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The Relationship Between Inclusive Leadership and Innovative Work Behavior: The Mediating Role of Inclusive Climate and Emotional Commitment

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Abstract

This study explores how inclusive leadership shapes innovative work behavior, focusing on the intermediary effects of emotional commitment and an inclusive climate in Turkish public schools. Drawing on data from 364 teachers in Kocaeli, the research utilized a range of scales to assess aspects like inclusive leadership, emotional commitment, inclusive climate, and innovative work behavior. The analysis was conducted using descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM). Results show a positive impact of inclusive leadership on innovative work behavior. However, the impact is mediated through the presence of an inclusive climate and high levels of emotional commitment. The findings suggest that while inclusive leadership is necessary for fostering innovation, it is the combination of an emotionally supportive and inclusively diverse environment that truly enhances innovative behaviors among teachers. This comprehensive approach not only supports the innovative capacity of individuals but also

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contributes to a more dynamic and creative educational atmosphere. This study highlights the importance of adopting a holistic leadership strategy in educational institutions. It underscores the need for school administrators to not only practice inclusive leadership but also actively cultivate an environment that values diversity and fosters emotional commitment. By doing so, schools can become fertile grounds for innovation, benefiting educators and students alike. The research provides valuable insights into the mechanisms through which leadership can influence organizational behavior and offers a framework for fostering innovation in educational settings.

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Introduction

In the modern organizational landscape, entities are frequently navigating through swift technological advancements, the fleeting lifespan of products, and the extensive impact of globalization (Gumusluoglu & Ilsev, 2009). In such a competitive scene, being innovative is key for any organization looking to grow, perform better, and stand out from the rest (Perry-Smith & Shalley, 2003). Essentially, innovation happens when employees get creative, support new ideas, and bring them to life, all of which are crucial parts of what's called innovative work behavior (IWB) (Janssen, 2000). This kind of behavior is especially valuable in today's ever-changing work environments, helping organizations tackle new challenges (Scott & Bruce, 1998). As

employees are central to driving innovation in any organization, understanding what inspires them to think creatively and outside the norm is crucial for these organizations. As workplaces become more diverse, creating an inclusive environment is becoming a key strategy to encourage everyone to chip in with their innovative ideas and help the organization stay ahead (Brimhall & Mor Barak, 2018). In a workplace, being inclusive means that everyone feels valued and like they truly belong, balancing their need to fit in with their desire to stand out as unique individuals (Shore et al., 2011). The essence lies in leaders ensuring that every member feels integrated into the team. Leaders play a pivotal role in facilitating this inclusion. Nembhard and Edmondson (2006) define inclusive leadership (IL) as the actions and words of leaders that encourage employees to feel welcomed and appreciated for their unique contributions. Basically, inclusive leaders are there to provide the right kind of encouragement, business insight, and social support to spur everyone's creative and innovative side (Mumford et al., 2002).

Leaders are key in setting the right atmosphere at work. They directly shape the team vibes and decide on policies, while also setting the standard for what's considered good behavior and teamwork (Nembhard & Edmondson, 2006; Randel et al., 2016). When leaders focus on creating and maintaining a work environment that values diversity, everyone benefits. Employees feel more positive, work better together, and the overall performance goes up. This creates a friendly and inclusive atmosphere where everyone feels their differences are not just tolerated, but actually celebrated (Alay & Can, 2019). Ultimately, this leads to what's known as an inclusive climate (IC), a shared feeling among employees about the company's approach, rules, and practices that actively work against discrimination and support

diversity (Pugh et al., 2008). Inclusive leaders play a critical role in nurturing an IC, as they consistently promote teamwork, coordination, and equality, creating a setting where diversity is not just acknowledged but also effectively utilized (Najmaei & Sadeghinejad, 2019). Furthermore, these leaders demonstrate a commitment to diversity through both their actions and communication, effectively welcoming and valuing different perspectives and contributions (Nembhard & Edmondson, 2006). This leadership style not only acknowledges but also nurtures the varied strengths within the organization, enhancing employee engagement. When employees perceive their leaders as supportive and appreciative, it heightens their commitment to the organization (Giray & Şahin, 2014).

Exploring the relationship between IL and IWB with the mediating roles of EC and IC in the Turkish context addresses several critical gaps in the existing literature and offers valuable insights for educational leadership. First, IL has been demonstrated to foster an organizational environment that supports innovation and creativity, which is particularly vital for educational institutions aiming for continuous improvement (Javed et al., 2019). The inclusion of EC and IC as mediators is crucial because these factors provide a deeper understanding of the mechanisms through which IL influences IWB. EC is a powerful predictor of various positive organizational outcomes, including job satisfaction, lower turnover intentions, and increased willingness to engage in innovative activities (Hakimian et al., 2016; Çetin, 2021). By integrating EC into the model, this study can elucidate how fostering strong emotional bonds between teachers and their schools can enhance their commitment to innovation. Similarly, an IC fosters a sense of belonging and value among employees, which enhances their engagement and willingness to contribute innovative

ideas (Ashikali et al., 2020). Understanding the role of IC can help develop strategies to create supportive and inclusive environments that are conducive to innovation. Investigating the roles of EC and IC in the Turkish educational context adds significant value to the literature by providing empirical evidence on how these mediators enhance the effectiveness of IL in promoting IWB.

In Turkish literature, there are some studies relating IL with IWB (Aslan, 2019a; Aslan, 2019b; Erkal, 2023; Mavi, 2022). However, these studies mainly focus on business and management sectors and there is a gap in the literature for the studies that examine these variables in educational context. An examination of existing literature reveals that most studies primarily focus on a single intermediary variable to elucidate the link between IL and IWB (Aslan, 2019a; Bannay et al., 2020; Fang et al., 2019; Javed et al., 2019; Qi et al., 2019; Shakil et al., 2021). This research aims to expand on current knowledge by introducing a model that integrates multiple mediating factors. It specifically investigates the roles of both the climate of inclusion and emotional commitment (EC) in the IL-IWB relationship. The proposed model is illustrated in Figure 1. While global research on IL is relatively recent, Turkish studies primarily focus on adapting scales related to IL, and the body of work specifically examining the nuances of IL remains limited (Okçu & Deviren, 2020; Sürücü & Maslakçı, 2021; Gül & Çakıcı, 2021; Şentürk, 2019; Baş, 2022; Müceldili et al., 2018; Yıldırım, 2021). This study aims to fill the gap in the literature by providing a comprehensive model that explains the interplay between leadership, emotional commitment, and inclusive climate in fostering innovation. By doing so, it offers a nuanced perspective on how educational institutions in Turkey can leverage these factors to create more dynamic and effective learning environments (Nguyen et al., 2019; Ma

Prieto & Pilar Pérez-Santana, 2014). This research not only contributes to the theoretical understanding of these relationships but also offers practical implications for educational leaders seeking to enhance innovation through inclusive practices.

