A REVIEW ON THE LEADERSHIP STYLE OF THE LOCAL HEALTH ADMINISTRATORS

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ABSTRACT

The purpose of the study on the behavioral leadership style of employees at Urdaneta City's City Health Office is to assess how well the staff members' leadership style is implemented in terms of their concern for both people and results. By identifying their behavioral leadership style, it will make use of the team's strengths and abilities to achieve the organization's goals in order to serve the public. Related to this, the relationship between results-driven behavior and people-centered behavior is identified, and the degree of behavioral leadership style differences among individuals is assessed based on factors such as gender, degree of education, and job title. In order to show concern for both people and outcomes, the frequency-counting method was used. For sex, a t-test will be utilized to ascertain the significant differences, and for employee designations and educational attainment, an analysis of variance (ANOVA) will be employed. One hundred and eight employees of the CHO in Urdaneta City, Pangasinan, make up the study's population. According to the findings, the local head health administrators have a highly developed leadership style that prioritizes both results and people. Concern for individuals and concern for outcomes, however, are not very related. Furthermore, when it comes to results-oriented and people-centered behavioral leadership, there is no discernible variation in the degree of behavioral leadership style among respondents based on sex. Nevertheless, when the respondents are categorized based on their level of education, there is a noticeable difference in terms of results and concern for people. Still, there is no discernible variation in the respondents' care for people when they are categorized based on their designation. On the other hand, there is a notable variation in the degree of behavioral leadership style across employees with regard to results-orienteers.

Keyword: *administrators, behavioral leadership style, City Health Office, people, result*

1. INTRODUCTION

When leadership is exercised effectively, a group or organization responds to clichés by taking certain actions. The efficacy of an institution's leadership is determined by the competency of its workforce and how they respond to change and diversity. Since leadership is a process characterized by constant change or development that affects every individual in groups with the intention of directing one another toward accomplishing group and organizational goals, tradition, gender, common abilities, and personality within a chain all have an impact on leadership [1]. Any organization's management will therefore be improved by identifying behavioral leaders who are effective because leadership is defined as an individual's ability to interact and communicate with others, to inspire and develop their team, and to provide instructions to subordinates on how to perform their tasks so a leader must adhere to the institution's norms and address institutional concerns in a prompt, forceful, and aggressive manner while giving the affected employees an opportunity to be heard. Georgian public health office administrators who have demonstrated exceptional interpersonal communication abilities have worked in a friendly atmosphere [2]. It

also creates an atmosphere where firms that are socially and emotionally astute are encouraged to express their thoughts during meeting agendas. Conversely, a good leadership is the key to the success of any enterprise or organization and described leadership as an ancient art. Because of qualified and competent leaders, offices all across Pakistan are running well [3]. The heads of a small subset of similar offices took the time to examine performance and protocols. Staff were observed and assessed through rounds, visits, and assessments of their work, feedback from clients, and overall performance. Japan's program for developing leaders incorporates both formal and informal training sessions [5]. Informal competency learning is common even when a thorough framework for professional development has been carefully developed. Administrators can improve their leadership abilities and learn new information by using this two-pronged approach. Leadership is defined as the process by which an individual persuades others to accomplish a goal and guides them to become more consistent and cohesive. People have a complicated moral relationship that is founded on sentiment, accountability, trust, commitment, and a common understanding of what is appropriate. This suggests that effective leadership emphasizes cooperation, fostering relationships, loyalty, and a shared vision in addition to the day-to-day operations and constraints of institutions. The effective strategies used by leaders to restructure organizations to better suit the needs of a society that is changing quickly will be crucial to the success of their initiatives in the coming generation. It is impossible to overestimate the importance of leadership in any institution since it is the primary factor that distinguishes successful from failing governments and institutions. It is essential in giving purpose and direction for achieving the institution's objectives. Given that leadership is the main driving force behind the regulation and shaping of group behavior, it plays a significant role in the social dynamics inside work groups. Effective leadership fosters a strong sense of dedication among staff members to achieve the objectives of any institution [6].

