

# Behavioral Leadership Style of Department Heads in the Local Government Unit of Alcala

CHARITY R. CABAHO<sup>1</sup>, ROGELIO D. MERCADO, DPA<sup>2</sup>

<sup>1, 2</sup> Degree Master of Arts in Public Administration, Institute of Graduate School Studies, Urdaneta City University

**Abstract**—A leader's ability to inspire and drive others to accomplish organizational objectives is one of the primary factors that determine whether an organization succeeds or fails. The study focused on the department heads' behavioral leadership styles within the Alcala, Pangasinan, local government unit. To determine the extent of the respondents' behavioral leadership style, a descriptive survey is used. The quantitative analysis uses frequency counting, weighted mean, and ANOVA. The majority of respondents were between the ages of thirty and forty-one, which is consistent with their shorter service histories of five years or less. The department heads put a lot of emphasis on behavioral leadership strategies that care for people and provide results for their particular behavioral leadership. According to the study, grouping the respondents according to their academic profiles does not significantly alter their behavioral leadership.

**Indexed Terms**— Behavioral Leadership, caring for the people, Caring for result

## I. INTRODUCTION

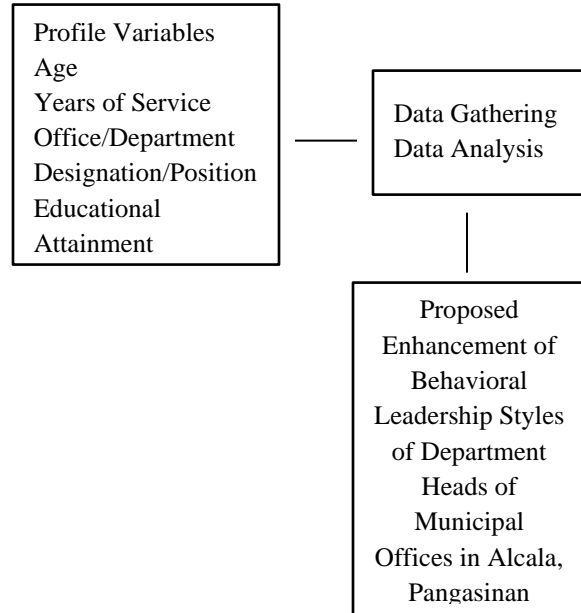
A leader's ability to inspire and drive others to accomplish organizational objectives is one of the primary factors that determine whether an organization succeeds or fails. When it comes to developing a vision, and mission, deciding on and establishing goals, designing strategies, policies, and methods to achieve those goals effectively and efficiently, and managing and coordinating organizational activities, leadership plays a critical role in any organization (Chingara and Heystek, 2019). In local administrations, mayors are also the municipality's legal representatives and have the authority to nominate and remove cabinet members as needed (Townesley, 2020). One of the most important

goals of direct elections has come to light in this regard: promoting the growth of a local executive free from considerable conditioning from parties and higher levels of government. However, the council's continued support is necessary for the cabinet or the executive to remain in office; mayors can still be removed by a vote of no confidence in the council (Qomariah., 2020). The importance of comprehending the leadership dynamics in collaborative governance has increased in light of the current expansion of multi-actor and interactive governance. Since 1993, Italian mayors have been directly elected, which has increased their influence. To increase stability during the five-year government term that each municipality is required by law to have, the winning coalition is given a majority bonus in terms of councilors (Cepiku and Mastrodascio, 2020). After centuries of being nomadic tribes and nearly 70 years of socialism, Mongolia is one of the world's newest rising economies, but the West still lacks sufficient awareness of its management methods, according to research by Mighty (2021). This is not intended to indicate that there hasn't been interest in finding out more about the greater Mongolian context. Despite the uncertainties, the local economy is still expanding, and by 2050, Mongolia is predicted to have made a considerable contribution to world economic growth (Orthodoxia and Evangelinou, 2019). The key to political stabilization is the movement of political leadership in the Philippines, which produces high-level government performance and paves the way for national stability (Luchi and Mutter, 2020). The Philippine experiment in democratization has been brought to an end by poor leadership, which worsens the country's many problems. Operio (2022) conducted a study at the Cabanatuan City Local Government Unit, which is the commercial and commerce center of Nueva Ecija. According to the report, department heads select projects and programs

