

# The Influence of Supervisory Behavior on Employee Innovation and Creativity in Government Institutions in Koronadal City

Edelle Lynne L. Santillana<sup>1\*</sup>, Lovely V. Echalar<sup>2</sup>

<sup>1</sup>MBM-HRM Student, Mindanao State University, General Santos City, Philippines

<sup>2</sup>Mindanao State University, General Santos City, Philippines

**Abstract**—This study examines the influence of supervisory behavior on employee creativity and innovation in government offices in Koronadal City. The research focuses on four observable practices supervisory behavior: management support, innovation management, innovative leadership, and team innovation. These are studied despite common government challenges like limited resources, and fear of taking risks. Using a validated questionnaire adapted from Leach and Coetzee (2020), the study measured the link between supervisors' behavior and employee creativity and innovation. The results show a moderate positive relationship, meaning supportive supervisors help create a work culture that encourages new ideas, initiative, and problem-solving. The study highlights the important role supervisors play in promoting risk-taking, sharing resources, and teamwork to keep innovation alive in public agencies. It also stresses the need to include innovation in the organizational culture through strong leadership and team efforts. Recommendations include giving supervisors more personalized support, training leaders, improving teamwork, and setting up ongoing feedback and recognition systems. These steps can help employees share new ideas, leading to better organizational performance and public service. This study adds to research on innovation in government and offers useful advice for policymakers, HR professionals, and leaders aiming to build a more innovative public sector.

**Index Terms**—Supervisory behavior, employee creativity, innovation, public sector, government institutions, leadership, team collaboration, innovation management, organizational culture, Koronadal City, Social Exchange Theory.

## 1. Introduction

Innovation and creativity especially when driven by employee initiatives are essential for organizational success. However, government institutions often face obstacles due to bureaucratic inertia (Lidman, 2023). In places like Koronadal City, public agencies encounter challenges such as resistance to change, limited incentives, and a lack of supervisory support, all of which hinder innovation. For instance, at TESDA Koronadal, a proposal to launch a digital skills training program experienced significant delays due to budget concerns and apprehension about the risks of adopting new technologies. This study on employee innovation management aims to explore how supervisory behavior and internal workplace

conditions influence innovation. The goal is to uncover practical strategies that can help create a more supportive and innovation-friendly culture, ultimately improving the efficiency and effectiveness of these institutions.

Government agencies often grapple with unique constraints that hinder their ability to discover new innovations. Risk aversion, a common characteristic in government bureaucracies, can severely limit innovation potential by hindering experimentation and the development of novel solutions. This risk-averse mindset shifts the focus from ambitious ideas to maintaining the status quo, causing government organizations to lag behind more innovative counterparts. This is particularly evident in Koronadal City, where resource constraints and strict adherence to established procedures often stifle bottom-up initiatives.

Bureaucratic structures and processes within government agencies can impede innovation. The complexity of contracting with the government, with its multiple registration requirements and numerous clauses, further exacerbates these challenges. Bekmezci Rehman, Khurshid, Erogluer, & Rout, 2022 cited that supervisors should promote innovation as central to business activity by leading by example when it comes to innovation. It is also said that supervisors need to promote innovative behavior through specific incentives, rewards and support, and make sure that the momentum of innovative behavior is sustained (Leach, & COETZEE, 2020). A recent survey withing DOLE Koronadal indicated that over 60% of employees felt that their innovative ideas were often dismissed or ignored by supervisors due to a preference for established protocols.

Limited resources and insufficient financial rewards can greatly hinder innovation within the public sector, additionally supervisory behavior may obstruct innovation efforts as innovation is often discussed but rarely done internally (Acar, Tarakci, & Van Knippenber, 2019). Despite the recognized importance of innovation in enhancing organizational competitiveness and adapting to environmental changes, there is a lack of research specifically addressing how supervisory behavior impact employee innovation and creativity within

\*Corresponding author: edellelynn.santillana@msugensan.edu.ph

government institutions in Koronadal City. Given the socio-economic context of Koronadal City, where government services are crucial for local development, enhancing innovation within these institutions is paramount for improving public service delivery and fostering sustainable growth.

#### A. Statement of the Problem

This study aims to investigate the influence of supervisory behavior on employee innovation and creativity in government institutions in Koronadal City.

Specifically, this will seek answers to the following questions:

1. What is the demographic profile of the respondents in terms of gender, age, highest educational qualification, position/designation, department, number of years in service?
2. What is the level of supervisory behavior in government institutions in Koronadal City in terms of management support; innovation management; innovative leadership; and team innovation?
3. What is the extent of employee creativity and innovation in terms of Personal Initiative and Capability; Organizational Support and Environment; and Influence and Impact?
4. Is there a significant relationship between the level of supervisory behavior and the extent of employee creativity and innovation among employees in government institutions in Koronadal City?

## 2. Review of Related Literature and Studies

### A. The Pillars of Government in the Philippines

The Philippines operates as a constitutional republic with a presidential system, dividing equally the authority among these three branches: executive branch, legislative branch, and judicial branch (MacIntyre, 2018). This system of checks and balances ensures government actions serve the citizen's best interests. Sovereignty resides in the people, and all government authority emanates from them.

### B. The Three Branches

The Legislative Branch commonly known as Congress, holds the authority to enact laws, alter, and repeal them. It operates as a bicameral body composed of the Senate and the House of Representatives. The Senate consists of 24 senators elected at large, while the House of Representatives is made up of around 250 members elected from various legislative districts and through a party-list system. (Official Gazette of the Republic of the Philippines, n.d.)

The Executive Branch consists of the President and the Vice President, both elected through direct popular vote to serve a six-year term. As the head of state and government, the President leads the nation, oversees the executive functions of the government, and serves as commander-in-chief of the armed forces. This branch is responsible for implementing and enforcing laws. The President also holds the power to appoint members of the Cabinet, who play a vital role in managing the country's bureaucracy (Official Gazette of the Republic of the

Philippines, n.d.).

*Judicial Branch.* The Judicial Branch is entrusted with the authority to resolve legal disputes and assess whether any government action constitutes a grave abuse of discretion. It is responsible for interpreting laws, applying them to specific cases, and determining their constitutionality. This branch is comprised of the Supreme Court and subordinate courts. The Supreme Court, as the highest judicial body, is made up of a Chief Justice and fourteen Associate Justices (Official Gazette of the Republic of the Philippines, n.d.).

### C. Checks and Balances

Each branch of government has ways to limit the powers of the others. The President can reject laws passed by Congress. Congress can approve or deny the President's appointments and can remove the President in special cases. The Supreme Court justices are chosen by the President and approved by the Senate, but the Court can cancel laws if they go against the Constitution. This power, called judicial review, lets the Court decide if laws, treaties, or government actions are unconstitutional (Official Gazette of the Republic of the Philippines, n.d.).

### D. Constitutional Commissions

The Constitution creates three independent commissions: the Civil Service Commission, which manages civil service employment and exams; the Commission on Elections, responsible for enforcing election laws and resolving disputes; and the Commission on Audit, which reviews public funds' revenues and expenses. Additionally, the Office of the Ombudsman independently oversees government branches and investigates officials (Official Gazette of the Republic of the Philippines, n.d.).

With the understanding of the foundations of governance, attention can be directed to specific areas within government institutions. This leads to the study entitled "The Influence of Supervisory Behavior on Employee Innovation and Creativity in Government Institutions in Koronadal City".

*Supervisory Behavior.* Supervisor behavior plays a crucial role in influencing innovation and creativity within the workplace (Anderson et al., 2014). The leadership style adopted by supervisors can either encourage or obstruct employees' innovative and creative efforts (Yeh & Huan, 2017). The following section provides a brief overview of various leadership styles, emphasizing those that foster employee innovation and creativity.

The need for organizations to innovate has grown increasingly critical over the years (Sveiby et al., 2012). Although innovation is often highlighted in strategic documents and discussed in senior-level meetings as essential to organizational vitality, the actual commitment to innovation frequently falls short. Many supervisors approach innovation with caution, skepticism, and resistance. This reluctance is largely due to the inherent risks associated with innovation, which push supervisors beyond their comfort zones. Historical perspectives, such as those of Niccolò Machiavelli, have viewed innovation as a threat to established power structures, suggesting it should be resisted rather than embraced (Mars,

2013). While many contemporary leaders acknowledge the value of innovation, they are often hesitant to invest the necessary time, resources, and commitment it demands (Mayer, 2012). To address this challenge, supervisors must be equipped with the mindset and skills to see innovation as an opportunity for growth and to actively support and promote it within their teams (Horth & Buchner, 2014).

