

Arab American University
Faculty of Graduate Studies
Department of Administrative and Financial Sciences
Master Program in Human Resources Management



**Self-Determination as a Mediator in the Relationship between Inclusive
Leadership of Human Resources Practitioners and Teachers' Adaptive
Performance in Private Schools.**

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**This Thesis Was Submitted in Partial Fulfilment of the Requirements
for the Master Degree in Human Resources Management**

Palestine, March/2025

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Thesis Approval

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Declaration

I declare that, except where explicit reference is made to the contribution of others, this thesis is substantially my own work and has not been submitted for any other degree at the Arab American University or any other institution.

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A handwritten signature in blue ink, appearing to read 'Aya Fawalha', with a long horizontal stroke extending to the right.

Date of Submitting the Final Version of the Thesis: 30/6/2025

Dedication

To my parents

Who are the first teacher of my life and responsible for my success

To my sisters

Who are lightened my life

To my friends

Who make my life more special

To my professors

Whose helping me in shaping my academic growth

To my students

Who inspire me and make me improve

To my homeland

Whose making me stronger and taught me to never give up

This work is dedicated for you.

Aya Hussein Mousa Fawalha

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Aya Hussein Mousa Fawalha

Self-Determination as a Mediator in the Relationship between Inclusive Leadership of Human Resources Practitioners and Teachers' Adaptive Performance in Private Schools.

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Abstract

This study examines the mediating role of self-determination in the relationship between inclusive leadership and teachers' adaptive performance in private schools in Ramallah, Palestine. Utilizing a quantitative research design, data were collected from 153 teachers through a structured questionnaire and analyzed using Smart PLS4. The findings reveal that while inclusive leadership does not directly enhance adaptive performance, it significantly boosts teachers' self-determination, which in turn improves their adaptive performance. This suggests that inclusive leadership indirectly influences teachers' adaptability by fostering a sense of autonomy, competence, and relatedness. The study recommends school leaders promote teacher autonomy through participative leadership and professional development. Schools should create supportive environments through collaboration, decision-making involvement, and recognition systems. Psychological safety, training partnerships, and structured support systems should be established to reduce stress and enhance performance. These steps will help ensure that inclusive leadership is effectively translated into improved teacher adaptability and educational outcomes. However, the study acknowledges limitations such as the political conflict in Palestine posed logistical challenges and limited access to all private schools. Additionally, teachers' heavy workloads and unfamiliarity with online questionnaires affected the response rate and quality. Limited resources and lack of experience with large-scale research in private schools also posed difficulties. Moreover, potential response rate bias may have influenced results, and the questionnaire may not have fully represented all cultural perspectives. Future research should consider a mixed-methods approach to gain deeper insight into the relationship between IL and AP. Qualitative methods such as interviews may provide richer data and improve cultural understanding.

***Keywords*:** Inclusive leadership, Adaptive performance, Self-determination, private school

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List of Definitions of Abbreviations

Abbreviations	Title
(IL)	Inclusive Leadership
(AP)	Adaptive Performance
(SDT)	Self -Determination Theory
(HR)	Human Resources
(AVE)	Average Variance Extracted
(VIF)	Variance Inflation Factor
(SEM)	Structural Equation Modelling
(SET)	Social Exchange Theory
(OST)	Organizational support Theory

Chapter One: Introduction

1.1 Background

In light of today's global openness, and the challenges and disasters facing countries worldwide, it has become difficult for institutions and organizations of all types and levels to maintain their existence. Furthermore, the intense competition, sudden, rapid, and random changes occurring in reality—such as cultural changes, economic crises, political issues, and the very rapid technological development—have all generated fears among organizations worldwide. Therefore, these organizations strive to adapt to the changing reality by increasing their efficiency, attempting as much as possible to find stability, integrating employees, enhancing their performance, maintaining agility and innovation, and raising competitive advantages to achieve their strategic goals. In reality, the most crucial pillar responsible for all this effort is the leader of these institutions. The success, survival, and level of the organization depend entirely on the efficiency of its leaders in guiding it in times of peace and during disasters and emergencies (Sarta et al. 2020).

Leaders, with appropriate leadership styles, would have a significant impact on the entire organization (Collie, 2011; Igbaekemen, 2014; Mohammed et al. 2014). The existence of leadership models in schools can promote the academic success and well-being of all students (Gómez-Hurtado, 2021). Schools are no longer led by directors. Instead, there is a shared responsibility for leadership. This means the necessity of existence combines between functions in organization. They need to frame policies to suit the environment to find balance between order, authority and internal conditions in the organization (Danisma et al, 2015). Therefore, there is no doubt that leadership is the backbone of the survival of institutions and organizations. It is the first line of defines in facing all the challenges and situations the organization encounters.

From this perspective, building on the Contingency Approach to Leadership, effective leadership styles have diversified according to the situations that institutions face. Each of these leadership styles plays its role depending on the tasks, situations the

institution encounters, and its nature of work. Prior studies suggest that organizations with inclusive leaders who implement an inclusive culture will last longer, contribute more, make wise decisions, perform better, and be more engaged, innovative, adaptive, and energetic (Qurrahtulain, 2022). For example, inclusive leadership plays a prominent role in educational institutions, such as schools, especially private ones (Adams & Tan, 2023). Inclusive leadership was initially coined by Nembhard and Edmondson (2006) they define inclusive leaders as having three basic characteristics” that is open accessible and available, they explained that inclusive leaders who are simply accessible and available to listen to new ideas (Bataineh et al. 2022).

It is also noteworthy that inclusive leadership encourages the idea of equality between the employees. They accept the diversity of the workplace, and this creates loyalty and satisfaction between employees (Ashikali et al. 2020). When leaders value the differences among their employees and followers this will motivate them to work better, maintain openness to participate, never hide knowledge and provide a healthy and safe place in school for their employees. Consequently, this leads to creating a supportive organizational culture and environment that encourages employees to engage more in the managerial and decision-making activities, besides increasing their performance and achieving autonomy. Therefore, the employees feel excited because they are treated equally (Shafaei & Nejati, 2024).

Polat and Turhaner (2024) argued that one of the primary leadership types to contemplate within the education sector is inclusive leadership. An important aspect of this strategy is that it allows educational institutions to cultivate academic brilliance, maintain rigorous standards, and encourage student diversity. Inclusive leadership, (Qurrahtulain et al., 2022) states, is based on the principle that leaders should be receptive to the diverse requirements of students and staff, thereby establishing a setting in which all individuals feel appreciated and integrated. Through the cultivation of an inclusive culture, leaders have the ability to empower both educators and learners, so facilitating the realization of their maximum capabilities and enhancing their contributions to the academic community and society.

Moreover, the implementation of inclusive leadership fosters cooperation and synergy, which are crucial for upholding a favorable and efficient educational atmosphere. Leadership that actively promotes fairness and respect establishes an environment in which instructors and students are driven to participate completely, resulting in enhanced academic achievement and student outcomes. Therefore, inclusive leadership is linked to increased levels of teacher satisfaction and student engagement, which in turn leads to improved student performance (Kruize et al., 2020). Furthermore, the profound impact of inclusive leadership goes beyond the confines of the classroom, as this particular leadership approach contributes to the development of unified and well-informed communities. Inclusive leadership also yields favourable societal effects by enabling educators and students to work together and attain greatness, therefore promoting social justice, equity, and a collective dedication to learning. Hence, the significance of inclusive leadership in education cannot be exaggerated, since it not only propels the achievement of institutional excellence but also facilitates wider societal transformation (Awu & Darius, 2022).

In times of crisis, one of the work performance forms that researchers have emphasized is adaptive performance. As adaptive performance covers the behaviour and skills that are new for the employees, processes, and demands in the workplace. (Park et al., 2020). In the literature, adaptive performance has been viewed by several researchers as an expanded framework that reflects the changing nature of modern work and business environments (Joung et al., 2006). Where many researchers have identified it as a modified form of individuals' behaviour and responses towards challenging situations (Kaya & Karatepe, 2020). Pulakos (2000) noted that adaptive performance contains of both task performance and contextual performance that focuses on eight features that are learn efficiently and perform innovatively; manage exhausting, hostile, unexpectedly and critical conditions; coordinate different culture and social perspective(Qurrahtulain et al., 2022).

More specifically, in the context of education, Bachrach and Baruch (2011) claim that the major concept of contouring change and matching or moderating responses to

unexpected occurrences, named adaptive performance, is insufficiently designed in the contemporary educational environment whilst it is significant, primarily due to inadequate inclusion strategies. While in a recent study Ain (2023) has found that adaptive performance is positively related to learning outcomes. It can be observed from the aforementioned discussion that adaptive performance takes a significant role between employees within the domain of human resources development. Zhang et al. (2024) revealed that the humble leadership enhances adaptive performance.

Shoss et al. (2012) have presented a framework for job performance, indicating that there is a difference between the concepts of task performance and adaptive performance. Although the two concepts are related, they differ in context: task performance involves completing tasks assigned to the employee to achieve the strategic goals of the workplace, while adaptive performance refers to the employee's ability to adapt to sudden changes encountered while performing the job. In other words, job performance is related to task accomplishment, while adaptive performance is defined by flexibility, readiness, acceptance of changes, and the ability to deal with and overcome difficulties (Khadir, 2019).

Recent research indicates that Inclusive leadership, which emphasizes empowering others, creating a safe environment, and valuing diversity, creates the conditions necessary for self-determination to flourish. According to self-determination theory (Deci & Ryan, 2000), people who feel a sense of independence, competence, and connection with others are more naturally motivated and better able to adapt to challenges. Research shows that inclusive leadership strengthens these psychological needs, helping to build self-determination in employees (Ashikali et al. 2020). As a result, employees with self-determination perform better in adapting to change, showing more resilience, creativity, and motivation when facing the challenges of an unpredictable and complicated work environment (Zhang et al., 2024).

The growing literature of research on leadership and individual outcomes has continuously emphasized a substantial correlation between inclusive leadership and diverse dimensions of performance in various settings. Nevertheless, the precise nature of

this relationship is not fully defined (Hyslop-Margison & Sears, 2010). Despite the demonstrated good impact of inclusive leadership on performance indicators such as creativity, cooperation, and problem-solving, there is a need for more investigation into the fundamental processes that contribute to these results. For a more profound understanding of this relationship, it is crucial to analyze the psychological mechanisms that facilitate the link between inclusive leadership and adaptive performance. Notably, the autonomy of employees significantly influences their reaction to inclusive leadership (Raley et al., 2021). When employees have a sense of empowerment and inclusion, they are more inclined to demonstrate adaptive performance, encompassing qualities such as flexibility, resilience, and the capacity to successfully and efficiently address evolving demands within the work environment (Kruize et al. 2020). In other words, perceiving autonomy and competence in their positions, self-determined personnel are more inclined to engage in behaviours that are in line with organizational objectives, thereby improving their adaptive performance.

An examination of the function of self-determination in this particular setting can elucidate the manner in which inclusive leadership cultivates a professional atmosphere wherein personnel are not only driven but also equipped to effectively respond to novel obstacles, therefore resulting in enhanced individual and organizational achievements (Ryan & Deci, 2017).

1.2 Problem Statement

The education sector in Palestine faces numerous challenges, including inadequate resources, infrastructure, ongoing occupation, economic problems, and ineffective policies. High student success and ineffective teaching staff are major issues, particularly in private schools (Affouneh, 2013). These challenges make it difficult to provide quality education, especially during times of crisis, especially when distance learning is used (Ramahi, 2015). Thus, adaptive performance, which allows teaching staff to acquire new abilities, modify strategies, manage stress, and preserve intrinsic motivation, is crucial for achieving educational goals even in adverse conditions (Zhang et al., 2024).

The Palestinian Central Bureau of Statistics (PCBS) reports that only 40% of kindergarten teachers have completed secondary education and 26.8% hold undergraduate degrees, indicating a lack of qualified personnel (Romahi & Issa, 2010). Despite the growth of the private sector, it lacks internal adaptability and support systems for qualitative growth. Managerial problems in private schools are high, with 73.60% in north Palestine due to poor planning and inappropriate leadership (Saleh, 2004). This lack of leaders hinders the development of a culture of adaptability and professional growth among teachers (Issa, 2023).

