Administrators' Leadership Skills And Employees' Innovation Behaviour Among Line-Agencies In Sulu

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Abstract

This descriptive-correlational study assesses the extent of administrators' leadership skills and employees' innovation behavior among employees of line agencies in Sulu during the Fiscal Year 2023. With 200 respondents, it employed frequency counts and percentage, weighted mean and standard deviation, t-test for independent samples and One-way ANOVA, and Pearson's r. This study reveals the following findings: 1) Out of 200 respondents, majority are female, within 30 years old & below and 31-40 years old of age brackets, have permanent status of appointment, have 10 years & below of length of service, and have only bachelor's degree. 2) Generally, respondents affirmed that administrators of line agencies in possess the needed leadership skills to manage and lead their respective offices. 3) Generally, respondents believed that employees of line agencies in Sulu have positive behavior toward innovation of their services. 4) Variables such as gender, age, length of service, and educational attainment has significant intervene in ways how respondents assess the extent of administrators' leadership skills. 5) Variables such as gender, age, status of appointment, length of service, and educational attainment has no intervention on how respondents perceive the extent of employees' innovation behavior. 6) There is a moderate positive correlation between the extent of administrators' leadership skills and employees' innovation behavior among line agencies in Sulu.7) This study tends to support Aibiyie (2019) Model of Leadership Skills and Zhao et al. (2022) Model of Employee Innovation Behavior. Accordingly, an organization to its desired goals and objectives, leaders need to possess the following essential skills: strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills. Having these skills, leaders can lead the organization into operation in various types of situations and settings. Similarly, employee innovative behavior which involves processing of new ideas and methods

based on existing conditions is instrumental in achieving the goals and objectives by the organization.

Index Terms—Administration, Leadership Skills, Employees Innovation, Behaviuor.

INTRODUCTION

In recent era, organizations are vulnerable to rapid changes in global socio-political affairs. Thus, the role of leadership has become extremely important within the organization for it to adapt to new changes.

Leadership is an essential function in every organization. Without a leader, no organization can effectively operate towards the attainment of its goals and objectives (Aibieyi, 2019). That is, the first and foremost crucial role of leadership is to determine the direction of the organization (Bennis, 2005 in Asral-ul-Haq, 2018). Leadership sets the direction where the organization wants to be in the future.

Alongside with dealing about innovation and initiative, leadership is creative, adaptive, and agile. It has to do with influencing employees' behavior towards the attainment of organizational goals and objectives. Hence, it is exhibited by the quality of behavior of an individual in guiding people, inspiring others to perform organized duties freely and willingly; thereby it is essentially indispensable social essence for common purpose (Aibieyi, 2019).

Consequently, in an organization, leadership skills are the tools, behaviors, and capabilities that leaders should have in promoting well-being of the employees and leading to up-gradation of the organizations. The primary duties of the leaders are focused towards directing and motivating employees towards the achievement of organizational goals and objectives. The effective leadership skills involve helping the individuals grow in their own abilities. The leaders gain success in the implementation of leadership skills, when they facilitate others to grow in their own abilities (Aibieyi, 2019).

Achieving organizational goals is one of leader's crucial jobs which can only be done if all workforces are working together for the common goals. The duty of the leader is to create an environment in which all employees are willing to work together for a common goal. One way to create such an environment is a teamwork. The leader must have a capability to build a cohesive

working unit. It is a process by which individual members of a department or interdepartmental group are encouraged to develop a more collaborative working relationship (Doyle, 2017). Teamwork is not just working together but each one or each member of the workforces must take part of the responsibility to ensure that organization's objectives are met (Hackman, 2001 in Doyle, 2017).

Organizational leaders need to be aware that in performing well in their jobs and achieving the desired goals and objectives, they need to possess the essential skills. Furthermore, this may include strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills. Having these skills, they are able to lead the organization into operation in various types of situations and settings. Provided however, that these skills need to be put into operation in such a manner that they should be beneficial to the employees as well as the organization as a whole (Aibieyi, 2019).

In an equal consideration, individual employee innovative behavior appears to be a significant contributing factor in the achievement of organizational goals and objectives (Rosing et al., 2011in Lukes, 2017). This behavior involves 'the new ideas and methods in products and processes generated employees based on existing conditions,' which includes the generation of new ideas and completion of those new ideas (Scott and Bruce, 1994; Jansen et al., 2004; Stashevsky et al., 2006 in Zhao et al., 2022). The concepts underlie in employee innovation behavior may include idea generation, idea search, idea communication, implementation starting activities, involving others, overcoming obstacles, and innovation outputs (Zhao et al., 2022).