Van Lamoen (2012) highlights that supervisory behavior has an indirect yet powerful influence on employees' attitudes and actions. When supervisors adopt supportive behaviors and implement enabling structures, they help reduce uncertainty about roles, enhance job autonomy, and foster better interpersonal relationships. These improvements can result in higher job performance, increased engagement, stronger teamwork and motivation, and deeper organizational commitment. Encouraging innovative behavior is key to sustaining a competitive edge, making it essential to understand how supervisors can inspire such behavior among employees (Chen *et al.*, 2016).

The way supervisors handle employee-generated ideas, the responsiveness of management to these suggestions, and the support provided by leadership at all levels are critical factors in nurturing a culture of innovation. To gain and maintain a competitive advantage, organizations must understand the drivers behind employees' willingness to innovate. Supervisor support plays a central role in this, significantly boosting employee engagement and creative contributions (Arora & Kamalanabhan, 2013). Employees who feel supported by their supervisors are more inclined to engage in innovative initiatives, underscoring the importance of a supportive leadership approach.

However, ineffective supervisory practices can hinder innovation. Despite frequent discussions about innovation, actual implementation is often limited by siloed thinking, leadership resistance, and an aversion to risk (Mayer, 2012). To counter these barriers, supervisors must lead by example—integrating innovation into everyday operations and promoting it through targeted incentives, recognition, and continuous support (Ikeda & Marshall, 2016). Such actions are vital to sustaining innovative momentum within organizations. Various leadership styles impact employee innovation (EDI), but this study focuses on the supervisory behaviors that encourage and support innovation. Innovative leadership, defined as the use of creative thinking and supportive leadership to identify and implement new and better solutions, is particularly effective (Horth & Buchner, 2014). Leaders face numerous challenges and opportunities that demand creativity and successful implementation of innovative solutions (Vlok, 2012). According to Horth and Buchner (2014), leaders need to become innovation leaders to navigate unpredictable circumstances and create an environment conducive to innovation. This includes fostering innovative systems, tools, and thinking essential for organizational health and future viability.

Supervisors should aim to create an organizational culture where employees can use innovative thinking to solve problems and generate new ideas. They should help employees

adopt new ways of thinking and working to solve problems and find innovative solutions even with limited resources (Horth & Buchner, 2014). By doing so, innovative leaders can help their organizations survive and stay competitive (Horth & Buchner, 2014). Leaders play a crucial role in shaping the organizational environment, establishing the context in which innovation can thrive (Goulding & Walton, 2014).

The following delves into four key behaviors that promote employee innovation (EDI) and creativity: providing management support, innovation management; innovative leadership; and team innovation.

**Management Support.** Understanding what motivates employees to engage in innovative behavior is crucial for organizations seeking a competitive advantage or overall success. Management support plays a vital role in fostering this innovative behavior, which in turn enhances employee engagement. Employees who receive strong support from their supervisors are more likely to engage in innovation, helping to explain why some individuals are more innovative than others (Arora & Kamalanabhan, 2013).

Research demonstrates that management support is crucial for organizational effectiveness across various industries (Lu, L. Cooper & Yen Lin, 2013; Thomas, Bliese & Jex, 2005; Tourigny, Baba & Lituchy, 2005). Supervisory support is defined as the extent to which employees feel their supervisor encourages and supports their concerns and work performance. Studies also show that employees with supportive supervisors are more likely to support their supervisors and commit to achieving organizational goals (Eisenberger, Stinglhamer, Vandenberghe, Sucharski & Rhoades, 2012). Lukes and Stephan (2017) argue that supervisory support has the most immediate contextual influence on employee innovative behavior.

Hayton (2015) suggests that high levels of perceived supervisory support and trust increase employees' willingness to engage in innovative activities that benefit the organization.

The work environment serves as an internal foundation to stimulate innovative behavior (Chandler, Keller & Lyon, 2020; Hornsby, Kuratko & Zahra, 2012), and when combined with supervisory support, it further encourages innovative work behavior (Prieto & PérezSantana, 2014). Employees are more likely to undertake innovative activities when they perceive their supervisor as supportive (Janssen, 2015). Therefore, supervisory support is a key factor in promoting employee creativity and innovation (Dediu *et al.*, 2018; Hon, 2011; Ro & Chen, 2011; Yeh & Huan, 2017).

It is clear from the above that employees place significant importance on the support and guidance of their immediate supervisors. Quality relationships with supervisors lead employees to exhibit higher levels of work engagement and increased innovative behavior (Garg & Singh, 2017).

Management should implement innovative strategies that clearly define goals, establish innovation as a core organizational objective, enhance employee initiatives, provide direction, resolve conflicts arising from innovation, demonstrate a willingness to innovate, and show confidence in the success of innovation (Souza & Bruno-Faria, 2013). To

foster an innovative climate, management must encourage idea generation, creative problem-solving, risk-taking, challenging the status quo, and tolerance of failed ideas (Meijer, 2014; Miao et al., 2018). By supporting innovation and providing necessary resources such as funding, equipment, information access, and time, management can cultivate more creative employees who are willing to explore new ideas, take risks, and learn from mistakes (Cheung & Wong, 2011). This support is especially crucial during the innovation process, as employees may encounter frustration and negative emotions.

It is essential for management to offer equal support, attention, access, and funding to innovation projects initiated by employees as they do for those driven by management (Das et al., 2018; Haapasaari et al., 2018; Oeij et al., 2019). When senior management acknowledges and values employee innovation and creativity, it naturally motivates employees to generate and lay new innovative ideas (Cheung & Wong, 2011). Management should employ approaches that demonstrate the value of innovation and creativity, encourage communication within employees, and build a relationship of trust (Souza & Bruno-Faria, 2013). Supporting innovation should be a calculated priority for any organization (Owen & Zyngier, 2012).

*Innovation Management.* Innovation management encompasses the process of overseeing innovation within an organization, employing a toolkit that both management and employees utilize collaboratively to comprehend the processes needed to achieve shared objectives and ensure continuous organizational development (Patrício & Peetri, 2014). By utilizing techniques such as brainstorming, forming innovative teams, managing ideas effectively, applying design thinking, developing prototypes, overseeing project management, and implementing rewards and recognition, management can encourage employees' creative and innovative behaviors (Ciriello et al., 2016; Mayer, 2012; Tirabeni, Pisano & Soderquist). Innovation management necessitates engaging employees at all organizational levels to contribute creatively in response to internal and external opportunities by introducing new ideas, processes, or products (Kuratko, Covin, & Hornsby, 2014).

Successful management of innovation processes not only yields social benefits but also enhances organizational performance, growth, and employment, positioning organizations ahead of their competitors (Tidd, 2012; Tidd & Thuriaux-Alemán, 2018). However, managing innovation processes is neither automatic nor straightforward. It requires blending management methodologies, innovation strategies, and change management practices, demanding specific skills, knowledge, and experiences distinct from traditional business administration skills focused on ensuring stability (Fagerberg, Fosaas & Sapprasert, 2012; Rafols, Leydesdorff, O'Hare, Nightingale & Stirling, 2012; Tidd & Bessant, 2018). Innovation management necessitates creativity, passion, determination, flexible processes, and a departure from formal business administration (Verloop, 2013). Managing relationships within the organization poses the most significant challenge in innovation management, as highlighted by Weman

and Kantanen (2018).

Innovation management is a critical business process that can either be neglected or leveraged to its full potential, often overlooked due to its inherent complexity (Verloop, 2013). Innovation inherently entails change, and since many innovations fail, it can be perceived as risky and unappealing. Consequently, innovation may encounter resistance to change, requiring all levels of management and employees to adapt their behaviors and embrace change as an integral part of innovation, effectively managing resistance and mitigating adverse consequences (Sveiby et al., 2012: 179; Verloop, 2013). Thus, innovation management is a shared responsibility among managers and employees alike (Bossink, 2014). Influencing individuals to view new ideas favorably involves shaping and altering employee attitudes (Audenaert, Vanderstraeten & Buyens, 2017; Proctor, 2010). Given the diversity within most organizations, effective communication targeted at various groups and identifying opinion leaders, action initiators, influential individuals, and employees with sway are essential for successful innovation management (Proctor, 2010).