Accordingly, this research aims to explore the effectiveness of inclusive leadership in enhancing adaptive performance in private schools in Palestine. Inclusive leadership encourages creativity, innovation, empowerment, and self-confidence among employees, making it a valuable tool for navigating the complexities of education delivery in challenging environments (Ashikali et al. 2020). The study emphasizes the importance of flexibility, support, and effective communication in achieving these goals.

Additionally, the relationship between inclusive leadership and teachers' adaptive performance is questioned, with self-determent potentially influencing this relationship. In organizations lacking diversity and psychological safety, self-detriment can hinder teachers' ability to perform better (Ain, 2023). To improve teaching performance, management should incorporate inclusion strategies and foster positive learning behaviors. Thus, an in-depth study is needed to fully understand how this relationship occurs, emphasizing the role of self-determent as a mediator between inclusive leadership and private school teachers' adaptive performance in Palestine.

1.3 Research Objectives

The study aims to:

1. Examine the impact of inclusive leadership on teachers' adaptive performance in private school in Palestine.

2. Examine the impact of inclusive leadership on teachers' self-determination in private school in Palestine.
3. Examine the impact of teachers' self-determination on teachers' adaptive performance in private school in Palestine.
4. Examine the mediation effect of self-determination in the link between inclusive leadership and teachers' adaptive performance in private school.

1.4 Research Questions

The study will answer the following questions:

1. Does inclusive leadership influence teachers' adaptive performance in private school in Palestine?
2. Does inclusive leadership influence teachers' self-determination in private school in Palestine?
3. Does teachers' self-determination influence teachers' adaptive performance in private school in Palestine?
4. Does teachers' self-determination mediate the link between inclusive leadership and teachers' adaptive performance in private school?

1.5 Research Hypotheses

The study will test the following hypothesis:

H1: Inclusive leadership influences teachers' adaptive performance in private school in Palestine.

H2: Inclusive leadership influences teachers' self-determination in private school in Palestine.

H3: Teachers' self-determination influence teachers' adaptive performance in private school in Palestine

H4: Teachers' self-determination mediates the link between inclusive leadership and teachers' adaptive performance in private school.

1.6 Research Significance

The present study investigates the significance of self-determination in the context of inclusive leadership and its influence on adaptive performance within private educational institutions. The objective is to enhance theoretical understanding and actual implementations in education by examining how inclusive leadership promotes self-determination, consequently improving teacher effectiveness and student educational achievements:

1.6.1 Theoretical Significance

The present study aims to enhance the current knowledge by providing a more comprehensive analysis of the functioning of self-determination in the framework of inclusive leadership and its influence on adaptive performance. Through an investigation of the psychological mechanisms that support self-determination, this study aims to offer valuable understanding of how motivating elements, such as autonomy, competence, and relatedness, impact the performance of teachers and the outcomes of students. By providing a more nuanced view of the relationship between leadership styles and employee motivation, especially in educational contexts, the findings will enhance the theoretical framework and address a gap in the existing literature.

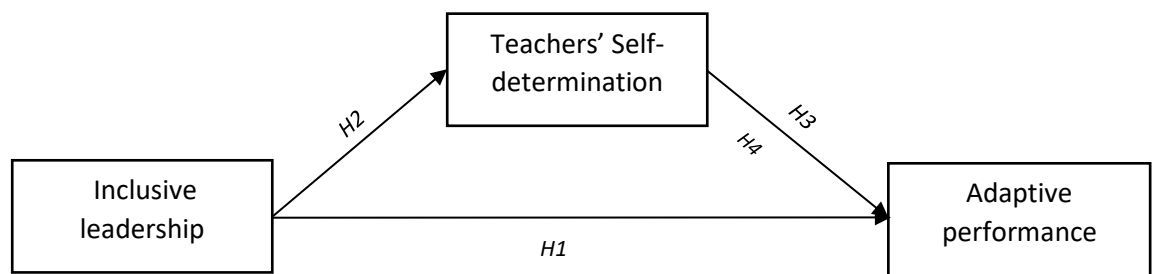
1.6.2 Practical Significance

The results of this study might provide school administrators with useful direction on how to improve teacher motivation and performance by implementing leadership strategies that strengthen self-determination. Having a comprehensive understanding of how inclusive leadership can cultivate a feeling of independence and proficiency among teachers, administrators will be more prepared to establish a nurturing atmosphere in which educators feel empowered to make decisions, efficiently manage their classrooms,

and establish significant relationships with students. Consequently, this might enhance the general standard of education, increase job approval among educators, and establish a more favorable learning environment for kids. In resource-constrained educational environments, these observations will be especially valuable in optimizing the capabilities of both educators and learners, ultimately resulting in improved academic achievements.

1.7 Research Framework

The figure blow shows the research framework...



Framework

Figure (1.1): Research

1.8 Research Scope

Research constructs: This study focusses on inclusive leadership as an independent variable, adaptive performance as a dependent variable and self-determination as a mediation variable.

Geographical Boundaries: the study will be limited to private sector school operating in West Bank.

Time Frame: The research will be conducted in 2024-2025.

Human Delimitation: Regarding to study aim, the study will target the full-time teachers working at private schools in West bank.

1.9 Definition of Terms

Inclusive Leadership (IL): Zhang et al. (2016) described this term as a style of management that actively seeks to include and empower all personnel, irrespective of who they are or where they come from. Leaders that are inclusive model actions that foster an environment where everyone feels welcome and valued. Creating an environment that values and makes use of varied perspectives is important to them, as is empowering all team members.

Adaptive Performance (Ap): It is defined as the ability of any person who effectively manages the change and responds to these changes. Also clearly demonstrate resourcefulness and flexibility when the situation is new and unexpected. It also covers the behavior and skills that are new for the employees, processes, and demands in the workplace. (Park, Lim, Kim, & Kang., 2020)

Self-Determination: Self-determination refers to the way in which an individual takes charge of their life, makes choices that align with their values, and confidently pursues their goals. This phrase is used to describe an environment where workers are encouraged and given the authority to act in a way that is consistent with their personal values and interests. It also includes the concepts of autonomy (the freedom to make decisions), competence (the ability to accomplish activities efficiently), and relatedness (a sense of belonging and connection with others) (Martela, 2020).

Private School: A non-governmental educational institution. However, it is under private management and mostly funded by tuition fees, donations, and endowments. Private schools possess the independence to establish their own curriculum, procedures, and entrance standards, frequently providing specialised programs or educational techniques that diverge from those of public schools

Chapter Two: Literature Review

2.1 Introduction

This chapter explores the connection between inclusive leadership, adaptive performance, and self-determination in educational settings. It discusses the importance of inclusive leadership, Self-Determination Theory (SDT), and its impact on educational outcomes. The chapter also highlights the role of adaptive performance in contemporary education and the link between leadership styles and instructor adaptability. The researcher also examines self-determination and its mediating role in the relationship between adaptive performance and inclusive leadership. However, it is also noted that there is a lack of research on this triangle link, especially when it comes to private school.

2.2 Inclusive Leadership

As a leader, being aware of your leadership styles can help you give your colleagues better advice and feedback, as well as gain insight into your own thought process, decision-making process, and potential methods to apply when making important decisions. Derived from the word ‘inclusive’, inclusive leadership style is simply a style that values the participation of others. Recognizing their inherent biases, inclusive leaders actively seek out and consider alternative perspectives when making decisions (Liu et al., 2024). An inclusive leadership style fosters an environment where everyone feels safe expressing their thoughts and ideas, where their opinions are valued, and where they are supported to do the same (Li & Tang, 2022). According to Burke and Dillon (2018), this leads to creative and efficient solutions for the institution.

2.2.1 The Development of Inclusive Leadership Concept

The historical research on inclusive leadership dates back to around the beginning of the twentieth century (Thompson & Matkin, 2020). There has been a long history of tracking who became leaders, what their impact was on others, and how leadership responsibility cannot be assigned randomly and predictably, through which the interests of justice and society are served, and it is presented in a new way, but the basic function

of leadership is to direct employees towards cooperative work (Hollander, 2012). The first to propose the concept of inclusive leadership were the researchers Nembhard and Edmondson in 2006, where inclusive leadership was initially considered as words and actions issued by the leader that indicate an invitation and appreciation for the contributions of others in the organizational process (Fagan et al., 2022). It is worth noting that this type of leadership behavior is the ideal solution to bring contemporary organizations to safety through a set of elements, the most important of which are reliability, responsiveness, and clear communication (Xiang et al., 2017).

Inclusive leadership also manages individuals differently to meet their different needs while creating a supportive and diverse environment for them and setting the basic approach for employee creativity. It can also accept individual differences between individuals while adding the principle of tolerance in the workplace and dealing with mistakes according to the method of treatments and not punishments and reprimands in order to achieve common individual and organizational goals and needs (Qi et al., 2019).

2.2.2 Definition of Inclusive Leadership

Inclusive leadership Inclusive leadership is essential for fostering a supportive and collaborative atmosphere at work. leaders who exhibit openness, accessibility, and ease of communication foster an environment where subordinates feel valued and empowered. These behaviors help shape team members' beliefs and ensures their voices hold genuine value. These behaviors encourage subordinates to share their perspectives, opinions, and ideas. employees are more inclined to think creatively and contribute effectively to the organization's goals if they believe their leaders are approachable and responsive goals (Randel et al., 2018). It is also worth noting that inclusive leadership instills a sense of security among subordinates regarding new ideas and opportunities, fostering trust among team members. It supports team confidence in participating in decision-making, organizing their contributions, and promoting self-respect, growth, and acceptance of their ideas and failures (Spreitzer et al., 2010).

According to Carmeli et al. (2010), inclusive leadership encompasses several considerations and perspectives, including the leader-subordinate relationship, freedom,

and cultural background. It allows subordinates to work independently, engage in decision-making, and foster mutual respect between leaders and subordinates. The foundation of this leadership style is based on equality across all dimensions. Bannay et al. (2020) defined inclusive leadership as enabling solid connections and reliable support of employee inputs and outputs without depending on individual output. Hollander (2012) argued inclusive leadership as a win-win situation for leaders and subordinates alike with the aim of a beneficially mutual relationship. Carmeli et al. (2010) described it as leaders' ability to exhibit openness, accessibility, and interaction with followers. In light of these definitions, **the researcher** views inclusive leadership as a leadership approach rooted in trust, respect, and collaboration among employees within an organization. It involves engaging everyone in the decision-making process to achieve organizational goals while making employees feel they are integral to the organization's success and its overall objectives.

2.2.3 Importance of Inclusive Leadership

According to Eagly & Chin (2010), inclusive leadership has gained significance as one of the foundational pillars for the success of organizations across various sectors. Achieving inclusive leadership places a responsibility on leaders to learn how to work with a diverse range of employees, inspire them to make a difference, and encourage them to perform at their best by harnessing their individual capabilities and building mutual trust. Moreover, it necessitates effective communication, which goes beyond merely disseminating information to bridging gaps and fostering collaboration. The importance of inclusive leadership can be summarized in two key points, (Ashikali et al., 2021).

1. Cultural Significance:

Inclusive leadership is a vital cultural factor as it becomes an integral part of an organization's culture, encompassing the norms, values, and accepted working methods reflected in leadership practices. This, in turn, fosters a more inclusive culture that encourages employee participation in organizational processes. When leaders remove

obstacles to communication and welcome other perspectives, it improves morale, productivity, and creativity in the workplace (Nishi, 2013). At every level of the company, inclusive leaders promote inclusive practices and policies like open forums and team-building exercises. They also create a supportive culture that boosts participation, innovation, and performance (Ely and Thomas, 2001). To achieve this goal, we must implement equitable policies, actively seek out candidates from varied backgrounds, and provide many opportunities for professional development (Ferdman & Deane, 2014).