Consequently, the quest to determine the extent of leadership skills and employees' innovation behavior in government organization, specifically among line-agencies in Sulu is essential and worthy of investigation. Therefore, this study was conducted in the province of Sulu by taking into consideration the assessment of employees of line-agencies.

Statement of the Problem

This study determined the extent of administrator leadership skills and employees' innovative behavior among line-agencies in Sulu. Specifically, this study sought answers to the following questions.

1. What is the demographic profile of employees among the selected line- agencies in Sulu in terms of: Gender, Age, Status of appointment, Length of service, and educational attainment?

2. What is the extent of Administrators leadership skills among line- agencies in Sulu in terms of: Strategic Planning Skills,

Motivating Skills, Developing People Skills, Team Building Skills, and Communication Skills?

3. What is the extent of employees' innovation behavior among line-agencies in Sulu in terms of: Idea search; Idea generation; Idea communication, Implementation starting activities; Involving others; Overcoming obstacles; and Innovation outputs?

4. Is there a significant difference in the extent of administrators' leadership skills among the selected line-agencies in Sulu when data are categorized according to the respondents' demographic profile in terms of: Gender, Age, Status of appointment, Length of service, and educational attainment?

5. Is there a significant difference in the extent of employees' innovation behavior among the selected line-agencies in Sulu data are categorized according to the respondents' demographic profile in terms of: Gender, Age, Status of appointment, Length of service, and educational attainment?

6. Is there a significant correlation between the extent of administrators' leadership skills and employees' innovation behavior among line-agencies in Sulu?

Objectives of the Study

This study is designed to achieve the following objectives, consequently it determined:

1. The demographic profile of employees among the selected line-agencies in Sulu in terms of gender, age, status of appointment, length of service, and educational attainment.

2. The extent of Administrators leadership skills among line-agencies in Sulu in terms of strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills.

3. The extent of employees' innovation behavior among line-agencies in Sulu in terms of idea search, idea generation, idea communication, implementation starting activities, involving others, overcoming obstacles, and innovation outputs.

4. The significant difference in the extent of administrators' leadership skills among the selected line-agencies in Sulu when data are categorized according to the respondents' demographic profile in terms of gender, age, status of appointment, length of service, and educational Attainment.

5. The significant difference in the extent of employees' innovation behavior among the selected line-agencies in Sulu data are categorized according to the respondents' demographic profile

in terms of gender, age, status of appointment, length of service, and educational attainment; and

6. The significant correlation between the extent of administrators' leadership skills and employees' innovation behavior among line-agencies in Sulu.

Hypotheses

Through the course of its completion, this study was guided by the following hypotheses:

1. The significant difference in the extent of administrators' leadership skills among the selected line-agencies in Sulu when data are categorized according to the respondents' demographic profile in terms of gender, age, status of appointment, length of service, and educational Attainment.

2. The significant difference in the extent of employees' innovation behavior among the selected line-agencies in Sulu data are categorized according to the respondents' demographic profile in terms of gender, age, status of appointment, length of service, and educational attainment; and

3. The significant correlation between the extent of administrators' leadership skills and employees' innovation behavior among line-agencies in Sulu.

Theoretical Framework

This study is anchored on the following models and theories:
1) Aibiyie (2019) Model of Leadership Skills; and
2) Zhao et al. (2022) Model of Employee Innovation Behavior

Aibiyie (2019) proposed that, for an organization to its desired goals and objectives, leaders need to possess the following essential skills: strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills. Having these skills, leaders can lead the organization into operation in various types of situations and settings.

Strategic planning skills are the essential tools for leaders to clearly see the overall vision or concept of his institutions or department's purpose, function, and responsibility. They are indulged with the ability to keep abreast of new ideas, trends, challenges, or events that may affect his institution; and the ability to develop performance indicators to measure their institution or department's success. More importantly, the ability to adapt and change the focus of the institutions or department's work to makes sure that all departments' goals are compatible with the overall institutional goals.

Motivating skills are the tendencies for the leaders to shows genuine concern for employees as unique individuals and giving

credit and recognition to employees when they do a good job. The leaders' ability to generate enthusiasm among employees by providing the necessary support and understands what motivates employees to work hard and provide the needed assistance to fulfill those needs. Thus, appropriately reward the highest achievers for their contributions.