1.1 Behavioral Theory of Leadership

The focus of behavioral leadership theory is on a leader's actions rather than their interior states or reasoning characteristics. The behavioral hypothesis holds that individuals can learn how to lead through observation and experience. A thorough comparison of authoritarian and democratic leadership styles has improved leaders' behavior. It has been observed that organizations led by these individuals behave peculiarly. As long as the leader is present, those leaders who have been observed to have authoritarian approaches perform effectively. Group members tend to project malice when they interact with the leadership style, which is depressing. Groups under democratic leadership perform almost as well as those under dictatorship. Members of the group feel less malicious and have more self-esteem. Most importantly, even when the group leader is not paying attention, the members of the group continue their endeavor. Behavioral theory highlights the significance of leadership approaches that put people's needs and teamwork first. By integrating group objectives and addressing individual needs, it improves social decision-making. There are businesses in Quetta, Pakistan, that strive for excellence in every endeavor [7]. The success of the leadership they impose is demonstrated by the caliber of the organization they display. Nevertheless, their leadership approaches are not being taught to other nations and organizations due to a dearth of thorough research. Executives at top-performing companies consistently surpass their expressed consent to amicable working relationships with staff members. They are therefore compelled by motivation to carry out their job requirements. Additionally, recognition for accomplishments, contributions, and dedication to work is offered as a motivating boost to encourage employees' interest, dedication, and hard work. The heads were recognized for their initiative, ambition, zeal, and dedication, all of which serve as catalysts for advancement and transformation. Additionally, leaders have a cooperative leadership style that emphasizes being cognizant of the needs and feelings of their subordinates, building strong relationships, and engaging in two-way communication. The leaders who succeed most are those who exhibit team management leadership, which entails striking a balance between concern for people and concern for results, concentrating on getting things done while also being conscious of interpersonal ties inside the organization.

2. METHODOLOGY

For the purpose of guaranteeing the validity and reliability of the research study's findings, a descriptive survey research design was created. By using a questionnaire, survey research, on the other hand, enables the researcher to collect data that can be analyzed by giving a description of the degree to which department heads practice behavioral leadership. It also enables the researcher to examine any notable variations in department heads' behavioral leadership styles as well as the issues that administrators face. One hundred and eight employees of Urdaneta City's City Health Office (CHO) make up the study's population. Since there aren't many to take into account, the researcher will take into account the entire CHO population. Furthermore, it is expected of all government workers

to demonstrate and uphold leadership qualities for their clientele, particularly the patients in CHO. The following statistical instruments were used to gauge how much of the staff at CHO, Urdaneta City, exhibited behavioral leadership. There are two types of indicators that can be used with the frequency counting method (sometimes called the score tallying method): concern for people and concern for results. Using the weighted mean method, the factor averages for every indication will be obtained. Finding the respondents' response direction, Highly Practiced (HP), Moderately Practiced (MP), Not Often Practiced (NOP), or Not Practiced (NP), is the goal of obtaining the factor average or weighted mean. Using a pre-established criterion for difficulties utilized in conjunction with the Questionnaire-Checklist Tool, the respondents' responses will be evaluated using the Likert's Scale of Interpretation. An analysis of variance (ANOVA) will be used for sex, educational attainment, and employee designations, and a t-test for gender will be conducted to evaluate whether there are any significant differences in the behavioral leadership style of the CHO workers. One of the ethical issues in the study was the informed consent procedure, which required department heads taking part in the research to be fully informed about the work being done. Additionally, the researcher took great care to avoid exerting undue pressure in order to preserve the rights and integrity of people who participated in the research.

3. RESULTS AND DISCUSSIONS

3.1 Level of Leadership Style of Local Health Administrators as to Concern for People and Concern for Result

The employees' overall weighted mean of 3.70 indicates that they put their concern for people into high practice. With a mean score of 3.84, the majority of these influencing variables highly practice introducing their colleagues to the organization's behavioral standards. The employees also highly practice the act in behavioral manners consistent with what is necessary, with a mean of 3.78. Despite having the lowest mean (3.53), the employees' proactive approach to resolving probable behavioral issues in all endeavors is nevertheless well exercised. When employees are aware of the organization's expectations for behavior, they are more likely to be committed to and interested in their work [8]. Employees are more driven and committed when they have clear expectations and standards because they feel more focused and purposeful. Staff members that are taught behavioral standards also have fewer interpersonal issues, are more collaborative and team-oriented, and are less likely to have miscommunications, conflicts, or arguments at work. As a result, all employees adhere to the same standards of behavior. To preserve a pleasant and tranquil work environment, employees make the effort to resolve possible behavioral problems. This is understandable considering that workers who adopt this proactive stance encourage a climate of respect, cooperation, and understanding among coworkers. Setting forth the effort to resolve behavioral conflicts promotes direct and honest communication among team members. Employees who discuss problems and find solutions that benefit both sides can improve communication channels and prevent misunderstandings or misinterpretations and are aware of how critical it is to keep up business relationships with colleagues [9].