2. Sustainability of Practices:

It is essential for sustaining practices and procedures that develop more inclusive approaches to organizational structuring, such as mechanized processes and specific practices. These practices result in increased individual engagement in the organization's development. Organizations with inclusive leadership are better equipped to leverage diverse perspectives for innovative solutions. According to Hewlett et al. (2013), diverse teams bring new perspectives and approaches to problem-solving, which increases organizational effectiveness. To encourage creativity, inclusive leaders build a climate of open dialogue and teamwork by listening to everyone in the team and acting on their suggestions. A more diversified leadership team is more likely to come up with innovative products and services that cater to a wider range of customers' needs (Ely and Thomas, 2001). Effective ideas are put into action by inclusive leaders who understand that innovation flourishes in spaces that value varied opinions. Diverse teams are more likely to think outside the box and come up with innovative ideas (Hewlett et al., 2013). In addition, businesses can improve their competitiveness and market position through inclusive leadership by expanding into new areas and developing products that cater to various consumers (Roberson, 2019).

Others, including (Ferdman & Deane, 2014; Shore et al., 2018; Bourke & Dillon, 2018; Karimi, 2021), emphasized another two key points for the importance of the inclusive leaders:

3. Employee Engagement

By advocating justice and equality, inclusive leadership promotes employee happiness and retention by ensuring fair and equal chances for promotion and personal growth. Success in the long run is a result of engaged workers who are more invested in the organization's goals. Through mentoring, training, and cultivating a diversity-valued culture, inclusive leaders strive to eliminate obstacles that underrepresented groups face in their pursuit of advancement (Ferdman & Deane, 2014). Employees are empowered to attain their maximum potential when they are provided with clear career paths, chances for professional development, and fair resources. When workers are appreciated and helped, their engagement levels rise, which in turn boosts the organization's performance. According to Shore et al. (2018), leaders that foster an inclusive workplace are able to increase employee happiness, loyalty, and productivity.

4. Fostering Diversity, Innovation, and Organizational Success

Every employee's unique contribution is recognized and valued by inclusive leaders. This is crucial for creating a work environment where everyone feels valued and inspired to contribute their unique ideas, which in turn leads to better organizational results through increased innovation. Many studies have shown that inclusive leadership practices contribute to higher levels of employee engagement, innovation, and overall performance (Bourke & Dillon, 2018; Karimi, 2021; Shore et al., 2018).

The goal of inclusive leadership, as stated by Roberson (2018), is to create an environment where all team members feel included, valued, respected, and respected for their unique contributions. Leadership in this approach goes beyond lip service when it comes to diversity and inclusion; rather, it incorporates these ideas into the fabric of an organization's core values and daily operations. Thus, in order to promote innovation and decision-making, inclusive leaders actively seek out and use other perspectives. In addition, as Nishii (2013) points out, inclusive leadership is all about fostering an environment where diversity is not only tolerated but also celebrated and valued. One way to achieve this goal is to create workplaces where people may freely express themselves

without fear of bias or reprisal. Incorporating inclusive leadership practices is a sign of a leader who understands the value of diversity and how it can be used to boost innovation and business outcomes

2.2.4 Characteristics of Inclusive Leadership

One of the main characteristics that sets inclusive leadership apart from other styles is its emphasis on creating a welcoming and diverse workplace for all employees. Leaders that practice inclusive leadership have a perspective that sees diversity not as a threat but as an opportunity for growth and development. The hallmark of inclusive leadership, as opposed to more traditional forms of management that may prioritize command and control, is the promotion of honest and productive communication between all members of a team, regardless their rank or function (Sharma et al., 2023). Inclusive Leadership aims to make sure that everyone has a fair chance to succeed by making sure that everyone feels valued and that everyone contributes to the organization's objectives. This fosters an atmosphere of teamwork, which in turn encourages creativity while decreasing the prevalence of prejudices and conflicts within the group. In order to foster a sense of belonging and responsibility among their employees, inclusive leaders do things like actively listen to their feedback, offer continuous assistance, and give them the authority to make decisions (Afridah & Lubis, 2024).

Furthermore, inclusive leadership prioritizes creating a company culture that values and celebrates diversity in all its forms. This, in turn, allows for a more creative and responsive approach to meeting the requirements of a more varied clientele. In contrast to other leadership styles, which may be results-oriented and ignore the influence of the employee experience on the attainment of long-term objectives, this culture boosts organizational performance by raising productivity and employee happiness (Sharma et al., 2023). Notably, inclusive leadership integrates human and practical elements, since it prioritizes organizational goals while simultaneously attending to individuals' psychological and social needs. These features provide it an advantage over other leadership styles that might not be as adaptable when faced with modern issues like cultural diversity and globalization. Thus, it is fair to say that inclusive leadership is more

of a concept than a style of leadership; it reimagines the leader-team dynamic and helps create a more equitable and sustainable workplace (Karimi & Khawaja, 2024).

The basic dimensions of inclusive leadership according to Edmondson (2004) and Carmeli & Ziv (2010) are 3 openness, availability, and accessibility. Openness is based on the ability to pay attention to new opportunities and openness in discussing the required goals and new methods. As for availability, it is the ability to be present within the team and provide advice, solve problems, and listen to the ideas and problems of team members that they face during the course of work. Moreover, accessibility means the ease of access to the leader when needed in urgent issues and to discuss problems. However, there are other dimensions that are developed by different scholars. These dimensions include:

1. Equitable Interaction:

One component of inclusive leadership that Ferdman and Deane (2014) emphasized is the significance of fair interaction. In this aspect, leaders make sure that everyone has a fair shot at success and that resources are distributed equitably, regardless of their socioeconomic status or cultural background. As a result, workers feel more valued and inspired to do their best.

2. Relationship Building:

Fostering long-term connections that inspire teamwork is at the core of inclusive leadership. Roberson (2019) argues that inclusive leaders care about their people by engaging in meaningful conversations and listening attentively. With this factor in place, team members are less likely to feel lonely and more emotionally connected to one another.

3. Skill Development & Empowerment:

Studies including Ely and Thomas (2001) have shown that inclusive leaders help their workers grow professionally and reach their full potential. Training programs and

continuing support for personal and professional growth are priorities for the inclusive leader.

4. Innovation Encouragement:

Incorporating multiple viewpoints into decision-making creates an atmosphere that promotes creativity and innovation (Hewlett et al., 2013). Because of this facet, inclusive leadership is crucial for reaching the pinnacle of organizational success.

5. Bias Management:

Inclusive leaders are great at identifying biases, both individual and institutional, and at working to eliminate them. This leads to an inclusive workplace where everyone feel valued and respected (Shore et al., 2018).

6. Belongingness:

It is prominently discussed in the work of Lynn M. Shore and colleagues. In their 2018 model (Canlas et al.,2022). They emphasize that inclusive leaders actively cultivate an environment where all team members feel valued and integral to the team. They foster a welcoming and respectful atmosphere, ensuring that individuals' opinions are heard, and their contributions are recognized. This approach enhances team cohesion and individual well-being, leading to improved collaboration and overall performance.

7. Valuing Uniqueness:

It emphasizes the importance of recognizing and appreciating the diverse backgrounds, perspectives, and contributions of each team member.it actively encourages the expression of individual strengths and ensure that participation is based on skills and expertise. This approach not only enhances team performance and innovation but also fosters an environment where everyone feels empowered to contribute their unique perspectives. By valuing uniqueness, leaders create a culture that celebrates diversity, leading to improved collaboration and overall organizational success. Roberson (2022) discusses how inclusive leadership enables employees to experience both belongingness

and uniqueness simultaneously, which is essential for fostering an inclusive work environment

8. Team Empowerment:

Emphasizing the importance of granting autonomy in decision-making, encouraging responsibility for professional achievements, and fostering an environment where team members feel confident to express their opinions and suggestions. Inclusive leaders demonstrate availability in their interactions with employees, providing essential resources such as information, time, support, and guidance for innovative behaviour. This approach not only enhances individual and collective performance but also fosters a culture of trust, collaboration, and continuous improvement. Choi et al. (2017) highlight that inclusive leaders facilitate an environment where employees feel psychologically empowered and supported, which in turn promotes adaptive performance and innovation within teams.

9. Fairness:

It highlights treating all individuals equitably, ensuring equal opportunities without discrimination, and making decisions based on objective criteria. Inclusive leaders uphold fairness to maintain trust and motivation within the team. Shore et al. (2018) highlight that inclusive leadership behaviors, such as fair treatment and shared decision-making, convey to employees that they are respected members of the group, thereby fostering a sense of inclusion and commitment.

10. Collaboration:

is a vital dimension of inclusive leadership, emphasizing the importance of teamwork and mutual respect among diverse team members. Inclusive leaders actively promote an environment where open communication, shared decision-making, and collective problem-solving are encouraged. By fostering a culture of collaboration, these leaders ensure that all voices are heard, leading to enhanced creativity, innovation, and overall

team performance. Roberson (2019) underscores that inclusive leadership behaviors, such as facilitating open dialogue and encouraging diverse perspectives, are essential for building cohesive teams and achieving organizational success.

Inclusive leadership can affect the self-motivation of employees through the overall power of leadership, and as an open, encouraging, and supportive leadership, it represents a positive response for employees (Qasim et al., 2022). Inclusive leadership also encourages employees to express their opinions and join the discussion, and employees may tend to positively perceive and appreciate the importance of the work in which they participate (Tran & Choi, 2017) Burgess (2017) further explained that inclusive leadership facilitates access to information and services, enhancing interaction between leaders and employees. This dynamic creates a high-quality and responsive relationship. Choi et al. (2017) highlighted that inclusive leaders demonstrate availability in their interactions with employees, providing essential resources such as information, time, support, and guidance for innovative behavior. This encourages employees to exert greater effort in achieving organizational goals. The availability dimension is particularly vital in inclusive leadership, as it involves listening to employees, addressing their needs, and helping them contribute fully to the organization. Employees feel a stronger sense of belonging, and their ability to consult with leaders and receive necessary support enhances their performance and capacity.

2.2.5 Inclusive Leadership of HR at Private Schools

Building a work environment that enhances belonging, motivation, and professional development for teachers and administrators alike is the focus of comprehensive human resource leadership in private schools. This is essential for ensuring the quality of the educational and administrative process (Moya et al., 2020). The school's objective can be realized by comprehensive leadership's efforts to bring in talented individuals, establish long-term training programs, and improve communication channels. Additionally, employees' needs are met and their abilities are developed, which has a favorable impact on the school's overall performance and job satisfaction (Adams et al.,

2023). Regardless matter how crucial it is, many private schools do not have specialized human resources departments, which is a huge problem that impacts both teaching and administration. Poor task organization and overlapping roles result from this shortcoming, as responsibilities are handed out at random among administrators and staff, which has a detrimental impact on job efficiency (Parale & Paita, 2024).

Additionally, schools are unable to improve their staff through integrated and targeted training programs and are unable to recruit competent candidates due to the lack of a human resources department. Consequently, staff members experience a dearth of gratitude, leading to higher turnover rates and diminished loyalty to the organization. On other words, communication breakdowns inside the school compound existing organizational issues and make progress toward academic objectives more elusive (Sija, 2022). Several factors contribute to the absence of a human resources department in schools. These include, according to (Sukawati et al., 2020), limited funding, a lack of recognition of HR's significance, and the use of traditional administrative methods that delegate HR responsibilities to non-specialists. To tackle this issue, Hoque and Atheef (2024) argued, schools should establish HR departments with specialized staff to streamline administrative processes, recruit top talent, and inspire employees. Technology can assist in this endeavor by implementing efficient digital systems to handle HR matters. In this way, schools can improve their current performance, face future challenges with confidence, and provide an education that is both distinguished and sustainable.

2.2.6 Challenges Facing of Inclusive Leadership

1. Confronting Implicit Bias

One of the biggest obstacles to inclusive leadership is overcoming unconscious bias. One strategy to address bias is through training programs that teach staff how to recognize and address bias. In addition, panels that make decisions and assisting management and staff in reporting and resolving bias by providing backing for reporting by outlining specific rules and safeguards for anyone who come forward with concerns.

By instituting these policies, we can foster an inclusive and equitable workplace where everyone's contributions are recognized and respected (Boudreau, 2024).

2. Combining Barriers in Technology

Equal access to technology is becoming more important in light of the digital revolution. Fair resource allocation means making sure all employees have access to the tools they need, and inclusive practices include providing thorough training so that employees can use digital skills. In addition, underprivileged communities are receiving training and resources through digital inclusion programs' partnerships with schools and other community organizations. By lowering barriers and increasing inclusivity, these programs make sure that all workers can thrive in the digital age (Al-Harthi & Emam, 2017).