Managers significantly influence the innovative capabilities of their staff (Amabile & Pratt, 2016). According to Amabile and Pratt's (2016) study, employees who had leaders receptive to new ideas, who provided substantial autonomy, clear goals, and necessary resources, consistently developed high-quality creative solutions and maintained their motivation. Supportive supervisors, along with positive moods and energy within the organization, enhance employee confidence, encourage divergent thinking, and boost workplace creativity (Ghosh, 2015). Additionally, supervisor feedback on work processes and performance has been shown to increase employees' innovative abilities. This feedback helps employees structure their tasks more efficiently, reduce time pressure, and create space for implementing innovative ideas (Bos-Nehles et al., 2017). Furthermore, employees' innovative abilities are crucial for shortening the innovation cycle and quickly adapting to changes (Zhong, 2018).

Organizations must continually evolve to ensure long-term success and economic viability by enhancing their capacity to innovate and adapt to change (Agarwal, Datta, Blake-Beard & Bhargava, 2012; Kim & Koo, 2017; Al Shaar et al., 2015). This is best achieved by focusing on employees, as innovative activities are fundamentally driven by their behavior (Agarwal et al., 2012).

Developing the innovative capabilities of staff can be accomplished by providing them with challenging work and comprehensive training programs, which also boost their enthusiasm for innovation (Ge & Wang, 2013). Employees should be encouraged to increase their innovative behavior, actively participate in innovative activities, and gather various forms of innovative information to enhance their innovation skills. The willingness to innovate is therefore a key factor in improving innovation capability (Xue, Qian, Xu & Zhou, 2017).

Organizations that actively engage in innovation activities and implement innovation plans positively influence the innovative behavior of their employees, thereby improving the

organization's overall innovation capacity (Chen, Xu & Wu, 2014). Research indicates that strong innovation cultures foster innovative activities, which in turn enhance the organization's ability to respond to changes (Garg & Dhar, 2017; Xue et al., 2017).

*Innovative Leadership.* Innovative leadership involves the ability to inspire others to generate novel and superior ideas. Gliddon (2006) developed the innovation leadership competency model, introducing the concept itself. It encompasses fostering innovative thinking and supporting the pursuit of what's new, better, and next (Horth & Buchner, 2014).

According to Vlok (2012), leaders facing evolving challenges must exhibit creativity and successfully implement innovative solutions. Horth and Buchner (2014) argue that leaders must adopt innovative approaches due to unpredictable circumstances, creating environments that foster organizational innovation. They emphasize the necessity of innovative thinking, tools, and systems for organizational sustainability (Horth & Buchner, 2014).

Effective supervisors evolve into leaders who cultivate climates where employees employ innovative thinking to tackle challenges and develop new offerings. They cultivate a culture of innovation, encouraging employees to think differently and work in new ways, even under resource constraints (Horth & Buchner, 2014). Innovative leaders play a critical role in helping organizations not only survive but also maintain a competitive edge (Goulding & Walton, 2014: 30), shaping environments conducive to innovation.

Horth and Buchner (2014) outlined several leadership requirements to stimulate employee innovation within an organization. These include fostering a continuous flow of ideas and recognizing innovative efforts. Leaders should demonstrate consistent support for their employees' work, promote creative individuals, and involve them in the innovation process while neutralizing negativity. They should also address organizational barriers to innovation, integrate innovative thinking into daily operations, and lead by example rather than mere words. Additionally, promoting teamwork through effective communication and creating an environment that facilitates idea exchange and both playful and serious work approaches are crucial (Horth & Buchner, 2014: 15).

Maximo, Stander, and Coxen (2019) argue that supervisory encouragement is crucial for employees to feel secure in their roles and abilities, highlighting the importance of clear goals and a supportive environment in mitigating fear of criticism. Effective leaders foster open communication and interaction, clarifying expectations and supporting new ideas and teamwork. These elements create a positive workplace environment conducive to fostering innovation (Nybakk & Jenssen, 2012).

Innovation leaders also play a pivotal role in defining and upholding the organization's mission, vision, and values, conveying these foundational principles to employees to foster innovation adoption (Gliddon, 2016). They should maintain frequent and clear communication with their teams regarding organizational goals and strategies, ensuring alignment

between individual and organizational objectives. Providing opportunities for discussion and clarification helps mitigate uncertainties among employees regarding organizational goals (Garg & Dhar, 2017). Effective communication is essential for managing change, facilitating the introduction of new ideas, and maintaining a competitive advantage within the organization (Proctor, 2010).

*Team Innovation.* Innovation necessitates collaboration and interaction with a diverse team of people rather than being pursued in isolation (Verloop, 2013). It should be ingrained as a fundamental organizational value that transcends hierarchical levels and emphasizes teamwork. Individual skills within this context play a crucial role in fostering innovation (Osuigwe, 2016). Teamwork, defined as the ability to effectively collaborate in a team setting, enhances creativity by facilitating the exchange of diverse knowledge and skills, promoting open communication, constructive critique, collaboration, commitment, and mutual trust among team members (Hall & Rowland, 2016; Belussi & Staber, 2012).

Horth and Bucher (2014) emphasize that innovative organizations prioritize teamwork and collaboration by fostering good communication among team members, being open to others' ideas, and providing support for collaborative efforts. They advocate for creating an environment and implementing processes that facilitate interaction and the exchange of ideas among team members. This approach is essential for nurturing a culture where innovation can flourish within the organization.

Many organizations invest in a creativity-innovation pipeline, where ideas flow among team members, creating a reservoir from which the most original and valuable ideas can be selected, supported, and implemented (Mann & Chan, 2011). Effective communication among team members is crucial for enhancing problem-solving and individual performance (Dediu et al., 2018). Team members play a pivotal role in fostering creativity by encouraging and supporting each other through challenging and tedious phases (Amabile & Pratt, 2016; Ghosh, 2015). Both social support from peers and guidance from supervisors are significant catalysts for innovation, facilitating idea generation and execution (Dediu et al., 2018). When employees feel supported by their team members and supervisors, they gain a sense of comfort and control over their work (Oeij et al., 2017). Regular teamwork, involving discussions about new ideas and challenges, fosters a positive attitude towards innovation and change (Proctor, 2010).

Teams often comprise individuals from diverse backgrounds who may initially struggle to collaborate due to their varied perspectives (Bagraim et al., 2016; Goodman & Dingli, 2013). However, team diversity serves as a potent catalyst for creativity and innovation, bringing a wealth of viewpoints, experiences, and problem-solving abilities that facilitate adaptability to change (Chowdhury, 2004; Saxena, 2014). Embracing individual differences as assets rather than liabilities is crucial for productive team dynamics (Shaban, 2016). Organizations that embrace diversity often reap intellectual benefits such as increased creativity, innovation, and a broader range of ideas (Shaban, 2016). Organizations are increasingly

recognizing the potency of effective collaboration rooted in teamwork and diversity, which can foster collective creativity often more impactful than individual creativity alone (Belussi & Staber, 2012). Research by Lee, Gillespie, Mann, and Wearing (2010) underscores a positive correlation between team leaders who cultivate and share task-related knowledge and the innovative performance of team members.

Supervisors play a crucial role in promoting creativity by setting clear goals, supporting teams, valuing individual contributions and diversity, and demonstrating confidence in their teams' abilities (Belussi & Staber, 2012). Effective management involves empowering teams while also providing guidance for innovation work without overly rigid structures (Johnsson, 2017). Teamwork not only enhances personal growth among employees but also cultivates a culture of collaboration that positively impacts organizational performance overall.

*Employee Creativity and Innovation.* There is a growing recognition of the pivotal role of innovation and creativity in driving enhanced performance and ensuring long-term organizational survival by challenging established norms and devising new and improved solutions (Anderson, Potočník & Zhou, 2014; Bamber, Bartram & Stanton, 2017). Central to this process are employees who actively engage in innovative behaviors, generating and implementing new ideas (Bamber et al., 2017). Leovaris (2015) underscores that employees, with their knowledge, skills, and experience, constitute the most valuable asset for any organization, highlighting their essential contribution to organizational success through innovative initiatives (Standing, Jackson, Larsen, Suseno, Fulford & Gengatharen, 2016).

Creativity and Innovation are ubiquitous terms heard in arts programs, political rhetoric aiming for efficiency with limited resources, business conferences, and everyday workplace or school conversations. Generally, creativity is universally perceived as desirable and positive. These terms have evolved into buzzwords across various domains, though historically, innovation carried a defensive connotation for over 2,500 years, often associating inventors with deception or nonconformity (Sveiby, Gripenberg & Segercrantz, 2012). It wasn't until the 19th century that perceptions of innovation began to shift positively (Forbes & Wield, 2012; Mann & Chan, 2011). Since the early 20th century, innovation has been recognized as the deliberate application of imaginative thought, distinguishing it from mere change, and has become a term of distinction (Sveiby et al., 2012).