using democratic leadership. The department leaders solicit input and suggestions from their team before selecting programs and projects. The department heads and the staff collaborate to identify projects and programs. Employee participation may provide the necessary assistance for the program and project implementation and monitoring processes. It seems as though the department heads have an autocratic style of decision-making. This exemplifies how department heads hold a disproportionate amount of power. The department heads are therefore responsible for all aspects of the range of their jurisdiction. As a result, the department heads have the last say in decision-making. In Alcala, Pangasinan, the LGU offices required to carry out government functions are located in the Executive Building, Municipal Hall. The Municipal Mayor, who serves as the head of these offices, is in charge of local affairs in this building. Numerous offices, departments, and organizations that are in charge of implementing policies for the town's improvement and the livelihood of its residents support the municipal mayor. It is essential to get ready for certain fundamental changes in the historical dependence between local governments and the federal government as significant planning, administrative, taxing, and regulatory responsibilities shift from the federal government to local governments. According to experts, two trends that are expected to emerge are the strengthening of local government and the greater public accountability of local authorities to their direct constituents (Gabinete, et. al., 2022). Whereas this study is important because it identifies the behavioral leadership principles that managers and department heads believe increase employee morale. Employees in leadership positions must be familiar with quality standards to be productive. When they are knowledgeable about the appropriate behavioral leadership techniques, they can use their skills and knowledge to encourage and inspire other workers. To develop a better strategy to assist the department heads' behavioral leadership style, the researcher in this study is motivated to examine the department heads' leadership at Alcala's municipal building. The results of this research will help the participants because they will give their companies a foundation for using effective behavioral leadership strategies to achieve their objectives and comprehend their vision and mission.

• PARADIGM OF THE STUDY

The input-process-output (IPO) Framework, which represents the flow of this research's technical procedure, is illustrated by the study's paradigm in Figure 1.



• STATEMENT OF THE PROBLEM

This study determined the Behavioral Leadership Style of Department Heads in Alcala, Pangasinan. Specifically, this research study answered the following questions:

1. What is the profile of the department heads in the local government unit in Alcala, Pangasinan
  - a. Age
  - b. Department/Office
  - c. Length of Service
  - d. Position
  - e. Educational Attainment
  
2. What is the extent of the Behavioral Leadership Style of the local government unit leaders in the Municipal Hall in Alcala, Pangasinan?
  - a. Concern for People
  - b. Concern for Result
  
3. Are there significant differences in the Behavioral Leadership Style of the local government unit leaders in Alcala, Pangasinan when they are grouped according to the profile of the respondents?

II. METHODOLOGY

This research is a descriptive survey with a focus on the department heads' behavioral leadership and management styles at the municipal building in Alcala, Pangasinan. As a method of study, descriptive survey research describes the characteristics of the population being investigated. Instead, then focusing more on the "why" of the research topic, this methodology emphasizes the "what" of the study issue (Adi Bhat, 2018). With the aid of this descriptive survey research, it will evaluate the responses and develop an action plan to help department heads at the Municipal Offices of Alcala, Pangasinan, enhance their behavioral leadership style. Comparative analysis is done in descriptive research to better understand employee responses and determine whether the study's participating groups are similar or different from one another. Considering they are the direct observers and beneficiaries of the department heads' leadership style, the fifty-three (53) employed people in the Municipality of Alcala, Pangasinan, make up the study's population. Supervisory level, administrative level, and office employees were all included in this study's participants. To calculate the workforce in Alcala, Pangasinan, a stratified sampling will be used. In this research study, employees will be categorized according to their status as employees using the sampling approach known as stratified sampling, in which the researcher will divide the population. A checklist questionnaire serves as the foundation for this research study to establish reliable and consistent data. This kind of instrument highlights particular inquiries that are crucial for achieving the study's goals. The responders, who work for the Municipal Hall in Alcala, Pangasinan, would only be given one set of checklist questions. Based on the table of interpretation below, Cronbach's Alpha result for the fifteen pre-tested survey questionnaires is 0.92 or 92 percent, which is very good and indicates that the questionnaire is reliable.