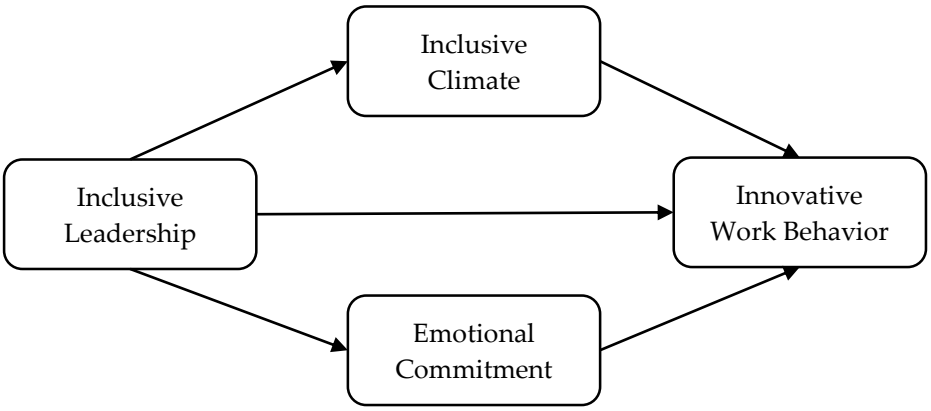

Figure 1. Research Model

Theoretical Background and Hypotheses Formulation

IL is deeply rooted in Social Identity Theory (SIT) (Patterson & Byrd, 2022). SIT is developed by Tajfel and Turner, which explains how individuals identify themselves not just as isolated entities but as members of social groups (Tajfel & Turner, 1979). SIT outlines that social categorization leads individuals to see others as "us" or "them," influencing their behavior within organizational settings (Turner & Oakes, 1986). Inclusive leaders mitigate the negative effects of this categorization by fostering an environment where all employees feel valued, enhancing social identification and creating a positive organizational climate (Randel et al., 2016). This positive climate is essential as it makes employees feel psychologically safe to express

their ideas and engage in innovative behaviors (Nishii & Mayer, 2009). Furthermore, SIT highlights that inclusive leadership strengthens employees' identification with their organization by ensuring they feel seen, heard, and valued (Ashikali et al., 2020). This enhanced identification boosts morale and encourages active participation in innovative processes. Inclusive leadership also reduces intergroup biases by emphasizing common goals and fostering a culture of equality and respect (Randel et al., 2016). By promoting shared values and reducing biases, inclusive leaders create a cohesive and collaborative work environment that motivates employees to innovate (Ashikali et al., 2020). Thus, SIT provides a valuable framework for understanding how inclusive leadership drives innovative work behavior by enhancing employees' sense of belonging and identification with their organization.

Innovative Work Behavior

Innovation is the process of introducing something novel or unique, closely associated with change and manifested through new products, services, ideas, procedures, or processes (Spreitzer, 1995). Janssen (2000) specifically describes IWB as the deliberate creation and implementation of new ideas within an individual's role, a team, or the organization itself, aiming to benefit these groups. Moreover, innovative behavior is characterized by the development and implementation of new and beneficial ideas, processes, products, or methods (Farr & Ford, 1990). As such, it is an inclusive concept that captures the diverse ways in which employees can contribute to innovation (De Jong & Den Hartog, 2007). This concept extends beyond simply generating ideas; it includes the essential actions to bring these ideas to fruition and enhance individual or organizational performance (De Jong & Den Hartog, 2008). Past studies have

identified connections between IWB and several factors, including trust (Sezgin et al., 2015), knowledge sharing (Işık & Aydın, 2016), empowering leadership (Erdem, 2021), authentic leadership (Mahmod, 2022), employee empowerment (Özcan, 2020), and transformational and sustainable leadership (Pieterse et al., 2010).

IWB is very important for the success and competitiveness of schools. It is positively influenced by IL, which makes employees feel empowered to create and use new ideas (Afsar & Umrani, 2020). Also, having a safe and supportive work environment helps employees to be more innovative (Javed et al., 2019). This study looks at how IL and an IC together improve IWB.

Inclusive Leadership

Carmeli et al. (2010) characterize IL using three key elements: openness, approachability, and leaders' accessibility in their interactions with team members. Leaders who embody these qualities cultivate an atmosphere where employees are motivated to share their thoughts and views, thereby promoting a culture of appreciation and trust within the team (Muchtar et al., 2021). IL is characterized by acknowledging and respecting team members, being responsive, and taking responsibility that supports and validates employees' efforts (Hollander, 2012). This involves integrating team members into the decision-making process and being consistently supportive. As a result, employees get the opportunity to become more engaged and enhance their creative capabilities (Carmeli et al., 2010). Furthermore, this leadership style is particularly attentive to individuals who may feel excluded, ensuring their needs, ambitions, and potential are addressed and encouraging their full participation in the workplace (Bortini et al., 2018).

Randel et al. (2018) offer a detailed view of IL, defining it as a complex construct that includes a variety of positive behaviors. These behaviors play a crucial role in creating an environment where team members experience both a sense of belonging and recognition of their unique contributions. A key aspect of IL involves leaders attending to the emotional needs of their team, showing genuine care for their well-being and satisfaction. Such empathetic leadership helps team members feel respected and integral to the group (Randel et al., 2018). This approach is essential in fostering a deep sense of belonging within the team (Rhoades et al., 2001).

Another critical dimension of IL is the promotion of justice and equity within the team. Leaders who exhibit behaviors that signal impartial treatment, devoid of personal biases, instill a perception of fairness among group members (Arnold et al., 2000). This equitable approach contributes significantly to reinforcing the team's collective sense of belonging. Furthermore, inclusive leaders are characterized by their commitment to collaborative decision-making, ensuring that every team member has the chance to contribute their viewpoints (Arnold et al., 2000). They empower team members to participate in constructive discussions, thereby enhancing the decision-making process (Nishii, 2013). Through the facilitation of open dialogues, inclusive leaders enable team members to explore various viewpoints, ultimately strengthening the team's bond and sense of belonging (Randel et al., 2018).

Moreover, IL not only fosters belongingness but also encourages team members to perceive their uniqueness positively. This is achieved by promoting diverse contributions within the group. Inclusive leaders proactively listen to novel ideas and recognize the distinctive attributes that each group member brings to the team (Carmeli et al.,

2010). By valuing individual distinctiveness and proactively soliciting a range of inputs (Randel et al., 2018), leaders are able to amplify the sense of uniqueness among team members.

Lastly, inclusive leaders facilitate group members' full contributions by valuing their distinctiveness. They offer constructive feedback on ideas and provide support to those employing unconventional methods to accomplish tasks (Randel et al., 2018). Inclusive leaders also offer the necessary support and motivation for team members to keep generating new ideas, thus nurturing a feeling of individual uniqueness within the group.