The term "Creativity" emphasizes originality, whether through incremental innovations (doing things differently) or radical innovations (creating entirely new concepts or products) (Das, Verburg, Verbraeck & Bonebakker, 2018; Gurova & Kurilov, 2015).

Innovation is a fundamental concept essential for understanding the evolution of humanity, the growth of communities, societies, and cultures, the foundations of modern prosperity, and the prospects for the future. Across numerous societies and cultures, innovation is widely celebrated (Mars, 2013). However, in certain fields such as accounting, the term

"creativity" may be viewed skeptically. Nonetheless, innovation and creativity are universally recognized concepts that are often understood intuitively but difficult to precisely define (Mitchell & Walinga, 2017).

A substantial body of academic literature delves into innovation and creativity, with various authors offering their own definitions spanning back to as early as 1954.

Various scholars have contributed diverse definitions and perspectives on creativity and innovation. Maslow (1954) views creativity as an inherent aspect of human nature, universally present in individuals. Rogers (1983) defines innovation simply as an idea, practice, or object perceived as new by individuals or groups, a concept further expanded upon in subsequent editions of his work (Linton, 1998; Rogers, 1983). Van de Ven (1986) describes innovation as encompassing new ideas or approaches perceived as novel by those involved, which may challenge existing norms or structures. Weinman (1991) emphasizes that creativity transcends specific disciplines, defining it as the ability to break away from routine and predetermined categories (Weinman, 1991).

Proctor (2010) cites Leonardo da Vinci's perspective on innovation and creativity, emphasizing their role in awakening the mind to new possibilities and compositions through attentive observation and inventive thought (Proctor, 2010). Cutler (2008a) suggests that innovation requires the application of creative efforts to introduce novel approaches or solutions, underscoring the symbiotic relationship between creativity and innovation (Cutler, 2008a, 2008b). Mann and Chan (2011) differentiate creativity as the process of innovative thinking and planning, whereas innovation represents the tangible outcome of these creative endeavors (Mann & Chan, 2011).

Sveiby et al. (2012) define innovation as a value-adding process involving the introduction of new or significantly improved products, services, or processes. Afuah (2014) extends this definition by highlighting innovation as a means of altering existing norms or creating new opportunities to generate value (Afuah, 2014). Bos-Nehles et al. (2017) define innovation work behavior as broader than creativity, encompassing not only the generation but also the promotion and implementation of novel ideas within organizations. Hughes et al. (2018) distinguish creativity as the cognitive and behavioral process of generating new ideas, while innovation involves applying those ideas to meet organizational needs. Gault (2018) similarly defines innovation as the implementation of new or significantly improved products or processes.

These perspectives highlight evolving definitions of innovation and creativity—ranging from idea generation to practical application. A common thread across the literature is the emphasis on novelty, whether through challenging norms, rethinking tasks, or applying new solutions. Ultimately, both innovation and creativity center on introducing and implementing the "new." Mann and Chan (2011) argue that in common usage, the terms "creative" and "innovative" are often used interchangeably, suggesting that being creative is synonymous with being innovative. They note that both terms



are commonly applied to individuals perceived as generating novel solutions or products, and to processes or solutions themselves that are considered new or original (Mann & Chan, 2011).

The challenge for organizations aiming to boost innovation lies in unleashing the potential of their employees to be creative and generate ideas that can drive innovative opportunities (De Jager et al., 2013: 3). Learning from past mistakes serves as a beneficial starting point. Encouraging employees not only to innovate but also to learn from their mistakes is emphasized by Henry (2013) and Sveiby et al. (2012). Albert Einstein famously stated that "a person who never made a mistake never tried anything new," highlighting the potential for groundbreaking ideas to emerge from errors.

Innovation, initiative, and creativity are fundamental to an organization's future success and are pivotal skills that should be nurtured and developed. Cultivating an innovative spirit fosters a sense of belonging, motivation, and loyalty among employees. Empowering employees to participate in decision-making processes enhances their sense of value and empowerment, reduces stress, and contributes to greater job satisfaction and confidence (Prieto & Pérez-Santana, 2014). This empowerment cultivates intangible and dynamic capabilities that are difficult for competitors to replicate.

Empowered employees are more likely to be committed to the organization and to enhance job performance, thereby positively impacting the organization's financial performance (Afsar, Badir & Saeed, 2014; Bagraim et al., 2016; Berraies, Chaher & Ben Yahia, 2014; Dzisi et al., 2013; Sveiby et al., 2012). Organizations with capability of fostering a supportive environment for innovation and nurturing employees' innovative abilities can develop a sustained competitive advantage in innovation (Bammens, 2016; Kim & Koo, 2017).

This study determines the level of employee creativity and innovation based on the following aspects: Personal Initiative and Capability; Organizational Support and Environment; and Influence and Impact.

*Personal Initiative and Capability.* Personal initiative also known as PI is defined as a behavior syndrome where individuals take an active, self-starting attitude to work (Balluerka, Gorostiaga, & Ulacia, 2014). PI comprises three components: (1) Self-starting, meaning individuals act without being instructed or required to do so; (2) Proactivity, indicating a focus on long-term goals and a tendency to act before being prompted by external demands; and (3) Overcoming barriers, which involves persisting through setbacks and obstacles, including work-related challenges and interpersonal conflicts.

Personal initiative (PI) has garnered significant research interest, often described as employee behavior that is self-starting, proactive, and persistent in overcoming challenges to achieve goals. Employees with proactive initiative (PI) actively build job-related skills, put in extra effort, and are highly engaged in their roles. Management scholars link PI to greater job satisfaction and organizational loyalty, suggesting such employees are less likely to pursue entrepreneurship. In contrast, entrepreneurship scholars argue that high PI fosters entrepreneurial behavior, as these employees are opportunity-

driven, well-networked, and resourceful.

Hahn et al. (2012) distinguish between task-oriented and relationship-oriented PI. Task-oriented individuals exceed job expectations and show strong organizational commitment, often leading to lower entrepreneurial intent. Meanwhile, those with relationship-oriented PI build networks and gather resources, making them more inclined toward entrepreneurial pursuits.

Frontline employees (FLEs) face various challenges, including emotional strain during service interactions (Kim, Henderson, & Eom, 2015; Yoo & Arnold, 2016). Their engagement in personal initiative often depends on how well they regulate emotions through surface or deep acting. FLEs may also need to exceed their job descriptions to meet customer needs, which carries the risk of failure. Their motivation, influenced by a desire to prove competence or avoid appearing incompetent, affects their willingness to take initiative. Moreover, the work environment plays a key role in either fostering or hindering such initiative, impacting the relationship between customer focus and employee performance (Parker, Bindl, & Strauss, 2010). Recognizing these factors is vital for placing the right individuals in frontline positions to improve customer service.

Perceived Organizational Support and Environment is a belief about how an organization values their employees' contributions and how it cares about their well-being (Caesens, Stinglhamber, & Ohana, 2016). Creativity composition theory states that factors that influence creativity include knowledge, skills, emotions, and cognitive style (Amabile & Pratt, 2016). Perceived organizational support affects employees' cognitive styles, work attitudes, and extra-role behaviors (Kurtessis, Eisenberger, Ford, Buffardi, Stewart, & Adis, 2017). When employees perceive the support given by their organizations, they feel happy (Mumford, Scott, Gaddis, & Strange, 2012), generate positive emotions such as optimism and confidence, (Luthans & Youssef-Morgan 2017), and are more likely to form positive perceptions of the company's support for their creativity, (El-Kassar, Dagher, Lythreitis, & Azakir, 2021) which in turn stimulates employees' creativity (Liu, Jiang, Shalle, Keem, & Zhou, 2016). Organizations can enhance employee creativity and success by facilitating knowledge and experience sharing, providing relevant skills training, and supplying necessary equipment. When employees perceive strong organizational support, they are more likely to view their own efforts as crucial to achieving innovation goals and are motivated to reciprocate through increased hard work (Xu, Chen, Zhan, Lu, & Huang, 2013).

