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The Association between Inclusive Leadership and Innovative Work Behavior

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The Association between Inclusive Leadership and Innovative Work Behavior The Mediating Role of Inclusive Climate and Emotional Commitment

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ABSTRACT

This study Explain how innovative work activities are created by inclusive leadership, with particular attention to the mediating roles played by emotional commitment and an inclusive environment within Afghanistan's private schools. The study used different ways to evaluate features such as innovative work practices, inclusive leadership, emotional commitment, and an inclusive work environment, analyzing on data which is taken from 364 private sector teachers. The investigation made on the basics of using limited least squares structural equation modeling (PLS-SEM) and descriptive statistics. The conclusions suggest that inclusive leadership supports creative work activities, important amounts of emotional engagement, and an inclusive environment; however, it works as a mediator for the influence. The results show that inclusive leadership is necessary for supporting innovation; however, an environment that is both emotionally supportive and comprehensively different can completely motivates teachers to act innovatively. While to motivating people's ability for innovation, this comprehensive strategy can create a more active and innovative environment.

This study points out how important it is for educational institutions to have a comprehensive leadership approach. The importance for school manager to actively build an environment that recognizes diversity and motivates emotional commitment which is important, while applying inclusive leadership. as a result, schools can change into support centers of innovation, that is much beneficial for both teachers and students. The investigation describes a model for inspiring innovation in educational environment and explains the ways in which leadership influences organizational behavior.

Keywords: Inclusive Leadership, Innovative Work Behavior, Inclusive Climate, Emotional Commitment

INTRODUCTION

In today's business environment, organizations usually have to deal with quick technology development, short product lifetime, and the comprehensive impacts of globalization (Gumusluoglu & Ilsev, 2009). Being innovative is crucial for every company who's hoping to develop, perform better, and differentiate itself in such a competitive environment (Perry-Smith & Shalley, 2003). According to Janssen (2000), innovation basically takes place when workers be creative, supportive, and implement new ideas. These are all important elements of identifying innovative work behavior (IWB). In today's variable environment, this type of model is specifically helpful for organizations to solve new problems (Scott & Bruce, 1998). Since workers are the backbone of any organization in different department especially in innovation sector, so it is important for these businesses to understand what motivates people to think creatively and innovatively. Establishing an inclusive environment is increasingly regarded as an essential strategy for encouraging all employees to contribute innovative concepts and for maintaining the organization's competitive position as workplaces become more diverse (Brimhall & Mor Barak, 2018). According to Shore et al. (2011), an inclusive environment affect the balance between employees' motivation and his / her specialty. Every employee needs to be identified as special individuals. This guarantees that everyone feels recognized and like they actually belong to the organization. One thing that is very important for leaders to make sure each team member feels like they belong to the company or not. If not this is Important for leaders to facilitate this involvement or belonging. According to Nembhard and Edmondson (2006), inclusive leadership (IL) suggest some deeds for manager who make staff members to feel valued for their individual contributions and acceptance. According to Mumford et al. (2002), inclusive leaders essentially exist to evaluate everyone's creative and innovative background by offering the proper kind of motivation, business promotion, and social support.

For creating a positive work environment, leaders are important for deciding or creating policies and directly guiding team members behaviors and also leaders create expectations for suitable behavior (Nembhard & Edmondson, 2006; Randel et al., 2016). This is beneficial for everyone when leaders place emphasis on developing and sustaining a workplace in which diversity is treated as a priority. Employees show higher levels of hopefulness, when there is cooperation exist, that cause to improved overall performance. After that this facilitate to create a new and inclusive environment where employees perceive individual variations as not merely accepted, but also appreciated as well (Alay & Can, 2019). finally, this summarized by supports an inclusive climate (IC), which covers employees' collective feelings about the company's policies, procedures, and strategies that energetically promote diversity and fight with discrimination (Pugh et al., 2008). For developing an inclusive culture (IC), inclusive leaders are crucial, as they continually motivate collaboration, coordination, and equality, as a result that is much necessary to create

an environment where diversity is both recognized and being effectively utilized (Najmaei & Sadeghinejad, 2019). Furthermore, when these leaders show dedication to diversity in their relationships as well as actions, that will cause effectively accepting and respecting a variety of angles and input (Nembhard & Edmondson, 2006). This approach of leadership improves employee engagement by identifying and supporting the organization's diversity strengths. Employees' commitment to the organization increases when they observe their leaders as they supportive and appreciative (Giray & Şahin, 2014).

Studying the connection among Inclusive leadership (IL) and Innovative Work Behavior (IWB) within the context of Afghanistan, along with the Facilitating roles of Emotional Commitment (EC) and IC, covers a number of important gaps in the body of current literature, and also provides valuable understanding for enlightened leadership. originally, research has shown that Inclusive leadership (IL) can support an executive environment which is favorable for innovation and especially important for academic organizations which trying for ongoing development (Javed et al., 2019). It is important to include Emotional Commitment. EC) and IC as a negotiators fir doing so helps us to realize how Inclusive leadership (IL) affects Innovative Work Behavior. (IWB) in greater detail. According to Hakimian et al. (2016) and Çetin (2021), EC who is a strong predictor of different favorable organizational results, such as increased satisfaction at work, decrease interest for to leave, goal and a greater probability of engaging in creative efforts. This study has the ability to clarify how supporting bring strong emotional connections among educators and their institutions may boost their dedication to innovation by including EC into the model. Similarly, IC supports a sense of importance and belonging among workers, which sequentially boosts their participation and willingness to offer creative suggestions (Ashikali et al., 2020). Strategies to create inclusive, inspiring environment that promote innovation can be designed by understanding of the role of IC. analyzing the roles of EC and IC in Afghanistan's academic system is very useful to the literature because it suggests practical proof of how these mediators improve IL's ability to support IWB.

Some studies in the Afghanistan literature establish a correlation between IL and IWB (Aslan, 2019a; Aslan, 2019b; Erkal, 2023; Mavi, 2022). few research has done in educational factors and most of the research focuses on management and business fields. According to an analysis of the current research, the majority of investigations focus on an individual mediating parameter to explain the connection between IL and IWB. (Aslan, 2019a; Bannay and colleagues, 2020; Fang and colleagues, 2019; Javed and colleagues, 2019; Qi and colleagues, 2019; Shakil and colleagues, 2021). The objective of this research is to improve existing information through the development of an approach that includes a variety of mediating factors. It particularly looks at the functions of emotional commitment (EC) and the climate of inclusion in the IL-IWB connection. Figure 1 shows the proposed model. even with the comparatively recent global research on IL,

Afghan studies mostly focus on adapting IL-related scales, and there is still a lack of work clearly looking at the subtleties of IL (Okçu & Deviren, 2020; Sürücü & Maslakçı, 2021; Gül & Çakıcı, 2021; entürk, 2019; Baş, 2022; Müceldili et al., 2018; Yıldırım, 2021). “This investigation trying to point out literature gap through offering a full framework which explains relationship among leadership, emotional commitment, and inclusive climate in promotion of innovation. Doing this, this provides detailed viewpoint on how educational organizations in Afghanistan may use these features to establish much exciting and actual knowledge environment (Nguyen et al., 2019; Ma Prieto & Pilar Pérez-Santana, 2014).” In addition to support the hypothetical understanding of these organizations, educational leaders interested in supportive creativity through inclusive practices it might take benefit from the realistic result of this research.