IL means leaders are open, accessible, and value different ideas, which helps teams perform better and be more innovative. This type of leadership increases employee engagement and creativity (Javed et al., 2019). IL directly impacts IWB by making employees feel valued and supported (Rahmi & Desiana, 2023). This study aims to understand how IL influences the work environment and innovation. In reviewing literature related to IL, it's often linked with increased commitment to work, IWB, strategic flexibility, diversity climate, organizational citizenship behavior, and team innovation (Aslan, 2019a; Choi et al. 2015; Obaid & Al-Abachee, 2020; Randel et al., 2016; Ye et al., 2019). These connections show that IL not only enhances individual employee outcomes but also fosters a more adaptable and innovative organizational environment. This study aims to build on these findings by specifically exploring how IL influences the creation of an IC and the impact on IWB and OC.

Emotional Attachment

The understanding of organizational commitment (OC) has evolved significantly over time. Initially perceived as being primarily driven by

material rewards, it is now recognized that relational and normative factors play a crucial role in shaping an employee's dedication and willingness to remain with an organization (Meyer et al., 1993). Meyer and Allen (1997) describe OC as a psychological state that defines an employee's relationship with their organization, impacting their intention to stay. This commitment involves aligning with the organization's goals and values, along with a sustained interest in being a part of it (Solinger et al., 2008).

Allen and Meyer (1990) categorized OC into three distinct components: affective commitment, continuance commitment, and normative commitment. This research particularly focuses on affective commitment, which refers to the emotional bond an employee has with the organization. It involves aligning with the organization's vision and mission, valuing its objectives, and harboring feelings of loyalty and respect towards the management (Meyer et al., 1993). Employees with a strong emotional attachment to their organization are often more motivated to exert extra effort and work diligently towards the organization's success (Çetin, 2021).

Various studies have shown that EC is linked to numerous factors that affect organizational effectiveness and efficiency. These factors include turnover intention and productivity (Jaros, 2007), procedural justice and job satisfaction (Meyer et al., 1993), the appeal of the employer brand (Morley et al., 2016), organizational trust (Zhang et al., 2015), emotional and cultural intelligence (Moon & Hur, 2018), participative leadership (Afsar et al., 2019), organizational support (Panaccio & Vandenberghe, 2009), organizational citizenship behavior (Podsakoff et al., 2000), and overall job satisfaction (Huang et al., 2016). These elements not only highlight the breadth of factors associated with EC but also underscore its importance in fostering a productive and

positive organizational environment. OC is crucial for making employees feel loyal and willing to work on new ideas (Jain, 2015). Inclusive leadership (IL) strengthens this attachment by ensuring employees feel they belong and are appreciated (Carmeli et al., 2010). This study will explore how IL, OC, and IWB are connected.

Inclusive Climate

An IC is described by Kossek and Zonia (1993) as the perception employees have of the significance their employer places on promoting diversity. It's about understanding how an organization's atmosphere reflects collective views on the outcomes of various types of discrimination in the workplace (Chin, 2009). More precisely, it pertains to employees' perceptions regarding the degree to which organizational policies encourage and recognize the acceptance and appreciation of demographic diversity (Nishii, 2013; Shore et al., 2011; Mor Barak, 2005). In environments that support and value diversity, like an IC, these differences can lead to more positive and constructive outcomes for the organization, enhancing its overall functioning (Gonzalez & DeNisi, 2009; Mor Barak et al., 2016). An IC means that employees feel the work environment is welcoming and values diversity. This climate is important for supporting different ideas and increasing team innovation (Nishii, 2013). Research shows that an IC, created by IL, leads to higher employee engagement and IWB (Mor Barak et al., 2022). This study will look at how these elements work together to create a supportive environment for innovation.

The Relationship Between IL and IWB

Social exchange theory offers a lens through which the influence of IL on IWB can be understood. According to this theory, employees view inclusive leaders positively when these leaders are approachable and

open, resulting in favorable outcomes in the workplace. Such leaders, by being caring, open, and accessible, also boost employee motivation (Choi et al. 2015). A critical component of IL involves leaders taking responsibility, particularly when new ideas do not yield the anticipated results. This approach fosters a safe environment for risk-taking among employees, thereby encouraging them to engage in innovative behaviors (Nembhard & Edmondson, 2006; Hollander, 2012). IL thus fosters innovation both by nurturing intrinsic motivation and creating a supportive environment for innovation (Zhong et al. 2021).

Numerous studies have established a positive association between IL and IWB. It has been consistently observed that IL correlates positively with innovative actions in both individuals and teams (Aslan, 2019a; Choi et al., 2017; Javed et al., 2019). Nguyen et al. (2019) discovered that IL positively influences employee well-being and person-job fit, which in turn, positively affects IWB. Ye et al. (2019) noted a positive link between IL and team innovation. Additionally, Xiang et al. (2017) found that IL can indirectly boost IWB by enhancing employees' psychological capital. Drawing from these findings, the following hypothesis is suggested:

H1: There is a positive relationship between IL and IWB.

The hypothesis suggests that an increase in the level of IL within an organization leads to a higher likelihood of IWB among its employees. It proposes that IL, defined by qualities such as openness, accessibility, and supportiveness, is key in inspiring and empowering employees to participate in and contribute to innovative activities.

The Relationship Between IL and IC

IL and IC are related but different ideas. IL means leaders act in ways that include all members and make sure everyone's voice is heard and valued (Randel et al., 2018). However, IC is how employees feel about inclusivity in their workplace, and this may not always be directly influenced by leaders' actions (Ashikali et al., 2020). Inclusive leaders work to make fair decisions, create a sense of belonging and encourage different perspectives (Mor Barak et al., 2022). However, just having inclusive leaders does not mean there will be an IC. IC depends on how all members of an organization feel and experience inclusivity (Nishii, 2013). Also, IC can be shaped by company practices and policies, not just by leaders. For example, efforts to promote fairness and reduce bias are important to create an IC (Boekhorst, 2015). Therefore, while inclusive leaders are important, achieving an IC needs organisation-wide strategies and changes (Cunningham, 2023).

The impact of employee diversity on an IC can be both beneficial and challenging (Randel et al., 2018; Van Knippenberg & Schippers, 2007; Van Knippenberg et al., 2004). This underscores the importance of IL in managing these dynamics, minimizing negative aspects while amplifying positive ones. IL plays a crucial role in fostering a positive IC by effectively utilizing diversity (Ashikali et al., 2020; Randel et al., 2018). Creating a sense of belonging in employees involves cultivating an environment where individuals from varied backgrounds feel they can be themselves, are regarded as vital team members, and can leverage insights from diverse team experiences (Boekhorst, 2015; Dwertmann & Boehm, 2016; Dwertmann et al., 2016; Ellemers et al., 2013; Nishii, 2013; Shore et al., 2011).