3. Maintaining a Balance Between Innovation and Inclusion

Certain populations may unwittingly be marginalized by technological progress. Promoting various perspectives, fostering inclusive innovation teams, and striking a balance between equality and innovation are all responsibilities of inclusive leaders. Organizational leaders may foster more creativity and fair growth by including inclusivity into innovation (Guo et al., 2022).

2.3 Self - Determination Theory

Self-Determination Theory is one of the cognitive theories that has gained attention, as Deci and Ryan proposed a theory of self-determination as a multidimensional perspective on motivation, and it is a strong alternative to one-dimensional studies of motivation, as it assumes patterns of underlying causes behind an individual's behavior (Deci et al., 2017). Self-Determination Theory is characterized by being a widespread theory as it works to develop personality functions in social contexts, and this theory is based on the degree of individual choice, or individual determination of human behaviors that he decides for himself. These differences between individuals lead them to perform a set of actions and behaviors of a high level of contemplation and conscious commitment to self-choice without interference or imposition by others. Self-Determination Theory assumes that the human being is dialectical and that he is guided by nature, and that his exertion of distinctive effort in it is a challenge that leads to the integration of experiences in a coherent manner and self-awareness. This instinctive or innate orientation does not work automatically as it requires nourishment, continuity, and appropriate support from the social environment and social context (Ryan & Deci, 2019).

2.3.1 Concept of Self - Determination Theory

It is a broad, empirically based theory of human personality, autonomous motivations, and controllable motivations, which depend on the individual's interaction with the social environment, the influential factors that facilitate or undermine motivations, psychological safety, and all issues directly related to educational environments (Ryan & Deci, 2020). Self-Determination Theory introduces many types of external motivations, and explains how these motivations affect situational responses in various fields, as well as social, cognitive, and personality development. Self-Determination Theory centers on the basic psychological needs of autonomy, competence, and relatedness and their essential role in self-motivation, well-being, and growth. Self-Determination Theory also describes the overwhelming influence of the social and cultural context in facilitating or frustrating people's basic psychological needs, and the perceived sense of self-direction, performance, and well-being. (Deci & Ryan, 2008)

2.3.2 Self - Determination Definition

The concept of self-determination has been defined by many researchers and thinkers, and each of these definitions was included under a classification that carries within it a different orientation and perspective. Some of these orientations viewed determination as mental and cognitive skills, some focused on behavioral performance associated with self-determination, and others focused on self-determination as a trait that can be developed. Konrad et al. (2007) state that self-determination is a combination of skills, knowledge, and beliefs that enable an individual to engage in self-regulated goal-directed behavior. Wehmeyer et al. (2013) defined self-determination as a set of skills such as setting goals, solving problems, and making decisions. Some definitions indicate that self-determination is a self-generated behavior. Nofal (2011) states that self-determination is the ability to perform specific behaviors based on awareness of competence and degree of independence. Besides, Garrels (2019) defined self-determination as a process that helps an individual learn skills and behaviors free from judgment or unjustified control that describes how individuals deal with different situations or discover something. Abu Al-Arab (2017) added that it is the ability to make decisions, rely on oneself and not rely on others, self-confidence, taking responsibility, and the individual's ability to interact positively with those around him.

It worth noting that. some definitions indicate that the concept of self-determination is not limited to the individual's awareness of his abilities only, but rather it is an acquired trait that can be developed and employed in different educational situations. Shogren et al. (2017) defined self-determination as one of the essential features in an individual's life that helps him in how to choose, express his performance, participate in making decisions, set and achieve his goals, manage himself, and know himself, in addition to gaining self-awareness. Cobb (2009) defined self-determination as a multi-faceted construct that reflects a psychological trait (i.e. locus of control) and a set of behavioral skills (such as communication abilities) and is associated with increasing the quality of life in their future. Based on the previous definitions, we can summarize the concept of self-determination as a process that aims to help the individual achieve self-awareness by realizing his abilities, skills, and readiness for self-regulation through

monitoring, evaluating, and rewarding himself, independence in decision-making, and directing behavior towards self-determination, then psychological empowerment through adapting to the self and everything around them and solving their problems, and then self-determination by supporting both persistence, perseverance, and striving for success.

2.3.3 Components of Self - Determination Theory

Self-Determination Theory is based on two main components, which are motives and basic psychological needs, according to (Deci & Ryan, 2020):

1. Motivations

Motivations are divided into internal and external motives. Internal (intrinsic) motivation, which motivates students to carry out activities in order to feel satisfied and curious and face challenges in interesting tasks. (Turner, Chandler & Heffer, 2009). As for external motivation, it refers to engaging in tasks, in order to obtain something outside the activity itself to obtain external rewards or avoid something outside the self. Extrinsic motivation includes four main subtypes, which are forms of motivation subject to external regulation - internal regulation, autonomous and self-determined motivation, specific regulation - and integrated regulation (Walker et al., 2006)

2. Basic psychological needs

Self-Determination Theory has identified a set of three innate psychological needs related to intrinsic and extrinsic motivations that must be met in order to develop optimal performance. They are as follows:

Autonomy:

It is the individual's need to feel that he is acting according to his own sense of freedom, and thus autonomy means feeling determined rather than feeling coerced or controlled by an external influence and self-regulation in his actions, and that performing the chosen activity was self-initiated (Deci & Ryan, 2020). It is worth noting that the feeling of competence must be accompanied by a feeling of independence in order for self-motivation to flourish, as when the individual is given freedom of choice, an

opportunity to direct himself, and recognition of feelings, his feelings of self-satisfaction are enhanced (Deci & Ryan, 2000).

Efficiency:

It is the individual's need to know the unexpected positive reactions to the task he is performing, and the need for competence is related to feeling effective in the individual's behavior, striving for a feeling of self-efficacy in performing the required actions, and striving to overcome difficult tasks, as when people feel that they have the skills necessary to succeed, they are more likely to take actions that help them achieve their goals (Deci & Ryan, 2020). The feeling of competence comes through positive experiences and feelings about the activity, and they see that the concept of competence is intertwined with the concept of optimal transgression, and competence can be observed by observing students as they explore their environment, and in their experiences in dealing with things around them, and noticing the joy on their faces and their feeling of satisfaction. Also, This feeling of competence leads to the development of intrinsic motivation, and any negative interference towards this process, whether in the form of criticism or control, may decrease intrinsic motivation (Holt, 1964).

Relatedness:

It refers to the social and psychological need to feel close to others, and safe with others who understand and care for them in their social environment, and when students feel satisfied with these needs known as need satisfaction, they become motivated learners. This in turn leads to higher levels of participation, performance and learning (Deci & Ryan, 2008). Deci and Ryan (2009) Ryan & Dec see that relatedness is the desire to feel connected to others, and to be loved, cared for and cared for. Independence and relatedness also go hand in hand in influencing student achievement. Accordingly, Ratelle et al (2005) demonstrated that the key to academic reform is establishing good relationships within education, as it is necessary for each student to feel connected to the educational community, which increases participation in educational environments. Also, the cohesion in the school community, and the support

provided by teachers, students and parents are an important influence on academic and personal success..

2.3.4 Self - Determination of Education Context

Education is a voyage of self-discovery driven by innate motivation and a desire to learn more than merely absorbing information. An effective framework for comprehending and fostering this fundamental human need to learn is provided by the Self-Determination Theory (SDT). Fundamentally, Self-Determination Theory asserts that autonomy, competence, and relatedness are the three basic psychological requirements that motivate people (Deci et al., 1991). Students are more likely to be genuinely motivated and pursue learning for its own sake when these demands are satisfied in educational settings. In turn, Deeper comprehension, greater success, and a lifetime love of learning are encouraged (Bandhu et al., 2024).

Education has traditionally placed a strong emphasis on outside motivators such as grades, awards, and penalties. Although these may have a short-term impact, SDT contends that over time, they frequently weaken intrinsic motivation. Instead of focusing on the intrinsic worth of learning, students start to prioritize pleasing the teacher. Conversely, intrinsic motivation originates internally. Students have an innate desire to explore, discover, and learn when they feel competent (mastery of skills and knowledge), linked (connection to peers and teachers), and autonomous (control over their learning). Engaged, self-directed learners who succeed both inside and outside of the classroom are fueled by this innate spark (Nyuhuan, 2024). Thus, the Self-Determination Theory's application in education entails reorienting the emphasis from what students must learn to what they desire to study. By creating settings that emphasize intrinsic drive, teachers can develop a more profound and long-lasting interest in learning (Rahayu et al., 2022). We can also go beyond an educational approach that is centered on compliance and outside control by utilizing the insights of the Self-Determination Theory. Rather, we have the ability to design educational settings that foster students' innate curiosity, their sense of agency, and their desire to study throughout their lives (Ryan et al., 2023).

2.3.5 Self - Determination and Inclusive Leadership Relation

Autonomy, competence, and relationships are the three requirements for identification, and according to Stenberg (2023), inclusive leaders make it easier to meet all three. Leaders help their employees feel more competent by giving them the support and recognition they need, which in turn boosts their sense of agency and autonomy on the job. Establishing norms of mutual aid and acceptance at work goes a long way toward strengthening interpersonal bonds. Stenberg (2023) added leaders that adopt an inclusive leadership style help boost morale and productivity by attending to workers' physiological and psychological requirements. Liu et al. (2024) used Self-Determination Theory to explain how inclusive leadership promotes vitality, which in turn improves employee well-being. When leaders prioritize their employees' autonomy, competence, and relationships, they help boost their vitality by attending to their basic psychological requirements. Employees are more engaged and upbeat when they have more energy, which improves the overall health of the company.

In support of this, Van Buskirk (2020) added that inclusive leadership boosts psychological empowerment by fostering an environment where employees feel safe enough to speak up and share their thoughts, which in turn gives them more agency. According to the research, inclusive leadership helps workers feel more emotionally invested in their jobs, which in turn enhances their self-determination and psychological empowerment, thus, elevating their performance in any situation. Generally, Self-Determination Theory has paid great attention to social motivation by focusing on relatedness as a condition for self-determination. Internally motivated activities satisfy an individual's need for competence and autonomy, while externally motivated activities can undermine an individual's sense of autonomy because the individual attributes control over his or her behavior to sources outside of the self. Accordingly, students who possess self-determined motivation are more likely to persist in academic study, behave well, and demonstrate adaptability and understanding. In addition, competence facilitates motivation that is encouraged by facing anticipated challenges and receiving meaningful and valuable feedback about performance (Stenberg & Williams, 2002).

2.4 Adaptive Performance

Institutions are placing a greater emphasis on adaptive performance as a result of the growing need for employees to be able to adjust to new work systems and responsibilities brought about by new technologies and corporate restructuring in reaction to financial crises (Koopmans et al., 2011; Landy and Conte, 2016). Accordingly, Adaptive performance refers to the degree to which employees are responsible for adjusting their job duties and working conditions (Griffin et al., 2007 & Shoss et al., 2012). Self and Schraeder (2009) argued that the only constant in the world of work is change. Businesses are compelled to respond to the ever-increasing rate of change (Sorensen et al., 2021). Staff must demonstrate adaptable performance in order to meet these demands (Jundt et al., 2015). There has been a recent uptick in the study of adaptability among both academics and business professionals. According to Shoss et al. (2012), adaptive performance indicates how well workers can adjust to shifting priorities and conditions on the job, as opposed to the more static traditional views of task and contextual performance. Some have argued that adaptive performance is best described as the capacity to modify one's actions in response to changing circumstances at work or in response to unconventional stimuli (Pulakos et al., 2000; Hesketh & Neal, 1999).

Adaptive performance is the process of conforming one's actions to the requirements of an unexpected change in context (Polakos et al., 2000). Adaptive behavior is the capacity to execute the collective competences for new situations and to be able to adapt it if necessary, to promote a shared attitude, and to respond proactively to reform (Hotman, 2004). Moreover, it is the ability to successfully navigate changes in one's immediate social and environmental context. This includes traits like functional autonomy, which refers to the ability to carry out one's own tasks without direct supervision, and interpersonal adjustment, which refers to the capacity to adapt to different types of people. (Bandi & Astat, 2008). Thus, technostress might result from an individual's inability to adapt to new circumstances. It worth noting that Pulakos et al. (2000) developed the first global model for adaptive performance, consisting of eight dimensions. These dimensions are (1) deal with uncertain or unpredictable work

situations, (2) handling emergencies or crises, (3) managing work stress, (4) solving problems creatively, (5) learning new task technologies and procedures, (6) demonstrating interpersonal adaptability, (7) cultural adaptability, and (8) physically oriented adaptability.