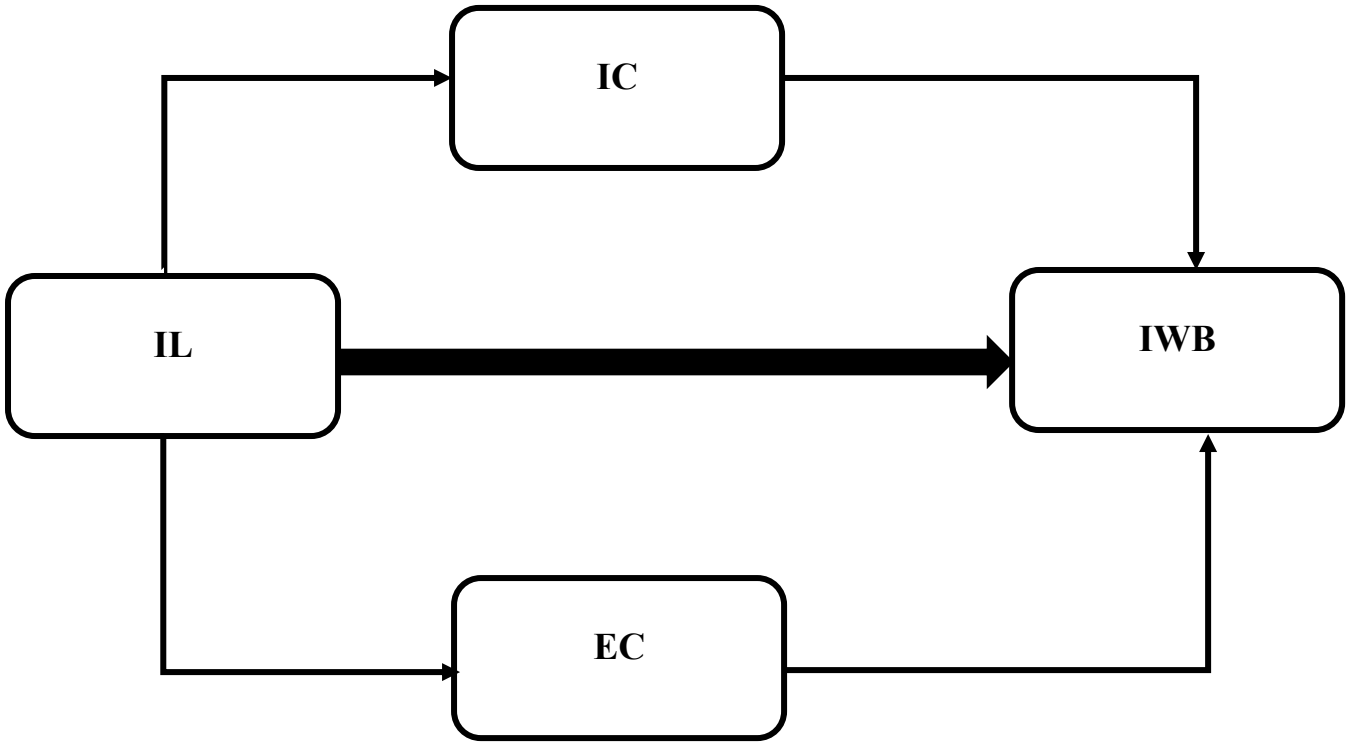


Figure 1. Research Model

Conceptual Framework and Development of Hypotheses:

Social Identity Theory (SIT) is the foundation of Inclusive leadership (IL) (Patterson & Byrd, 2022). Tajfel and Turner created Social Identity Theory (SIT), which explains how people identify as members of social groupings rather than only as separate individuals (Tajfel & Turner, 1979). According to Social Identity Theory (SIT), The result of social classification is to people understand other people as "us" or "them," which affects how they perform in work environments (Turner & Oakes, 1986). By creating an environment where

all workers feel respected, inclusive leaders reduce the negative impacts of this classification, that cause to improving social recognition and developing a favorable work environment (Randel et al., 2016). This supportive environment is important because it gives workers the psychological confidence to discuss their opinions and be participants in creative activities (Nishii & Mayer, 2009). in addition, Social Identity Theory (SIT) focused by making sure that workers feel acknowledged, visible, and appreciated. inclusive leadership increases employees' sense for that they belonging to the company (Ashikali et al., 2020). This upgraded verification promotes active engagement in innovative processes and increase morale by highlighting shared objectives and supporting an environment of equality and respect. inclusive leadership also decreases intergroup biases (Randel et al., 2016). Inclusive leaders develop a combined and cooperative environment that inspires creativity by encouraging shared values and minimizing biases (Ashikali et al., 2020). As a result, Social Identity Theory (SIT) suggest a useful pattern to explain how inclusive leadership supports creative job methods through improving workers' feelings identification and belonging to their company.

Innovative Work Behavior:

According to Spreitzer (1995), the process of introducing something new is called innovation, If it is new or different that is directly related to change and takes the shape of new goods, services, concepts, methods, or processes That is also called innovation. Innovative Work Behavior (IWB is defined by Janssen in (2000) as the purposeful development and use of novel concepts inside a team, an individual's position, or the company itself with the goal of assisting these groups. Furthermore, the creation and application of novel and advantageous concepts, procedures, goods, or techniques are characteristics of innovative conduct (Farr & Ford, 1990).

Accordingly, it is a broad idea that encompasses the various ways in which workers might support innovation (De Jong & Den Hartog, 2007). This idea encompasses more than just coming up with ideas; it also covers the necessary steps to make these ideas a reality and improve performance on a specific or administrative level (De Jong & Den Hartog, 2008). Previous research has found links between IWB and several elements, such as knowledge sharing (Işık & Aydın, 2016), Authentic leadership (Mahmod, 2022), trust (Sezgin et al., 2015), empowering leadership (Erdem, 2021), employee empowerment (Özcan, 2020), and transformative and sustainable leadership (Pieterse et al., 2010).

Innovative Work Behavior (IWB) is so Significant for schools to achieve and remain competitive. Inclusive leadership (IL) has a useful impact on being competitive, and giving staff members the confidence to develop and apply novel concepts (Afsar & Umrani, 2020). Additionally, workers become more creative when they work in a safe and motivating environment (Javed et al., 2019). This study investigates how

Inclusive leadership (IL) and an inclusive culture (IC) work combine to enhance Innovative Work Behavior (IWB).

Inclusive Leadership:

Three necessary features of Inclusive leadership (IL) are honesty, kindness, and leaders must compassionate in their dealings with team followers, according to Carmeli et al. (2010). Leaders that show these features can develop an environment where staff members are inspired to shear their opinions, this helps to create a sense of appreciation and trust within the group. (Muchtar et al., 2021). Inclusive leadership is separated from other leadership style by realizing and motivating team members, to adjust their needs, and the hypothesis of responsibility that supports and confirms worker's participation (Hollander, 2012).