Understanding how to create inclusive environments is a crucial part of IL capacity (Gotsis & Grimani, 2016). An IC is more likely to emerge

in environments where employees perceive fair treatment, feel valued, and are included in decision-making processes, particularly in organizations with diverse workforces (Nishii, 2013). For these reasons, inclusive leaders strive to cultivate an IC by fostering employee participation, ensuring that various groups are involved in power and decision-making processes, and creating an environment for genuine and reliable dialogue (Chrobot-Mason et al., 2014). They aim to foster a sense of unity, which in turn influences how employees perceive the inclusivity of their workplace (Boekhorst, 2015). Part of this effort involves valuing and acknowledging the diverse perspectives of all employees, demonstrating the significance of these viewpoints (Chrobot-Mason et al., 2014). By promoting diversity through IL, negative sentiments and biases among different groups can be mitigated (Randel et al., 2018). As a result, this strategy contributes to making individuals from diverse backgrounds feel more integrated within the organization, thereby boosting their sense of belonging (Ashikali et al., 2020).

H2: There is a positive relationship between IL and IC.

This hypothesis posits that an increase in the level of IL within an organization will correspondingly enhance the IC. Essentially, it posits that leaders who are open, accessible, and encourage diverse participation and viewpoints contribute to creating a more welcoming and accepting environment for all employees.

The Relationship Between IL and EC

Studies have consistently shown a positive relationship between IL and employee EC. For example, Choi et al. (2015) discovered in their research, which examined the mediating effect of employee creativity on the relationship between IL and OC, that IL has a positive influence

on OC. In a similar vein, Aslan (2019a) investigated the mediating influence of IL on the relationship between work engagement and IWB, finding a positive and significant link between IL and OC. Based on these insights, the following hypothesis is proposed:

H3: There is a positive relationship between IL and EC.

The hypothesis infers that with the rise of IL, there is a corresponding increase in the EC of employees. It implies that when leaders demonstrate inclusiveness, characterized by openness, accessibility, and a recognition of diverse employee contributions, employees, in response, develop a stronger emotional attachment and commitment to the organization.

The Relationship Between IC and IWB

Factors at both the individual and organizational level are known to impact the drive for IWB (de Jong & Wennekers, 2008; Yuan & Woodman, 2010). One of the organizational strategies to enhance employee creativity and innovation is fostering diversity within the workforce (Luu, 2019). The organizational climate is especially influential in determining the innovative behaviors of employees within an organization (Janssen, 2004). A substantial body of research has established a connection between organizational climate and IWB, suggesting that a supportive and IC is favorable for fostering innovation (Ma Prieto & Pilar Pérez-Santana, 2014; Pukienė, 2016; Shanker et al., 2017). Integrating a diverse workforce into the organization is essential for encouraging innovative behaviors across individual and team dynamics (Lambert, 2016; Shin et al., 2017). This is further supported by Luu's (2019) findings, which suggest that an IC fosters greater innovation. The role of IL is paramount in nurturing this climate and, in turn, promoting creativity and innovation (Ashikali et

al., 2020). Based on this understanding, the subsequent hypothesis is formulated:

H4: There is a positive relationship between the IC and IWB.

The hypothesis posits that an organizational atmosphere marked by inclusivity, acceptance, and support positively affects and boosts the innovative behaviors of its employees. It suggests that when employees perceive themselves as valued and included, they are more inclined to participate in activities fostering innovation and creativity.

The Relationship Between EC and IWB

EC is considered a vital precursor to individual behavior, especially within the organizational context (Solinger et al., 2008). Highly committed employees often exhibit greater passion and curiosity, which increases their probability of generating innovative solutions to challenges (Jafri, 2010). Commitment is seen as a key motivator behind organizational success, driving employee productivity and innovation (Strom et al., 2014). Some researchers argue that fostering EC should be a strategic priority for organizations aiming to enhance employee creativity and innovation (Hakimian et al., 2016; Schaijk, 2018). According to Chughtai (2013), employees' dedication to their managers plays a pivotal role in shaping their inclination to acquire knowledge, actively participate, and contribute to innovation. Similarly, Hakimian et al. (2016) observed that individuals who possess elevated levels of EC often demonstrate a greater propensity for innovative behavior. Numerous research studies substantiate the favorable association between EC and IWB (Jafri, 2010; Aslan, 2019a; Hakimian et al., 2016; Choi et al., 2015; Wang et al., 2019).

Based on these insights, the following hypotheses can be proposed:

H5: There is a positive relationship between EC and IWB.

This hypothesis suggests that as employees' EC to their organization increases, they are more likely to participate in IWB, potentially resulting in the emergence of fresh and valuable innovations.

H6: IC and EC positively mediate the relationship between IL and IWB.

This hypothesis implies that IC and EC act as channels through which IL exerts its positive influence on IWB. It suggests that IL promotes an environment and emotional state that are conducive to innovation.

Methods

Research Model

The study employs a relational research model, which is suitable for identifying and quantifying the connections among IL, IWB, IC, and EC. The aim of this research is to construct and present a model that investigates the influence of IL on IWB. Within this model, IC and EC are considered key variables that potentially mediate this relationship. This type of model is adept at measuring the degrees of association among several variables and determining their interrelations (Creswell, 2005). It's important to note, however, that relational studies do not allow for the establishment of cause-effect relationships among variables, nor do they permit manipulation of variables by researchers (Fraenkel & Wallen, 2006).

Sample

The target population for this research includes 29,772 teachers employed in public schools in Kocaeli. Krejcie and Morgan (1970) posited that as the population size increases, the sample size exhibits

diminishing growth, stabilizing at approximately 380 cases. Consequently, the study's sample size was established at 379, ensuring a 95% confidence level and a 5% error rate. The researchers developed online questionnaires, implementing random sampling for both schools and teachers. They contacted 395 teachers online, distributing the questionnaires accordingly. Out of these, 364 questionnaires were returned, yielding a response rate of 92.2%.

Table 1 reveals a higher proportion of female teachers (58.8%) in the study compared to male teachers (41.2%). Primary schools (48.1%) were more prevalently involved than other educational institutions. The predominant age group encompasses educators aged 30-35 (26.1%), with 22.3% of the sample possessing 6-10 years of teaching experience.

Table 1.