CONCERN FOR PEOPLE	WM	Description
a. act in behavioral ways coherent with what he/she requires.	3.78	Highly Practiced
b. regard his/her behavioral responsibilities as more important than any other responsibilities.	3.70	Highly Practiced
c. allow his/her colleagues to freely approach them and raise any question concerning behavioral conduct.	3.62	Highly Practiced
d. take the initiative to resolve potential behavioral conflicts in every endeavor.	3.53	Highly Practiced
e. inform his/her colleagues of the why's and how's of the educational institutions' policies and procedures.	3.65	Highly Practiced
f. motivate his/her colleagues by providing training and seminars in order to prepare them for a more effective behavioral practice.	3.76	Highly Practiced
g. give colleagues proper orientation of the behavioral standards of the organization.	3.84	Highly Practiced
h. allow their colleagues to be involved in the office and administrative policy-making.	3.73	Highly Practiced

i. Dialogue and open communication between the employees and colleagues are provided.	3.77	Highly Practiced
j. Employees help colleagues understand the impact of the behavioral climate on productivity, quality, and student services.	3.66	Highly Practiced
Overall Weighted Mean	**3.70**	**Highly Practiced**
CONCERN FOR RESULT		
a. involves themselves in helping shape behavioral practices in the office.	3.66	Highly Practiced
b. able to enforce the office policies while giving the staff a means to raise their concerns.	3.80	Highly Practiced
c. supports the behavioral practices are rewarded both formally and informally.	3.75	Highly Practiced
d. able to provide employee ranking and promotion systems.	3.72	Highly Practiced
e. are able to give a career progression plan for the employees.	3.99	Highly Practiced
f. Able to have employee evaluation done by the top-level administrators.	3.77	Highly Practiced
g. recognize their responsibilities in supporting the behavioral practices of their office/organization.	3.80	Highly Practiced
h. inform his/her employees about their good inputs and give feedback and observations regarding their performance.	3.82	Highly Practiced
i. cooperate closely with each other to reach the vision and mission of the organization	3.83	Highly Practiced
j. provide good rapport and approachable attitude which motivates the others	3.82	Highly Practiced
Overall Weighted Mean	**3.80**	**Highly Practiced**

Table 1: Level of Leadership Style of Local Health Administrators as to Concern for People and Concern for Result

Their overall weighted mean for their concern about the outcome increased to 3.80, indicating that they highly practice it. With a mean score of 3.99, a majority of workers are eligible for top-level administrators to conduct employee assessments. In addition, they highly practice close cooperation with one another to achieve the organization's vision and objectives, as indicated by their mean score of 3.83. The fact that employees actively participate in influencing workplace behavior is indicated by the lowest mean of 3.66. High-level managers carry out personnel assessments for several key roles and supervise the effectiveness and performance of the company as a whole. They can assess key personnel's performance and keep the leadership group accountable for staff management and development by performing employee evaluations. When staff members collaborate closely, they can leverage each other's abilities, knowledge, and resources to better achieve group goals. Collaboration leads to harmony, which enhances an organization's ability to be creative, innovative, and problem-solving-oriented. Strong coordination also ensures that everyone is working toward the same objectives. When employee actions are in line with the organization's vision and mission, they are coordinated and coherent, optimizing effects and results [10]. Employees actively contribute to establishing behavioral norms in the workplace because they have a sense of ownership and accountability for the culture of the workplace, as well as because they are more likely to be personally invested in upholding and encouraging positive behaviors that support a healthy work environment. Employees who participate in the development of workplace standards make sure that they uphold shared values such as professionalism, decency, honesty, and cooperation. Hence, employees who take part in creating behavioral standards feel more included and empowered.

3.2 Relationship between the Concern for People and the Concern for Results according to the Perception of the Respondents

Since the correlation value is 0.2235, there is little evidence of a relationship between concern for people and concern for results. This suggests that just 4.99 percent of the care for people can be explained by the concern for results, with the remaining 95% being the consequence of other factors including employee engagement and morale, leadership style, availability of resources, and external pressure and requirements.