ITEMS OF RELIABILITY

Reliability	Cronbach Alpha (α)
Poor	<.67
Fair	.67-.80
Good	.81-.90
Very Good	.91-.94

excellent	>.94
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The following statistical measures were used to assess the degree of behavioral leadership style among department heads in Alcala's municipal building. The frequency counting method, sometimes referred to as the score tallying method, applies to both indications, such as concern for people and concern for result. The Weighted Mean Method must be used to obtain the factor averages for each indicator. To ascertain if the respondents' response is highly practiced (HP) Moderately Practiced (MP), Not Often Practiced (NOP), and Not Practiced (NP), it is necessary to obtain the factor average or weighted mean. It could be computed using the formula:

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

W= weighted mean

n= number of terms to be averaged

Wi= weights applied to x values

Xi= data values to be averaged

Through the Questionnaire-Checklist Tool, the respondents' responses will be evaluated using the Likert's Scale of Interpretation, and a predetermined problem criterion will be applied. The following statistical distribution for a 4-point Likert scale was utilized to interpret the responses:

3.26-4.00	Highly Practiced (HP)
2.51-3.25	Moderately Practiced (MD)
1.76-2.50	Not Often Practiced (NOP)
1.00-1.75	Not Practiced (NP)

ANOVA, or analysis of variance, was employed to identify any notable distinctions in the behavioral leadership style of the department heads in the municipal building of Alcala, Pangasinan. The research study's expected result was a leadership development program to assist the department heads in Alcala's municipal hall in enhancing their behavioral leadership styles.

III. RESULTS AND DISCUSSION

Data acquired to understand the behavioral leadership styles of different department heads at the municipal building in Alcala were grouped and evaluated to

explain the issues raised in earlier chapters. The respondents to this study are profiled based on their age, department or office at City Hall, duration of employment, job or designation held at the time the data was collected, and level of education. The majority of respondents (20.75% of the total respondents) are between the ages of 26 and 30, which is the prime working age. According to the population, respondents aged 41 to 45 years old come in second, making up 16.98% of the total 3 respondents. A third-place finish and 13.21% share go to respondents who are 46 to 50 years old. In contrast to this ranking, responders between the ages of 31 and 35 have the lowest percentage, at 1.89%. For a summary of age distribution, see Table 1.

Table 1. The age group of respondents.

Age Group	AGE	
	Frequency	Percentage
25 and below	5	9.43
26-30 years old	11	20.75
31-35 years old	1	1.89
36-40 years old	5	9.43
41-45 years old	9	16.98
46-50 years old	7	13.21
51-55 years old	5	9.43
56-60 years old	6	11.32
60 and above years old	4	7.55
Total	53	100.00

The respondents are divided into groups in Table 2 based on their office title and age. The Municipal Health office has the largest percentage of respondents (26.42%), followed by the Municipal Agriculture office. The Mayor's Office, Municipal Accounting Office, and Municipal Treasurer's Office are ranked third in terms of responders, with a combined respondent percentage of 28.29%. From a total of 53 respondents, the offices of Municipal Budget, Municipal Planning & Development Council, and Municipal Engineering each received 3.77% of the responses. These three offices had the fewest respondents overall in the group.

Table 2. Office designation of the respondents in the Municipal Hall

Office Designation	Frequency	Percent
Municipal Health Office	14	26.42

Municipal Agriculture Office	6	11.32
Mayor's Office	5	9.43
Municipal Accounting Office	5	9.43
Municipal Treasurer's Office	5	9.43
HR Office	3	5.66
Municipal Assessor's Office	3	5.66
Municipal Civil Registrar	3	5.66
Municipal Social Welfare and Development Office	3	5.66
Municipal Budget Office	2	3.77
Municipal Planning & Development Council	2	3.77
Municipal Engineering Office	2	3.77
Total	52	100

As shown in Table 3 below, the majority of responders are still in their early years of employment. The majority of respondents (26.42%), have 5 years or fewer of service. Following this are individuals with five to ten years of service (22.64%), and another 20.75% have service ranging from ten to twenty years. The remaining 15.09% of the total respondents are elderly, on the verge of retirement, and have worked for 25 or more years.

Table 3. Length of Service

	Frequency	Percent
5 years and below	14	26.42
5.1-10 years	12	22.64
10.1-15 years	4	7.55
15.1-20 years	11	20.75
20.1-25 years	4	7.55
25.1-30 years	3	5.66
30.1 years and above	5	9.43
Total	53	100.0

Nearly 3/4 of the responders work at the Alcala Municipality offices as municipal personnel. Due to their designations as head of office, administrator, or supervisor, the remaining 28.3% of workers carry out tasks with more responsibility. This is a typical workplace scenario because each office head supervises and oversees several staff members. Based

on their categorization, Table 4 highlights the distribution of the chosen Alcala Municipal Hall personnel who participated in this study.