Sample Demographic Characteristics

Variables		**f**	**%**
Gender	Female	214	58.8
	Male	150	41.2
	Total	364	100
School Type	Pre-school	11	3.0
	Primary school	175	48.1
	Secondary school	66	18.1
	High school	86	23.6
	Other	26	7.1
	Total	364	100
Age	20-25	12	3.3
	26-29	36	9.9
	30-35	95	26.1
	36-39	69	19.0
	40-45	59	16.2

	46-49	39	10.7
	50-55	44	12.1
	56-59	5	1.4
	60-65	5	1.4
	Total	364	100
Professional Seniority	1-5 years	53	14.6
	6-10 years	81	22.3
	11-15 years	70	19.2
	16-20 years	49	13.5
	21-25 years	59	16.2
	26-30 years	35	9.6
	31-35 years	14	3.8
	36-40 years	2	0.5
	41-45 years	1	0.3
	Total	364	100

Data Collection

To collect data, four scales were used: Inclusive Leadership Scale, Organizational Commitment Scale, Diversity Climate Scale and Innovative Behavior Scale. All scales have previously translated into Turkish in other studies. The "Diversity Climate Scale" was employed to assess IC. It's worth noting that diversity climate and IC are closely related concepts frequently used interchangeably in academic literature. Both terms pertain to how individuals perceive an organization's environment with regards to diversity, equity, and inclusion. The body of literature on diversity, equity, and inclusion highlights the close relationship between the concepts of diversity climate and IC. These concepts share overlapping themes and objectives, including principles of fairness, a sense of belonging, and the appreciation of individual differences (Ashikali et al., 2020; Chrobot-Mason & Aramovich, 2013; Hofhuis et al., 2016; Mor Barak et

al., 1998; Nelissen et al., 2017). The absence of distinct, consistent definitional parameters for the two constructs, as highlighted by Nishii (2013), reinforces the idea that they might be viewed as interchangeable.

Inclusive Leadership Scale. This scale was originally developed by Al-Atwi and Al-Hassani (2021) and subsequently adapted into Turkish by Polat and Çelik (2023). It consists of 5 sub-dimensions and 25 items. These sub-dimensions include "Supporting Team Members" with 6 items, "Ensuring Justice and Equity" with 5 items, "Shared Decision-making" with 5 items, "Encouraging Diverse Contributions" with 6 items, and "Helping Group Members Fully Contribute" with 3 items. Responses on the scale are measured using a 5-point Likert-type format, ranging from "(5) I totally agree" to "(1) I totally disagree". The scale showed strong reliability, evidenced by a Cronbach Alpha value of 0.95. An illustrative item from this scale is: "He treats me equally as he treats others, without discrimination."

Organizational Commitment Scale. Originally formulated by Meyer et al. (1993) and subsequently adapted into Turkish by Dağlı et al. (2018), this scale comprises three sub-dimensions and a total of 18 items. This scale also utilizes a 5-point Likert format, with options ranging from "(5) I totally agree" to "(1) I strongly disagree". For this particular study, only the "Emotional Commitment" sub-dimension was employed, comprising the first 6 items of the scale. The total Cronbach Alpha value of the scale was found to be 0.884, with the "Emotional Commitment" sub-dimension specifically yielding a Cronbach Alpha value of 0.80. A sample item from this sub-dimension is: "I would be very happy to spend the rest of my professional life in this school."

Diversity Climate Scale. Developed by Buttner et al. (2012) and adapted into Turkish by Kurkan and Polat (2021), this scale includes 3 sub-

dimensions and 15 items. The sub-dimensions are "Organizational Justice Climate" with 6 items, "Organizational Inclusion" with 4 items, and "Diversity Promises Fulfillment" with 5 items. The scale employs a 7-point Likert scale for measurement, with choices extending from "(7) I strongly agree" to "(1) I strongly disagree". It demonstrates high reliability with a Cronbach Alpha value of 0.95. An example item is: "Different ideas, preferences and perspectives are valued at my school."

Innovative Behavior Scale. The scale was initially created by De Jong and den Hartog (2010) and subsequently adapted into Turkish by Çimen and Yücel (2017). It comprises 4 sub-dimensions and 10 items: "Opportunity Exploration" with 3 items, "Idea Generation" with 2 items, "Championing" with 2 items, and "Application" with 3 items. The scale utilizes a 5-point Likert format, with options ranging from "(5) Always" to "(1) Never". The scale boasts a robust Cronbach Alpha value of 0.93, signifying a high level of reliability. An illustrative item from this scale is: "The people working in this organization encourage the people who are influential in the organization to develop innovative ideas."

Analysis

To analyze the data, a comprehensive approach was taken, involving the use of descriptive statistics, reliability measures, and correlation analyses. These analyses were conducted using SPSS 26 and SmartPLS software. The study used Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the research hypotheses, adhering to the methodology outlined by Hair et al. (2016). PLS-SEM is recognized for its capability in handling sequential measurements and dealing with related measurement errors, as noted by Rademaker et al. (2019) and Schuberth et al. (2018). It is also adept at computing path

coefficients in a manner akin to ordinary least squares, as described by Rigdon (2012). This technique is particularly advantageous for managing multiple outcomes, smaller sample sizes (Hair et al., 2012), and providing prediction accuracy in cases of non-normal data distribution. For this study, the bootstrapping technique with 5000 samples and bias correction was utilized with a 95% confidence interval to verify mediation effects.

Results

Preliminary analysis

The correlations and descriptive statistics of the analyzed variables are detailed in Table 2. The mean (M) and standard deviation (SD) values for the variables are as follows: inclusive leadership (IL) had a mean of 3.67 and a standard deviation of 0.955, indicating a moderate level of IL perceptions among participants. Emotional commitment (EC) had a mean of 3.62 and a standard deviation of 0.923, suggesting that participants generally felt a strong emotional attachment to their organization. Inclusive climate (IC) had a mean of 4.99 and a standard deviation of 1.419, reflecting a relatively high perception of inclusiveness within the schools. Innovative work behavior (IWB) had a mean of 3.51 and a standard deviation of 0.941, showing that participants often engaged in behaviors that promote innovation.

The correlation results revealed significant relationships between the variables, providing insight into how these constructs interact with one another. For example, the positive correlation between IL and EC ($r = 0.58$, $p < 0.001$) indicates that when leaders are perceived as inclusive, employees tend to feel more emotionally committed to their organization. This suggests that IL plays a crucial role in fostering a

sense of belonging and loyalty among staff. Similarly, the strong correlation between IL and IC ($r = 0.84$, $p < 0.001$) highlights that inclusive leadership is highly effective in creating an inclusive climate. This means that leaders who actively promote inclusivity and fairness contribute significantly to an environment where diversity is valued and all employees feel included. The relationship between IL and IWB ($r = 0.64$, $p < 0.001$) suggests that inclusive leadership positively influences innovative work behavior. This finding underscores the importance of IL in encouraging employees to engage in creative and innovative activities, which are essential for organizational growth and adaptability. The positive correlation between EC and IC ($r = 0.62$, $p < 0.001$) indicates that employees who feel emotionally committed to their organization are more likely to perceive the climate as inclusive. This relationship suggests a reinforcing cycle where emotional attachment to the organization and perceptions of inclusiveness mutually enhance each other. The correlation between EC and IWB ($r = 0.62$, $p < 0.001$) shows that emotionally committed employees are more likely to engage in innovative behaviors. This finding highlights the importance of fostering emotional commitment to drive innovation within the organization. Lastly, the strong positive correlation between IC and IWB ($r = 0.70$, $p < 0.001$) suggests that an inclusive climate significantly contributes to innovative work behavior. This implies that creating a supportive and inclusive work environment is key to promoting innovation among employees. Overall, these findings suggest that IL not only directly enhances IWB but also does so indirectly by fostering an IC and EC. This interconnectedness highlights the importance of adopting a comprehensive approach to leadership that values inclusivity and emotional engagement to drive innovation.

