JOURNAL OF SOCIAL RESEARCH DEVELOPMENT
www.jsrd.org.pk   editor@jsd.org.pk

THE ROLE OF INCLUSIVE LEADERSHIP IN PROMOTING INNOVATIVE BEHAVIORS: INCLUSIVE CULTURE AS MEDIATOR

Irfan Ullah Khan[1] & Wajeeh-Ud-Din Nouman[2]

[1]Assistant Professor, Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan
[2]Assistant Professor, Department of Islamic Studies and Arabic, Gomal University, Dera Ismail Khan

KEYWORDS	ABSTRACT
	This study examines the role of inclusive leadership in fostering innovative behaviors among the faculty members in higher education institutions, KP, Pakistan with mediating role of inclusive culture. For this drive, employing quantitative survey methodology, data were collected from 250 faculty members working in various higher institutions in KP by using validated scales. The research utilized statistical procedures to analyze relationships among these constructs. The results show a significant positive association amid inclusive leadership, innovative behavior and inclusive culture amid teachers. Besides, findings confirm that inclusive culture serves as a crucial mediator, enhancing positive impact of inclusive leadership on innovative behaviors. This research highlights crucial role of inclusive leadership in HEIs as a driver of innovation through the creation of inclusive culture. The findings suggest that institutions are required to prioritize development of inclusive culture and inclusive leadership practices to enhance innovative outcomes among the faculty, ultimately contributing toward competitive advantage & institutional development. The future studies are encouraged to extend this research by exploring the additional contextual factors and longitudinal effects.
ARTICLE HISTORY	
	2025 Journal of Social Research Development
Correspondence	**Irfan Ullah Khan**
Email:	irfanullah@gu.edu.pk
DOI	https://doi.org/10.53664/JSRD/06-01-2025-03-26-36

INTRODUCTION

In contemporary diverse and rapidly evolving working environments, inclusive leadership is crucial concept for employees' behavioral transformation and organizational sustainability and success. It involves leaders by fostering an environment wherein all individuals feel empowered, resilient, and valued to contribute through exceptional capabilities (Gong, Zhang & Liu, 2024). This leadership is crucial not only for employees' innovative behaviors, belongingness, and well-being but also for

organizational performance (Korkmaz, Marloes, Lena & Schalka, 2022). The leader refers diversity, inclusivity by actively seek to ensure that team members feel contented by bringing their identities and potential toward assigned tasks through shared and innovative environment (Wu & Li, 2023). The existing studies confirmed that innovative behavior is branded by problem-solving, creativity, adaptability, and willingness to accept innovative ideas for wellbeing (Liu, Fang, Hu, Chen, Li & Cai, 2024). Similarly, fostering the innovative culture requires extra capabilities from leadership and employees beneath to ensure the desired outcomes as per the organizational norms and values, to confirm the desired sustainability and success through amalgamation of leadership, innovation and inclusive culture.

In higher educational context, inclusive leaders inspire workforces to produce innovative ideas that are vital for ensuring innovation and creativity in institutional processes and procedures to ensure desired outcome (Fang, Dai & Zhang, 2021). The leader helps in providing culture where autonomy, support, and resources are provided to pursue innovative initiatives over empowerment, innovative thinking and creative problem-solving skills (Khan, Siddique & Khan, 2024). This empowerment inspires employees to take ownership of their work and contribute toward prolonged sustainability (Zhang & Zhou, 2014). The inclusive leaders promote culture of teamwork and ensure that voices are heard, building strong linkages to create environment where conflicts are managed effectively (Fang, Dai & Zhang, 2021). The leadership plays crucial role in nurturing the culture of emotional wellbeing, empowerment, valuing diversity, conducive to creativity and problem-solving (Aslan, Aksoy & Bilgen, 2024). In this regard, for institutions, looking to stay adaptive and competitive in rapidly altering and evolving environments, investing in inclusive leadership is strategic approach that drives innovation, ensure strategic and sustainable performance overwhelmed at institutional reputation and success.