Developing people skills are leaders' tools in providing an accurate and thorough performance appraisal for their employees for developmental purposes specifically to identify strength and weakness of employees for further training. These help leaders to teach and coach employees skillfully to help them carry out their duties and responsibilities and for them to understand their specific performance problems. These skills may also help leaders to identify the needs of the organization and employees' deficiencies in carrying out duties and responsibilities and sends them for further training and development before they assume their positions.

Team Building Skills are leaders' tendencies to foster a sense of teamwork and builds enthusiasm for group projects and assignments and develop good working relationship with or among employees. Through these, leaders able to encourage cooperation and collaborations between employees and departments; and to anticipates employee's needs, seek ways to help them, willingly assists them when needed; and respects the contributions of employees, supports and interacts well with employees.

Communication skills are tools to ensure leaders to communicate well on a one-to-one basis (clearly, positively, humanely and with respect); and help them keep up to date on what is going on with the institution and disseminate to the employees. These can help leaders to keep their employees well informed on news that affect them and their job; help them to listen to employees' problems; and to seek employees' opinions regarding work affecting their area of responsibility.

In so doing, employee innovative behavior which involves processing of new ideas and methods based on existing conditions is instrumental in achieving the goals and objectives by the organization. Zhao et al. (2022) proposed the concepts that underlie in employee innovation behavior such as idea generation, idea search, idea communication, implementation starting activities, involving others, overcoming obstacles, and innovation outputs.

Idea generation concerns with the attitudes of the employees in trying new ways of doing things at work, preparing work that

requires original thinking, and by adopting new solution to something does not function well at work.

Idea search goes with employee's trying to solicit new ideas from colleagues or co-employees, interest in how things are done elsewhere in order to use acquired ideas in his/her own work and searching for new ideas of other people in order to try to implement the best ones.

Idea communication is employee's propensity of trying to persuade his/her co-employees, obtain support for it from management, and involve other employees who are able to collaborate with whenever he/she has a new idea.

Implementation starting activities delve with employee's willingness to develop suitable plans and schedules for the implementation of new ideas, securing funds needed for the implementation of new ideas, and adoption of new technologies, processes, or procedures for the implementation of new ideas.

Involving others employee's initiative in the implementation, to communicate a vision of what the innovation entails, and displays enthusiasm and confidence about it.

Overcoming obstacles considered as a key challenge, barriers, and resistance in the implementation stage. However, this is achieved by adapting the idea or implementation plans until a product, service or process has been improved and is used in the organization.

Innovation outputs are reports of achieved changes, i.e., implemented novel ideas that changed products, services, or processes in an organization.