2.4.1 Factors Affecting Teachers' Adaptive Performance

Teachers' adaptive performance is affected by many factors that include several aspects, the most important of which are psychological, personal, professional, cultural and social aspects, in addition to the experiences that teachers go through. The impact of these factors may be positive on teachers' adaptive performance or negative, which is reflected in the effectiveness of performance. The following shows the impact of these factors (Duyen et al., 2023):

1. Personal & Psychological Factor:

The degree to which educators can adapt quickly to changing circumstances, handle stress at work, and empathize with students in challenging situations is a key component of this aspect. A teacher's readiness for professional growth and adaptation to new conditions is influenced by their self-motivations and personal desires, which drive their talents. Teachers' critical thinking, problem-solving, and adaptive abilities are associated with this component, as is their capacity to engage with and overcome obstacles.

2. Experiences

Teachers develop better adaptive capacities and become more effective adapters through situations that force them to face crises and urgent changes. As an illustration, consider the role of schools during the COVID-19 pandemic.

3. Cultural and social factors:

Teachers are exposed to unfamiliar challenges resulting from social conditions, crises and conflicts that require skill and a high level of adaptive performance. The pressure on teachers to quickly adapt to changing events increases when societal

expectations are high. On the other hand, educational policies that focus on cultural background and develop them in line with future needs enhance flexibility in teachers' performance. Teachers deal with students from diverse cultural backgrounds, and this diversity requires the teacher to be skilled in adapting to different needs and be prepared to deal with each group in a manner that suits them.

4. Professional Aspects and the Surrounding Professional Environment

This includes intensive and continuous training programs that enhance their skills and prepare them to deal with any change that faces them. It is worth noting that the workload and assigning teachers with tasks that exceed their capacity will negatively affect teachers' performance. Here, teachers must build a cooperative work environment in which tasks are distributed fairly and they exchange experiences and support. The role of management also emerges here in providing continuous support to teachers, which in turn will spread positivity and increase their desire to work and adapt to the most difficult circumstances, in addition to the role of management in providing feedback that provides them with adaptive strategies and helps them improve performance. Providing resources and facilities such as modern technology is also one of the factors that support the diverse and renewable needs of students and teachers. If teachers' technological skills develop, this will lead to an increase in their efficiency in adapting to the requirements of digital education.

2.4.2 Views of Adaptive Research

To better grasp the issue and combine the knowledge from several academic points of view, we found several study streams of adaptive performance in this part. We classified the several adaptive performance research points of view into personal, contextual, interpersonal, and contextual research as well as research on intervention delivery.

Personal Level Research

Early studies on adaptive performance mostly focused in the field of psychology. Using Hesketh and Neal's (1999) definition of "adaptive performance," a debate emerged on whether this term genuinely sets performance apart from another. Johnson (2001) for

example found that adaptive performance might be included into contextual performance. Studies assessing all three forms of performance—task, contextual, and adaptive performance—have revealed, nevertheless, that these are separate and distinctive constructions (Allworth & Hesketh, 1999).

Research on adaptive performance has mostly focused on identifying the special qualities of those with high adaptive performance (e.g., Good, 2014; B. Griffin & Hesketh, 2003, 2005; Le Pine, Colquitt, & Erez, 2000; Naami, Behzadi, Parisa, & Charkhabi, 2014; Neal, Yeo, Koy, & Xiao, 2012; Pulakos et al., 2002; S. Zhang, Zhou, Zhang, & Chen, 2012). Usually, these studies have sought to find any significant relationships between adaptive performance and other personal variables such cognitive ability, self-efficacy, and personality features. For example, Pulakos et al. (2002) confirmed that among themselves adaptive performance, cognitive capacity, openness, and accomplishment motivation had high correlations. Among self-efficacy, work-requirement biodata, openness to experience, change receptivity, and adaptive performance, B. Griffin and Hesketh (2003) found interesting relationships. Moreover demonstrating a positive correlation between adaptive performance and the attainment facets of conscientiousness was B. Griffin and Hesketh (2005). Cognitive agility also proved to be fairly crucial in the context of adaptive performance (Good, 2014). Emotional stability, ambition—a component of extraversion—and adaptive performance exhibited good relationships according to J. I. Huang, Ryan, and Zabel (2014). Although many personal factors affect adaptive performance, studies on particular elements—such as the Big Five personality traits—have yielded inconsistent results that underline the need of more research in forthcoming projects.

Other research aimed at determining people's degree of organizational adaptive performance has looked for strategies. First noting the parameters of the global model of adaptive performance, Pulakos et al. (2000) Examining 1000 critical events from 25 job categories in the U.S. Army, they found eight dimensions: handling uncertain or unpredictable work situation; handling emergencies or crisis situation; solving problems creatively; handling work stress, learning new tasks, technologies, and procedures;

demonstrating interpersonal adaptability; demonstrating cultural adaptability; and demonstrating physically oriented adaptability. However, Pulakos et al. (2000) had limited availability for research purposes since they developed their equipment for commercial first. More recently, Charbonnier-Voirin and Roussel (2012) developed another tool for research measuring individual adaptive performance using five dimensions: creativity, reactivity in the face of emergencies or unexpected circumstances, interpersonal adaptability, training and learning, and management of stress.

Research conducted on the contextual level

Another study approach for adaptive performance focuses the context impacting individual adaptive performance—that is, job, group, and organizational characteristics. Contextual level research has not been well conducted, many less studies at this level than person level research. While research at the contextual level initially arose in 2008 (e.g., Han & Williams, 2008), adaptive performance at the personal level has only been investigated since 2000. These somewhat recent dates imply that, although individual characteristics-oriented research in the field was conducted to some degree, examining contextual aspects impacting adaptive performance was done to some degree as well and consequently calls greater exploration.

Research on job attributes related to adaptive performance have included employees' attempts to effectively carry out their jobs in their organizations as well as autonomy and accessible resources (Ghitulescu, 2013; Goštautaitė & Bučiūnienė, 2015; Sherehiy & Karwowski, 2014). Depending on the sector and organizational structure, job-related factors could connect to adaptive performance in different ways. For example, social interactions and support as job resources have been identified as main influences of adaptive performance in educational organizations but they did not significantly affect bankers' adaptive performance (Ghitulescu, 2013; Goštautaitė & Bučiūnienė, 2015). For another example, job demands seriously affected teachers' adaptable performance but did not clearly affect employees' adaptive performance in the industrial sector (Ghitulescu, 2013; Sherehiy & Karwowski, 2014).

Moreover, in the realm of management, research has often concentrated on group and organizational characteristics taken overall. Studies on group characteristics have stressed leadership and atmosphere; studies on organizational qualities have underlined organizational level creativity and learning. Two of the studies in each of these fields investigated organizational and group elements of adaptive performance (Charbonnier-Voirin, Akremi, & Vandenberghe, 2010; Chiaburu, Lorinkova, & Van Dyne, 2013). Investigating organizational support (organization) and support from colleagues and supervisors (group), or both transformational leadership (group) and climate for innovation (organization), they sought determinants of individual adaptive performance. In a more organizational-oriented study, Kanten, Kanten, and Gurlek (2015) investigated how organizational structures and learning organization affect individual adaptation performance and shown that only learning organization was a significant predictor in a hotel scenario.

Studies of the Interrelationships Among Individuals and Contexts

More recently, some studies have tried to combine contextual and personal factors simultaneously in respect to adaptive performance. For instance, Han and Williams (2008) investigated the interactions among team adaptive performance, individual adaptive performance, continuous learning activities, and team learning atmosphere. Their multilevel survey revealed that team learning environment had an independent effect on individual adaptation performance and that continuous learning activities predicted individual adaptive performance. Team learning climate had no cross-level moderation effect, however, on the nonsignificantly observed connection between continuous learning and individual adaptive performance.

2014 saw Chaurasia and Shukla look at the interrelationships of leader-member interchange, psychological capital, employee engagement, and work role performance including proficiency, adaptability, and proactivity. Their findings showed that employee performance and engagement in different job categories were favorably correlated with individuals's high psychological capital and good relationships with their leaders. Though the measures of job performance included a dimension of adaptive performance, the study

did not examine the correlations individually at the dimensional level, thereby offering no information on how such variables affect the several performance categories separately. This review shows that although some efforts have been made to investigate the interrelationships among individual and contextual elements in respect to adaptive performance, there is still much to investigate in this field to grasp how antecedents interact with each other in the process of influencing adaptive performance.

Studies on Intervention Providing

Regarding study strategies, most quantitative empirical studies on adaptive performance have followed nonexperimental (e.g., descriptive and correlational) research designs. Since it is so important for testing causal hypotheses and offers a benchmark for assessing other research designs to produce causally valid results in social science, intervention research—also known as experimental research—can help to identify better treatments to improve individual adaptive performance in that regard (Schutt, 2006). For instance, Joung et al. (2006) compared two firefighter groups employing varying training materials using an experimental study approach to investigate whether error exposure training may improve adaptive performance. While the other group was given case studies devoid of information on mistakes and consequences, one group was instructed utilizing case studies depicting blunders with great ramifications in firefighting outcomes. The results showed that compared to the group without error cases, the one with error instances could better spot issues and act in more suitable manner in difficult circumstances.

Chen and associates (2005) looked at whether the motivating process changed with post-training. Undergraduate student trainees were asked to go through two separate Apache helicopter events in a computer-generated simulation software. Following these trainees through their course of instruction to raise their knowledge, self-efficacy, and abilities, the researchers sought to ascertain whether the posttraining interventions promoted adaptive performance. When the trainees went through a goal-choice episode—that is, when they were able to decide where and how to distribute task-related efforts—their adaptive performance was higher than when they had a goal-striving episode—that is, when they allocated and sustained efforts in the aim of goal accomplishment.

Though there have been few experimental studies on adaptive performance (Chen et al., 2005; Joung et al., 2006; Niessen & Jimmieson, 2016), more research prospects should be investigated since experimental research is the most suitable method to investigate the effect of a specific treatment or intervention on adaptive performance (i.e., clarifying causal relationships between interventions and adaptive performance).

Precedents of Adaptive Performance

Our study revealed four forms of antecedents of adaptive performance: person, job, group, and organizational factors (Table 2). Among the antecedents, aside from Han and Williams (2008), all of the research encompassing job, group, and organizational characteristics were carried out following 2010. Most research looking at the individual antecedents looked at the links between adaptive performance and personality, ability, knowledge, and skill from 2000 to 2010. Research on various personal antecedents including self-leadership and learning goal orientation started following 2010. Regarding the frequency of the antecedents, personality was the most investigated; seven research looked at openness to experience, seven studies looked at conscientiousness to confirm the association with adaptive performance. Six studies verifying its link with adaptive performance also extensively examined self-efficacy. Only one study reported the antecedents at the job, group, and organizational levels. Regarding the settings of the research, four investigations were conducted in Australia and the rest of the studies in the United States. Asia saw just seven studies carried out. Among the several sectors covered were manufacturing, banks, IT, hotels, health care, sales, military, government, and educational ones.

2.5 Previous Studies

Many previous studies have addressed the topic of adaptive performance and its relationship to comprehensive management:

- 1. Yu (2020): Impact of Inclusive Leadership on Employees' Adaptive Performance**

The study aimed to explore the impact of inclusive leadership (IL) on employees' adaptive performance (AP). It focused on how inclusive leadership can enhance employees' performance by improving learning orientation and their ability to adapt to changes in the work environment. To achieve this, questionnaires were used for both supervisors and employees in several regions in China. The study reached a set of results, including: There is a positive correlation between inclusive leadership and employees' adaptive performance and a positive linear relationship between inclusive leadership and adaptive performance. In addition, inclusive leadership has an explanatory power of 17% in predicting employees' adaptive performance, indicating the importance of inclusive leadership in improving employees' performance. The study indicated the importance of adopting the inclusive leadership model in organizations to improve employees' adaptive performance. It recommended creating a work environment that stimulates continuous learning and encourages employees to adapt to changes to ensure improved performance and innovation.