Regression Statistics	
Multiple R	0.2235
R Square	0.0499
Adjusted R Square	0.124092551
Standard Error	0.09699864
Observations	10

Table 2: Relationship between the Concern for People and the Concern for Results according to the Perception of the Respondents

The leadership style of the local health office chief can have a significant impact on the harmony between people-centered and results-driven concerns. A leader who prioritizes the involvement and well-being of their staff fosters a culture where these problems are effectively resolved. For instance, transformational leaders put personal development and wellbeing first in addition to encouraging and inspiring their teams to achieve common goals [11]. A transformative leader in a city health office empowers staff to positively affect public health outcomes, fosters innovation, and creates a supportive work environment, all while placing equal weight on results and people. The availability of resources, such as funding, staffing, and equipment, can impact the office's capacity to achieve both results-driven goals and people-centered outcomes, since the balance between concern for people and concern for results in a city health office is heavily influenced by these factors. Thus, having enough workers allows for the allocation of labor, preventing people from being overworked or burned out. External factors, including community expectations, government rules, partnerships, and collaborations, may have an impact on the local health office's priorities. Striking a balance between people's reluctance and their desire to achieve certain goals requires skillfully handling these outside influences. Government rules and regulations compel the City Health Office to meet certain objectives. The local health office's staff morale and engagement levels can have an impact on their ability to focus on both achieving results and applying people-centered techniques. Performance can be enhanced and commitment to community service can be increased when morale and engagement are high. High employee morale is often connected with an organization's interest in its personnel. Employees are more inclined to prioritize the health of patients, clients, and community members when they see that their compassion is accepted, valued, and well-supported. Morale affects how employees connect with the people they look for; it also affects the quality of care provided and the level of empathy and compassion shown. Government rules and regulations compel the City Health Office to meet certain objectives. The local health office's staff morale and engagement levels can have an impact on their ability to focus on both achieving results and applying people-centered techniques. Performance can be enhanced and commitment to community service can be increased when morale and engagement are high. High employee morale is often connected with an organization's interest in its personnel. When employees feel valued, supported, and respected, they are more likely to prioritize the health of patients, clients, and community members. Morale affects how employees connect with the persons they look for; it also affects the quality of care provided and the level of empathy and compassion shown. If respondents are categorized by gender to determine their care for people, the table indicates that there is no significant difference in the level of personnel behavioral leadership status with a p-value of 0.38. Furthermore, it was found that the male respondents, who had the highest mean of 3.88 among all respondents, allowed their colleagues to freely approach them with any questions about behavioral conduct and provided them with an appropriate orientation regarding the organization's behavioral standards. Among the respondents who were male, the mean that stood out as the second highest was 3.85. When employees feel valued, supported, and respected, they are more likely to prioritize the health of patients, clients, and community members. Morale affects how employees connect with the people they look for; it also affects the quality of care provided and the level of empathy and compassion shown. Among the respondents who were male, the mean that stood out as the second highest was 3.85. They support colleagues in comprehending how the behavioral climate affects output, caliber, and student services. It's possible that when it comes to leadership, both men and women were brought up to value and prioritize individuals. Cultural norms, upbringing, and societal expectations impactthe ability of individuals of both genders to demonstrate empathy, compassion, and interpersonal sensitivity in their leadership responsibilities. The values of diversity, cooperation, and employee well-being may be supported by the organizational culture, regardless of gender.

3.3 Significant Difference in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Sex as to Concern for People

	Female	*Male*
Mean	3.756964912	3.719230769

Variance	0.003047297	0.014151874
Observations	10	10
Hypothesized Mean Difference	0	
df	13	
t Stat	0.909872917	
P(T<=t) one-tail	0.189725178	
t Critical one-tail	1.770933396	
P(T<=t) two-tail	0.379450355	
t Critical two-tail	2.160368656	

Table 3: P-Value in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Sex as to Concern for People

Encouraging open communication among employees fosters a culture of transparency, confidence, and accountability. When employees feel comfortable addressing concerns about one another's behavior or asking questions, good communication and problem-solving are fostered. When it comes to maintaining behavioral norms and controlling the dynamics of the workplace, employees greatly assist one another. Workers create a friendly environment where knowledge and ideas are easily shared, empowering everyone to maintain and promote outstanding behaviors. Coworkers can raise concerns about appropriate behavior in a forum, which makes the organization's rules and expectations clear. Employees also ask for advice on appropriate behavior in certain situations or clarification on corporate regulations and procedures. With a mean score of 3.82, the greatest aspect influencing the concern for people among female respondents is their ability to assist colleagues in comprehending the effects of the behavioral atmosphere on output, quality, and student services. It is evident that respondents, whether male or female, take into account the behavioral environment among their peers. Comprehending the influence of the behavioral atmosphere fosters cooperation among coworkers. Employees are considerably more likely to collaborate well, share responsibility for organizational goals, and show respect for one another when they are aware of how their actions impact quality, productivity, and student services [12]. Male administrators value their behavioral obligations above all other responsibilities the least out of all the criteria, with a mean score of 3.62. With a mean score of 3.70, female administrators take the lead in resolving any behavioral issues in all of their endeavors. Maintaining relationships among coworkers is advantageous when behavioral issues are promptly rectified. Employees appreciate the value of maintaining positive professional connections and make an effort to resolve conflicts in a polite and helpful manner to prevent long-term damage to such ties. In general, male administrators provide their colleagues with the freedom to contact them with any concerns about their behavior and provide them with an appropriate orientation to the organization's behavioral norms. As female administrators, they support their colleagues in comprehending how the behavioral climate affects student services, quality, and productivity.