Conceptual Framework
To ensure the clarity of the structure of this study, the following are the conceptualization of this research work: Leadership skills which involve the concepts of strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills were treated as the Independent Variable. Whereas employee innovative behavior such as idea generation, idea search, idea communication, implementation starting activities, involving others, overcoming obstacles, and innovation outputs were treated as the Dependent Variable. Respondents' demographic profile such as gender, age, status of appointment, length of service, and educational attainment was treated as the Intervening Variable. Figure 1 below shows the interplay of these variables.
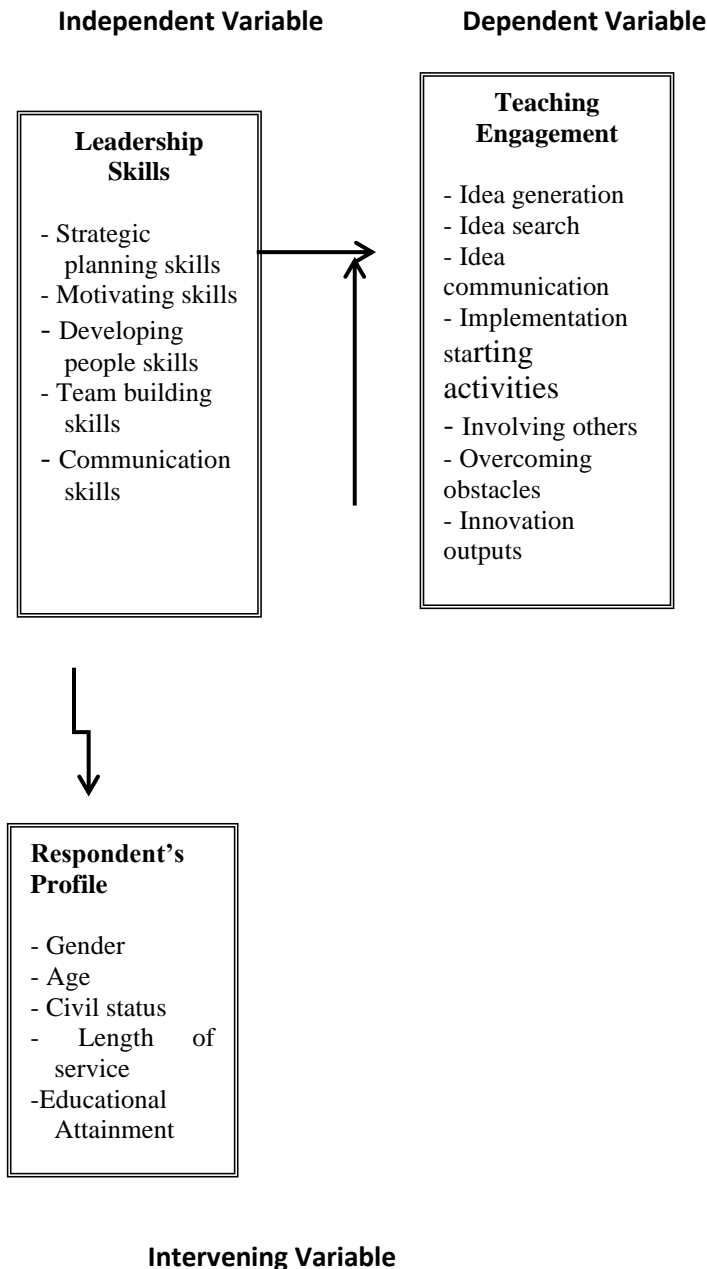
Independent Variable   **Dependent Variable**

Leadership Skills - Strategic planning skills - Motivating skills - Developing people skills - Team building skills - Communication skills	**Teaching Engagement** - Idea generation - Idea search - Idea communication - Implementation starting activities - Involving others - Overcoming obstacles - Innovation outputs

Respondent's Profile

- Gender
- Age
- Civil status
-   Length   of service
-Educational Attainment

Intervening Variable

Figure 1. The Conceptual Model of the Study

Significance of the Study

The results of the study will be benefit to each of the following groups of people:

Heads/Administrators of Line-Agencies. The findings of this study will give significant inputs to the heads/administrators of line-agencies in their needs for more inputs and data needed in the enhancement of their leadership programs and policies and innovative attitudes of their employees that are geared toward effective public services and work performance.

Employees of Line-Agencies. Employees can be provided with inputs so that they can deliver effective public services and work performances that are geared toward meeting the needs of

their respective clienteles. The findings of this study will also serve as bases for the employees in coping with the development programs to be initiated by line-agencies to ensure effective delivery of public service.

Student-researchers. This study will trigger researchers to venture on other avenues or research areas related to this field along the framework of determining some more aspects and factors affecting innovative attitudes among employees of government organizations and offices.

Scope and Delimitation of the Study

This study was conducted in Sulu among the selected line-agencies in Sulu during the Fiscal Year 2023 by utilizing employees as respondents. Variables were contained to leadership skills and employees' innovative behavior as assessed by employees of line-agencies.

Operational Definition of Terms

The following terms are hereby operationally defined as they are used in this study:

1) Leadership skills – refers to the knowledge and strategies employed by administrators in an organization to its desired goals and objectives. This involves Strategic planning skills, motivating skills, developing people skills, Team building skills, and Communication skills.

2) Employees' innovative behavior – refers to the processing of new ideas and methods based on existing conditions that is instrumental in achieving the goals and objectives by the organization. This involves the idea search, idea communication, implementation starting activities, involving others, overcoming obstacles, and innovation outputs.

3) Strategic planning skills – refers to the extent how administrators/managers of line-agencies adopt these essential tools to clearly see the overall vision or concept of their organizations' purposes, functions, and responsibilities. The extent of administrators'/managers' abilities to keep abreast of new ideas, trends, challenges or events that may affect their organizations and their abilities to develop performance indicators to measure their organizations' successes. More importantly, the extent of the abilities of administrators/managers to adapt and change the focus of their works to makes sure that all departments' goals are compatible with the overall organizational goals.