The leaders who establish accessibility, openness and fairness inspire inclusive culture categorized by diversity, teamwork, acceptance, wellbeing, and inclusive culture, in turn, empowers teachers to engage in idea generation and application of creative solutions (Khan, Mughal & Khan, 2023). The inclusive leadership provides support that is necessary to pace outside their comfort zones and take planned risks (Guo, Jin & Yim, 2023). The leaders inspire teachers to view failures as prospects for change to inspire to persist resilient for pursuing innovative ideas, leads to more stable teachers and more sustained innovation (Khan, Farhat, Minas & Munir, 2020). Thus, by valuing diverse outlooks, the institutions may better position to comprehend and adapt to industry trends, stakeholders needs and technological developments as required for sustainable outcome and reputation (Khan, Yaseen & Muzaffar, 2020). The studies confirmed that there is need for strategic approaches that includes educating leaders upon the unconscious biases, actual communication strategies, and creating the inclusive culture for attaining desired outcomes (Atta & Zaman, 2024). Thus, inclusive leaders can act as mentors to ensure that the employees have equal access to the same opportunities for career development and success.

Objectives & Hypotheses
1. There is positive and significant association amid inclusive leadership, innovative behaviors, inclusive culture in higher educational context (H1).

2. There is significant mediating role of inclusive culture in linking the inclusive leadership, and innovative behaviors higher educational context (H2).

LITERATURE REVIEW

The leadership is being recognized as a key driver of success, mainly in contexts that demand higher innovation and creativity. In higher education, wherein diverse stakeholders like students, faculties, and researchers collaborate on teaching, and research, inclusive leadership is decisive for nurturing innovative behaviors, may contribute to educational outcomes (Khan, Idris & Mehmud, 2021). To exploit innovation, leaders ensure that decision-making processes need input from teams including soliciting feedback and considering diverse viewpoints in strategic planning (Khan, Saqib, Rehan & Hamid, 2020). The intangible nature of innovation and inclusivity make it hard to track progress and measure outcomes as leader requires training, time and resources to complete different tasks (Khan, Idris & Noreen, 2021). Still, if leaders are not provided suitable support for developmental opportunities, it can be hard to lead inclusively. Thus, leadership as dynamic approach that focuses upon building inclusive behaviors, norms and attitudes in the informal and formal settings (Aslan, Aksoy & Bilgen, 2024). In this drive, leadership practices that inspire diversity by ensuring that all workforces in institution feel empowered, heard, honored and valued that motivate them to attain desired leading outcomes.

The leadership ensures that diverse teams can develop ideas with ultimate solutions, contributing to innovation and problem-solving abilities to cater to the situations as per desired norms and values (Khan, Aslam & Riaz, 2012). The leadership does not only revel diversity but mixes it into teaching, research and decision-making processes, in the way that enhances innovation and shared decision-making for problem-solving (Choi, Tran & Kang, 2017). The leadership inclusivity impacts directly how teachers engage in creative tasks that ultimately driving innovations in the learning, teaching, and research to contribute from different dimensions (Hirak, Peng, Carmeli & Schaubroeck, 2012). In institutional practices, inclusive leadership alone is not responsible for inclusivity and innovative behaviors but inclusive culture is also alike responsible to support inclusivity through allied norms and values in institutional hierarchy (Mansoor, Farrukh, Wu & Wahab, 2021). Therefore, in higher educational settings, these behaviors can lead towards curriculum design, research practices and innovative approaches to teaching (Khan, Siddique & Khan, 2024). In this drive, the responsibility again falls upon the shoulders of inclusive leadership to ensure innovation over adaptive culture towards desired outcomes.

The academic institutions gradually face challenges ranging from technological distraction to need for innovative pedagogical models where inclusive leadership can play dominant role in promoting the culture of innovation and creativity (Khan, Saqib & Rooh, 2020). The inclusive culture includes shared norms, and behaviors that promotes mutual respect, equality, and teamwork, are considered as vital components for innovative outcome (Khan, Shoukat & Waheed, 2019). The inclusive culture in the education promotes unbiased sharing, values diversities, and integrates diverse outlooks into academic practices (Khan, Mughal & Khan, 2023). This culture then influences how leadership is experienced by diverse workforces, in turn, ensures their participation in innovative activities and

attaining assigned tasks (Chen, Luo, Zhu, Huang & Liu, 2020). Similarly, when inclusive leadership is convoyed by inclusive organizational culture, individuals are likely to feel driven to contribute innovative ideas and collaborate on the creative developments as required for desired reputation (Aslan, Aksoy & Bilgen, 2024). The literature revealed that inclusive cultures, branded by support, respect, and unbiased prospects, enhance significantly the employees' abilities to ensure innovative behaviors for success.