This requires the relationship of partners to implement the process of making choices when everyone is holding a loyal commitment to support innovation. as a result, employees are allowed to increase their participation and capacity for innovation (Carmeli et al., 2010). Also, this leadership pays attention to people who may feel left out, making sure that their needs, goals, and abilities are satisfied and after that they can fully participate in the factory and then feel that they are also part of this organization (Bortini et al., 2018). Randel et al. (2018) It gives a full perspective of intercultural literacy (IL), describing it as a difficult idea that involved many positive behaviors. These actions play a key role in initiating a culture where group participants are motivating for their efforts and feel like they belong to the organization.

A fundamental element of Inspirational Leadership (IL) involves leaders pointing out of the demonstrative requirements of their member's list and demonstrating original issue for their general satisfaction and well-being. This kind of empathetic leadership helps group participants to feel respected and important, and that making them to see themselves as key to the team (Randel et al., 2018).

This methodology is important in developing a significant reason of fitting among lineup members (Rhoades et al., 2001). Another key part of interpersonal leadership is the development of fairness and equality inside the organization. Leaders who take actions and decision on the basic of fair action, that will help employees to be free from private favoritisms, and definitely that will cause to improve satisfaction among the employees (Arnold et al., 2000). The team's overall sense of belonging is enhanced in large part by this balanced and mentioned method. Additionally, according to Arnold et al. (2000), Inclusive leaders are known for working with others like group member for, making sure every team member can share their ideas

They develop the decision-making process by motivating team members to take part in valuable conversations (Nishii, 2013). To build the team's togetherness and find the feeling of belonging to the

organization, inclusive leaders create open idea shearing environment that allow team members to think from different points of view (Randel et al., 2018). Furthermore, IL improve feeling of belonging and helps team members give value to their uniqueness. This is completed by motivating a huge number of participants from the group. According to Carmeli et al. (2010), inclusive leaders are interested to listen to fresh opinions and information and that is the unique qualities that each team member participate in the process. Leaders can make team members feel special by noticing each person's unique qualities and actively asking for different ideas (Randel et al., 2018). Finally, by identifying each group member's uniqueness, inclusive leaders can achieve or increase his /her output. They help people by using new methods to finish tasks and give satisfied feedback on ideas (Randel et al., 2018). Also, inclusive leaders give support to team members and motivate the them to keep sharing new ideas, that helps everyone to feel unique in the team. IL means leaders are friendly, comprehensive, and give value to different opinions, which support group members to work better and be more creative. According to Javed et al. (2019), this style of leadership increase worker innovation and participation process. IL has a direct impact on IWB by giving feeling of support and worth to workers (Rahmi & Desiana, 2023).

The main purpose of this study is to understand how IL affects innovation and environment. IL is usually connected with greater work commitment, IWB, strategic flexibility, diverse climate, organizational citizenship behavior, and group creativity, according to literature reviews on the topic (Aslan, 2019a; Choi et al. 2015; Obaid & Al-Abachee, 2020; Randel et al., 2016; Ye et al., 2019). These links discovered that IL motivate a more flexible and creative organizational environment in addition to improve individual employee results. By investigating in detail how IL affects the formation of an IC and the effects on IWB and OC, this study tries to extend on these findings.

Emotional Attachment:

Understanding of organizational commitment has grown a lot by the passage of time. It used to be thought that employees worked mostly for money, but now we know that emotional and normative factors significantly influence an employee's commitment and his/her decision to stay with the organization (Meyer et al., 1993). Meyer and Allen (1997) define organizational commitment (OC) as a psychological condition that describes an employee's connection with their organization, therefore that is important to influence their aim to remain with the organization. This commitment means wanting to stay in the organization and agreeing with its goals and main values (Solinger et al., 2008). In 1990, Allen and Meyer divided organization commitment (OC) into three different parts:

"Affective commitment is the emotional bond that an employee feels to have it with the company, so this is the specific subject of this study. It involves having feelings of loyalty and respect for management,

and having respect to the organization's goals, and following organization's vision and mission (Meyer et al., 1993). Workers that have a deep emotional bond with their company are often more motivated to work harder and contribute in the organization success (Çetin, 2021). Many researches have shown the connection between emotional commitment (EC) and various factors that affect on how well organizations perform. These elements include the employer brand's attractiveness (Morley et al., 2016), procedural justice and job satisfaction (Meyer et al., 1993), turnover intention and productivity (Jaros, 2007), Participatory leadership (Afsar et al., 2019), emotional and cultural intelligence (Moon & Hur, 2018), and organizational trust (Zhang et al., 2015), organizational citizenship behavior (Podsakoff et al., 2000), organizational support (Panaccio & Vandenberghe, 2009), and general job satisfaction (Huang et al., 2016).

These components not only showing the variety of emotional commitment (EC) related aspects, but they also emphasize on how important emotional commitment (EC) is for creating a happy and productive work environment. According to Jain (2015), OC this is important for promoting employee loyalty and willingness to try and bring new things. By making sure that workers feel valued and inclusive leadership (IL) also enhances this attachment (Carmeli et al., 2010). The relationship between OC, IWB, and IL will be investigated in this study.

Inclusive Climate:

According to Kossek and Zonia (1993), an IC is the staff's assessment which is conducted about their employers who believe in supporting diversity. It involves understanding of how a company's culture shows common views about the impact of different types of workplace discrimination (Chin, 2009). It concerns, how employees see whether company policies support and respect the importance of demographic diversity among people (Nishii, 2013; Shore et al., 2011; Mor Barak, 2005).

These differences can lead to better results for the organization for improving its overall functioning, in environment that appreciate and encourage diversity, such as an IC (Gonzalez & DeNisi, 2009; Mor Barak et al., 2016). An IC shows that employees think about their environment and give values to diversity and also try to build a friendly environment. This environment is critical for promoting diversity and boosting team creativity (Nishii, 2013). According to research, an IC developed by IL that increases IWB and staff engagement (Mor Barak et al., 2022). This study will explain how these components combine to promote an innovative environment.

The Relationship between IL and IWB:

The information provided by social exchange theory that helps to explain how IL affects IWB. It is believed that when leaders are viewed as kind and honest, they are positively perceived by employees, and better workplace outcomes are produced. As a result, employee motivation is also increased through leaders' kindness, honesty, and care (Choi et al. 2015). Taking responsibility is an important part of IL, especially when novel concepts don't provide the expected outcomes. This strategy motivates workers to take risks in a safe environment, which motivates them to act creatively (Nembhard & Edmondson, 2006; Hollander, 2012). Thus, IL promotes creativity by supporting intrinsic motivation as well as by establishing an environment which is favorable to invention (Zhong et al., 2021).