Table 2.

Descriptive statistics and correlation

	Mean	SD	IL	EC	IC	IB
IL	3.67	0.96	*(0.84)*			
EC	3.62	0.92	0.58**	*(0.77)*		
IC	4.99	1.42	0.84**	0.62**	*(0.79)*	
IB	3.51	0.94	0.64**	0.62**	0.70**	*(0.88)*

**Correlation is significant at the 0.01 level (2-tailed).

Assessment of measurement model (first-order constructs)

To evaluate the reliability and validity of the measurement model, several tests and criteria were utilized:

Factor Loadings. The internal consistency of the items in each scale was assessed by examining their factor loadings. According to Büyüköztürk (2002), factor loadings of 0.60 and above are considered high, indicating strong item reliability, while loadings between 0.30 and 0.59 are deemed medium. The results, detailed in Table 3, show that most items have high factor loadings, with only three items falling into the moderate range.

Reliability Coefficients. The research assessed the internal consistency reliability by examining Composite Reliability (CR) coefficients. To establish convergent validity, the study relied on average variance (AVE = Average Variance Extracted) values, which are explained by factor loadings. Fornell and Larcker (1981) suggest that to achieve satisfactory convergent validity, the AVE should be higher than 0.5, and the CR value should exceed 0.7. The results demonstrated that the first-order construct's convergent validity had been established.

Table 3.

Assessment of measurement assessment (first-order constructs)

	Item No	Factor loading	T Statistics (|O/STDEV|)	CR	AVE
Inclusive Leadership	STM1	0.836	34.279	0,925	0,674
	STM2	0.806	28.856		
	STM3	0.818	39.225		
	STM4	0.862	45.745		
	STM5	0.866	54.134		
	STM6	0.763	23.347		
	EJE1	0.845	44.498	0,921	0,701
	EJE2	0.863	53.781		
	EJE3	0.822	41.112		
	EJE4	0.888	71.233		
	EJE5	0.810	33.603		
	SD1	0.801	30.187	0,932	0,732
	SD2	0.848	47.163		
	SD3	0.866	53.157		
	SD4	0.886	67.201		
	SD5	0.888	76.851		
	EDC1	0.869	63.213	0,938	0,718
	EDC2	0.763	24.496		
	EDC3	0.846	44.160		
	EDC4	0.831	42.683		
	EDC5	0.879	65.064		
	EDC6	0.876	55.127		
	HGM1	0.849	47.038	0,879	0,709
	HGM2	0.788	33.019		
	HGM3	0.880	63.448		
	EC1	0.826	54.471	0.895	0.590

Emotional Commitment	EC2	0.699	19.596		
	EC3	0.618	12.357		
	EC4	0.818	31.306		
	EC5	0.831	34.112		
	EC6	0.793	23.773		
Inclusive Climate	OF1	0.423	7.476	0,884	0,574
	OF2	0.529	10.885		
	OF3	0.852	39.615		
	OF4	0.887	64.479		
	OF5	0.884	59.498		
	OF6	0.873	54.215		
	OI1	0.836	40.827	0,811	0,527
	OI2	0.849	50.566		
	OI3	0.560	11.820		
	OI4	0.770	29.027		
	DPF1	0.854	37.724	0,921	0,701
	DPF2	0.863	41.326		
	DPF3	0.874	49.164		
	DPF4	0.841	35.225		
	DPF5	0.761	18.465		
Innovative Behavior	OE1	0.733	24.236	0,757	0,61
	OE2	0.837	45.432		
	IG1	0.878	59.097	0,923	0,799
	IG2	0.904	82.646		
	IG3	0.894	66.122		
	CH1	0.899	77.795	0,887	0,797
	CH2	0.900	78.990		
	IM1	0.910	86.025	0,932	0,821
	IM2	0.911	81.982		
	IM3	0.900	62.276		

Discriminant Validity. Discriminant validity was evaluated by employing the Heterotrait-Monotrait ratio (HTMT). The HTMT values are below the 1.0 threshold, as shown in Table 4 (Franke & Sarstedt, 2019). All of the first-order constructs were confirmed to be empirically distinct by the results. The first-order constructs' discriminant validity was established as a result.

Table 4.

Discriminant validity (HTMT)

	CH	DPF	EC	EDC	EJE	HGM	IG	IM	OE	OF	OI	SD	STM
CH													
DPF	0.666												
EC	0.656	0.671											
EDC	0.587	0.812	0.594										
EJE	0.578	0.796	0.593	0.910									
HGM	0.623	0.784	0.623	0.966	0.861								
IG	0.895	0.644	0.643	0.573	0.591	0.600							
IM	0.930	0.658	0.671	0.595	0.597	0.623	0.947						
OE	0.797	0.656	0.620	0.575	0.583	0.567	0.889	0.860					
OF	0.634	0.897	0.614	0.801	0.834	0.745	0.635	0.636	0.641				
OI	0.814	0.955	0.750	0.854	0.854	0.823	0.760	0.800	0.753	0.944			
SD	0.672	0.806	0.628	0.927	0.917	0.919	0.640	0.668	0.606	0.772	0.882		
STM	0.630	0.801	0.634	0.921	0.909	0.883	0.593	0.620	0.596	0.792	0.873	0.938	

Assessment of measurement model (second-order constructs). Table 5 illustrates that the loadings of each first-order construct, which corresponds to the second-order construct, surpass the threshold of 0.70. The AVE and CR values for the second-order constructs surpass the thresholds of 0.50 and 0.80, respectively. These findings indicate that convergent validity has been successfully established for the second-order constructs under examination. Table 6 further

demonstrates that the HTMT values are below 0.90 (Henseler et al., 2015), confirming the discriminant validity of the second-order constructs.

Table 5.

Assessment of measurement model (second-order construct)

Second-order construct	First-order construct	Loading	AVE	CR
Inclusive Leadership (IL)			0,710	0,984
	STM	0,941		
	EJE	0,931		
	SD	0,951		
	EDC	0,955		
	HGM	0,926		
Inclusive Climate (IC)			0,624	0,96
	OF	0,926		
	OI	0,942		
	DPF	0,942		
Emotional Commitment (EC)			0,59	0,895
Innovative Behavior (IB)			0,771	0,971
	OE	0,87		
	IG	0,947		
	CG	0,927		
	IM	0,953		

Table 6.