The literature revealed that teachers in inclusive culture reported higher creativity and problem-solving behaviors as inclusive culture in university played the key role in fostering a climate where students felt comfortable in taking risks in their learning (Khan, Farhat, Minas & Munir, 2020). A culture that supports inclusion and diversity inspires teachers to express ideas without restrictions and fear of judgment as inclusive culture that promotes teamwork across various disciplines leads towards innovative outcomes (Majumdar & Ray, 2018). The inclusive leaders valuing diversity that is vital for creating situation where innovative ideas may be explored and executed that indorses exchange of ideas and viewpoints, leading towards more innovative and creative outcomes (Wang, Fang, Qureshi & Janssen, 2015). This phenomenon is crucial in academic settings, wherein research ideas are challenging in existing paradigm that help to reduce the fear of failure and apprehension through creative ideas with the ultimate solutions (Aslan, Aksoy & Bilgen, 2024). The leadership empowers teachers to take ownership of work and contribute to decision-making in the institutions when supported by strong and inclusive culture that ultimately fosters sense of empowerment and innovative behaviors.

Figure 1 Theoretical Framework
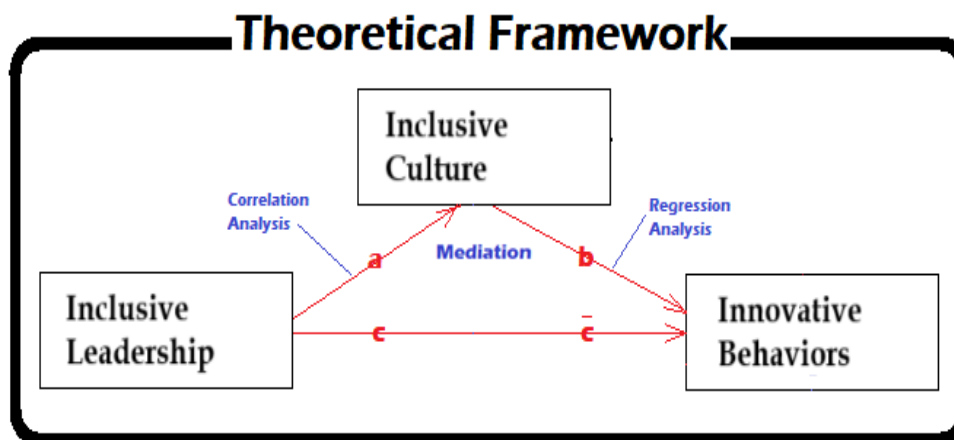
In higher education, the collaboration between faculties, students and supporting workforces from different disciplines can result in innovative teaching practices, research approaches, and ultimate solutions to educational challenges (Diane & Oliver, 2004). The teachers who may resist changes in traditional practices, may not fully understand the standing of inclusivity in nurturing innovation and overcoming this resistance needs significant effort from leadership to share value of inclusion and diversity (Mitchell, Boyle, Parker, Chiang & Joyce, 2015). Similarly, inclusive culture ensures

that institutional resources are equitably distributed among the employees that inspires academic community to pursue innovative projects, irrespective of their status and background in institutions (Khan, Farhat, Minas & Munir, 2020). The literature shows that institution that strive for inclusivity, implicit partialities may still shape the exchanges and decisions that can undermine the leadership effectiveness and hinders the development of an inclusive culture (Atta & Zaman, 2024). In many academic institutions, hierarchical structures and rooted power dynamics can hinder participation of all groups in decision-making that can limit capability of inclusive leadership to shape inclusive culture effectively.