IL and IWB have been found to link positively in many research types. Individuals and teams have continuously shown a good correlation between IL and innovative behaviors (Aslan, 2019a; Choi et al., 2017; Javed et al., 2019). According to Nguyen et al. (2019), IL improves staff well-being and how well an individual fits in their job, which helps to increase innovative work behavior (IWB). In 2019, Ye et al. observed a favorable correlation between team innovation and IL. According to Xiang et al. (2017) IL can also indirectly increase innovative work behavior (IWB) by improving employees' psychological capital. Based on these findings, the following hypothesis is proposed:
H1: There is a positive relationship between IL and IWB.

According to the theory, employees in an organization are more likely to face with IWB if there is a higher level of IL inside the organization. It suggests that IL, which is described by features like openness, accessibility, and support, is essential for motivating and allowing staff members to be part of and participate in creative efforts.

The Relationship between IL and IC

IL and IC are relevant ideas, but each one of them has its own unique features. Inclusive leadership (IL) refers to the method of leaders which involves in behaviors that include all members of a group, ensuring that each individual's speech is acknowledged and respected (Randel et al., 2018). However, an inclusivity climate (IC) is about how employees see inclusiveness in their workplace, which might Leaders' actions may not always have a direct impact (Ashikali et al., 2020).

Making fair judgments, for promoting feeling of community, and support different viewpoints, are the main goals of inclusive leaders (Mor Barak et al., 2022). However, just having of inclusive leaders does not guarantee the establishment of an inclusive environment. Inclusion climate (IC) is dependent on the perceptions and experiences of inclusivity among all members of an organization (Nishii, 2013).

Furthermore, organizational culture can be impressed by corporate procedures and policies, in addition to the actions of leadership. For example, actions that promote equity and minimize bias are necessary for creating an Inclusive Community (Boekhorst, 2015). even though inclusive leaders are important, to creating an inclusive culture but it also requires complete strategies and changes across the organization (Cunningham, 2023). Diversity among employees can have both positive and negative effects on an IC (Randel et al., 2018; Van Knippenberg & Schippers, 2007; Van Knippenberg et al., 2004). This emphasizes how crucial IL is for controlling these dynamics, for reducing their harmful effects while enhancing their favorable effects. Inclusive leadership (IL) helps to create a positive inclusive culture (IC) by efficiently using variety (Ashikali et al., 2020; Randel et al., 2018).

Inclusive leadership (IL) helps to create a positive inclusive culture (IC) by effectively using diversity and sense of belonging among employees which requires the establishment of a worked place in which employees feel diverse from authorized to show their reliable selves, which feels that they are recognized as necessary members of the team, and can draw upon knowledge with taken from varied team experiences (Boekhorst, 2015; Dwertmann & Boehm, 2016; Dwertmann et al., 2016; Ellemers et al., 2013; Nishii, 2013; Shore et al., 2011).

One essential component of IL is that the competence is knowing by how to establish inclusive environments (Gotsis & Grimani, 2016). “Especially in companies with diverse employees. an IC is more likely when workers feel valued, treated fairly, and included in decisions making (Nishii, 2013). inclusive leaders try to build an inclusive climate by encouraging employee in participation, and also making sure diverse groups are involved in decisions making and creating an environment that supports honest and trustworthy communication (Chrobot-Mason et al., 2014).

Their goal is to create an environment unity, and then give shapes of how employees see the inclusiveness of their work environment (Boekhorst, 2015). A key part of this struggle includes acknowledging and appreciating the different perspectives of all staff, therefore it is important to underscoring these points of view (Chrobot-Mason et al., 2014). Biases and negative attitudes among different groups can be decrease by inclusive leadership (IL) through promoting diversity. (Randel et al., 2018). People from different groups are helped by this tactic to feel more involved in the organization, and their sense of belonging will be increased (Ashikali et al., 2020).

H2: A significant positive relationship exists between inclusive leadership (IL) and inclusive culture (IC).

According to this theory, an organization's inclusive culture (IC) will rise in percentage to increase in Inclusive leadership (IL) levels. it says that leaders who are friendly, open, and supportive in different opinions that helps participants to create an environment that is friendly and accepting for whole staffs.

The Relationship Between Inclusive leadership (IL) and EC

Research has continuously discussed that employee EC and Inclusive leadership (IL) are positively correlated. For instance, Choi et al. (2015) found that Inclusive Leadership (IL) has a positive effect on Organizational Commitment (OC) in their study, which analyzed the mediating role of employee creativity in the relationship between Inclusive leadership (IL) and Organizational Commitment (OC). Similarly, Aslan (2019a) analyzed how Inclusive leadership (IL) mediated the relationship between work engagement and IWB and discovered a strong and positive correlation between Organizational Commitment (OC) and Inclusive leadership (IL). The following theory is proposed based on these findings:

H3: There is a positive relationship between Inclusive leadership (IL) and EC.

According to the hypothesis, employees' EC increases in join group with an increasing in IL. It suggests that when leaders show acceptance, which is defined by honesty, and ease of accessibility, with an appreciation of the different participation made by staff members, workers are more emotionally invested in dedicated to the company as a result.

The Relationship Between IC and IWB

The motivation for IWB is recognized to be influenced by both organizational and individual factors (de Jong & Wennekers, 2008; Yuan & Woodman, 2010). Promoting diversity in the environment is one of the organizational tactics to boost worker’s creativity and innovation (Luu, 2019). Employees' innovative activities within an organization are particularly influenced by the organizational climate (Janssen, 2004).

A significant amount of research has linked organizational climate to IWB, showing that an (IC) is supportive is to innovation (Ma Pukienė, 2016; Shanker et al., 2017; Prieto & Pilar Pérez-Santana, 2014). Motivating innovative behaviors among individual and team, requires a diverse workforce within the business (Lambert, 2016; Shin et al., 2017). Luu's (2019) This investigation, suggested that an IC promotes more innovation, that give more support to this idea. IL plays a critical role in supporting the environment, which motivate innovation and creativity (Ashikali et al., 2020). Based on this information, the study proposes the following theory:

H4: A significant positive relationship exists between IC and IWB.

According to the concept, an inclusive, accepting, and supportive work environment has a useful impact on motivating employees to have innovative behaviors. It suggests that workers are more likely to engage in activities which promote creativity and innovation when they feel appreciated and included.

The Relationship Between EC and IWB

Especially in organizations, EC is seen as a key requirement for employee behavior (Solinger et al., 2008). Strongly dedicated that employee usually to be more passionate and curious, which makes it more likely that they will find creative solutions to problems (Jafri, 2010).

Employee creativity and productivity are motivated by commitment, which is called as a major motivation for company success (Strom et al., 2014). According to several experts, companies that are looking to boost employee creativity and innovation should make EC as a strategic goal (Hakimian et al., 2016; Schaijk, 2018).

Chughtai (2013) supposes that the commitment of employees to their managers significantly influences their tendency to learn, engage, and participate in innovation. In a similar approach, Hakimian and teammates (2016) noted that those who have higher EC levels frequently exhibit a stronger tendency for creative conduct. The positive relationship between EC and IWB is supported by a large number of studies (Jafri, 2010; Aslan, 2019a; Hakimian et al., 2016; Choi et al., 2015; Wang et al., 2019). The following theories can be put up in light of these revelations:

H5: The relationship among EC and IWB Exits

According to this theory, employees are more inclined to engage in IWB when their EC to the company rises, which could lead to the development of new and worthwhile inventions.