2. Qurrahtulain et al. (2020) :Impact of inclusive leadership on adaptive performance with the mediation of vigor at work and moderation of internal locus of control

The study aimed to explore the relationship between inclusive leadership (IL) and adaptive performance (AP) with a focus on the mediating role of vigor at work and the effect of internal locus of control as a moderating factor. Data were collected from samples of employees from various sectors through the distribution of questionnaires directed to employees to assess inclusive leadership, vitality, adaptive performance, and internal locus of control. The study found that inclusive leadership has a significant positive impact on adaptive performance. Vigor at work also plays a mediating role between inclusive leadership and adaptive performance, as inclusive leadership enhances vitality, which in turn leads to improved adaptive performance. As for internal control, it enhances the relationship between vigor at work and adaptive performance. Accordingly, individuals who have a higher sense of self-control show higher adaptive performance under inclusive leadership. The study focused on several dimensions when examining adaptive

performance, such as the individual's ability to respond quickly to changes in the work environment, acquire new skills and knowledge to meet changing work requirements, and manage stress and challenges in a dynamic work environment. He also adopted three main dimensions of comprehensive leadership: openness, availability, and accessibility.

3. Khan et al. (2021): Inclusive Leadership and Adaptive Performance: Testing a Mediated Mode of Psychological Safety and Learning: Behaviors

The study aimed to explore the relationship between inclusive leadership (IL) and adaptive performance (AP) among government school teachers in Azad Kashmir, Pakistan. It sought to examine the indirect effect of inclusive leadership on adaptive performance through mediation by psychological safety (PS). In addition, the study tested the mediated moderation effect of psychological safety and learning behaviors (LB) on adaptive performance. The study adopted quantitative and cross-sectional approach using structured questionnaires to collect data. The study indicated that adaptive performance includes creativity, quick response, interpersonal adaptation, and efforts in training and learning. The study focused on three dimensions of inclusive leadership, as defined by Nemhard and Edmondson: openness, accessibility, and availability. The results showed a significant positive effect of inclusive leadership on adaptive performance. Psychological safety is also positively affected by inclusive leadership, which enhances adaptive performance, and psychological safety plays a mediating role between inclusive leadership and adaptive performance. Moreover, the results confirmed that the relationship between psychological safety and adaptive performance becomes stronger when there are high learning behaviors. The study recommended that organizations should adopt the inclusive leadership model to improve adaptive performance, with a focus on providing a psychologically safe environment and encouraging learning behaviors to support innovation and adapt to change.

4. Bataineh et al. (2022): Impact of inclusive leadership on adaptive performance: The role of innovative work behaviour

The study sought to analyze the relationship between inclusive leadership (IL) and adaptive performance (AP) with a focus on the mediating role of innovative work behavior (IWB) in the relationship between inclusive leadership and adaptive performance. The study presented a theoretical framework based on social exchange theory to explain the mechanism linking inclusive leadership to adaptive performance. Data were collected through standardized questionnaires to assess inclusive leadership, adaptive performance, and innovative work behavior by distributing them to a sample of 169 nurses in private hospitals in Jordan. To measure adaptive performance and inclusive leadership, the study adopted several dimensions for both variables, including learning, managing emergency and unexpected situations, creative problem solving, managing work stress, and personal compatibility to measure adaptive performance, while the basic dimensions of inclusive leadership were adopted, namely openness, availability, and accessibility. The study concluded that inclusive leadership has a positive and direct impact on adaptive performance and that inclusive leadership enhances innovative work behavior. Innovative work behavior also positively affects adaptive performance and mediates the relationship between inclusive leadership and adaptive performance ($\beta = 0.124$, $P < 0.05$).

The study of (Zhang & Zhao, 2024) titled “The impact of inclusive leadership on employees' innovative behavior – an intermediary model with moderation”

This study is to investigate the influence mechanism of inclusive leadership on workers' innovative behavior in order to offer leaders and businesses effective motivation to grow. This study uses SPSS23.0 and AMOS24.0 analysis tools to examine the data and test the theoretical hypotheses, and investigate the influence mechanism of inclusive leadership on employees' innovative behavior by building a moderated mediation model based on valid questionnaire data of 211 employees in service in enterprises. The empirical results show that inclusive leadership has a major positive impact on employees' innovative behavior; organizational harmony plays a mediating role in the relationship between

inclusive leadership and employees's innovative behavior; and innovation self-efficacy plays a positive moderating role between organizational harmony and employees's innovative behavior. Thus, inclusive leadership may establish a harmonic organizational environment and enhance workers' innovative behavior under the effect of employees' creative self-efficacy, thereby fostering innovative behavior and sustainable development of companies.

The study of (Umrani et al., 2024) titled “Inclusive leadership, employee performance and well-being: an empirical study”

The effect of inclusive leadership on two significant work outputs—that of employee performance and well-being—is investigated in this paper. This paper proposes that family motivation is a moderating mechanism and employee psychological capital is a mediator to help one better grasp the aforementioned linkages. Using an interval of one week, the investigators gathered 370 answers in three separate time waves. Employees assessed all of the study's constructions except for the familial motivation of the supervisor, which their supervisors rated. Partial least squares structural equation modeling (PLS-SEM) was applied for data analysis considering the predictive character of the investigation. The results of the authors verify the mediating function of employee psychological capital in the link between inclusive leadership and employee performance as well as in the link between inclusive leadership and employee well-being. Though the authors did not find empirical evidence for the moderating effects of family motivation in the relationship between inclusive leadership and employee well-being, the moderating

effects of supervisor family motivation in the relationship between inclusive leadership and employee performance were also significant.

The study of (Siyal et al., 2023) titled “Does inclusive leadership influence task performance of hospitality industry employees? Role of psychological empowerment and trust in leader”

This study investigates the effect of inclusive leadership on the task performance of subordinates operating in dyadic forms, therefore advancing the knowledge of leadership and task performance in the hotel sector in China. The literature on the function of leadership in improving the task performance of employees engaged in dyadic forms working in teams is rare nowadays. PLS-SEM was applied to obtain the study results from a multi-level sample of 410 leaders-subordinates in the hotel sector. The findings revealed that subordinates' work performance showed a good impact of inclusive leadership. Psychological empowerment mediated this direct link. Moreover, confidence in leaders enhanced the direct relationship between inclusive leadership and psychological empowerment with regard to job performance. The results show that leaders in the hotel sector should use an inclusive leadership style as it enhances the performance of the sector by means of improved employee task performance.

The study of (Korkmaz et al., 2022) titled “About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research”

This systematic evaluation of 107 publications aims to clarify the conceptual uncertainty regarding the nature of inclusive leadership (IL) behavior and grasp the theoretical

evolution of IL. Combining the several conceptualizations of inclusive leader behaviors, we propose a multi-level (i.e., employee, team, organizational) model of IL behavior comprising of four dimensions namely, fostering employee's uniqueness (e.g., promoting diversity); strengthening belongingness inside a team (e.g., building relationships); showing appreciation (e.g., recognizing efforts and contributions); and supporting organizational efforts (e.g., promoting organizational mission on inclusion). Moreover, we present a summary of the investigated variables as a nomological network in connection with inclusive leadership and an overview of the several theories (e.g., social exchange, intrinsic motivation) supporting the respective relationships and so clarifying the underlying mechanisms (e.g., reciprocity, motivation). We suggest next studies to investigate the predictive value in terms of employee and organizational results and experimentally evaluate the multi-level model of IL.

The study of (Shore & Chung, 2022) titled “Inclusive Leadership: How Leaders Sustain or Discourage Work Group Inclusion”

Leader inclusion research keeps exploding in volume. Most of the studies, nevertheless, have not concentrated on the value of leader inclusion for workers with disadvantaged social identities. We characterize four alternative leadership orientations including leader inclusion, exclusion, assimilation, and differentiation based on Shore, Randel, Chung, Dean, Ehrhart, and Singh's (2011) model of work group inclusion consisting of satisfaction of requirements for belongingness and value in uniqueness. Three psychological mechanisms—psychological safety, psychological empowerment, and

work group identification—that follow from employees' sense of inclusion by the leader are examined.

To sum up, the foregoing highlights the importance of adaptive performance as a component in facilitating both organizational and individual responses to the constant and quick evolution of the workplace. The capacity to learn new skills, handle unexpected situations, and operate well under pressure are all examples of how this type of performance can be a good indicator of an employee's adaptability. We have shown that adaptive performance is affected by a wide variety of elements, some of which are environmental, cultural and social, psychological and personal, and some of which are professional in nature. The importance of inclusive leadership in improving adaptive performance has been highlighted in recent studies. This is because inclusive leaders foster an atmosphere of safety, which in turn encourages creative actions and lifelong learning, all of which have a positive effect on people's capacity to adjust to new circumstances. Thus, adaptive performance is a tactic for enhancing an organization's adaptability and resilience to upcoming threats. Enhancing creativity and competitiveness in ever-changing work contexts and contributing to sustainable development goals are both possible outcomes of better leadership practices and an awareness of the elements impacting performance.

2.5.1 Research Gap

While many studies have looked at how inclusive leadership affects adaptive performance, no one has looked at private schools specifically to determine how self-determination mediates the relationship between inclusive leadership and adaptive performance. Teachers' adaptive performance is seen as a key component in enhancing performance quality in private schools, but most studies that have looked at the effects of inclusive leadership on adaptive performance, such as Yu's (2020), have ignored these unique obstacles. Also, while work activism and other mediating variables were covered in Qurrahtulain et al. (2020), the importance of self-determination in enhancing employees' adaptive performance was under-discussed, indicating a need for further research on this topic. With a focus on public schools in Pakistan, Khan et al. (2021)

investigated a particular context's connection between inclusive leadership and adaptive performance. This suggests that research focusing on the unique circumstances of private schools has been lacking, especially when it comes to the cultural background of Palestinians. In their analysis of the connection between inclusive leadership and adaptive performance, Bataineh et al. (2022) found that inventive conduct acted as a mediator. Unfortunately, there is a lack of research that includes self-identification as a mediator. Because of this knowledge gap, filling it helps shed light on the factors that affect private school teacher performance, and leaders can use it as a guide to better educational policies and better equip educators.

2.5.2 Theoretical Framework

This framework combines inclusive leadership, self-determination and adaptive performance in order to understand their interactions within the context of private school education. Based on Self-Determination Theory (SDT) and modern leadership theory, this framework suggests that inclusive leadership is a central element in creating a context that supports teacher autonomy, competence and relatedness—human needs essential for self-determination. This translates into adaptive performance especially under difficult educational circumstances.

As expressed by Nembhard and Edmondson (2006) and subsequently reinforced in following studies (Hamilton, 2022; Merlini et al., 2024), inclusive leadership is distinguished by the whole perspective of openness, accessibility, and availability. Organizations that support inclusive leadership interact, appreciate and create a feeling of community. These actions especially connect to the self-determination—autonomy, competence, and relatedness—proposed by Deci and Ryan (2000) and expressed in educational settings (Ryan and Deci, 2020). It is imperative to integrate teachers' whole psychological requirements with leadership so they may interact with their roles with more flexibility.

The mediating element of self-determination is among the most significant feature of this paradigm. Self-determination is described as an individual's capacity to make decisions and conduct activities according with their values and aspirations and offers a link between the way in which leadership shapes performance outcomes (Stenberg, 2023). Inclusive leadership helps teachers to experience better degrees of self-efficacy and motivation by meeting their psychological needs including autonomy, competency, and relatedness including Such autonomy not only makes teachers happier with their current employment but also helps them to be flexible in an often changing and sometimes demanding environment of education.

Adaptive performance, the study's dependent variable, is defined by the ability to modify behaviors in the face of new, unpredictable, or complex environments. This ranges from problem solving and the adoption of new processes, to stress management (Pulakos et al., 2000). In the education sector, adaptive performance is of utmost importance where professionals in the field encounter evolving pedagogical needs, diverse learning processes of students, and external forces like constraints of resources and policies (Khan et al., 2021; Bataineh et al., 2022). Inclusive leadership fosters the psychological safety and support needed for teachers to have these adaptive capacities (Carmeli et al., 2010). If supported by inclusive leadership, innovative practices will also enable educators to respond anticipating and preparing for changes and challenges.