RESEARCH METHODOLOGY

The present study examines the of inclusive leadership in promoting innovative behaviors, inclusive culture as mediator by utilizing the quantitative research design as this design helps in determining structured approach for collecting, interpreting and analyzing systematically the numerical data to comprehend phenomena, test hypotheses, and establish statistical relationships (Saunders, Lewis & Thornhill, 2012). For this purpose, the survey approach was used to access target population through sample as survey helps in determining the structured instruments like questionnaires, to describe attitudes, features, behaviors, and opinions (Sekaran & Bougie, 2013). The population comprises the teachers (1488) from southern region KP, while sample (315), was selected through sampling formula (Yamani, 1967), by using the convenient sampling it is a non-probability sampling method where respondents are selected based on the proximity, availability and accessibility to researcher. Both, the secondary and primary data were collected and analyzed through different procedures as per the nature and requirements of the research study. The questionnaire scales were adapted from the previous research studies wherein data was collected through Google Form from the respondents of current research study. The research ensures all the ethical considerations for conducting the study in systematic manners.

RESULTS OF STUDY

The results of study provide the key findings derived from analyzing the data through the statistical procedures to extract desired information about relationships among research variables (inclusive leadership, innovative behaviors, & inclusive culture) through different hypotheses to examine the association and mediation, thus reaching the conclusion, making the decisions and contributing the existing knowledge.

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Inclusive Leadership	315	1.20	4.80	3.0516	.85605
Inclusive Culture	315	1.70	4.70	3.2070	.76422
Innovative Behaviours	315	1.20	4.70	3.2940	.64120
Valid N (listwise)	315				

The descriptive statistics provide important information for measuring the research variables about the sample (315), minimum response rates (inclusive leadership = 1.20, inclusive culture = 1.70 and innovative behaviors = 1.20), maximum response rates (inclusive leadership = 4.80, inclusive culture

= 4.70 & innovative behaviors = 4.70), mean (inclusive leadership = 3.0516, and inclusive culture = 3.2070 and innovative behaviors = 3.2940), and standard deviation (inclusive leadership = .85605, inclusive culture = .76422 and innovative behaviors = .64120), thereby providing description about research variables.

Table 2 Correlation Analysis

		[1]	[2]	[3]
Inclusive Leadership [1]	Pearson Correlation	1	.367[**]	.442[**]
	Sig. (2-tailed)		.000	.000
	N	315	315	315
Inclusive Culture [2]	Pearson Correlation	.367[**]	1	.348[**]
	Sig. (2-tailed)	.000		.000
	N	315	315	315
Innovative Behaviours [3]	Pearson Correlation	.442[**]	.348[**]	1
	Sig. (2-tailed)	.000	.000	
	N	315	315	315
[**]. Correlation is significant at the 0.01 level (2-tailed).				

The correlation procedure was utilized to examine association amid inclusive leadership, innovative behaviors and inclusive culture with respect to the strength and direction in association among the predictor, mediator and criterion variables of study. The results revealed that all variables of study are positively and significantly associated likewise predictor (inclusive leadership), and mediator (inclusive culture) are associated with criterion variable (innovative behavior), as results confirmed association between inclusive leadership and innovative behavior (R = .442 & P = .000), inclusive culture and innovative behavior (R = .348 & P = .000), inclusive leadership and inclusive culture (R = .367 & P = .000), and consequently from theses results of correlation procedure, the hypothesis is accepted and substantiated.

Mediation First Step (a)

Table 3 Model Summary

R	R Square	MSE	F	df1	df2	p
.3667	.1345	.5071	40.0764	1.0000	313.0000	.0000

Table 4 Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	2.2079	.1581	13.9684	.0000	1.8969	2.5189
Inclusive Leadership	.3274	.0517	6.3306	.0000	.2256	.4292

Predicting Variable: Inclusive Leadership, Criterion Variable: Inclusive Culture

Mediation Second & Third Steps (b & ć)

Table 5 Model Summary

R	R Square	MSE	F	df1	df2	p
.4848	.2350	.3165	32.0048	2.0000	312.0000	.0000

Table 6 Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.8867	.1897	9.9465	.0000	1.5135	2.2599
Inclusive Culture	.1802	.0509	3.5394	.0005	.0800	.2803
Inclusive Leadership	.2719	.0482	5.6349	.0000	.1769	.3668