Table 4. Distribution of respondents by position.

POSITION	Frequency	Percent
Staff	38	71.70
Head of the office	9	16.98
Administrator	4	7.55
Supervisory level	2	3.77
Total	53	100

In terms of education, 88.67% of respondents have attained or completed their Bachelor's degree, and they are frequently selected as employees in municipal offices.

Table 5. Educational Attainment of respondents based on their position

Educational Attainment					
Position	Bachelor's Degree Holder	Master's Degree Holder	Doctorate Degree Holder	no answer	Total
Staff	35	1	0	2	38
Head of the office	6	1	2	0	9
Administrator	4	0	0	0	4
Supervisory level	2	0	0	0	2
Total	47	2	2	2	53

Table 6, According to respondents, department heads at the Municipal Hall of Alcala, Pangasinan, fulfill "HIGHLY PRACTICED" duties in terms of taking care of people, according to Table 6, which has a mean score of 3.67. With a mean score of 3.76, respondents believed their leaders can act in the same manner as they would like their staff members to act. The respondents might align their behavior with that of

their superiors by mirroring it. The observed respect of administrators for their behavioral responsibilities being bigger than any other responsibilities has the highest mean of 3.75 as a highly practiced sign. The indicators for allowing conversations and open communication between superiors and their subordinates have a mean of 3.73 and are both described as being highly practiced. The indicators for department heads allowing their subordinates to approach and ask questions about behavioral conduct have a mean of 3.73. The organization for which the head works determines the duties that must be performed. Their main responsibility is to ensure that all company departments perform well, and they do this by inspiring employees and assisting them in achieving the organization's goals. Since rules and procedures help employees reduce their exposure to liability while also outlining the benefits and opportunities for the organization's administrators the staff, knowledge diffusion among heads leads to transparency. This helps to raise staff morale, engagement, and career advancement (Kasa, et. al. 2020). A set of guidelines developed to facilitate governance inside an organization is known as a policy. Implementable policies are essential for organizations because they act as a conduit between office management, staff, customers, and the legal system. A firm that lacks control lacks policies. Employees at all organizational levels won't know how to make wise decisions if there aren't any defined policies in place. The choice of whether or not to display the answer sheet may be determined on a case-by-case basis if the office lacks a clear evaluation policy (Steck and Perry, 2017). Lack of policy causes inconsistent judgment since many people believe that laws are cumbersome and bureaucratic because they do not comprehend their purpose (Vanvlaere, 2017). Policies are useful and essential in practice since office administration cannot be everywhere at once to ensure that staff members carry out their jobs effectively and responsibly. Rules increase the effectiveness of work processes while simultaneously reducing the amount of direct managerial oversight.

Table 6. Behavioral Leadership Style of Department Heads in the Local Government Unit in Alcala Pangasinan.

Concern for people	Position					
	Head of Office	Administrator	Supervisory level	Staff	Mean	Description
a. Administrator acts in behavioral ways coherent with what he/she requires of his/her subordinate.	3.89	3.75	3.50	3.74	3.76	Highly Practiced
b. Administrator regards his/her behavioral responsibilities as more important than any other responsibilities.	3.78	3.50	3.50	3.78	3.75	Highly Practiced
c. Administrator allows his/her employees to freely approach them and raise any question concerning behavioral conduct.	3.89	3.75	4.00	3.68	3.73	Highly Practiced
i. Dialogue and open communication between the employees and administration are provided.	3.89	4.00	3.50	3.68	3.73	Highly Practiced
d. Administrator takes the initiative to resolve potential behavioral conflicts in every endeavor.	4.00	4.00	3.50	3.62	3.71	Highly Practiced

e. Administrator informs his/her employees of the why's and hows of the educational institutions' policies and procedures.	3.89	3.50	3.50	3.69	3.71	Highly Practiced
j. Head of the office helps employees understand the impact of the behavioral climate on productivity, quality, and student services.		3.50	3.50	3.67	3.69	Highly Practiced
g. Head of the office gives employees proper orientation of the behavioral standards of the organization.		3.50	3.00	3.61	3.65	Highly Practiced
f. Administrator motivates his/her employees by providing training and seminars to prepare them for more effective behavioral practice.		3.00	3.00	3.51	3.54	Highly Practiced
h. Head of the office allows the employees to be involved in the office and administrative policymaking.		3.75	3.00	3.35	3.46	Highly Practiced
Mean		3.75	3.50	3.74	3.76	Highly Practiced