This shows that inclusive leadership has a direct effect on self-determination, as it provides teachers with a sense of value, ability, and connection. By giving teachers, the psychological fortitude required to confront challenges they face, this stronger self-determination leads to higher adaptive performance. This chain of influence is supported with research showing that inclusive leadership leads to better psychological safety and intrinsic motivation, both of which are essential for adaptive performance (Yu, 2020; Qurrahtulain et al., 2020).

Moreover, the case of inclusive leadership in private schools provides particular insights, considering the various and often resource-limited circumstances within which these establishments are situated. Inclusive leaders can thus overcome the challenges posed by

limited resources and diverse student populations by engaging teachers through equitable practices, professional development opportunities, and collaborative decision-making (Adams et al., 2023; Afridah & Lubis, 2024).

To summarize, the theoretical framework of this study underlines the importance of inclusive leadership in promoting teachers' self-determination, which positively influence their adaptive performance. Combining insights from SDT and leadership theories, this framework elucidates the processes through which leadership influences performance outcomes while also identifying practical strategies for educational leaders interested in improving teacher effectiveness and student achievement in private schools. It analyzes these gaps in the existing literature, which can provide meaningful insights to practitioners for leadership development at educational enterprises.

The conceptual framework of this study is grounded in three interrelated theories: Social Exchange Theory (SET), Organizational Support Theory (OST), and Self-Determination Theory (SDT). In line with SET, employees maintain reciprocal relationships with their leaders, and inclusive leadership fosters a climate of trust and collaboration, motivating employees to engage in behaviors beneficial to the organization (Ahmad et al., 2023). However, findings suggest that inclusive leadership does not directly impact teachers' adaptive performance. Instead, this relationship is mediated by psychological safety, innovative work behavior, or vigor, which serve as mechanisms for resource exchange aimed at enhancing adaptive performance. Prior research confirms that these mediators transform trust and support into tangible adaptive behaviors, reinforcing the indirect impact of inclusive leadership.

These findings are consistent with SDT, which posits that satisfying core psychological needs—competence, autonomy, and relatedness—enhances intrinsic motivation and self-determination (Ryan & Deci, 2017; Xia et al., 2022). An inclusive leadership style, characterized by openness, accessibility, and empowerment, creates an environment of psychological safety that increases teacher motivation and participation. Previous research (Ashikali et al., 2020; Deci & Ryan, 1991) corroborates the idea that inclusive leadership fosters a psychologically safe and empowering climate, where teachers feel valued and

autonomous, leading to greater self-determination. Educators with high self-determination, who perceive autonomy and meaning in their work, are better positioned to navigate changing demands in education. Environments that promote autonomy and competence enable teachers to engage more fully with evolving circumstances, enhancing their ability to adapt (Yu, 2020). Additionally, autonomous teachers tend to be more innovative and creative problem solvers, further improving their adaptive performance (Bataineh et al., 2022).

The findings indicate that self-determination acts as a partial mediator between inclusive leadership and teachers' adaptive performance. While inclusive leadership may not directly result in enhanced adaptive performance, it creates psychosocial conditions that cultivate self-determination, an essential determinant of adaptive behaviors. By fostering a supportive atmosphere where teachers feel respected, empowered, and autonomous in their roles, inclusive leadership indirectly influences adaptive performance. When teachers are driven by self-determination, their motivation becomes more internalized, allowing them to respond more flexibly to changes and challenges within their educational contexts.

This relationship aligns with three theoretical perspectives. First, SET suggests that inclusive leadership builds trust and reciprocity, making teachers feel valued and empowered, which encourages them to go beyond basic job requirements and adjust to new challenges (Ahmad et al., 2023). The reciprocal nature of this relationship implies that inclusive leadership nurtures teacher self-determination, which in turn enhances adaptive performance. Second, OST highlights the role of perceived support from organizational leaders in fostering a psychologically safe environment (Oubibi et al., 2022). Leaders who create such a supportive climate instill a sense of belonging and security, strengthening self-determination and increasing adaptive performance by making teachers more confident in their skills and openness to change. Third, SDT emphasizes that fulfilling basic psychological needs—autonomy, competence, and relatedness—enhances intrinsic motivation and performance (Xia et al., 2022). Inclusive leadership satisfies these needs by granting teachers the agency to take initiative

(autonomy), enabling them to feel effective in their roles (competence), and fostering a sense of connection (relatedness). By addressing these fundamental needs, inclusive leadership indirectly influences adaptive performance through self-determination, reinforcing the argument that its impact is mediated rather than direct.

This conceptual framework underscores the significance of self-determination as a critical intermediary in the relationship between inclusive leadership and adaptive performance. By leveraging inclusive leadership to create environments that fulfill teachers' psychological needs, schools can enhance teachers' intrinsic motivation, resilience, and adaptability in response to evolving educational demands.

Chapter Three: Methodology

This chapter includes a description of the procedures used by the researcher to achieve the objective of this study, which is examining the mediating role of self - determination in the relationship between inclusive leadership and adaptive performance among teachers in private schools. It includes a description of the study population from which the sample was drawn, the method of its selection, as well as a description of the study tool and the procedures followed to verify its validity and reliability, how it was applied to the sample members, and a description of the data collection method. Additionally, it refers to the statistical methods used to test the study model and its hypotheses.

3.1 The Nature and Type of Study

This study is applied in nature and explanatory in purpose, as it examines the causal relationship to identify the mediating role of self-determination between inclusive leadership and teachers' adaptive performance in private schools. In terms of planning, it is unstructured, as it takes place in the natural environment of private schools. Regarding the time horizon, it is a cross-sectional study, conducted on the study population at a single point in time.

3.2 Methodology

The current study used the quantitative research methodology, which is “a scientific analysis and explanation technique, to collect data and then analyze that data with the aim of elucidating a specific social, humanitarian, or other issue” (Al-Hamlan & Baniabdelrahman, 2015).

3.3 Study Population

This research was carried out in Palestine in the year 2024. The population of this study consisted of all of the teachers working in the Ramallah Private schools totaling

(1599) teachers according to (PCBS, 2024), , and the researcher used a sampling frame of Three types of schools, which includes (569) teachers as shown in table (3.1):

Table (3.1): Sampling Frame

Type and Affiliation of Schools	Number of Teachers	%
English-speaking schools	279	49.1%
Schools affiliated with associations	178	31.2%
Schools affiliated with Catholics	112	19.7%
Total	569	100%

3.4 Study Sample

The study sample was determined using the stratified random sampling method, this sampling method was used in this study to ensure that the sample accurately represents the diverse types of private schools in Ramallah, reflecting their proportional distribution within the population. By dividing the population into distinct strata based on school affiliation and language, the researcher was able to capture the unique characteristics and perspectives of teachers across English-speaking schools, association-affiliated schools, and Catholic-affiliated schools. This method enhances the precision and generalizability of the findings by addressing variability among the strata and ensuring that each subgroup is appropriately represented (Iliyasu & Etikan, 2021). The following Stephen Thompson formula was applied to calculate the sample size (Thompson, 2012):

$$n = \frac{N \times p(1 - p)}{\left[\left[N - 1 \times \left(d^2 \div z^2 \right) \right] + p(1 - p) \right]}$$

Where:

- **N:** Population size, representing the number of teachers in the population (569).
- **Z:** Standard score corresponding to the significance level (0.95), which equals (1.96).
- **d:** Margin of error, which equals (0.05).
- **P:** Proportion of the characteristic availability or neutrality, which equals (0.50).

By substituting the above values into the formula, the sample size was calculated to be (230) participants which represents (40.42%) of the population, the instrument was distributed using an online form, Table (3.2) shows the distribution of the study sample according to the sampling frame used and the actual sample that responded to the online questionnaire:

Table (3.2): Study Sample

Type and Affiliation of Schools	Population	Calculated Sample	Actual Sample	%
English-speaking schools	279	113	75	66.37%
Schools affiliated with associations	178	72	48	66.67%
Schools affiliated with Catholics	112	45	30	66.67%
Total	569	230	153	66.52%

A total of (153) participants replied comprising of (66.52%) response rate which is statistically sufficient according to (Sataloff & Vontela, 2021).

3.5 Participant Profile

Table (3.3) below offers a descriptive analysis of the sample:

Table (3.3) Sample Demographic Variable Distribution

Variable	Variable level	Number	Percentage
Sex	Male	25	16.3%
	Female	128	83.7%
	Total	153	100%
Age	less than 30 years	74	48.4%
	30-45 years	68	44.4%
	Above 45	11	7.2%
	Total	153	100%
Experience	less than 5 years	81	53.9%
	5-10 years	37	24.2%
	more than 10 years	35	22.9%
	Total	153	100%
Education	bachelors	123	80.4%
	masters	27	17.6%
	PHD	3	2.0%
	Total	153	100%
Type and Affiliation of Schools	English-speaking schools	75	49.07%
	Schools affiliated with associations	48	31.20%
	Schools affiliated with Catholics	30	19.67%
	Total	153	100%

Table (3.3) provides a detailed demographic breakdown of the study's sample, offering critical insights relevant to the exploration of self-determination as a mediating variable between inclusive leadership and teachers' adaptive performance in private schools. The sample is predominantly female (83.7%), with males constituting only (16.3%), which may reflect gender patterns within the teaching profession in private schools. Most participants are under 30 years (48.4%), followed by those aged 30-45 years (44.4%), with a smaller representation of teachers above 45 years (7.2%). This age distribution suggests a relatively young workforce, potentially influencing their adaptive performance and responses to inclusive leadership. Experience levels show that over half the respondents have less than 5 years of experience (53.9%), while (24.2%) have 5-10 years and (22.9%) have more than 10 years, indicating varying levels of expertise that could impact their

self-determination and adaptability. Educationally, a significant majority hold bachelor's degrees (80.4%), with fewer holding master's degrees (17.6%) or PhDs (2.0%), suggesting a focus on foundational qualifications in this workforce. Regarding the type and affiliation of schools, English-speaking schools represent the largest proportion (49.07%), followed by schools affiliated with associations (31.2%), and Catholic schools (19.67%). This variation in school type may reflect diverse institutional environments that shape inclusive leadership practices and their effect on teachers' adaptive performance through self-determination. These demographics provide essential context for understanding the dynamics of inclusive leadership and teacher adaptability in private schools.

3.6 Data Collection Sources

The researcher relied on two sources for data collection in the study:

1. **Secondary Sources:** The researcher collected data related to the current study by reviewing Arabic and foreign literature, articles, periodicals, reports, research, and previous studies relevant to the study variables, as well as exploring various websites on the internet.
2. **Primary Sources:** The researcher relied on a questionnaire as the primary tool for data collection. The questionnaire served as a means to address the analytical aspects of the research topic. It included a number of statements that reflect the study's objectives and questions, as well as its variables.

3.7 Study Instrument

For this study, the research instrument was developed by combining items from three established scales. These scales measure self-determination, inclusive leadership, adaptive performance, respectively. Each was carefully selected based on its psychometric

properties, relevance, and applicability to the research context. Table (3.4) shows the study variables and the corresponding literature:

Table (3.4): Study Variables

Variable	Components	Number of Items	Cited From
Inclusive Leadership	Belongingness	5	(Hamilton, 2022), (Merlini et al., 2024), (Al-Atwi & Al-Hassani, 2021)
	Valuing Uniqueness	4	
	Team Empowerment	4	
	Fairness	3	
	Collaboration	4	
Adaptive Performance	Creativity	4	(Deci et al., 2017), (Ryan & Deci, 2019), (Deci & Ryan, 2020)
	Reactivity	4	
	Interpersonal Adaptability	4	
	Training and Learning Effort	4	
	Stress Management	3	
Self-Determination	Competence	5	(Duyen et al., 2023), (Pulakos et al., 2000)
	Autonomy	4	
	Relatedness	5	

Instrument Adaptation

To suit the study's specific context, the items from these scales were integrated into a unified questionnaire. This adaptation process involved:

- Ensuring cultural and contextual relevance for participants in Palestine.
- Refining item wording for clarity and comprehension.
- Aligning response formats to maintain consistency across the combined instrument.