H6: The relationship between IL and IWB is positively mediated by EC and IC.

According to this theory, IC and EC serve as conduits for IL's beneficial effects on IWB. It implies that IL fosters an atmosphere and mental condition that are favorable to innovation.

Methods

Research Model

A relational research paradigm is used in the study, which is appropriate for determining and measuring the relationships between IL, IWB, IC, and EC. The purpose of this study is to create and suggest a model that analyzes how IL affects IWB. IC and EC are known as a important variables in this model that

may moderate this relationship. This kind of model shines at evaluating the levels of correlation between multiple variables and figuring out how they relate to one another (Creswell, 2005). However, it's crucial to remember that connection research does not support researchers to manipulate variables or demonstrate cause and effect links among them (Fraenkel & Wallen, 2006).

Sample

29,772 teachers working in Nangahar, Afghanistan's public schools, make up the research's target group. After the sample size started to become stable at about 380 cases, the growth was no longer increasing. For this reason, 379 people were selected for the study, which made sure that the error rate stayed at 5% and the confidence level remained at 95%. The online questionnaires were designed, and participants from schools and teachers were randomly chosen. They distributed the questionnaires after reaching out to 395 instructors online. A 92.2% response rate was obtained from the 364 surveys that were returned.

According to Table 1, there were more female teachers in the study (58.8%) than male teachers (41.2%). The involvement of primary schools was higher than that of other schools educational establishments. The largest group of the sample is (26.1%) which is conducted by teachers whose ages is 30–35, while 22.3% of the sample is represented by teachers with 6–10 years of professional 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

The researchers used four kinds of scales for collecting data. First the Inclusive Leadership Scale. Second the Organizational Commitment Scale. Third the Diversity Climate Scale. And fourth the Innovative Behavior Scale**.** To evaluate IC, the "Diversity Climate Scale" was utilized. Notably, diversity climate and IC are similar terms that are commonly used interchangeably in scholarly works. Both phrases refer to how people view the diversity, equity, and inclusion of an organization's environment. The literature on diversity, equality, and inclusion emphasizes how closely the ideas of diversity climate and IC are related.

The values of justice, belonging, and respecting individual diversity are among the overlapping themes and goals of these ideas (Ashikali et al., 2020; Hofhuis et al., 2016; Mor Barak et al., 1998; Nelissen et al., 2017; Chrobot-Mason & Aramovich, 2013). As Nishii (2013) points out, the lack of clear, consistent definitional constraints for the two notions supports the notion that they might be considered equivalent.

Inclusive Leadership Scale:

Al-Atwi and Al-Hassani (2021) created this scale for the first time, and Polat and Çelik (2023) later explain it. It has 25 pieces and 5 sub dimensions. Ensuring Justice and Equity has five elements, Supporting Team Members has six, Encouraging Diverse Contributions has six, Shared Decision making has five, and Helping Group Members Fully Contribute has three. A 5-point Likert type structure is used to measure

responses on the scale, which have (1 to 5) numbers. (5) mean I absolutely agree. (1) mean I totally disagree. The scale displayed strong dependability, as seen by the 0.95 Cronbach Alpha rating. He treats me similarly as he does others, without discrimination is an example item from this scale.

Organizational Commitment Scale:

This scale, which was first developed by Meyer et al. (1993) and then modified by Dağlı et al. (2018), has 18 items total and three sub-dimensions. Additionally, this scale uses a 5-point Likert scale, with "(5) I entirely agree" and "(1) I strongly disagree" as the possible responses. For this study, researchers used only the Emotional Commitment sub dimension, including the initial six elements of the scale. According to The Cronbach's Alpha the value of This sub dimension was 0.884, while the overall scale value was 0.80. so that we can explain this sub dimension in example too an example item from this sub dimension is: I would be highly pleased to continue my entire professional career at this school.

Diversity Climax Scale:

Diversity Climax Scale which is Created by Buttner and colleagues in 2012. After that explained by Polat in 2021. Diversity Climax Scale has 15 components and 3 sub dimensions. First dimension is Diversity Promises Fulfillment which has five items. Second dimension is Organizational Inclusion which has four items and third dimension is Organizational Justice Climate which has six items. For measuring we use 7-point Likert scale, according to this scale (7) mean I strongly agree to and (1) mean I strongly disagree to. The scale shows high reliability with a Cronbach's Alpha of 0.95. An example item is: Different ideas, opinions, and viewpoints are valued at my school is one sample item.

Innovative Behavior Scale.

De Jong and den Hartog (2010) developed the scale for the first time, while Çimen and Yücel (2017) later explain it. It has ten objects and four sub dimensions:

Opportunity Exploration has three objects, Idea Generation has two objects, Application has three objects, and Championing has two objects. The Likert scale has five points, 5 mean Always being the possible answers and 1 mean Never being the possible answers. With a strong Cronbach Alpha rating of 0.93, the scale shows a high degree of reliability. One example from this scale is: The employees of this organization support developing to be the powerful individuals within the organization creative concepts.

Analysis

Descriptive statistics, reliability metrics, and correlation analyses were all used in the thorough approach for data analysis. Software which is used for this kind of analysis is called SmartPLS and SPSS 26.

Following the methods explain by Hair et al. (2016), the investigation discusses Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the research hypotheses. According to Schuberth et al. (2018) and Rademaker et al. (2019), PLS-SEM is known for its ability to deal with step-by-step measurements and their related errors. According to Rigdon (2012), it is also expert at calculating path coefficients in a way similar to usual least squares. According to Hair et al. (2012), this method is very useful for managing many outcomes, reducing sample sizes, and delivering prediction accuracy when the data distribution is not normal. In order to confirm mediation effects, the bootstrapping technique was applied for this investigation using 500 samples and bias correction with a 95% confidence interval.

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)

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

Table 2 provides specifics on the descriptive statistics and correlations of the variables are under analysis. The following are the variables' mean (M) and standard deviation (SD) values: With a mean of 3.67 and a standard deviation of 0.955, inclusive leadership (IL) was perceived by participants at a moderate level. With a mean of 3.62 and a standard deviation of 0.923, emotional commitment (EC) discuss that participants were generally quite connected to their company. With a mean of 4.99 and a standard deviation of 1.419 for inclusive climate (IC), schools were perceived as being relatively inclusive. With a mean of 3.51 and a standard deviation of 0.941, innovative work behavior (IWB) describes that participant frequently used innovative practices.

important correlations between the variables were shown by the correlation results, which show light on the relationships between these constructs. For example, the positive relationship among EC and IL ($r = 0.58$, $p < 0.001$) suggests that employees are more emotionally involved in their company when leaders are seen that they implement inclusive leadership. This suggests that IL is important to creating a feeling of loyalty and belonging among employees. The strong link between IL and IC ($r = 0.84$, $p < 0.001$) further shows how successful inclusive leadership is, in supporting an inclusive environment. This show that leaders with proactively advance equity and inclusivity make a significant contribution to a workplace where diversity is respected and every worker feels included.