Discriminant analysis (HTMT)

	EC	IC	IL	IB
EC				
IC	0.687			
IL	0.636	0.865		
IB	0.680	0.730	0.657	

Multicollinearity. To prevent excessive correlations among the predictive variables in the model, which can lead to result distortions, the Variance Inflation Factor (VIF) was computed. Ideally, VIF values should be less than 5 to eliminate concerns of multicollinearity (Hair et al., 2011). The VIF values presented in Table 7 were all found to be less than 5, indicating no collinearity issues within the model. This confirms that the independent variables are not significantly correlated, ensuring the variance in the model isn't artificially inflated. Based on these tests and criteria, the research model was determined to be reliable and consistent, with the scales and items effectively representing the constructs of interest.

Table 7.

VIF Values

	EC	IC	IL	IB
EC				1.739
IC				3.841
IL	1.000	1.000		3.569
IB				

Assessment of structural model. Table 8 and Figure 2 illustrate the outcomes of both direct and indirect influences. Based on these findings, it has been established that IL exerts a positive influence on IWB. IL also has a positive effect on EC and climate of difference. These results show that the hypotheses H1, H2, H3, H4, H5 were confirmed.

To test the mediator effect, mediator effects were calculated using the 5000 bootstrapping (resampling) method. According to the results obtained, EC and IC positively mediate the relationship between IL and IWB. These results indicate that the H6 hypothesis is confirmed.

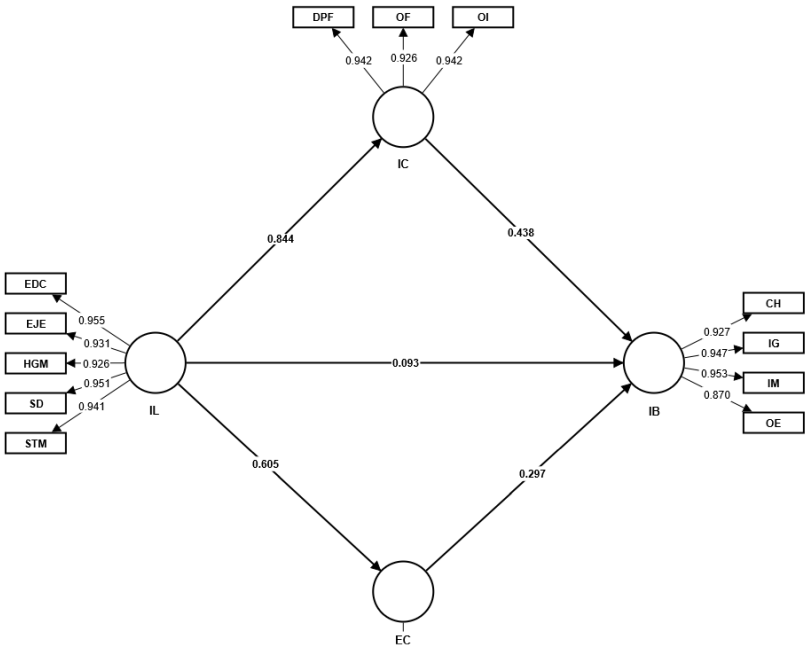

Figure 2. Structural model

Table 8.

Direct, indirect and total effects

	Standardized coefficient	T Statistics (|O/STDEV|)	Lower Bound	Upper Bound	P Values
Direct effects					
IL -> EC	0.605	18.875	0.542	0.669	0.000
IL -> IC	0.844	31.752	0.784	0.888	0.000
IL -> IB	0.093	1.061	-0.070	0.272	0.289
EC -> IB	0.297	6.029	0.200	0.393	0.000
IC -> IB	0.438	5.067	0.255	0.592	0.000
Indirect effects					
IL -> EC -> IB	0.179	5.743	0.121	0.244	0.000
IL -> IC -> IB	0.370	5.217	0.218	0.498	0.000
Total effects					
IL -> IB	0.642	15.509	0.555	0.717	0.000

When the structural model of the research is examined, it is seen that IL has a low effect on IWB (0.09) and a high effect on IC (0.84) and EC (0.61). Also, IC (0.44) and EC (0.30) have a low effect on IWB. Based on these findings, it can be said that IC and EC have an important role in enabling the emergence of IWB by using IL.

Hypothesis Testing

The research utilized hypothesis testing to explore the relationships and effects posited in the study. Here are the details of the findings:

Direct and Mediating Effects

IL's Effect on IWB. It was found that IL has a positive direct effect on IWB, confirming Hypothesis H1. This indicates that inclusive leadership, characterized by openness, accessibility, and valuing diverse contributions, directly fosters innovative work behaviors among employees. However, the effect size was relatively low (0.09),

suggesting that while IL is important, its direct influence on IWB might not be the primary driver of innovation and shows that other factors may strengthen the impact of IL on IWB.

IL's Effect on EC and IC. The results indicate that IL positively influences both EC and IC, supporting Hypotheses H2 and H3. Specifically, IL had a significant high effect on IC (0.84) and EC (0.61). This demonstrates that inclusive leaders play a crucial role in creating a work environment where employees feel emotionally connected to the organization and perceive the climate as inclusive. Such an environment is essential for fostering a sense of belonging and commitment, which are pivotal for enhancing employee morale and participation.

IC and EC's Effect on IWB. Both IC and EC were found to positively affect IWB, confirming Hypotheses H4 and H5. The effect sizes of IC (0.44) and EC (0.30) on IWB indicate that these factors significantly contribute to fostering innovative behaviors. An inclusive climate ensures that diverse ideas are welcomed and valued, leading to a more collaborative and creative workplace. Similarly, EC shows employees' attachment and loyalty to the organization, motivating them to engage in innovative activities. These findings underscore the importance of creating supportive and inclusive environments to maximize innovative potentials.

Mediator Effect Testing

Mediator Effects Calculation. Using the 5000-bootstrapping method, the study calculated the mediator effects. The results demonstrated that both EC and IC positively mediate the relationship between IL and IWB, thereby confirming Hypothesis H6. This implies that the positive impact of IL on IWB is significantly enhanced when mediated by EC

and IC. Inclusive leadership creates an emotionally supportive and inclusive environment, which in turn fosters innovative behaviors. This mediation effect highlights the intricate pathways through which IL influences innovation and emphasize the need for a holistic approach in leadership practices.

Structural Model Findings

The structural model provided detailed insights into the magnitude of effects:

Low Effect of IL on IWB. The effect of IL on IWB was relatively low (0.09), indicating that while positive, IL directly contributes modestly to IWB. This finding suggests that other factors, such as the IC and EC, play a more substantial role in driving innovation.

High Effect of IL on IC and EC. A significant high effect was observed of IL on IC (0.84) and EC (0.61), suggesting that IL is a strong driver of both an inclusive environment and emotional attachment within the organization. This emphasizes the importance of leaders fostering an inclusive climate and building strong emotional connections with employees to enhance organizational outcomes.

Effects of IC and EC on IWB. Both IC (0.44) and EC (0.30) were found to have a modest effect on IWB. Despite being lower than the effect of IL on these variables, their impact on innovation is still considerable and noteworthy. This highlights the critical role of an inclusive climate and emotional commitment in fostering innovative work behaviors, suggesting that organizations should prioritize these elements to drive innovation.