3.4 Significant Difference in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Sex as to Concern for Result

	Female	*Male*
Mean	3.798333333	3.888461538
Variance	0.011508281	0.095808679
Observations	10	10
Hypothesized Mean Difference	0	
df	11	
t Stat	-0.8700146	
P(T<=t) one-tail	0.201439318	
t Critical one-tail	1.795884819	
P(T<=t) two-tail	0.402878636	
t Critical two-tail	2.20098516	

Table 4: P-Value in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Sex as to Concern for Result

If the respondents are sorted by gender, the table displays a p-value of 0.41, meaning that there is no significant difference in the level of personnel behavioral leadership style if the findings are the concern. The male respondents, with the highest mean of 3.96 out of all, work closely together to achieve the organization's vision and goal. Second,

the male administrators with a mean score of 3.88 inspire others with their friendly demeanor and strong rapport. Male administrators are capable of offering employee ranking and promotion systems, with a mean score of 3.65. An organization's capacity to achieve its goals is critical to its long-term survival. Employees contribute to a coherent and cohesive strategy that maximizes impact and results by understanding and working toward common goals, which helps to coordinate their activities and endeavors with the organization's vision and objectives. They are also in charge of implementing the plans and tactics needed to achieve the mission and vision of the organization. Through their regular work responsibilities and contributions, employees put the organization's goals into practice and bring it closer to its goals. They are indispensable in terms of delivering value to stakeholders. By identifying and meeting these communities' needs, employees enhance the overall performance and reputation of the organization. They are also in charge of implementing the plans and tactics needed to achieve the mission and vision of the organization. Through their regular work responsibilities and contributions, employees put the organization's goals into practice and bring it closer to its goals. They are indispensable in terms of delivering value to stakeholders. By identifying and meeting these communities' needs, employees enhance the overall performance and reputation of the organization. With a mean score of 3.84, female administrators provide feedback and observations about their employees' performance in addition to informing them about their positive contributions. In addition, they participate in influencing workplace behavior, with a mean score of 3.80. The least capable of offering employee rating and promotion systems are female administrators, with a mean score of 3.66, and male administrators, with the same score. Recognizing and thanking staff members for their accomplishments motivates them to keep up their outstanding work [13]. The opinions of administrators validate staff members' efforts and contributions to the company. It recognizes their diligence, passion, and commitment, reinforcing their worth and significance to the group and the organization as a whole. It provides employees with useful information on their areas of performance improvement and strength. In conclusion, the responses from men indicate that they work closely together to achieve the organization's vision and objectives. In the meantime, the female respondents provide comments and observations about their employees' performance in addition to informing them about their positive contributions. The administrators, both male and female, are capable of providing employee rankings.

3.5 Significant Difference in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Educational Attainment as to Concern for People

Groups	Count	Sum	Average	Variance
College Level	10	37.5	3.75	0.002314815
College Graduate	10	37.37372	3.737372449	0.006293355
w/ MA Units	10	37.66667	3.766666667	0.050617284
MA Degree Holder	10	40	4	0
Doctorate Degree	10	34	3.4	0.266666667

Table 5: P-Value in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Educational Attainment as to Concern for People