According to the correlation between IL and IWB ($r = 0.64$, $p < 0.001$), inclusive leadership promotes initiative work procedures. This research fucus on how important IL is, for motivating staff members to be

involved in innovative and creative efforts, which are important for the extension and flexibility of organizations. Employees who feel that they emotionally invested in their company are closer to view the climate as inclusive, according to the positive relationship between EC and IC ($r = 0.62$, $p < 0.001$). This relationship shows to a jointly reinforcing cycle in which perceptions of acceptance and emotional commitment to the organization enhance one another. The findings show a clear positive link between emotional commitment (EC) and innovative work behavior (IWB), where employees who feel more emotionally connected usually demonstrate higher levels of innovation ($r = 0.62$, $p < 0.001$). This study further suggest that emotional commitment plays an important role in motivating and supporting innovation within organizations. A significant positive relationship between IC and IWB is found which is called ($r = 0.70$, $p < 0.001$). Describing that an inclusive environment strongly supports creative activity. It is also suggested that promoting innovation among staff members requires the development of a friendly and inclusive work environment. In summary, these results suggest that IL promotes IC and EC in addition to directly increasing IWB. This mutual dependence focuses on how crucial it is to take a comprehensive approach to leadership that focuses on acceptance and emotional involvement in order to motivate creativity.

Assessment of measurement model (first-order constructs)

Some tests and criteria were applied to evaluate the measurement of model's validity and reliability:

Factor Loading:

The internal consistency of each scale was evaluated by the researchers through the examination of item factor loadings. Büyüköztürk (2002) explain that factor loadings between 0.30 and 0.59 represent a moderate level, while values of 0.60 and above represent a high level, indicating strong item reliability. Only three items fall into the moderate range, according to the results, which are shown in Table 3. The majority of the items have high factor loadings.

Reliability Coefficients:

The study used Composite Reliability (CR) coefficients to evaluate the internal consistency reliability. The study used average variance values (AVE = Average Variance Extracted), which are explained by factor loadings, to demonstrate convergent validity. The AVE should be greater than 0.5 and the CR value should be greater than 0.7, according to Fornell and Larcker (1981), in order to obtain adequate convergent validity. The findings proved the convergent validity of the first-order construct.

Table 3: Assessment of measurement assessment (first-order construct)

	Item no	Factor loading	T Statistic (IO/STDEV I)	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	0,938	0,718
	SD2	0.848	47.163		
	SD3	0.866	53.157		
	SD4	0.886	67.201		
	SD5	0.888	76.851		
Emotional Commitment	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	0,938	0,709
	HGM2	0.788	33.019		
	HGM3	0.880	63.448		
	EC1	0.826	54.471	0,895	0,590
	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		
Innovative Behavior	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		
	OE1	0.733	24.236	0,887	0,797
	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		

The evaluation of the first-order measurement model using PLS-SEM is shown in Table 3. Indicator reliability, internal consistency reliability, and convergent validity were used to assess the measurement model. The findings show that most indicator loadings are higher than the suggested cutoff point of 0.70, indicating adequate indicator dependability. Furthermore, under the traditional 5% significance threshold, all reported t-statistics are significantly higher than 1.96, suggesting that the outer loadings are statistically significant.

The findings also show that all first-order dimensions have excellent internal consistency dependability. The composite reliability (CR) values are higher than the suggested minimum of 0.70, ranging from 0.884 to 0.938. In a similar vein, the AVE values are above the suggested cutoff of 0.50, ranging from 0.574 to 0.821. These results show that there is sufficient internal consistency and convergent validity in the first-order dimensions.

With values ranging from 0.763 to 0.888, the five dimensions of inclusive leadership—STM, EJE, SD, EDC, and HGM—show satisfactory factor loadings; their CR values range from 0.921 to 0.938, and their AVE values range from 0.674 to 0.718. This suggests that each of the dimensions effectively captures a different facet of inclusive leadership. With CR values of 0.884 and 0.921 and AVE values of 0.574 and 0.701, the dimensions of Inclusive Climate also show acceptable reliability and convergent validity.

The CR value of 0.895 and AVE of 0.590 for emotional commitment show adequate internal consistency and convergent validity. The total construct-level dependability and AVE are still above the suggested standards, despite the loadings of EC2 (0.699) and EC3 (0.618) being just below the desired 0.70 threshold. As a result, these markers were kept because of their theoretical significance and overall measurement quality.

Additionally, the parameters of innovative behavior show acceptable measurement qualities. They have factor loadings between 0.733 and 0.911, CR values between 0.887 and 0.932, and AVE values between 0.797 and 0.821. These findings verify that the dimensions of innovative behavior have sufficient indicator reliability, internal consistency, and convergent validity.

Overall, the findings indicate that the first-order measurement model demonstrates acceptable reliability and convergent validity. Although OF1 (0.423) and OF2 (0.529) exhibit relatively low factor loadings, the corresponding first-order dimension maintains acceptable CR (0.884) and AVE (0.574). Accordingly, the measurement model provides sufficient evidence of reliability and convergent validity for proceeding to the subsequent assessment of the structural model.

Table4: Discriminant Validity

Discriminant validity (HTMT)

	CH	DPE	EC	EDC	EJE	HGM	IG	IM	OE	OF	OI	SD	STM
CH													
DPE	0.666												
EC	0.656	0.671											
EDC	0.857	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	

The researchers used the Heterotrait Monotrait ratio (HTMT) to assess discriminant validity. Table 4 shows that the Heterotrait Monotrait ratio (HTMT) values are below the 1.0 cutoff (Franke & Sarstedt, 2019)

The findings confirm that each of the first-order ideas was experimentally different. This confirmed the discriminant validity of the first-order constructs.

Table 5: Evaluation of the second-order measurement model)

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

The researchers evaluated the measurement model for second order constructs. Table 5 shows that all first order construct which is loadings on the second order construct are above 0.70. For the second order constructs, the AVE and CR values are higher than the required limits of 0.50 and 0.80 These results show that the second-order constructs have demonstrated convergent validity. Table 6 shows that the Heterotrait–Monotrait ratio (HTMT) values are below 0.90 (Henseler et al., 2015), which confirms that the second-order constructs are valid.

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	

Table 6 presents the results of the heterotrait–monotrait ratio (HTMT) analysis conducted to assess the discriminant validity of the study constructs. The HTMT criterion evaluates whether the constructs are empirically distinct from one another. The results show that the HTMT values range from **0.636 to 0.865**. All HTMT values are below the recommended threshold of **0.90**, indicating that the correlations between the constructs are sufficiently distinct and that discriminant validity has been established.

The highest HTMT value is observed between **Inclusive Climate and Inclusive Leadership (0.865)**, which remains below the conservative threshold of 0.90. The remaining HTMT values range from 0.636 to 0.730, providing further

evidence that Emotional Commitment, Inclusive Climate, Inclusive Leadership, and Innovative Behavior represent empirically distinct constructs. Therefore, the HTMT results confirm that the measurement model demonstrates satisfactory discriminant validity and that the constructs can be appropriately distinguished from one another for subsequent structural model assessment.