Employees' perception of organizational support serves as a foundation for enhancing their commitment to the organization and demonstrating behaviors aligned with organizational goals (Akgunduz et al., 2018; Ahmed and Nawaz, 2015; Islam et al., 2019). Scholars primarily examine organizational support through the lens of employee perception (Islam and Ahmed, 2019; Maisel and Gable, 2009). A supportive organizational environment can alleviate employees' psychological stress (Islam and Ahmed, 2019). When organizations provide greater support to employees, including innovative resources, tools,

and conducive conditions (Akgunduz et al., 2018; Amabile et al., 2004; De Vos et al., 2011; Islam et al., 2015), employees exhibit higher levels of commitment and organizational citizenship behaviors (Ahmed and Nawaz, 2015; Wang et al., 2014), which fosters enterprise innovation (Maisel and Gable, 2009; Ahmed et al., 2015; Islam et al., 2015; Wang et al., 2021).

Even in cases where employees do not personally experience organizational support, they gauge their support and standing within the organization based on others' attitudes (Islam et al., 2017; Kurtessis et al., 2017) and perceive whether their status within the organization has improved (Islam et al., 2015; Lamm et al., 2015; Vardaman et al., 2016). This indirect assessment stimulates employees' work enthusiasm (Amabile et al., 2004). Research confirms that employees' perceived organizational support influences their choice of emotional work strategies (Chang et al., 2012; Kumar Mishra, 2014; Hur et al., 2013), thereby mitigating emotional exhaustion.

*Influence and Impact.* Employee creativity and innovation have a profound influence on organizational culture, performance, and adaptability (Leible, Simic, Gücük, Lewandowski, & Kučević, 2023). By fostering a sense of ownership and engagement, employees feel their ideas are valued, which enhances their commitment and contributes to a positive work environment. This dynamic atmosphere promotes collaboration and teamwork, as employees work together to develop and implement innovative solutions. Encouraging employee creativity directly enhances performance and productivity through streamlined processes and more efficient workflows. Organizations that harness this creativity often gain a competitive edge by adapting to market shifts and generating revenue through new or improved products and services.

Employee innovation also boosts job satisfaction and retention. When staff can contribute ideas and see them implemented, they feel more engaged and loyal. Creative opportunities support skill development and career growth, fostering a culture of continuous improvement and agile problem-solving.

*Leadership practices benefit as well.* Empowering employees and promoting inclusive, decentralized decision-making builds trust and encourages open communication. Recognition and reward systems for innovation further motivate employees and reinforce a culture of progress. Ultimately, valuing employee contributions drives long-term competitiveness and helps organizations remain resilient in a fast-changing environment.

Employees' creativity thrives when they are motivated, supported, and empowered by management (Gichohi, 2014). Creating an environment conducive to employee innovation (EDI) and creativity involves allowing freedom to explore new ideas, take risks, make mistakes, and learn from them (Atitumpong & Badir, 2018; Khalili, 2016; Koseoglu et al., 2017; Naranjo- Valencia et al., 2016). Such an environment not only fosters better innovations and more efficient processes but also cultivates happier employees, thereby strengthening the organization as a whole (Chowdhury, 2014).

Encouraging creativity entails providing employees with

dedicated time for innovation, space to experiment, and the freedom to learn from setbacks (Henry, 2013; Sveiby et al., 2012). Effective leadership plays a crucial role as managers should model creative behaviors, encourage emulation among employees, and offer support to alleviate anxieties associated with failed attempts (Atitumpong & Badir, 2018; Goodman & Dingli, 2013). Empowering employees by involving them in decision-making processes strengthens their commitment and enhances their perception of organizational support for creativity and innovation (Alameri et al., 2019).

Equally important is investing in training and development to foster an innovative culture. Well-structured training programs can shape organizational values, promote continuous learning, and build essential innovation skills (Li & Hsu, 2016). For long-term success, organizations should prioritize on-the-job innovation training and encourage a culture that supports learning and adaptability (McGuinness & Morgan, 2005).

Research consistently shows that workplace training boosts innovation, with organizations that invest in such programs reporting higher innovation activity (Anderson et al., 2014; Atitumpong & Badir, 2018; Jiménez-Jiménez & Sanz-Valle, 2011). By adopting these strategies, organizations can cultivate employee creativity, driving sustained growth and competitive advantage.

### E. Theoretical Framework

Social Exchange Theory offers a valuable framework for understanding how supervisory behavior can impact employee creativity and innovation. Introduced by sociologist George Homans in his 1958 essay "*Social Behavior as Exchange*," the theory emphasizes the importance of individual behavior within social systems. Homans focused on small groups and proposed that to effectively study a society or community, one must first examine individual actions rather than the broader social structures they form. By fostering high-quality exchanges characterized by support, recognition, autonomy, and psychological safety, supervisors can create an environment conducive to innovation and creative problem-solving.

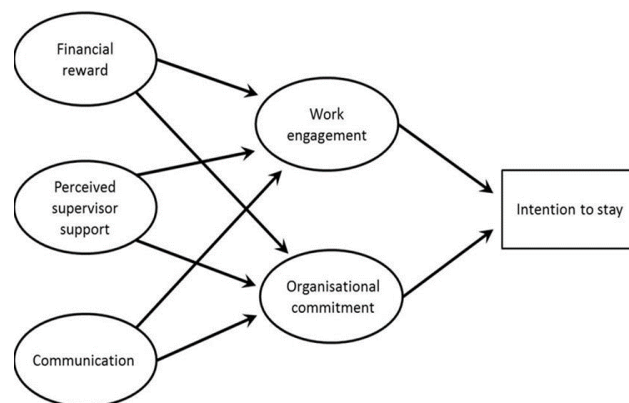


Fig. 1. Theoretical model based on the social exchange theory

As organizational structures become increasingly flat and supervisors place greater reliance on their subordinates, the importance of employee trustworthiness in achieving workplace effectiveness has grown significantly. Research



suggests that when supervisors perceive employees as trustworthy, it fosters the development of social exchange relationships between them. These relationships, in turn, promote greater adherence to principles of interpersonal and informational justice (Colquitt et al., 2013).

The model outlining the influence of supervisory behavior on employee innovation and creativity in government institutions, particularly in Koronadal City, emphasizes the critical role of supervisory interactions in fostering an environment conducive to innovation. Supportive and noncontrolling supervisory styles are notably effective in enhancing employee creativity, while the detrimental effects of abusive supervision can be mitigated through factors such as financial incentives and the presence of an innovative culture.

Supervisory behavior is a fundamental determinant of employee creativity and innovation within government institutions. Research indicates that supervisors who adopt supportive behaviors, such as providing constructive feedback and fostering open communication, cultivate an environment that encourages employees to engage in innovative thinking. Positive supervisory interactions enhance employees' intrinsic motivation, allowing them to explore creative solutions without the fear of negative repercussions.

#### F. Research Hypothesis

There is no significant relationship between the level of supervisory behavior and the extent of employee creativity and innovation among employees in government institutions in Koronadal City.

#### G. Research Design

The data gathered in this study was structured and categorized according to the appropriate design. In order to fully analyze, interpret, and comprehend the collected data, the researcher utilized the following statistical tools to ensure accurate results:

To determine the demographic profile of the respondents, frequency count and percentage were used.

To determine the level of supervisory behavior in government institutions in Koronadal City in terms of management support, innovation management, innovative leadership and team innovation, weighted mean was used. The following scale was used to interpret the weighted mean.

#### H. Research Respondents

To effectively select the respondents, stratified random sampling was employed, which ensures representation from different organizational segments and employee groups. The total population comprises 1,240 employees across five agencies out of seventeen PRIME-HRM Bronze Awardees who provided the master list of employees for the study and signify their approval to conduct the study. These agencies are: the Provincial Government of South Cotabato, which contributed 928 employees; the Department of Labor and Employment with 96 employees; the Technical Education and Skills Development Authority with 149 employees; the Department of Budget and Management with 30 employees; and the Department of Trade and Industry with 37 employees.

The sample size for the study will be determined based on a proportional allocation method, often recommending a sample size ranging from 10% to 30% of the population based on research objectives and available resources. Assuming a 10% sample size of the total population, this will yield approximately 124 respondents from these five agencies.

### 3. Results and Discussion

This section discusses the results of the data gathered in this study. The results are shown in the following tables, along with the relevant discussions and explanations.

*Sex Distribution.* The respondent pool consisted of 124 individuals, with majority being female (75 respondents or 60.48%) compared to male (49 respondents or 39.52%). This distribution suggests that females comprise a significant portion of the workforce within the surveyed agencies in Koronadal City.