Regarding care for people, the table indicates that if the respondents are categorized based on their educational attainment, there is a significant difference in the level of personnel behavioral leadership style with a p-value of 0.00. The administrators with mastery units received an average mean of 4, with a variation of 0.0506. The administrators who completed their bachelor's degrees in college had an average mean of 3.83, with a variance of 0.00629. The administrators who made it to the collegiate level have a mean average of 3.75 with a variance of 0.00231. Education fosters the development of critical thinking skills, which enable people to weigh options, examine situations, and draw well-informed decisions. Employees with higher levels of education may possess superior critical thinking abilities, leading to more thoughtful and calculated approaches to leadership conduct [14]. Higher education usually leads to improved communication skills, especially in writing and directness. Higher-educated workers are said to be better communicators, capable of clearly expressing their thoughts, inspiring others, and encouraging teamwork via their behavioral leadership style. Higher education frequently offers courses on moral and ethical reasoning [15]. The chart indicates that there is a noteworthy correlation between educational achievement and the level of personnel behavioral leadership style among administrators with regard to their concern for people, irrespective of gender. Education level can have a significant influence on the level of behavioral leadership style displayed by staff members through the improvement of knowledge, critical thinking [16], communication, problem-solving, ethical awareness, flexibility, strategic thinking, innovation, role modeling, and

professional advancement. Employees with higher educations may possess complex and effective behavioral leadership styles that boost productivity and support the success of the organization.

3.6 Significant Difference in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Designations as to Concern for People

Groups	Count	Sum	Average	Variance
Head of Office	10	38.2	3.82	0.039556
Supervisory Level	10	39	3.9	0.011111
Staff	10	36.8724	3.68724	0.010629
Others	10	38	3.8	0.4

Table 6: P-Value in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Designations as to Concern for People

There is no discernible variation in the administrators' behavioral leadership style with respect to their concern for people when they are categorized based on their designation with a p-value of 0.57. The office head displayed a variance of 0.0395, resulting in an average mean of 4. The supervisory level, which received an average mean of 4, is comparable. There is a 0.0111 variance. Adjacent to this, a variance of 0.4 was observed, with the same overall mean of 4. The lack of significant variance in the level of behavioral leadership style, especially with regard to concern for people, across different designations within an organization may be attributed to an emphasis on caring for people regardless of designation or hierarchical position. In these cultures, compassion, understanding, and concern for the well-being of superiors are expected of leaders at all levels. In an effort to promote behavioral leadership attributes like compassion for others in all staff members, regardless of level, organizations can provide training and development programs for leaders [17]. These programs aim to promote an inclusive leadership culture that places a high value on empathy and compassion. Overall, it is observed that administrators' concerns for people remain the same regardless of their position when it comes to applying their behavioral leadership style.

3.7 Significant Difference in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Designations as to Concern for Result

Groups	Count	Sum	Average	Variance
Head of Office	10	38.4	3.84	0.024889
Supervisory Level	10	39.4	3.94	0.009333
Staff	10	37.97774	3.797774	0.009803
Others	10	27	2.7	0.9

Table 7: P-Value in the Level of Personnel Behavioral Leadership Style if the Respondents are Grouped according to Designations as to Concern for Result

With a p-value of 0.00, the table demonstrates that there is a substantial difference between the administrators' behavioral leadership style and their concern for the outcome. A variance of 0.0248 was found for the heads of office, with the highest mean of 4. Another shows a variance of 0.0093 at the supervisory level, with an average mean of 4. The staff then has a variance of 0.0098 with an average mean of 3.81. Different functions and activities typically correspond with different titles, and higher-level employees, managers or executives, for example, may experience increased pressure to meet objectives and generate results for the organization. They can therefore prioritize outcome-oriented leadership actions in order to increase performance. Leaders at higher levels typically bear greater accountability for corporate results and performance metrics [18]. As a result, it is evident that the administrators' positions vary greatly in how they use their behavioral leadership style and how much they care about outcomes. Higher-level administrators stress results-driven methods in their leadership style because they may be held to a higher standard of accountability and are under increased pressure to deliver outcomes.

4. CONCLUSIONS

Regarding age and sex, the majority of respondents are between the ages of 46 and 46; regarding the greatest level of education, the majority are college graduates; regarding years of service, the majority have worked for the organization for five years or less; regarding designation, the majority are staff members. The head health

administrators in Urdaneta City have a highly developed degree of leadership that emphasizes both results and people. According to respondents' assessments, there is little correlation between concern for people and concern for results. If the responses are categorized by sex, there is no discernible difference in the degree of behavioral leadership style among the staff in terms of both concern for people and outcome. If the respondents are categorized based on their educational attainment, there is a notable variation in the degree of behavioral leadership style among the staff with regard to results-oriented and people-centered approaches. However, when the responses are categorized by designation, there is no discernible variation in the degree of behavioral leadership style across the staff in terms of caring for others. However, there is a notable variation in the degree of behavioral leadership style among individuals.

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