Table 7: VIF Values

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

Multiclonality:

The researchers calculated the Variance Inflation Factor (VIF) to avoid comprehensive correlations between the model's predictive variables, which could mislead the results. To reduce concerns about multicollinearity, VIF values should perfectly be less than 5 (Hair et al., 2011). All VIF values shown in Table 7 were determined to be less than 5, that means that the model had no collinearity problems. This confirms that the variance in the model isn't exaggerated by confirming that there is no major correlation between the independent variables. The research model was found to be dependable in consistent based on these tests and criteria, The scales and items effectively represented the relevant constructs.

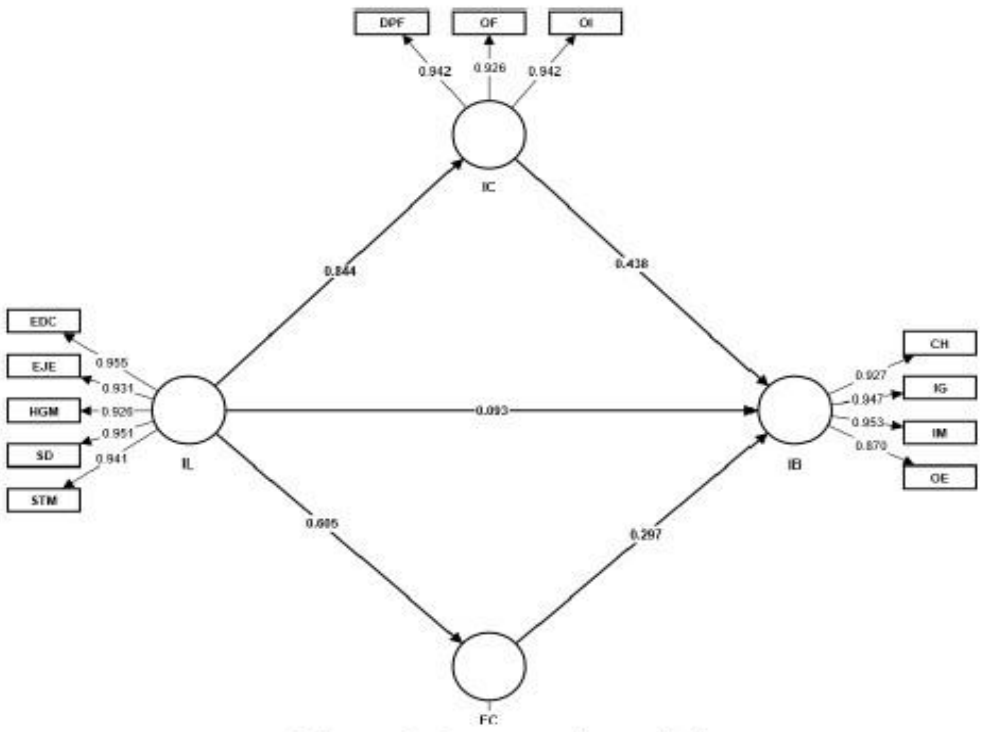


Figure 2. Structural model

Assessment of the Structure Model:

The results of direct and indirect influences are shown in Table 8 and Figure 2. It has been determined that IL has a beneficial effect on IWB in light of these studies. EC and the climate of difference are positively impacted by IL as well. These findings demonstrate the confirmation of hypotheses H1, H2, H3, H4, and H5. The 5000 bootstrapping (resampling) approach was used to determine mediator effects in order to test the mediator effect.

The findings indicate that the link between IL and IWB is favorably mediated by EC and IC. The H6 hypothesis is supported by these findings.

Table 8. Direct, Indirect, and Total Effects

	Standardized Coefficient	T Statistics (IO/STDEVI)	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 impact					
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

It is Discovered from evaluating the research's structural model that IL has a high impact on IC it means that when IC is (0.84) so EC will be (0.61), and a minimum impact on IWB (0.09). Additionally, EC (0.30) and IC (0.44) have small impact on IWB. It is suggested by these results that IC and EC play an important role in using inclusive leadership (IL) that important role in using inclusive leadership will completely motivate the development of innovative work behavior (IWB)

Hypothesis Testing

To analyze the relationships and effects proposed in the study, hypothesis testing was used the specific findings are the following:

Direct and Mediating Effects

IL's Effect on IWB:

It was found that IL directly improves IWB, supporting Hypothesis H1. It is suggested that inclusive leadership directly supports innovative work practices among employees. Inclusive leadership is defined by researchers through openness, accessibility, and appreciation of different contributions. However, an effect size of only 0.09 suggests that although inclusive leadership (IL) is important, but it may not be the main factor that influences innovative work behavior (IWB). This displays that further aspects can strengthen the effect of IL on IWB

IL's Effect on EC and IC:

The findings support Hypotheses H2 and H3 showing that IL has a favorable impact on both EC and IC. Specifically, inclusive leadership (IL) significantly increased affective commitment (EC, 0.61) and internal commitment (IC, 0.84), showing that inclusive CEOs play a key role in creating a workplace where Workers have a sense of emotional connection and inclusivity. Creating an environment of commitment and belonging, which are important for raising employee engagement and morale, need such an atmosphere.

IC and EC's Effect on IWB:

IWB was found to be positively impacted by both IC and EC, supporting Hypotheses H4 and H5. According to the effect sizes of EC (0.30) and IC (0.44) on IWB, these variables have a major role in motivating creative activity. A workplace that is inclusive and respects different views can helps to build a more creative and cooperative working environment. In the same way, employees are encouraged by emotional commitment (EC) to take part in creative activities through their loyalty and strong connection with the organization. The findings show that developing a friendly and inclusive environment is very important for increasing creativity.

Mediator Effect Testing:

Mediator Effect Calculation:

The mediator effects were calculated in the study using the 5000-bootstrapping approach. The findings supported Hypothesis H6 showing that both EC and IC positively moderate the link between IL and IWB. This suggests that when EC and IC done function as mediators, the important effects of IL on IWB are extensively increased. An atmosphere that are inclusive and emotionally supportive is created by inclusive leadership, and this supporting making actions. This mediation effect shows the need for a comprehensive tactic in leadership performs and the complex paths through which IL influences innovation.

Structural Modeling Finding:

The structural model offered comprehensive information about the extent of the impacts:

Low effect of IL on IWB:

Although, the positive effect of inclusive leadership (IL) on innovative work behavior (IWB) was very small (0.09), while the IL has a moderate direct impact on IWB. This result recommends that other elements, including the IC and EC, are more important in promoting innovation.

High effect of IL on IC and EC:

Research found that IL have a significantly high impact on both IC (0.84) and EC (0.61), showing that it is a powerful promoter of both emotional attachment and an inclusive workplace. This points out how vital it is for administrators to create an inclusive environment and develop close emotional relationship with staff members in order to improve organizational results.