Predicting Variable: Inclusive Leadership, Inclusive Culture
Criterion Variable: Innovative Behaviors

Mediation Fourth Step (c)

Table 7 Model Summary

R	R Square	MSE	F	df1	df2	p
.4417	.1951	.3320	50.3104	1.0000	313.0000	.0000

Table 8 Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	2.2844	.1547	14.7704	.0000	1.9801	2.5887
Inclusive Leadership	.3308	.0466	7.0930	.0000	.2391	.4226

Predicting Variable: Inclusive Leadership
Criterion Variable: Innovative Behaviors

The mediation procedure provides information through four different paths determining the direct and indirect relationships among the predictor, mediator and criterion variables of current research study. It was hypothesized that inclusive culture significantly mediated the relationship between inclusive leadership and innovative behaviors. The first path revealed 13.45% variance in inclusive culture, due to inclusive leadership with the significant impact (β = .3274 & P-value = .0000). The second and third mediation paths revealed 23.50% variance in innovative behaviors is due to the inclusive leadership (β = .2719 & P-Value = .0000), and inclusive culture (β = .1802 & P-Value = .0005). The fourth path showed 19.51% change in innovative behaviors is due to inclusive leadership (β = .3308 & P-Value = .0000). The results confirmed the partial mediating role of inclusive culture due to decrease in coefficient value from (.3308) in direct relationship to (.2719) in indirect linkages after inclusion of inclusive culture as mediator, and thus, from mediation outcomes, the hypothesis is partially accepted.

DISCUSSION

The inclusive leadership is a trait that engage intentionally diverse groups, value their differences, dynamically pursue their perceptions, and influence the uniqueness in decision-making processes (Randel, Galvin, Shore, Dean & Kedharnath, 2018). The innovative behavior involves producing innovative ideas, approaches processes and realizing these ideas within institutions (Harari, Reaves & Viswesvaran, 2016). The findings revealed that leadership can stimulate innovative behaviors among employees by creating environment that foster openness, value uniqueness, and inspire risk-taking behaviors (Ali, Ullah & Javed, 2017). The inclusive culture emerges as a decisive mechanism linking inclusive leadership to innovative behaviors. These behaviors inspire employees' confidence to share ideas without fear exclusion (Khan et al., 2021). Leader empowers employees by involving

them in the decision-making, that increases ownership, intrinsic motivation, and creativity that are considered as leading determinants of innovation (Wu & Li, 2023). Thus, role of inclusive culture is critical in explaining inclusive leadership behaviors into innovative outcomes as it reflects shared values, uniqueness and participation from all individuals that are crucial for ensuring sustainability and desired success.

The inclusive leadership promotes the culture that cultivates sense of belonging among employees, in turn experiencing openness in working environment, ensure innovative behaviors and exchange confidently innovative ideas (Liu, Fang, Hu, Chen, Li & Cai, 2024). Equally, inclusive cultures, that are built on mutual respect, teamwork and trust where employees trust their peers and leadership, facilitating the collective development and implementation of innovative solutions (Khan, Idris & Mehmud, 2021). Thus, inclusive cultures are adaptive, reducing employees' resistance to change, making institutional adaptation quicker and smoother and establish practices that inspire equity, and inclusion in institutional hierarchies (Atta & Zaman, 2024). Th leaders are required to validate supportive behaviors, recognize the contributions, and manage actively inclusive climate to enable innovation (Khan, Siddique & Khan, 2024). In this linking, overcoming resistance and entrenched biases among employees and leaders requires enduring efforts as well as systematic interventions to overcome situations as per desired standards (Atta & Zaman, 2024). Thus, institutions aiming for innovation may prioritize inclusive leadership development and culture building as foundational strategies for success.