According to a mean score of 3.56 on a scale of 1 to 4, with 4 being the highest, concern for results is widely practiced among department heads in the municipal offices in Alcala, Pangasinan. With a mean of 3.79, the tight collaboration between office managers and employees to achieve a shared vision and mission as an organization has the highest average of the group. The highest score that could be awarded based on the questionnaire was received by the mean of the responses from the administration and heads of offices, which was 4.00. Two variables had respective means of 3.69 and were ranked as the second-highest mean in the group. The employees are motivated by office leaders that build strong relationships and exhibit an approachable demeanor. These leaders are also aware of their obligations to promote organizational behavioral practices. With a 3.67 mean, which indicates strongly practiced, it is ranked third among the indications for concern for a result that heads of offices engage themselves in influencing behavioral habits in the workplace. The 3.19 mean indicates that there is some moderation in the practice of offering ranking and promotion systems. With scores of 3.00 and 3.11, the Administrator and Staff group awarded this indication low marks. Other factors that will affect the group's mean, which has a 3.33 and 3.42 mean, include asking top administrators to evaluate personnel and giving them professional advancement plans. "E" and "H" are related indicators. The rating and promotion systems can be used as a guide for creating career development plans for employees. As one of the strongest indicators, "Administrator provides employee ranking and promotion systems" has demonstrated that it has had an impact on the productivity of the faculty members in the educational sector. The phrase "employee promotion" describes a worker's ascent through the ranks. It includes, among other things, an increase in pay, status, responsibilities, and perks. The part of the job that motivates workers the most is this one. It is the highest honor for passion and allegiance to a business. These decisions regarding promotions are based on a variety of factors and organizational policies. These considerations include things like performance, experience, seniority, and length of service. One of the key goals of diligent workers is employee advancement. Therefore, it becomes their expectation, and firms who don't comply risk losing their employees (Alegado, 2018). 40% of millennials,

according to Carlwright (2018), anticipate a promotion within the next one to two years. Additionally, it implies that if one is not provided, one will leave the company and seek employment elsewhere. Promotions for employees typically come with a pay increase, which is a strong motivator. Attrition is hence further diminished. 35% of workers leave their employment since they haven't seen a pay raise in a year. Since employee promotion enables people to develop and later remain with a company, it is a crucial approach for career advancement and employee retention. Productivity eventually rises as a result of this incentive. It is less expensive to advance existing personnel internally than to hire new ones, a survey conducted by Daniels, et. al.' (2019). Imbangbe and Okecha (2019) found that companies spend 20% more to onboard a new hire than to advance one naturally. This puts a company's attempts to minimize costs in jeopardy. A person's crucial professional path and development are made easier by employee advancement. Lack of professional advancement is one of the main reasons for attrition, according to a report from Keane and Keane (2017). It will undoubtedly rank among the top worries of workers in this day and age. Increased responsibilities that come along with employee accomplishments typically foster a sense of management. A perception of management that encourages growth among employees has an impact on their level of satisfaction. A thorough survey revealed that 45 percent of millennials desire to lead teams where employee advancement is a key component of the company's rewards and recognition scheme (Makgato and Mudzanani, 2019). This is because, per a Moral (2018) poll, more than a quarter of employees quit their jobs due to a lack of awards and recognition. This has a detrimental effect on employee motivation, engagement, and retention. These are just a few of the factors that make employee advancement so important at work. Employee promotion has a significant impact on employee satisfaction. Decreasing absences and absenteeism, raises employee morale, engagement, and productivity. The promotion of employees is another powerful strategy for reducing turnover. In all firms, attrition has always been a huge problem. The use of appropriate performance evaluations and employee promotions can address this issue. For all of these reasons, businesses must regularly promote deserving employees. In the corporate world, development is



