.3	22	12.8	4.72	39.63	VH

Table 13 presents the performance level of the teacher-dean OB congruent colleges and teacher-dean incongruent colleges in WMSU-Paloro. Computational results indicate that the teacher-dean OB congruent colleges, that is, two (2) Low performance (Ced and Nursing) and five (5) Very Low performance (C Agri, CFES, CSM, CHE, CSWCD) in WMSU – Paloro (Non – Academic). Among the teacher-dean OB incongruent colleges, data shows that CET has a very high performance in WMSU – Paloro. Among the teacher-dean OB incongruent colleges, data show that CET has a very high performance, ICRIM has Low performance and C Archi has a Very Low performance in WMSU – Paloro.

Table 14. Teacher – Dean OB Congruent Colleges and Teacher – Dean OB Incongruent Colleges Performance Summary in WMSU-Paloro (Non-Academic)

COLLEGES	Mean	SD	n	df	t-ob	α	Inter
Congruent Colleges	5.97	5.39	7	8	5.97	5.39	NS
Incongruent Colleges	19.3	19.5	3				

Table 14 shows the weighted mean of Teacher-dean OB incongruent colleges of 19.34 which is way higher than the Teacher-dean OB congruent colleges of 5.97. However, when this difference was statistically tested using the t-test, it was found out that no significant difference exists between the two means. This implies that Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges have the same performance level in WMSU – Paloro (Non- Academic).

Table 15. Teacher-Dean OB Congruent Colleges Vs. Teacher-Dean OB Incongruent Colleges' Summary Overall Performance Level

Con. College	Board Exam	Res	Ins. Mat	WMSU-Paloro Non-Aca	Weig. Mean	Inter
CEd	65.72	18.15	10.34	13.96	27.04	High
CN	78.23		13.79	12.28	26.07	High
CSM	34.0	15.08	34.48	3.12	21.67	Low
Agri	31.66	24.61	10.34	7.48	18.52	Low
CFES	28.27	30.15	3.45	3.12	16.24	Low
CSW	56.67		3.45	0.11	15.05	Low
CHE	31.74		6.90	1.73	10.09	Low
Incongruent Colleges						
CET	57.26	12	13.79	39.63	30.67	High
ICRIM	75.0		3.45	17.76	24.05	Low
Archi	27.83			0.64	7.12	Very Low

The OVERALL performance level of the Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges is presented in Table 15. Data show that in the teacher-dean OB congruent colleges, two (2) are High performance (CED&CN) with five (5) low performers (CSM, CA, CFES, CSWCD and CHE). Among the teacher-dean OB incongruent colleges, CET is a high performer but ICRIM is a low performer and C Archi is a very low performer.

Table 16. Teacher – Dean OB Congruent Colleges and Teacher – Dean OB Incongruent Colleges

Summary Performance Level

COLLEGES	Mean	SD	n	df	t-ob	α	Interp
Con. College	19.2	6.11	7	8	0.19	2.30	NS
Incongruent Colleges	20.6	12.1	3				

Table 16 shows the weighted mean of Teacher-dean OB incongruent colleges of 20.61 which is higher than the Teacher-dean OB congruent colleges of 19.2. However, when this difference was statistically tested using the t-test, it was found out that no significant difference exists between the two means. This implies that Teacher-dean OB congruent colleges and Teacher-dean OB incongruent colleges have the same performance level in WMSU – Palaro (Non- Academic). Thus, in general, signifies that the CONGRUENCE OF TEACHERS' EXPECTATIONS AND DEANS' OB does not influence the Performance of a college in WMSU. This result contradicts Bulach and Picket (cited by Newstrom, 1993) findings that employees who work under the expected behavior of their supervisor have higher productivity than those who work under unexpected behavior.

What OB model will best elicit best performance from the Colleges?

Table 17. Colleges' Performance Level

Col	Weig Mean	Rank	Desc	Most Preferred OB	Teachers' Expectation
Eng	30.67	1	High	Supportive	Collegial
Educ	27.04	2	High	Supportive	Supportive
CN	26.07	3	High	Supportive	Collegial and Supportive
ICrm	24.05	4	Low	Supportive	Custodial
CSM	21.67	5	Low	Supportive	Collegial
Agr	18.52	6	Low	Collegial and Supportive	Collegial
CFE	16.24	7	Low	Collegial	Collegial
CSW	15.05	8	Low	Collegial	Collegial
HE	10.09	9	Low	Collegial	Collegial
Arch	7.12	10	Low	Collegial	Collegial

CONCLUSION AND RECOMMENDATIONS

This study reveals that teachers' expectations regarding their deans' Organizational Behavior (OB) vary significantly based on education, length of service, rank, and sex. While deans' preferences span across collegial, supportive, or mixed management styles, seven colleges were identified as congruent and three as incongruent. Notably, this alignment or misalignment of OB expectations between teachers and deans does not produce significant differences in institutional performance levels across board passing rates, research awards, instructional material development, or non-academic

achievements. Ultimately, because OB preferences fluctuate according to demographic and professional factors, the study rejects a rigid, one-size-fits-all model in favor of a dynamic "Theory of Shifting Organization Behavior Preferences". Further, based on the study's findings, it is recommended that all colleges and institutes implement a semestral faculty organizational preferences assessment to monitor shifting Organizational Behavior (OB) preferences caused by routine changes in faculty qualifications, tenure, and rank. This semestral assessment should be officially integrated into the core responsibilities of academic deans. In the interim, before these formal assessments are established, deans should actively sustain and improve upon the Supportive Organizational Behavior model currently favored by the faculty.

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