4) Motivating skills – refers to the extent how administrators/managers show genuine concern for employees as unique individuals and giving credit and recognition to employees when they do a good job. The leaders' ability to generate enthusiasm among employees by providing the necessary support

and understands what motivates employees to work hard and provide the needed assistance to fulfill those needs.

5) Developing people skills – refers to the extent how administrators/managers provide an accurate and thorough performance appraisal for their employees for developmental purposes specifically to identify strength and weakness of employees for further training. The extent how skillfully administrators/managers teach and coach employees to help them carry out their duties and responsibilities and for them to understand their specific performance problems.

6) Team Building Skills – refers to the extent how administrators/managers foster a sense of teamwork and builds enthusiasm for group projects and assignments and develop good working relationship with or among employees. The extent how administrators/managers encourage cooperation and collaborations between employees and departments; and to anticipate employee's needs, seek ways to help them, willingly assists them when needed; and respects the contributions of employees, supports and interacts well with employees.

7) Communication skills – refers to the extent how administrators/managers communicate well on a one-to-one basis (clearly, positively, humanely and with respect); and help employees keep up to date on what is going on with the organization and disseminate to the employees. The extent how administrators/managers keep their employees well informed on news that affect them and their job; help them to listen to employees' problems; and to seek employees' opinions regarding work affecting their area of responsibility.

8) Idea generation – refers to the extent of employees' attitudes in trying new ways of doing things at work, preparing work that requires original thinking, and by adopting new solution to something does not function well at work.

9) Idea search – refers to the extent of employee's attitudes in trying to solicit new ideas from colleagues or co-employees, interest in how things are done elsewhere to use acquired ideas in his/her own work and searching for new ideas of other people in order to try to implement the best ones.

10) Idea Communication – refers to the extent of employee's propensity in trying to persuade their co-employees, obtain support for it from management, and involve other employees who are able to collaborate with whenever they have a new idea.

11) Implementation starting – refers to the extent of employee's willingness to develop suitable plans and schedules for the implementation of new ideas, securing funds needed for the implementation of new ideas, and adoption of new technologies, processes or procedures for the implementation of new ideas.

12) Involving others – refers to the of employee's initiative in the implementation, to communicate a vision of what the innovation entails, and display enthusiasm and confidence about it.

13) Overcoming obstacles – refers to the extent how employees address challenges, barriers and resistance in the implementation stage of their respective works. The extent how employees adapt the ideas or implement plans until products, services or processes have been improved and are used in the organization.

14) Innovation outputs – refers to the extent how employees conduct reports of achieved changes, i.e., implemented novel ideas that changed products, services or processes in an organization.

15) Gender – refers to the biological traits of the respondents whether male or female.

16) Age – refers to the chronological age of the respondents. In this study, the age of the respondents will be categorized into four brackets such as: 30 years old and below; 31to 40 years old; 41 to 50 years old; and 51 years old and above.

17) Length of Service – refers to the number of years of experience in teaching. In this study, the length of service will be categorized into three groups such as: 10 years and below; 11-20 years; and 21 years and above.

18) Status of Appointment – refers to the employee's status of appointment as to whether permanent, temporary, and contractual/job order.

19) Educational Qualification – refers to highest level of school that the respondents have attained. In this study, it is classified into five brackets: a) bachelor's degree, b) bachelor's degree w/ MA units, c) MA full-fledged, d) MA with doctoral units, and Doctorate degree.

METHODOLOGY

This chapter deals with the research methodology to be adopted in the conduct of this study. It focuses on research design, research locale, respondents of the study, sampling procedure, data gathering procedure and tools, research instrument, validity and reliability, and statistical treatment of data.

Research Design

A descriptive-correlational research design was adopted in this study. In 1995, Bless and Higson-Smith introduced the concept of a research design as "a program that guides a researcher in collecting, analyzing and interpreting observed facts." (p.63). Similarly, Babbie and Mouton (2001: p.75) regard research design as the road map or blueprint by which one intends to conduct research and achieve his/her research goals and objectives." Hence, the research design