what matters most, and promoting leads to progression. In the educational sector, factors such as pay, peer support, the promotion system, and administrative assistance have all been found to affect employees' job satisfaction (Niemi and Laaksonen, 2020). Salary and job happiness are thought to be positively correlated, according to common wisdom. Regarding the utility it serves. Promotion, according to Noumerts (2017), is the most effective reward or motivator. Steck and Perry looked at the effect of teacher promotions on job engagement in a study that was published in 2017. Promotion is a good predictor of job satisfaction, which helps to establish a positive relationship between promotions for teachers and job satisfaction. Promotional opportunities that help employees advance their social status, professional

development, and job responsibilities have an impact on their job satisfaction. A person's personality, motivation, self-esteem, morale, organizational productivity, job quality, and ultimately one organizational output is all negatively impacted by having few prospects for promotion (Townesley, 2020). Because it entails higher pay, additional duties, and an improvement in social standing, promotion is advantageous to teachers. Lack of promotion opportunities causes employees' dissatisfaction with their work. When this occurs, they feel let down, discouraged, and dissatisfied with their efforts. This mentality leads people to just commit to a portion of their careers, quit their jobs, or take early retirement.

Table 7. The mean result on the behavioral leadership style of department heads in the local government unit in Alcala, Pangasinan

POSITION						
Concern for People	Head of Office	Administrator	Supervisory level	Staff	Mean	Description
a. Heads and employees cooperate closely with each other to reach the vision and mission of the organization	4.00	4.00	4.00	3.70	3.79	Highly Practiced
b. Heads provide good rapport and approachable attitude which motivates the employees.	3.89	4.00	3.50	3.62	3.69	Highly Practiced

c. Heads recognize their responsibilities in supporting the behavioral practices of their office/organization.	3.89	4.00	3.50	3.62	3.69	Highly Practiced
d. Head of the office involves themselves in helping shape behavioral practices in the office.	3.89	3.75	3.50	3.62	3.67	Highly Practiced
e. Head of the office can enforce the office policies while giving the staff a means to raise their concerns.	3.89	3.75	3.50	3.59	3.65	Highly Practiced
f. Head of the office informs his/her employees about their good inputs and gives feedback and observations regarding their performance.	3.89	3.75	3.50	3.59	3.65	Highly Practiced
g. Head of the office who supports the behavioral practices is rewarded both formally and informally.	3.56	3.25	3.50	3.51	3.50	Highly Practiced

h. Head of the office can give a career progression plan for the employees.	3.89	3.50	3.50	3.30	3.42	highly Practiced
i. Able to have employee evaluation done by top-level administrators.	3.44	3.00	3.00	3.36	3.33	Highly Practiced
j. The head of the office can employee ranking and promotion systems.	3.56	3.00	3.50	3.11	3.19	Moderately Practiced
<b>Mean</b>					3.56	Highly Practiced

Table 8 provides the median response depending on the profile of respondents. The indicator of close collaboration between leaders and staff members toward a single vision and mission fulfillment had the highest mean of 3.84. Based on the results of an ANOVA with a p-value of 0.9905, there are no

appreciable differences in the behavioral leadership of department heads in the offices of the municipal building of Alcala Pangasinan. There is no clear distinction between office executives' behavioral leadership in terms of caring for people and caring for results.

Table 8. The mean of responses per profile

Indicator	Age Group	Department	Length of Service	Position	Educational Attainment	Description
1a. Administrator acts in behavioral ways coherent with what he/she requires of his/her subordinate.	3.76	3.76	3.76	3.76	3.76	Highly Practiced
b. Administrator	3.75	3.75	3.75	3.75	3.76	Highly Practiced

or regards his/her behavioral responsibilities as more important than any other responsibilities.						
c. Administrator allows his/her employees to freely approach them and raise any question concerning behavioral conduct.	3.73	3.73	3.73	3.73	3.76	Highly Practiced
d. Administrator takes the initiative to resolve potential behavioral conflicts in every endeavor.	3.71	3.71	3.71	3.71	3.75	Highly Practiced
e. Administrator informs his/her employees of the why's and how's of the educational institutions' policies and procedures.	3.71	3.71	3.71	3.71	3.72	Highly Practiced
f. Administrator motivates	3.54	3.54	3.54	3.54	3.53	Highly Practiced