CONCLUSION

This research explored the influential role of inclusive leadership in fostering innovative behaviors among employees, with inclusive culture as a pivotal mediating mechanism. The findings revealed that inclusive leadership significantly inspires innovative thinking by creating situations, enabling diverse perspectives for innovation. Moreover, the presence of an inclusive culture was confirmed as vital for decoding inclusive leadership practices into tangible innovative outcomes. The mediation analysis underlined that inclusive culture not only reinforces leadership effectiveness but is critical path through which leadership inclusiveness shapes innovative behaviors. Thus, refining inclusivity at leaders' traits and cultural values is essential for institutions aiming to drive incessant innovation and viable sustained advantages. The results of study confirmed the exitance of association among research variables and existence of partial mediating role of inclusive culture in linking inclusive leadership and innovative behaviors in higher educational context. Thus, some recommendations have been emerged from the findings of study aimed at revisiting the policies and trends regarding the inclusive leadership, inclusive culture and innovative behaviors in a tailor-made format for the sustainable developments.

Recommendations

1. The higher institutions should implement leadership structured training programs accenting inclusive practices that can empower academic leaders to effectively foster innovation amid faculty, workforces and students.

2. The institutions should adopt explicit policies aimed at cultivating an inclusive culture across campuses, designed to enhance respect among all the stakeholders, thus enabling innovative behaviors to thrive for the success.

3. The leaders in higher institutions should inspire active participation of diverse stakeholders continuously nurture experimentation, creativity, and innovative thinking in the educational practices for desired developments.

REFERENCES

Ali, J., Ullah, S., & Javed, B. (2017). Effect of leadership styles on employees' innovative behavior: The mediating role of employees' creativity. *European Journal of Business and Management*, 9 (28), 27-37.

Aslan, H., Aksoy, A., & Bilgen, Y. (2024). The Inclusive leadership and innovative work behavior: Exploring impact of employee voice as mediating factor. *Environment & Social Psychology*, 9 (8), 1-16.

Atta, D., & Zaman, N. (2024). The Role of Leadership in Diversity, Equity, and Inclusion in the workplace and its impact on organizational culture: The Empirical Evidence from Pakistan. *Remittances Review*, 9 (3), 1169-1185.

Chen, L., Luo, F., Zhu, X., Huang, X., & Liu, Y. (2020). Inclusive leadership promotes challenge-oriented organizational citizenship behavior through the work engagement & moderation of organizational innovative atmosphere. *Frontiers in Psychology*, 11:560594.

Choi, S. B., Tran, T. B. H., & Kang, S. W. (2017). Inclusive leadership and employee well-being: The mediating role of person-job fit. *Journal of Happiness Studies*, 18 (6), 1877–1901.

Diane, E., & Oliver, D. (2004). Higher education challenges in developing countries. *International Journal of Educational Policy. Research and practice*, 5 (2), 3-18.

Fang, Y., Dai, X., & Zhang, X. (2021). An empirical study of the relationship between inclusive leadership & business model innovation. *Leadership & Organization Development Journal*, 42(3), 480–494.

Gong, L., Zhang, S., & Liu, Z. (2024). The impact of inclusive leadership on task performance: a moderated mediation model of resilience capacity and work meaningfulness. *Baltic Journal of Management*, 19 (1), 36-51.

Guo, Y., Jin, J., & Yim, S. (2023). Impact of Inclusive Leadership on Innovative Work Behavior: The Mediating Role of Job Crafting. *Administrative Sciences*, 13 (4), 2-17.

Harari, B., Reaves, A. C., & Viswesvaran, C. (2016). Creative and innovative performance: A meta-analysis of relationships with task, citizenship, counterproductive performance dimensions. *European Journal of Work and Organizational Psychology*, 25, 495–511.

Hirak, R., Peng, A. C., Carmeli, A., & Schaubroeck, J. M. (2012). Linking leader inclusiveness to work unit performance: The importance of psychological safety and learning from failures. *The Leadership Quarterly*, 23(1), 107–117.

Javed, B., Khan, A. K., & Quratulain, S. (2018). Inclusive leadership and innovative work behavior: Examination of LMX perspective in small capitalized textile firms. *The Journal of Psychology*, 152(8), 594–612.

Khan, I. U., & Saqib, K., Rehan, H., & Hamid, K. (2020). The Impact of Intellectual Stimulation on Employees Innovative Behavior: The Mediating Role of Contingent Rewards. *International Transaction Journal of Engineering, Management, & Applied Sciences and Technologies*. 11 (12), 1-13.