Effect of IC and EC on IWB:

It was discovered that EC (0.30) and IC (0.44) both had a minor impact on IWB. Their impact on innovation is important and remarkable, although it is lower than IL's effect on these variables. This emphasizes how important an inclusive environment and emotional commitment are in motivating creative work practices, and it is suggested that companies give top priority to these factors in order to promote innovation. The results show how IL, EC, IC, and IWB are connected. Although it has a small direct impact on inventive behavior. inclusive leadership significantly supports innovation through the mediating effects of emotional commitment and an inclusive environment. These findings discuss how crucial it is to create friendly and motivating work environments in order to fully unlock employees' creative potential.

Discussion and Suggestions

We analyzed the direct and mediated effects of IL on IWB in this study, as the mediating roles of internal commitment (IC) and emotional commitment (EC). The results showed that IL has a strong direct and indirect impact on IWB through these mediating variables. furthermore, a strong positive correlation between the variables was found, which confirmed that all of the expectations were accurate. The first hypothesis discovered the relationship between IL and IWB by testing the hypotheses which is developed from the study model.

According to the study's result, IL has a positive and important effect on IWB, which is reliable with the findings of previous studies (Javed et al., 2019; Choi et al., 2017; Aslan, 2019a). The theory of cognitive assessment can be connected to this concept. According to this study, IL motivate and supports workers to

be innovative and try new things (Deci, 1975). This supports a productive workplace where creativity can grow, and that is consistent with the results of our study (Javed et al., 2019).

The study examined the relationship between inclusive leadership (IL) and internal commitment (IC) regarding the second hypothesis. The theory of social exchange, explain that when leaders are reasonable and motivating, their followers so their followers will trust and behave them well. So, this is the foundation for the idea that inclusive leaders behave in that kind ways that everyone feel included and treated fairly (Blau, 1964). This is consistent with previous research that shows how effective leadership supports an inclusive environment (Nishii, 2013).

According to the analysis, IL significantly and favorably promotes IC, which is followed by similar results from research on diverse populations (Ashikali et al., 2020; Randel et al., 2018). relationship between EC and IL was analyzed while investigate the third hypothesis. We can investigate self-determination theory in order to test this idea. According to this concept, inclusive leaders light employees' needs for competence, belonging, and resistor over their job (Deci & Ryan, 2000).

Employees feel more loyal and belonging to their company when these demands are satisfied. The results of the research showed that IL increases EC in a positive and significant way. This result is similar with the result of other studies looking into the relationship (Choi et al., 2015; Buskirk, 2020), showing the reliable support of IL to raising employee engagement and emotional attachment. The connection between IC and IWB was the subject of the fourth hypothesis. The broaden and build idea uses as a foundation for this concept. According to this hypothesis, people can think more creatively and develop new ideas when they have positive emotions like belonging (Fredrickson, 2001).

An inclusive workplace improves employee satisfaction and motivates to create solution for the problem. Consistent with other research, the study found a positive and strong relationship between internal commitment (IC) and innovative work behavior (IWB) (Ma Prieto & Pilar Pérez-Santana, 20114; Pukienė, 2016; Shanker et al., 2017). The study observed the connection between EC and IWB in the fifth hypothesis. The conservation of resources theory provides an explanation for this hypothesis. According to this theory, people try to enhance and protect their assets, their emotional commitment (Hobfoll, 1989). The results of our study are supported by the real fact employees who are emotionally involved are more likely to work hard on creative projects (Jafri, 2010).

Consistent with previous research, showed a positive and significant relationship amongst EC and IWB (Jafri, 2010; Aslan, 2019a; Hakimian et al., 2016; Choi et al., 2015; Wang et al., 2019). The possible mediating function of IC and EC in the relationship amid IL and IWB was studied in the sixth hypothesis. The leader-member exchange (LMX) theory acts as the basic for this theory. The relationship if quality

between managers and staff is the main focus of LMX theory. Strong emotional commitment and an inclusive work place are supported by relationships based on mutual respect and trust, which encourage creative work practices (Graen & Uhl-Bien, 1995). This is consistent with our observation that IC and EC improve the beneficial impact of IL on IWB. The results confirmed that EC and IC both playing role as mediating factors, which is positively relating IL to IWB.

Although inclusive leadership (IL) had a small direct effect on innovative work behavior (IWB), including the mediator variables greatly enhanced its impact, on resulting a substantial indirect effect. The study's summary offers comprehensive understanding into the awareness among IL, EC, IC, and IWB, especially when considering educational organizations. Although IL is fundamental for supporting innovation, its effects are significantly enhanced when teachers have high EC and an IC. This suggests that while promoting creativity, school administrators should take a multipronged strategy. School manager must understand that IL is a beginning point rather than a comprehensive answer for improving IWB when putting it into action.

When teachers see that they are a part of a leadership style that values and combines their many viewpoints, they are more likely to be innovative. The results of this study, suggest that a key factor in improving innovative is the work environment and the teacher’s emotional connection to their school. Implementing IC is important for school managers who want to promote more creative work environment. This creative work environment gives values and respects to diversity in all its expressions, including age, gender, cultural background, and etc. some time It is more than just basic policy changes. By effectively point out these differences, problems can be avoided and all teachers can feel valued and included.

Teachers’ emotional commitment (EC) to their institution can increases along with their internal commitment (IC). Teachers are more likely to build an emotional bond with their jobs when they are treated with truly respect and also informed them from their unique personalities. This EC can cause a more creative and involving teaching style and be a strong productivity enhancer. The research concludes by focusing the value of creating and implementing an IC and selecting as a suitable approach for leadership in educational sector. Taking participation in the institution's core values is more important than just implementing IL. School Managers might promote a work environment where innovation is not only important but also organically school’s culture created from this. This change may cause to be more innovative, dynamic, and successful teaching methods that have advantages to both teachers and students.

Limitations and Future Research

It's important to mention the limitations of this study in order to find opportunity for further research. First off, everything the data which is used in this study came from Afghan public schools. Future research may expand the scope of data collection to include different educational environments, including private schools and different Afghan areas. This wider approach can give better understanding and make the results useful for more situations. Second, this study analyzed IL's effects on IWB from the viewpoints of EC and IC. Alternative mediating variables could be analyzed in future studies to improve our understanding of the basic dynamics in this situation.

Finding more expected mediators might provide a more complex understanding of the ways in which IL affects IWB. Thirdly, only Nangarhar public school teachers were included in our study. The expectations from Future sample are too involved teachers from other Afghan regions and educational levels, it may provide deeper data and a comprehensive range of opinions. This would make it easier to understand how IL affects different educational environments. The literature might be significantly upgraded. a more global understanding of these events could be achieved by encompassing the research yonder Afghanistan to include other nations and cultures.

Finally, the link between IL, EC, IC, and IWB: cultural differences and similarities should be highlighted by comparative research. Given the differences in organizational behavior and leadership styles over cultural environments, such studies might be important. Hofhuis et al. (2016), For example, different views of diversity can affect how workers behave. Likewise, Mor Barak et al. (2016) say that culture can affect inclusive activities and their results. Future research can help us to understand better o how IL, EC, IC, and IWB are connected by studying these gaps.

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