his/her employees through providing training and seminars in order to prepare them to a more effective behavioral practice.						
g. Head of the office gives employees proper orientation of the behavioral standards of the organization.	3.65	3.65	3.65	3.65	3.66	Highly Practiced
h. Head of the office allows the employees to be involved in the office and administrative policy making.	3.46	3.46	3.46	3.46	3.49	Highly Practiced
i. Dialogue and open communication between the employees and administration are provided.	3.73	3.73	3.73	3.73	3.76	Highly Practiced
j. Head of the office helps employees understand the impact of	3.69	3.69	3.69	3.69	3.70	Highly Practiced

the behavioral climate on productivity, quality and student services.						
2a . Head of the office involves themselves in helping shape behavioral practices in the office.	3.67	3.67	3.67	3.67	3.69	Highly Practiced
b. Head of the office are able to enforce the office policies while giving the staff a means to raise their concerns.	3.65	3.65	3.65	3.65	3.67	Highly Practiced
c. Head of the office who supports the behavioral practices are rewarded both formally and informally.	3.50	3.50	3.50	3.50	3.51	Highly Practiced
d. Head of the office is able to provide employee ranking and promotion systems.	3.19	3.19	3.19	3.19	3.24	Moderately Practiced
e. Head of the office is able to give a	3.42	3.42	3.42	3.42	3.45	Highly Practiced

career progression plan for the employees.						
f. Able to have employee evaluation done by the top-level administrators.	3.33	3.33	3.33	3.33	3.34	Highly Practiced
g. Heads recognize their responsibilities in supporting the behavioral practices of their office/organization.	3.69	3.69	3.69	3.69	3.73	Highly Practiced
h. Head of the office informs his/her employees about their good inputs, and gives feedback and observations regarding their performance .	3.65	3.65	3.65	3.65	3.67	Highly Practiced
i. Heads and employee cooperate closely with each other to reach the vision and mission of the organization	3.79	3.79	3.79	3.79	3.84	Highly Practiced

j. Heads provide good rapport and approachable attitude which motivates the employees.	3.69	3.69	3.69	3.69	3.73	Highly Practiced
MEAN	3.62	3.62	3.62	3.62	3.64	Highly Practiced

According to the findings, as indicated in Table 9, respondents' perceptions of department heads' shown behavioral leadership do not significantly differ based on respondents' age, length of service, position, or educational level. This indicates that regardless of their age, position in the office, level of education, and length of service, the employees who participated in this study as responders had a consistent assessment of the observed behavioral leadership styles of their department heads.

Table 9. A significant difference on the behavioral leadership of department heads

Groups	Count	Sum	Average	Variance
Age Group	20	72.32486	3.61624284	0.025032
Department	20	72.32486	3.61624284	0.025032
Length of Service	20	72.32486	3.61624284	0.025032
Position	20	72.32486	3.61624284	0.025032
Educational Attainment	20	72.74863	3.63743137	0.025418

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.00718	4	0.00179582	0.071519	0.990535888	2.467493623

	3266					
Within Groups	2385419103	95	0.02510967			

IV. CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions and recommendations derived from the study.

• Conclusions

The study's findings resulted in the following conclusions, which were drawn:

1. When compared to other age groups, the younger workforce, those under 30 years old, has a higher percentage, and the majority of them have been in the workforce for less than five years. Those who are 56 years old or older have been in the service for about 30 years. Each age group has at least one response, and the staff positions are pretty evenly split among them. The majority of respondents with at least a bachelor's degree were under the age of 30, and those with master's or doctoral degrees were 40 and older.
2. In Alcala, Pangasinan, the department heads in the local government unit strongly value behavioral leadership strategies that emphasize caring for people and caring for outcomes.
3. It is concluded that department heads consistently conduct behavioral leadership as seen by both young and older employees given the lack of substantial variations in behavioral leadership of department heads as assessed across the respondents' profile in caring for people and caring



for results. When the analysis is based on an individual's office assignment and official position, people with just beginning to lengthier experience in the service observe the same thing. The department heads' consistent behavioral leadership largely aids in accomplishing a shared organizational vision and mission, which is to serve their constituents.