Table 1  
Demographic profile in terms of sex

Sex	Frequency	Percentage
Female	75	60.48
Male	49	39.52
<b>Total</b>	<b>124</b>	<b>100</b>

This aligns with national trends in the Philippine public sector, where female representation has steadily increased, particularly in education, health, and local governance (Philippine Commission on Women, 2021). Studies by the ILO (2017) highlight that women in public service benefit from greater job stability and growth opportunities, which may contribute to their strong representation. Furthermore, Carless (1998) notes that women often exhibit collaborative and transformational leadership styles, supporting innovation and positive workplace culture, key traits aligned with the objectives of the surveyed institutions.

*Age Distribution.* The respondents' ages ranged from 20 to over 50 years, with the largest group (32.26%) aged 25-29, followed by 30-34 (22.58%) and 50+ (14.52%). This suggests a balanced workforce of young to middle-aged professionals, while the low number of 20-24-year-olds (3.23%) may reflect limited entry-level opportunities.

Table 2  
Demographic profile in terms of age

Age	Frequency	Percentage
20-24 yrs old	4	3.23
25-29 yrs old	40	32.26
30-34 yrs old	28	22.58
35-39 yrs old	12	9.68
40-45 yrs old	14	11.29
46-49 yrs old	8	6.45
50 yrs & above	18	14.52
<b>Total</b>	<b>124</b>	<b>100</b>

According to Ng and Feldman (2010), employees in their mid-20s to mid-30s are more adaptable and open to innovation, benefiting organizational agility. Meanwhile, those aged 50 and above contribute valuable experience and stability, essential for mentoring and effective service delivery (Cappelli & Novelli,

2010).

The smaller youth representation may be due to public sector hiring favoring mid-career professionals given job complexities (Kellough & Naff, 2004), which could challenge workforce renewal. Overall, a balanced age distribution supports knowledge sharing, innovation, and sustained performance in government institutions (Zacher & Jimmieson, 2013).

*Educational Attainment.* Table 3 shows that most respondents in Koronadal City government institutions hold a Bachelor's Degree (58.87%), with 34.68% having pursued graduate studies. Only a few have not completed college, indicating that higher education is typically required for these roles.

Table 3

Demographic profile in terms of highest educational qualification		
Highest Educational Qualification	Frequency	Percentage
High School Graduate	1	0.81
College level	5	4.03
Vocational	2	1.61
Bachelor's Degree Holder	73	58.87
with Masters Units	15	12.10
Masters Degree Holder	26	20.97
With Juris Doctor units	1	0.81
With Doctoral Units	1	0.81
<b>Total</b>	<b>124</b>	<b>100</b>

This aligns with the public sector's trend toward professionalization, where specialized knowledge is essential (Perry & Wise, 1990). The prevalence of bachelor's and graduate degrees reflects the need for both foundational and advanced skills, especially in managerial and technical positions.

Research by Kim and Lee (2012) highlights that higher education in public employees enhances organizational performance and innovation. Educated staff are better equipped for problem-solving and adapting to changes (Boyne, 2002). The Human Capital Theory (Becker, 1993) further supports that investment in education boosts productivity and innovation.

Overall, the highly educated workforce in these institutions likely fosters effective decision-making and public service innovation.

*Position/Designation.* Table 4 shows a workforce primarily composed of administrative and support roles, with Admin Aide IV and Administrative Assistant II each at 10.48%, followed by mid-level officers like Administrative Officer V (8.06%). This reflects the typical public sector structure where clerical staff support operations and officers handle planning and management.

This distribution aligns with Rainey (2014), who highlights the essential role of administrative personnel in effective public service delivery. The presence of various officer levels also indicates career progression opportunities, which are important for motivation and retention (Kellough & Naff, 2004).

Kim and Lee (2012) note that a clear balance between administrative and professional roles enhances organizational effectiveness. Investing in administrative staff development can improve overall performance and innovation, supporting Boyne's (2002) findings on frontline capacity building.

In summary, the position profile reflects a structured public workforce balancing administrative support and managerial roles to ensure efficient service delivery.

Table 4  
Demographic profile in terms of position/ designation

Position/ Designation	Frequency	Percentage
Acting Accountant III	1	.81
Accountant III	1	.81
Accounting Clerk	1	.81
Admin Aide I	3	2.42
Admin Aide III	1	.81
Admin Aide IV	13	10.48
Admin Aide VI	12	9.68
Administrative Assistant I	2	1.61
Administrative Assistant II	13	10.48
Administrative Assistant III	4	3.23
Administrative Assistant IV	1	.81
Administrative Assistant VI	6	4.84
Administrative Officer-Designate	1	.81
Administrative Officer I	2	1.61
Administrative Officer II	6	4.84
Administrative Officer IV	8	6.45
Administrative Officer V	10	8.06
Budgeting Aide	2	1.61
Engineering Assistant	1	.81
Labor and Employment Officer I	1	.81
Labor and Employment Officer II	2	1.61
Labor and Employment Officer III	3	2.42
Labor Information Officer III	1	.81
Local Treasury Operations Officer I	4	3.23
Population Program Officer I	1	.81
Population Program Officer II	3	2.42
Population Program Officer IV	1	.81
Population Program Worker II	2	1.61
Program Assistant	1	.81
Planning Officer	2	1.61
Research Assistant	1	.81
ROD Staff	1	.81
Revenue Collection Clerk I	1	.81
Revenue Collection Clerk II	1	.81
Senior Trade & Industry Dev't. Specialist	1	.81
Senior TSDS	1	.81
Statistician I	1	.81
Statistician II	1	.81
TESD Specialist I	3	2.42
TESD Specialist II	2	1.61
Ticket Checker	2	1.61
<b>Total</b>	<b>124</b>	<b>100</b>

*Department/Agency Distribution.* Table 5 shows that most respondents (75%) are from the Provincial Government of South Cotabato (PGSO), followed by TESDA XII (12.10%), DOLE XII (7.26%), DTI XII (3.23%), and DBM XII (2.42%). This distribution highlights the key role of LGUs in delivering public services and driving local development (Faguet, 2014).

Table 5  
Demographic profile in terms of department/ agency

Department/ Agency	Frequency	Percentage
DOLE XII	9	7.26
DBM XII	3	2.42
TESDA XII	15	12.10
DTI XII	4	3.23
PGSO	93	75
<b>Total</b>	<b>124</b>	<b>100</b>

TESDA's presence underscores the importance of technical education in workforce development (Asian Development

Bank, 2018), while DOLE and DTI provide specialized labor and trade support. Such agency diversity promotes collaboration and enhances public sector innovation and responsiveness (Pollitt & Bouckaert, 2011).

Overall, the departmental profile reflects a multi-agency workforce supporting comprehensive governance and service delivery.

*Length of Service.* Table 6 indicates that majority of respondents (67.74%) have served between 5 to 9 years, with smaller proportions having longer tenures. This suggests a workforce with moderate experience, balancing fresh perspectives and organizational knowledge.

Table 6  
Demographic profile in terms of length of service

Length of Service	Frequency	Percentage
5-9 years	84	67.74
10-14 years	19	15.32
15-19 years	7	5.65
20-24 years	6	4.84
25-29 years	2	1.61
30 years and above	6	4.84
<b>Total</b>	<b>124</b>	<b>100</b>

Research shows that employees with 5-10 years of service often combine sufficient institutional familiarity with openness to innovation, positively influencing performance (Ng & Feldman, 2010). Longer-serving employees contribute valuable expertise and mentorship, which supports organizational stability and knowledge transfer (Klein et al., 2015).

A balanced length of service distribution fosters both adaptability and continuity, essential for effective public service delivery and sustained innovation in government institutions (Boyne, 2002).

Table 7  
Level of supervisory behavior in government institutions in Koronadal city

Supervisory Behavior	Mean	Level of Supervisory Behavior
Management Support	4.19	High Level
Innovation Management	4.41	High Level
Innovative Leadership	4.31	High Level
Team Innovation	4.31	High Level
<b>Overall Level</b>	<b>4.33</b>	<b>High Level</b>

Table 7 presents the level of supervisory behavior as perceived by employees in government institutions in Koronadal City. The results demonstrate a consistently high level of supervisory behavior across all four dimensions. The high mean scores across all four dimensions suggest that supervisors in these institutions are generally effective in fostering a positive, innovation-oriented environment.