The findings illustrate the interconnectedness of IL, EC, IC and IWB. Inclusive leadership, while directly influencing innovative behavior to

a limited extent, significantly enhances innovation through the mediating effects of an inclusive climate and emotional commitment. These results underscore the importance of fostering inclusive and supportive environments to fully realize the innovative potential of employees.

Discussion and Suggestions

In this research, we checked the direct and mediated influences of IL on IWB, considering the roles of IC and EC as mediators. The findings revealed that IL significantly impacts IWB both directly and through these mediating variables. Furthermore, a robust positive correlation was identified among the variables, affirming the validation of all hypotheses.

By testing the hypotheses derived from the research model, the first hypothesis showed the connection between IL and IWB. The research findings demonstrated that IL positively and significantly influences IWB, aligning with the conclusions of prior studies (Javed et al., 2019; Choi et al., 2017; Aslan, 2019a). This hypothesis can be linked to cognitive evaluation theory. This theory says that IL makes employees feel motivated and supported to be creative and try new things (Deci, 1975). This creates a positive work environment where innovation can thrive, which aligns with our study's findings (Javed et al., 2019). Regarding the second hypothesis, the study investigated the connection between IL and IC. The idea that inclusive leaders act in ways that make everyone feel included and treated fairly is based on social exchange theory, which says that when leaders are fair and supportive, employees will trust them more and act positively (Blau, 1964). This matches other studies showing that good leadership helps create an inclusive climate (Nishii, 2013). The analyses revealed a significant and positive impact of IL on fostering IC, which aligns with

comparable findings in studies that focus on diverse groups (Ashikali et al., 2020; Randel et al., 2018).

In examining the third hypothesis, an association between IL and EC was checked. For this hypothesis, we can look at self-determination theory. This theory says that inclusive leaders meet employees' needs for feeling capable, connected, and in control of their work (Deci & Ryan, 2000). When these needs are met, employees feel more attached and committed to their organization. The analyses confirmed that IL positively and significantly boosts EC. This outcome aligns with findings from other research investigating the same relationship (Choi et al., 2015; Buskirk, 2020), emphasizing the consistent role of IL in enhancing emotional attachment and commitment among employees. The fourth hypothesis focused on the relationship between IC and IWB. This hypothesis is based on the broaden-and-build theory. This theory explains that positive feelings, like feeling included, help people think more creatively and build more skills (Fredrickson, 2001). An inclusive climate makes employees feel good and boosts their innovative work behavior. The research identified a positive and significant correlation between an IC and IWB, mirroring findings from other scholarly works (Ma Prieto & Pilar Pérez-Santana, 20114; Pukienė, 2016; Shanker et al., 2017).

In the fifth hypothesis, the study examined the link between EC and IWB. This hypothesis can be explained by the conservation of resources theory. This theory says that people try to protect and build their resources, like emotional commitment (Hobfoll, 1989). When employees are emotionally committed, they are more willing to put effort into innovative tasks, supporting our study's findings (Jafri, 2010). The analysis revealed a positive and significant association between EC and IWB, consistent with other research outcomes (Jafri,

2010; Aslan, 2019a; Hakimian et al., 2016; Choi et al., 2015; Wang et al., 2019). The sixth hypothesis investigated the potential mediating role of IC and EC in the relationship between IL and IWB. This hypothesis is based on the leader-member exchange (LMX) theory. LMX theory focuses on the relationship quality between leaders and employees. Good relationships built on trust and respect help create an inclusive climate and strong emotional commitment, which boosts innovative work behavior (Graen & Uhl-Bien, 1995). This matches our finding that IC and EC make the positive effect of IL on IWB even stronger. The findings affirmed that both IC and EC act as mediating factors, positively linking IL with IWB. While the direct impact of IL on IWB was observed to be moderate, the inclusion of these mediator variables substantially strengthened its effect, resulting in a significant indirect influence.

The findings of this study provide detailed insights into the relationship between IL, EC, IC, and IWB, particularly in the context of educational institutions. While IL is foundational for fostering innovation, its impact is significantly amplified when coupled with an IC and high EC among teachers. This suggests that school leaders should adopt a multifaceted approach to encouraging innovation. In implementing IL, school administrators should recognize that it is a starting point rather than a complete solution for enhancing IWB. Teachers are more inclined towards innovation when they feel part of a leadership style that respects and includes their diverse perspectives. However, this study's findings imply that the environment and emotional ties of teachers to their institution play a pivotal role in maximizing innovative potential.

For school administrators aiming to cultivate a more innovative environment, the creation of an IC is crucial. This involves more than

just policy changes or occasional meetings; it requires a cultural shift towards valuing and respecting diversity in all forms—age, gender, cultural background, etc. Addressing these differences proactively can prevent issues and make every teacher feel included and respected. As the IC strengthens, so does the EC of teachers to their institution. When teachers experience authentic respect and recognition for their distinct contributions and individual identities, they tend to develop a stronger emotional attachment to their workplace. This EC is a powerful driver of productivity and can lead to a more engaged and innovative approach to teaching.

In conclusion, this study highlights the significance of adopting a comprehensive approach to leadership and creating an IC within educational environments. It's not just about adopting IL but about embedding inclusivity into the very fabric of the institution. By doing so, school administrators can create an environment where innovation is not just encouraged but is a natural outcome of the school's culture. This shift can lead to more dynamic, creative, and effective educational practices, benefiting teachers and students alike.

Limitations and Future Research

To pave the way for future investigations, it's crucial to recognize the limitations of this study. Firstly, the data for this research was sourced exclusively from public schools in Turkey. Future studies might expand the data collection to various educational settings such as private schools and different regions within Turkey. This broader approach could provide more comprehensive insights and enhance the generalizability of the findings. Secondly, this study focused on the impact of IL on IWB through the lenses of EC and IC. Future research could explore alternative mediating variables further enhance our comprehension of the underlying dynamics in this context. Identifying

other potential mediators could offer a more nuanced view of how IL influences IWB. Thirdly, our research was limited to teachers from public schools in Kocaeli. Expanding future samples to include teachers from different regions and educational levels across Turkey could provide more diverse perspectives and richer data. This would help in understanding the varying impacts of IL across different educational contexts. Extending the research beyond Turkey to include diverse countries and cultures could significantly enrich the literature and provide a more global understanding of these phenomena. Lastly, comparative studies could highlight cultural differences and similarities in the relationship between IL, EC, IC, and IWB. Such studies would be valuable, given the variations in leadership styles and organizational behavior across different cultural contexts. For example, Hofhuis et al. (2016) suggest that the perception of diversity climate varies significantly across cultures, affecting employee behavior differently. Similarly, Mor Barak et al. (2016) emphasize that inclusive practices and their outcomes can differ based on cultural norms and values. By addressing these gaps, future research can contribute to a more holistic understanding of the dynamics between IL, EC, IC, and IWB.

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