• Recommendations

The following actions are recommended based on the study's findings:

1. It is advised that the department heads demand the staff's support and collaboration to ensure that the program run by the Municipal Hall in Alcala, Pangasinan, meets its objectives. Department leaders can promote the notion that every employee can succeed and raise job performance targets to create a vision that is oriented toward progress improvement.
2. To promote great leadership performance and learning settings, local government unit leaders should band together as a single organization. As a result, department heads who include staff members and other leaders in the reform process increase the possibility that recommendations will be put into action.
3. Innovative leaders place a premium on quality, giving special attention to initiatives that are grounded in research and strategies that increase staff productivity. To give their staff, the abilities and information they need to enhance learning outcomes, efficient department heads actively seek out chances for employee training and development.
4. Promotion of excellence can aid in preparing for important leadership positions as part of the cooperative progress of Alcala Municipal Hall and its staff. In addition to overseeing daily activities, effective department heads should look for opportunities to create a vision, enhance academics, and cultivate leaders. The likelihood that an employee will succeed as an individual, as well as society as a whole, is impacted by high performance.
5. To support the findings of this study, comparable or more intuitive research on behavioral leadership styles may be required in other towns. To achieve this purpose, LGUs frequently benchmark their

leadership development programs and share best practices.

APPENDIX

QUESTIONNAIRE TOOL

A. PERSONAL PROFILE

Age: \_\_\_\_\_

Department/Office where you are connected in the  
Local Government Unit:

Length of Service: \_\_\_\_\_

Please check the box for your position.

Head of Office  Supervisory Level

Administrator  Staff

Other Leadership role,  
Specify \_\_\_\_\_

B. EDUCATIONAL ATTAINMENT

\_\_\_\_\_ Bachelor's Degree Holder

\_\_\_\_\_ Doctoral Degree Holder

\_\_\_\_\_ Masteral Degree Holder

C. INDICATORS OF THE BEHAVIORAL LEADERSHIP STYLE OF THE DEPARTMENT HEADS IN THE LOCAL GOVERNMENT UNIT IN ALCALA, PANGASINAN PART II. CHALLENGES ENCOUNTERED DURING THE WORK-FROM HOME (WFH) ARRANGEMENT  
Statements indicated hereunder, describe the extent of practice of the behavioral leadership style of Department Heads. Kindly write a checkmark on the appropriate space corresponding to your answer. Should you wish to change your answer, cross out your previous answer and check again your final answer.

INDICATOR

1. Extent of Behavioral Leadership Style of the Department Heads in the local government unit of Alcala

Scale Value	Description
4	Highly Practiced (HP)
3	Moderately Practiced (MP)
2	Not often Practiced (NMP)
1	Not Practiced (NP)

CONCERN FOR PEOPLE	4	3	2	1
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a. Administrator acts in behavioral ways coherent with what he/she requires of his/her subordinate.				
b. Administrator regards his/her behavioral responsibilities as more important than any other responsibilities.				
c. Administrator allows his/her employees to freely approach them and raise any question concerning behavioral conduct.				
d. Administrator takes the initiative to resolve potential behavioral conflicts in every endeavor.				
e. Administrator informs his/her employees of the why's and how's of the educational institutions' policies and procedures.				
f. Administrator motivates his/her employees through providing training and seminars in order to prepare them to a more effective behavioral practice.				
g. Head of the office gives employees proper orientation of the behavioral standards of the organization.				
h. Head of the office allows the employees to be involved in the office and administrative policy making.				
i. Dialogue and open communication between the employees and administration are provided.				
j. Head of the office helps employees understand the impact of the behavioral climate on productivity, quality and student services.				
CONCERN FOR RESULT				

a. Head of the office involves themselves in helping shape behavioral practices in the office.				
b. Head of the office are able to enforce the office policies while giving the staff a means to raise their concerns.				
c. Head of the office who supports the behavioral practices are rewarded both formally and informally.				
d. Head of the office is able to provide employee ranking and promotion systems.				
e. Head of the office is able to give a career progression plan for the employees.				
f. Able to have employee evaluation done by the top-level administrators.				
g. Heads recognize their responsibilities in supporting the behavioral practices of their office/organization.				
h. Head of the office informs his/her employees about their good inputs, and gives feedback and observations regarding their performance.				
i. Heads and employee cooperate closely with each other to reach the vision and mission of the organization				
j. Heads provide good rapport and approachable attitude which motivates the employees.				

Thank you very much for sparing a part of your precious time in answering this questionnaire. GOD BLESS!

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