Management Support received a mean score of 4.19, suggesting that a high level of support is provided by management to employees. This also reflects that supervisors are seen as approachable and responsive, which could contribute to a positive work environment. According to Amabile et al. (2004), when leaders show support for their employees' ideas and initiatives, it boosts intrinsic motivation and enhances creativity. In the public sector, where innovation can be constrained by bureaucracy, such managerial support becomes even more crucial (De Vries, Bekkers, & Tummers,

2016).

Though this score is high, it is the lowest of all categories, indicating there may still be room for slight improvement in how management supports employees, perhaps in terms of more personalized or tailored support.

Innovation Management scored the highest at 4.41, suggesting that innovation is actively supported and managed in these institutions. Standing out as the highest score, highlighting a strong institutional focus on fostering new ideas and creative solutions. This suggests these government institutions in Koronadal City may be prioritizing adaptability and change, key elements for improving services and outcomes in the public sector. Jahan, I. M. (2024) discussed the necessity for organizations to remain agile and responsive to external changes. It advocates for a proactive approach in adapting ecosystem strategies, ensuring long-term sustainability and fostering innovation. Tidd and Bessant (2014) emphasized that effective innovation management not only requires tools and strategies but also a leadership mindset that embraces change and risk-taking.

Innovative Leadership showed a mean of score of 4.31, highlighting that leadership in these institutions is effective in fostering an innovative environment. This also indicates that the supervisors are not only supportive but actively works to encourage innovation. This could involve providing resources, incentives, or platforms for employees to contribute ideas and implement creative solutions. Leaders who embody innovative thinking tend to inspire similar behavior in their teams (Mumford, Scott, Gaddis, & Strange, 2002). This kind of leadership is particularly important in public institutions where top-down hierarchies can hinder creative initiatives unless supervisors actively foster a culture of innovation.

Team Innovation also scored 4.31, suggesting that teamwork and collaboration are promoted to encourage innovation within teams. This result reflects that collaborative efforts within teams are strongly encouraged, which is crucial for ensuring a productive and creative working environment. Strong dynamics can drive innovation more effectively than individual efforts. West and Farr (1990) argue that innovation is a collective process and that supervisors must create psychological safe environments where team members feel free to share and test new ideas. The data from Koronadal City suggest that supervisors encourage teamwork and collective problem-solving as part of their regular practice.

The overall high level of supervisory behavior, mean of 4.33 confirms that across all categories, supervisory behaviors are strongly perceived to be positive and supportive. This aligns with Bass and Riggio's (2006) theory of transformational leadership, which suggests that supervisors who combine inspirational motivation, intellectual stimulation, and individualized consideration are more likely to foster innovation and high performance in their teams. This suggests that the institutions are performing well in terms of supervisory behavior, innovation and support. However, this also presents an opportunity for institutions to maintaining and improve these high standards, ensuring that innovative practices are consistently promoted across all levels of management.

Table 8  
Extent of employee creativity and innovation in government institutions in Koronadal city

Employee Creativity and Innovation	Mean	Extent of Employee Creativity and Innovation
Personal Initiative and Capability	4.11	Great Extent
Organizational Support and Environment	4.22	Great Extent
Influence and Impact	3.94	Great Extent
<b>Overall Extent</b>	<b>4.09</b>	<b>Great Extent</b>

Table 9  
Correlation between supervisory behavior and employee innovation and creativity in government institution in Koronadal city

Variables Correlated	Mean	$r_s$	Degree of relationship	p-value*	Remark
Supervisory Behavior	4.33	0.5436	Positive	0.0000	Significant
Employee Creativity and Innovation	4.09		Moderate Correlation		

\*Tested at 0.05 level of significance

Table 8 presents the extent of employee creativity and innovation in government institutions in Koronadal City. Though the results across all indicators of creativity and innovation suggest that government institutions in Koronadal City are fostering a great extent of creativity and innovation among employees, there are some nuances worth discussing.

**Personal Initiative and Capability.** This category shows a mean score of 4.11 indicating that employees exhibit a great extent of personal initiative and capability in their field. This finding aligns with the study of Frese and Fay (2001), who asserted that personal initiative is a critical predictor of innovation, especially in structured organizational settings like the public sector. The respondents are likely to take independent actions to solve problems, propose new ideas, and contribute to the improvement of their institutions. This could be attributed to employees' intrinsic motivation, self-confidence, and a sense of ownership in their roles. It is an encouraging sign of how employees engage in innovation on a personal level, even in the absence of constant supervision.

**Organizational Support and Environment.** A mean score of 4.22 reflects the great extent of support and conducive work environment provided by the institutions for fostering creativity and innovation. This supports the view of Amabile et al. (1996), who emphasized that a supportive work environment, characterized by encouragement, resources, and organizational freedom, greatly enhances creativity and innovative behavior among employees. Furthermore, Shailey and Gilson (2004) noted that when employees perceive strong organizational support, they are more willing to take risks and experiment with new ideas.

Having the highest score, this suggests that the institutions provide a strong foundation for creativity and innovation to thrive. Including aspects such as a positive workplace culture, adequate resources, recognition, and opportunities for skill development. A supportive environment may foster trust, and collaboration all of these are essential components for creative thinking and innovative solutions. The high score here indicates that the organizational culture actively encourages and nurtures employees' creative efforts.

**Influence and Impact.** With a mean of 3.94, this category shows a great extent of influence and impact that employees' creative and innovative efforts have within the organization. According to Scott and Bruce (1994), the translation of creative ideas into impactful change often depends on managerial receptivity and organizational readiness.

This score is slightly lower than the previous two categories,

indicating that while employees may be generating creative ideas, their influence might not always extend beyond their immediate teams or roles. This could mean that while individuals are innovative, their ideas may not always be fully recognized or implemented at higher levels within their respective institutions. It also might reflect barriers to the diffusion of creative ideas across departments or a lack of mechanisms to effectively translate these ideas into organizational-wide changes.

The overall extent of 4.09 rate confirms that across these three categories, employees are highly creative and innovative in their work. This is consistent with the findings of De Vries, Bekkers, and Tummers (2016), who argued that when individual initiative is combined with a supportive organizational environment, public sector innovation thrives, even in bureaucratic settings. Creativity and innovation are present in a great extent across the institutions. This high mean score suggests that that a generally positive environment for innovation, though, as highlighted, there may still be room for improvement in terms of the broader organizational influence of individual creative efforts.

Table 9 indicate a significant relationship between supervisory behavior and employee creativity and innovation in government institutions in Koronadal City. With a computed Spearman rho correlation coefficient ( $r_s$ ) of 0.5436 and a p-value of 0.0000 (which is less than the 0.05 level of significance), the analysis reveals a moderate positive correlation between the two variables. This suggests that higher levels of supervisory behavior are associated with greater employee creativity and innovation.

#### A. Interpretation of Results

The mean score for supervisory behavior was 4.33, while the mean score for employee creativity and innovation was 4.09, both indicating high levels of these variables. The moderate positive correlation implies that while supervisory behavior does not account for all variation in employee innovation, it plays a significant role in influencing and enabling it.

These results align with the Social Exchange Theory (Blau, 1964), which suggests that high-quality social relationships are built on reciprocal exchanges of resources, tangible or intangible. In the workplace, when supervisors provide support, trust, encouragement, and autonomy, employees perceive these as valuable social resources. In return, employees feel a sense of obligation to reciprocate through enhanced commitment, engagement, and innovative behaviors. Thus, the observed

relationship between supervisory behavior and employee innovation can be understood as a form of social exchange where positive leadership actions encourage reciprocal innovative efforts from employees.

These findings are further supported by Mumford, Scott, Gaddis, and Strange (2002), who emphasized that leadership behaviors, particularly those that support autonomy, provide encouragement, and model innovative thinking, are crucial in fostering innovation among employees. Supervisors who create an open, participatory environment empower employees to take initiative and propose creative solutions.

Similarly, Amabile et al. (2004) highlight the role of supervisory encouragement as a key factor in workplace creativity. In line with Social Exchange Theory, this encouragement can be seen as an investment by supervisors into the well-being and development of their teams. Employees, perceiving this investment, are more likely to engage in creative thinking and innovation as a form of reciprocation.

The significance of this relationship also reinforces the Componential Theory of Creativity (Amabile, 1983), which suggests that the social environment, including supervisory behavior, has a critical influence on intrinsic motivation, which in turn fosters creativity. In government institutions, often characterized by rigid bureaucratic processes, such supportive supervisory behavior is essential to stimulate and sustain innovative thinking.