method that was employed in this study was to describe, quantify, and infer as well as to discover relationships among variables and to allow the prediction of future events from present knowledge or phenomenon of employees of line-agencies, nammely: 1) The socio-demographic profile of employees of line-agencies in Sulu in terms of Gender, Age, Status of appointment, Length of service, and Educational attainment; 2) The extent of leadership skills of administrators/managers of line-agencies in Sulu in the context of Strategic Planning Skills, Motivating Skills, Developing People Skills, Team Building Skills, and Communication Skills; and 3) The extent of employees' innovation behavior among line-agencies in Sulu in terms of Idea search, Idea generation, Idea communication, Implementation starting activities, Involving others, Overcoming obstacles, and Innovation outputs; 4) The significant difference in the extent of leadership skills when data are categorized according to Gender, Age, Status of appointment, Length of service, and Educational attainment; 5) The significant difference in the extent of employees' innovation behavior when data are categorized according to Gender, Age, Status of appointment, Length of service, and Educational attainment; and 6) The significant correlation between leadership skills and employees innovation behavior.

Employees of line-agencies in Sulu were the main source of data which were quantified to answer the research questions in this study. Library and internet research and publications were the sources of information that were used to enrich the theoretical and conceptual frameworks of this research. The data from the respondents were gathered using survey-questionnaires.

Research Locale

This study was conducted in Sulu among the line-agencies during the Fiscal Year 2023. These line-agencies are under the direct supervision of the Regional (Region IX / BARMM) and National Offices.

Respondents of the Study

The respondents of this study were employees of line-agencies in Sulu who are currently employed regardless of their civil status and ranks/positions during the Fiscal Year 2023.

Distribution of the target Samples among line - agencies in Sulu

Line-Agencies in Sulu Province	Employees
Ministry of Environment, Natural Resources and Energy	30
Ministry of Social Work and Development	20
Ministry of Agriculture, Forestry and Agrarian Reform	30
Ministry of Public Works	20

Ministry of Trade and Industry	20
Ministry of Interior and Local Government	20
National Commission on Muslim Filipinos	20
Philippine Statistics Office	20
Sulu Social Health Insurance	20
Total	200

Sampling Design

A none-probability sampling design through purposive sampling method was employed in this study due to resources and time constraints. The use of purposive sampling technique was to ensure the representation of gender, age, length of service, status of appointment, and educational attainment variables.

Data Gathering Procedure

The following steps were employed during data gathering:

1)   A permit to administer the questionnaire was sought from the Office of the Dean of Graduate Studies, and the Administrators/Managers of line-agencies in Sulu; and

2)   The launching and administering as well as the retrieval of the questionnaire were conducted personally by the researcher.

Research Instrument

A survey questionnaire was the main instrument employed to gather data on the extent of leadership skills and employee's innovation behavior among employees of line-agencies in Sulu. It was adapted and patterned, in part from standardized questionnaire used in Aibiyie (2019) and Zhao et al. (2022).

The research instrument to be used in this study consisted of four parts. Part I of the questionnaire was focused on obtaining the demographic profile of the respondents which include gender, age, status of appointment, length of service, and educational attainment. Part II was geared toward obtaining data on the extent of leadership skills with the following dimensions such as Strategic Planning Skills, Motivating Skills, Developing People Skills, Team Building Skills, and Communication Skills. Part III was used to obtain data on employee's innovation behavior among line-agencies in Sulu in terms of Idea search, Idea generation, Idea communication, Implementation starting activities, involving others, Overcoming obstacles, and Innovation outputs. A 5-point Likert-Scale was used to measure the variables subsumed under leadership skills and employee innovation behavior.

Validity and Reliability

The instrument used in this research was patterned and adapted from standardized questionnaires which have been used in previous

studies. However, to suit its applicability to the local settings, these questionnaires were subjected for perusal of at least two experts from among the faculty members of the Graduate Studies of Sulu State College.

Statistical Treatment of Data

Both descriptive and inferential statistical tools were appropriately employed in the treatment of data to be gathered for this study, namely:

1) For research question number 1, frequency counts and percentages were employed to determine the profile of respondents.

2) For research question number 2, mean and standard deviation were employed to determine the extent of leadership skills.

3) For research question number 3, mean and standard deviation were employed to determine the extent of employee's innovation behavior.

4) For research question number 4, t-test for independent samples was employed to determine the significant differences in the extent of leadership skills when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) when data are grouped according to age, length of service, status of appointment and educational attainment.

5) For research question number 5, t-test for independent samples was employed to determine the significant differences in the extent of employee's innovation behavior when data are grouped according to gender; and One-way Analysis of Variance (ANOVA) when data are grouped according to age, length of service, status of appointment and educational attainment.