Khan, I. U., Farhat, U. K., Minas, R., & Munir, N. (2020). Predicting Teachers' Performance by Assessing Organizational Justice and Culture: Evidence from Higher Education Institutions. *Elementary Education Online*, 19 (4), 3905-3912.

Khan, I. U., Idris, M., & Mehmud, T. (2021). Enhancing Organizational Productivity: Dependence of Transformational Leadership on Organizational Culture and Organizational Justice. *The International Journal of Innovation, Creativity and Change*, 15 (5). 57-70.

Khan, I. U., Idris, M., & Noreen, S. (2021). The Influence of Emotional Intelligence on Emotional Dissonance and Innovative Work Behavior. *Humanities & Social Sciences Reviews*, 9 (3), 451-458.

Khan, I. U., Mughal, Y. H., & Khan, F. U. (2023). Organizational Culture Matters! Relationship Between Leadership Styles and Teachers' Performance in Higher Education. *Journal of Social Sciences Development*, 02, 02, 252-265.

Khan, I. U., Saqib, K., & Rooh, U. A. (2020). An Investigation on the Influence of Organizational Culture and Justice towards Employees' Performance. *Research Journal of Social Sciences & Economics Review*, 1(2), 37-45.

Khan, I. U., Shoukat, L., Waheed, M. (2019). Exploring the Impact of Organizational Culture Attributes in Determining Employees' Performance in Educational Context. *Global Regional Review*, IV (1), 441 – 450.

Khan, I. U., Siddique. M., & Khan, A. A. (2024). The Ethical Leadership & Sustainable Performance: Role of Organizational Culture. *Journal of Social Sciences Development*, 03 (02), 117-127.

Khan, I. U., Yaseen, Z., & Muzaffar, M. (2020). Exploring the Dominance of Denison Attributes in Determining Organizational Culture. *Hamdard Islamicus*, 43 (2), 626-637.

Khan, M. J., Aslam, N., & Riaz, M. (2012). Leadership Styles as Predictors of Innovative Work Behavior. *Pakistan Journal of Social and Clinical Psychology*, 9 (2), 17–22.

Korkmaz, A., Marloes, E., Lena, K., & Schalka, K. (2022). About and beyond leading uniqueness and belongingness: A systematic review of the inclusive leadership research. *Human Resource Management Review*, 32 (2), 100894.

Liu, Y., Fang, Y., Hu, L., Chen, N., Li, X., & Cai, X. (2024). Inclusive leadership and employee workplace well-being: The role of vigor and supervisor developmental feedback. *BMC Psychology*, 12:540.

Majumdar, B., & Ray, A. (2018). Transformational Leadership and Innovative Work Behavior. *Journal of the Indian Academy of Applied Psychology*, 37 (1), 140–148.

Mansoor, A., Farrukh, M., Wu, Y., & Abdul Wahab, S. (2021). Does inclusive leadership incite innovative work behavior? *Human Systems Management*, 40(1), 93–102.

Mitchell, R., Boyle, B., Parker, V., Chiang, V., & Joyce, P. (2015). Managing inclusiveness and diversity in teams: How leader inclusiveness affects performance through status and team identity. *Human Resource Management*, 54(2), 217–239.

Randel, A. E., Galvin, B. M., Shore, L. M., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), 190–203.

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students*, (7th ed). England: Pearson.

Sekaran, U., & Bougie, R. (2013). *Research methods for business: A skill building approach* (5th ed.) London: John Wily.

Wang, F., Fang, Y., Qureshi, I., & Janssen O. (2015). Understanding employee innovative behavior: Integrating social network leader-member exchange perspectives. *Journal of Organizational Behavior*, 36 (3), 403–420.

Wu, G. F., & Li, M. (2023). Impact of inclusive leadership on employees' innovative behavior: A relational silence approach. *Frontiers in Psychology,* 14:1144791.

Yamani, T. T. (1967). *The Statistics: An Introductory Analysis*, 2nd Edition, The New York: Harper and Row.

Zhang, X., & Zhou, J. (2014). Empowering leadership, uncertainty avoidance, trust, and employee creativity: The Interaction effects and mediating mechanism. *Organizational Behavior and Human Decision Processes*, 124, 150–164.