*Implications for Public Sector Management.* From a Social Exchange Theory perspective, these findings underscore the importance of cultivating supervisory relationships that are grounded in mutual respect, trust, and support. Capacity-building programs should not only equip supervisors with technical leadership skills but also foster relational competencies that contribute to high-quality exchange relationships. When employees perceive their supervisors as fair, supportive, and encouraging, they are more likely to respond with greater engagement, loyalty, and creativity enhancing public sector innovation outcomes.

Moreover, institutional policies should emphasize the need to embed a culture of reciprocal respect and mutual investment between supervisors and subordinates. Supervisors who are trained to act as innovation facilitators and mentors can serve as powerful catalysts for continuous improvement and creativity in public service delivery.

### B. Summary of Findings

The study aimed to determine the level of supervisory behavior, the extent of employee creativity and innovation, and the relationship between these variables in government institutions in Koronadal City. The key findings are summarized as follows:

- **Level of Supervisory Behavior.** Supervisory behavior in government institutions was perceived to be at a high level, with an overall mean score of 4.33. All four dimensions, Management Support ( $M = 4.19$ ), Innovation Management ( $M = 4.41$ ), Innovative Leadership ( $M = 4.31$ ), and Team Innovation ( $M = 4.31$ ) were also rated highly by employees.

- The highest score was in Innovation Management, indicating that supervisors actively manage and support innovation within their teams.
- Management Support scored slightly lower than other dimensions, suggesting room for further personalization or responsiveness to employee needs.
- These findings reflect leadership practices aligned with transformational leadership theory (Bass & Riggio, 2006), suggesting that supervisors are fostering an environment conducive to innovation, collaboration, and proactive problem-solving.
- **Extent of Employee Creativity and Innovation.** The overall extent of employee creativity and innovation was also found to be great, with a mean score of 4.09. The component scores include:
  - Organizational Support and Environment ( $M = 4.22$ ) – the highest, reflecting strong institutional support for creativity.
  - Personal Initiative and Capability ( $M = 4.11$ ) – indicating that employees are proactive and capable of innovative contributions.
  - Influence and Impact ( $M = 3.94$ ) – slightly lower, implying that while employees generate creative ideas, their impact may not always extend beyond their immediate context or teams. These results align with the literature (Amabile et al., 1996; Frese & Fay, 2001) which underscores the role of both individual initiative and a supportive organizational environment in fostering innovation, particularly within structured public institutions.
- **Relationship Between Supervisory Behavior and Employee Creativity and Innovation.** A moderate positive and statistically significant correlation was found between supervisory behavior and employee creativity and innovation ( $r_s = 0.5436$ ,  $p = 0.0000$ ), confirming that improved supervisory practices are associated with increased innovation among employees.
  - The findings support Social Exchange Theory (Blau, 1964), which emphasizes that when supervisors invest in their subordinates through support, trust, and encouragement, employees reciprocate by exhibiting greater creativity and engagement.
  - The results are also consistent with the Componential Theory of Creativity (Amabile, 1983), suggesting that a supportive social environment, including supervisory actions, enhances intrinsic motivation and fosters creative performance.

#### 4. Conclusion

*Level of Supervisory Behavior.* The study reveals that supervisory behavior in government institutions in Koronadal City is consistently perceived at a high level across all assessed dimensions—Management Support, Innovation Management, Innovative Leadership, and Team Innovation. With an overall mean score of 4.33, these findings underscore a strong organizational culture that values innovation, collaboration, and responsive leadership. The particularly high rating in Innovation Management (4.41) suggests that these institutions are forward-thinking and open to change, which is vital in today's dynamic public service landscape.

While the results are encouraging, the slightly lower score in Management Support (4.19) highlights an area where institutions can refine their strategies by providing more individualized attention and support to employees. The strong performance in Innovative Leadership and Team Innovation (both at 4.31) further reinforces the importance of empowering leaders and fostering collaborative environments.

Overall, these results provide a solid foundation for continuous improvement. By acting on the recommendations—enhancing personalized support, sustaining innovation, strengthening team collaboration, and investing in leadership development—government institutions in Koronadal City can further elevate their supervisory effectiveness and better serve their communities.

*Extent of Employee Creativity and Innovation.* The study results indicate that the government institutions in Koronadal City provide a conducive environment for creativity and innovation, with employees demonstrating a strong level of personal initiative, organization support, and the ability to influence their agencies. Moving forward, enhancing the organizational impact of creative ideas and continuing support a culture of innovation will be key to sustaining and improving these efforts.

Relationship between the level of supervisory behavior and the extent of employee creativity and innovation. The analysis reveals a significant and moderate positive correlation between supervisory behavior and employee creativity and innovation in government institutions in Koronadal City. Supervisory practices specifically Management Support, Innovation Management, Innovative Leadership, and Team Innovation likely play a crucial role in fostering an environment where employees feel more motivated to be creative and innovative.

##### A. Recommendations

Based on the results of the study, the following are the recommendations and valuable insights for the stakeholders of this study.

##### 1) Government Institutions

- *Regular Training for Supervisors.* Conduct workshops on innovative leadership, emotional intelligence and adaptive supervisory techniques.
- *Institutionalize Innovation Programs.* Implement programs structured to support innovation management, such as awards for innovation and suggestions systems.

- *Cross-Agency Collaboration.* Promote sharing of best practices and inter-agency collaboration to scale innovative practices from other departments/ agencies.

##### 2) Employees

- *Encourage Personal Initiative.* Continue to take initiative in recommending and implementing innovative solutions within their roles.
- *Upskill and Reskill.* Invest in professional development to build and enhance creativity and innovation-related abilities.
- *Leverage Support System.* Actively utilize existing organizational resources such as mentoring programs to bring ideas to realization.

##### 3) Citizens and Service Recipients

- *Participate in Feedback Mechanisms.* Participate in surveys and forums that help institutions identify service gaps and inspire innovation and creativity.
- *Promote Co-Creation.* Team up with government institutions in crafting or improving public services through participatory governance platforms

##### 4) Academic and Research Community

- *Offer Capacity-Building Support.* Collaborate with government for research-driven training programs on creativity and innovation
- *Conduct Further Studies.* Explore specific dimensions such as barriers to innovation and creativity diffusion or supervisory effectiveness by age group or tenure.
- *Publish Case Studies.* Document best practices and challenges from government institutions in Koronadal City for academic dissemination and policy learning.

##### 5) Policy Makers and Leaders

- *Establish Innovation Governance Policies.* Develop and institutionalize policies that recognize and reward innovation and creativity related activities in the public sector.
- *Integrate Innovation in Performance Metrics.* Incorporate creativity and employee-led innovation in the key performance indicators (KPIs) for government agencies.
- *Implement Leadership Development Programs.* Initiate supervisory initiatives from top level that emphasize transformational and innovation related leadership approaches.

##### 6) Managers and Top-Level Management

- *Empower Middle Managers.* Grant authority and equip them with decision-making tools to act on creative ideas from their division.
- *Enhance Communication Channels.* Cultivate an open and safe environment for bottom-up communication of new ideas.
- *Implement Recognition Systems.* Reward and recognize employees who contribute valuable innovations regardless of their position.

##### 7) The Researcher

- *Deepen the Analysis.* Investigate demographic influences (e.g. age, tenure, education) on supervisory



behavior and innovation and creativity.

- *Disseminate Results.* Share findings in conferences, local forums, and policy dialogues to maximize impact and influence practice.

#### 8) *Future Researchers*

- *Focus on Implementation Gaps.* Explore why employee innovations may not reach broader organizational impact and identify bottlenecks
- *Expand Scope.* Replicate the study in other localities or regions to validate and compare results.
- Future research should explore the development of targeted training interventions and leadership development programs designed to equip supervisors with the skills necessary to foster innovation. Such initiatives would be particularly valuable for

government institutions in Koronadal City, enabling supervisors to lead with creativity and drive organizational improvement.

Investing in supervisory development is not just an HR initiative, it's a strategic action to foster a culture of innovation. In the public sector, where creativity often faces bureaucratic challenges, empowering supervisors could unlock a more efficient, citizen-centered services.

These stakeholder-specific recommendations goal is to leverage insights from this study and to enhance innovation systems and supervisory practices in the public service sector.

### References

- [1] <https://prezi.com/p/7neg7ahbk11x/the-influence-of-supervisory-behavior-on-employee-innovation-creativity-in-government-institutions/>