6) For research question number 6, Pearson Product Moment Correlation Coefficient (Pearson r) was employed to determine the significant correlation between leadership skills and employee's innovation behavior.

The following rating scales intervals will be adopted in the analyses of the results of the computations of data to be yielded by both descriptive and inferential statistical tools:

A) Rating Scales Interval on respondents' extent of leadership skills and employee's innovation behavior based on 5-point Likert's Scale:

Point	Scale Value	Descriptors
5	4.50-5.00	Strongly Agree /High Extent
4	3.50-4.49	Agree /Moderate Extent
3	2.50- 3.49	Undecided /Low Extent
2	1.50- 2.49	Disagree /Very Low Extent

1	1.00- 1.49	Strongly Disagree /Not at all

This chapter presents the result and discussion based on the data collected that were properly tabulated, computed and analyzed for this study.

Summary of Findings

The following are findings of this study:

1) **On demographic profile of respondents**.

Out of the 200 respondents, majority are female respondents, within 30 years old & below and 31-40 years old of age brackets, majority have permanent status of appointment, have 10 years & below of length of service, and have only bachelor's degree.

2) **On the extent of administrators' leadership skills.**

Sub-categories under the extent of administrators' leadership skills such as strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills all rated as "Agree" and interpreted as with high extent. Administrators of line agencies in Sulu possess the necessary leadership skills in managing and leading their respective offices/departments.

3) On the extent of employees' innovation behavior.

Sub-categories under the extent of employees' innovation behavior such as Idea search, Idea generation, Idea communication, Implementation starting activities, involving others, overcoming obstacles and innovation outputs and are all rated as "Agree". Employees of line agencies in Sulu are adept of processing of new ideas and methods based on existing conditions that is instrumental in achieving the goals and objectives by the organization.

4) On differences in the extent of administrators' leadership skills.

Generally, except for status of appointment, there is no significant difference in the extent of the administrators' leadership skills among line agencies in Sulu when data are grouped according to gender, age, length of service, and educational attainment. Respondents with casual/contract of service status of appointment are perceivers of the extent of administrators' leadership skills.

5. On differences in the extent of employee's innovation behavior:

Generally, there is no significant difference in the extent of the employee's innovation behavior among line agencies in Sulu when data are grouped according to gender, age, status of appointment, length of service, and educational attainment.

6) On correlation between the extent of administrators' leadership skills and employee's innovation behavior.

Generally, there is a moderate positive correlation between the extent of administrators' leadership skills and employees' innovation behavior. Respondents who generally perceived the extent of administrators' leadership skills as "Agree" are most probably the

same group of respondents who perceived the extent of employees' innovation behavior as "Agree", respectively.

Conclusions

This study concludes the following:

1) In this study, respondents are adequately represented in terms of gender, age, status of appointment, length of service, and educational attainment.

2) Generally, respondents affirmed that administrators of line agencies in possess the needed leadership skills to manage and lead their respective offices.

3) Generally, respondents believed that employees of line agencies in Sulu have positive behavior toward innovation of their services.

4) Variables such as gender, age, length of service, and educational attainment has significant intervene in ways how respondents assess the extent of administrators' leadership skills.

5) Variables such as gender, age, status of appointment, length of service, and educational attainment has no intervention on how respondents perceive the extent of employees' innovation behavior.

6) There is a moderate positive correlation between the extent of administrators' leadership skills and employees' innovation behavior among line agencies in Sulu.

7) This study tends to support Aibiyie (2019) Model of Leadership Skills and Zhao et al. (2022) Model of Employee Innovation Behavior. Accordingly, an organization to its desired goals and objectives, leaders need to possess the following essential skills: strategic planning skills, motivating skills, developing people skills, team building skills, and communication skills. Having these skills, leaders can lead the organization into operation in various types of situations and settings. Similarly, employee innovative behavior which involves processing of new ideas and methods based on existing conditions is instrumental in achieving the goals and objectives by the organization.

Recommendations

This study recommends the following:

1) To ensure efficient delivery of public service, administrators of line agencies in Sulu should continue and sustain the provision of efficient management and leadership of their respective offices.

2) Administrators line agencies in Sulu should provide more trainings and seminars geared toward the enhancement of employees' innovative skills.

3)   Moreover, student-researchers in the field of public administration are encouraged to conduct study like this one but to include other variables such as organizational climate, employees' morale, and work environment in some other settings.

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