The finalized questionnaire retains the psychometric rigor of the original scales, ensuring reliable and valid measurement of inclusive leadership, self-determination, and adaptive performance. These combined measures enable a comprehensive examination of the study's variables and their interrelations (Appendix A).

The responses to the questionnaire were analyzed using a Likert scale with five points of differentiation as shown in table (3.5):

Table (3.5) Likert Scale

Scale	Very high degree	High degree	Moderate degree	Weak degree	None at all
weight	5	4	3	2	1

3.8 Statistical Methods

The data was processed and evaluated using an advanced statistical analysis program using quantitative data analysis techniques (Smart PLS4). The research used the following statistical instruments (Easterby-Smith et al., 2002; George, 2003; Zikmund et al., 2012).

3.8.1 Descriptive Statistic

Descriptive statistics were utilized in the study through frequency distribution tables to describe the characteristics of the study sample. Measures of central tendency (specifically the arithmetic mean) and measures of dispersion (specifically the standard deviation) were employed to describe the responses of the study sample regarding the variables and items of the study. This study evaluated respondents' answers by interpreting the value of the overall weighted arithmetic mean in the study tool (questionnaire) based on the three categories of the study tool in the response scale correction. The range for the response scale was calculated as follows:

$$\begin{aligned}\text{Range} &= (\text{Maximum limit} - \text{Minimum Limit})/3 \\ &= (5-1)/3 = 1.334\end{aligned}$$

Table (3.6): Triadic Correction Key

Mean	Relative Weight	Category
1-2.34	20%-46.8%	Low
2.35-3.67	46.9%-73.4%	Moderate
>3.67	> 73.4%	High

3.8.2 Inferential statistics

Structural Equation Modeling (SEM) is a way of testing complex relationships between variables. This is a chi-fi technique for multivariate analysis, combining factor analysis and regression so that you can actually test the theoretical models. SEM is employed when there are intricate models which cannot be studied using simple regression techniques (such as relationships between multiple independent and dependent variables). It is popular in social sciences and especially marketing research, where complex relationships between variables are often used. SEM tests a model using mathematical equations, which gives researchers the opportunity to examine and refine theories/hypotheses regarding relationships amidst variables (Hair Jr., Hult, Ringle & Sarstedt 2016) because it accurately measures constructs as well as SEM tends to identify complex multivariable models with multiple independent predictors of each outcome; Therefore due to proper fulfillment for this feature by the Smart-PLS4 software package utilized within data analysis process related questionnaires SEM was intentionally selected.

The study assesses the two models generated by using Smart-PLS4 as follows:

3.9 Assessment of the Measurement

In this part of the study, the construct reliability and validity of the model were investigated. The following table (3.6) outlines the requirements that must be fulfilled in order for convergent validity indicators to be accepted:

Table (3.7) Criteria for the Indicators of the Measurement Model

Criteria	Adopted Values
1. Internal Consistency (Reliability)	- Composite Reliability: Reliability values greater than 0.70 indicate a good level of reliability (Hair et al., 2017). - Cronbach's Alpha: Values above 0.70 suggest strong internal consistency (Hair et al., 2017).
2. Convergent Validity	- Outer Factor Loadings: Items with factor loadings above 0.50 are acceptable (Hair Jr et al., 2017). - Average Variance Extracted (AVE): An AVE value of 0.50 or higher indicates the achievement of convergent validity (Fornell and Larcker, 1981).
3. Discriminant Validity	- Fornell-Larcker Criterion: The square root of the AVE for a latent variable should be greater than the correlations of this variable with other latent variables (Hair Jr et al., 2017). - Cross Loading Criterion: This criterion is satisfied when the factor loading of an item is highest for the latent variable to which it belongs (Hair Jr et al., 2017).

3.9.1 Reliability

The degree to which a measuring instrument maintains its consistency as well as its precision or accuracy is referred to as its reliability. The higher an instrument's level of reliability becomes, the less variation in results it produces in repeated measurements of

the same attribute it produces. When discussing reliability, the terms dependability, stability, and predictability are often used interchangeably (Zikmund et al., 2012). The Cronbach's Alpha Method is the technique that is utilized to determine the reliability of the questionnaire (Bougie & Sekaran, 2019). The reliability was computed, and the results showed a high reliability as displayed in table (3.7).

Comparable to Cronbach's alpha, composite reliability (also known as construct reliability) assesses the consistency between individual scale scores. It's comparable to the proportion of total true score variance to total scale score variance. A different way to put it is that it is an "indicator of the shared variance among the observed variables used as an indicator of a latent construct." It can be seen from table (3.7) and according to (Hair Jr. et al., 2016; Hulland, 1999), the CR must be greater than 0.7. Since all of the indicators are above the standard criteria, this indicates that the CR has been met. Table (3.7) shows the internal consistency of latent study variables of the study variables as follows:

Table (3.8): Internal Consistency of Latent Study Variables

Factor	Number of items	Cronbach's Alpha value	CR
Inclusive Leadership	20	0.941	0.943
Belongingness	5	0.837	0.839
Valuing Uniqueness	4	0.866	0.870
Team Empowerment	4	0.846	0.849
Fairness	3	0.851	0.864
Collaboration	4	0.827	0.827
Adaptive Performance	19	0.819	0.823
Creativity	4	0.946	0.948
Reactivity	4	0.849	0.851
Interpersonal Adaptability	4	0.826	0.834
Training and Learning Effort	4	0.886	0.887
Stress Management	3	0.928	0.931
Self-Determination	14	0.812	0.819
Competence	5	0.839	0.839
Autonomy	4	0.880	0.881
Relatedness	5	0.847	0.854

Source: Researcher Analysis using SmartPLS4

3.9.2 Validity

The validity of the study instrument refers to whether the tool accurately reflects the content of the study variables and effectively measures them (Bougie & Sekaran, 2019). The validity was assessed through convergent validity and discriminant validity, with each being examined in turn.

1. Convergent Validity

According to Hair Jr. et al., (2016), convergent validity, also known as the degree of consistency, can be determined by employing the following three indicators: Factor loading; Internal consistency, Average Variance Extracted (AVE)

A. Internal consistency – Factor loading

Because they are all tied to the same latent (not directly measured) variable, multiple observed variables will always share the same response patterns; this is the central idea behind factor analysis. The factor loadings represent the degree to which each independent variable is correlated with the common factor, figure (3.1) and table (3.8) show the study's factor loadings as follows:

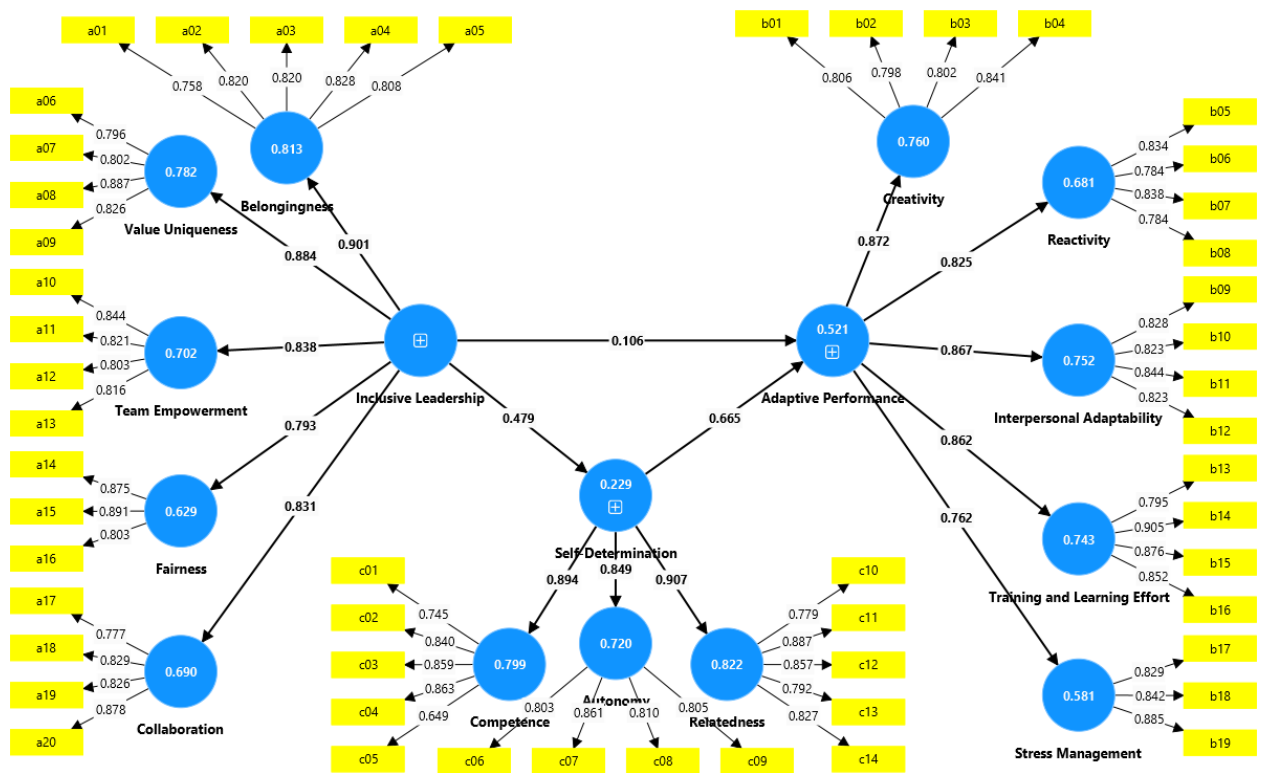


Figure (3.1) Factor loadings

Table (3.9) Factor loadings

Variable/ Paragraph	Symbol	Loading
Inclusive Leadership		
Dimension 1: Belongingness		
I feel that the administration treats me as an important part of the team.	a01	0.758
The administration works to create an environment where everyone feels welcomed and respected.	a02	0.820
The administration ensures listening to my opinions and feedback.	a03	0.820
The administration supports individuals to feel like an integral part of the school.	a04	0.828

The administration shows genuine concern for the comfort and sense of belonging of the team.	a05	0.828
Dimension 2: Valuing Uniqueness		
The administration values differences among individuals and considers them a strength for the team.	a06	0.796
The administration encourages leveraging my personal strengths to achieve success.	a07	0.802
The administration recognizes the added value each individual brings to the school.	a08	0.887
The administration ensures everyone's participation based on their skills and expertise.	a09	0.826
Dimension 3: Team Empowerment		
The administration gives me the freedom to make decisions related to my work.	a10	0.844
The administration ensures my involvement in decisions concerning the team.	a11	0.821
The administration supports me in taking responsibility for my professional achievements.	a12	0.803
The administration encourages me to express my opinions and suggestions without fear.	a13	0.816
Dimension 4: Fairness		
The administration treats all individuals in the school fairly and without bias.	a14	0.875
The administration ensures equal opportunities for everyone without discrimination.	a15	0.891
The administration guarantees that decisions regarding resources and opportunities are based on objective criteria.	a16	0.803
Dimension 5: Collaboration		

The administration encourages teamwork and the exchange of ideas among team members.	a17	0.777
The administration ensures an environment of mutual respect among team members.	a18	0.829
The administration supports collaboration among teachers to solve common problems.	a19	0.826
The administration encourages individuals to help each other achieve the school's goals.	a20	0.878
Adaptive Performance		
Dimension 1: Creativity		
I can find creative solutions to the problems I face at work.	b01	0.806
When facing difficult problems, I can think outside the box to address them innovatively.	b02	0.798
I continuously seek new and updated methods and strategies to improve my performance at work.	b03	0.802
I collaborate to achieve work goals by innovating and employing unconventional strategies.	b04	0.841
Dimension 2: Reactivity in the Face of Emergencies or Unexpected Circumstances		
When dealing with emergencies and crises requiring quick decisions, I adapt swiftly.	b05	0.834
I handle emergency situations wisely and calmly.	b06	0.784
I address sudden and unexpected challenges based on prioritization principles.	b07	0.838
I avoid creating an atmosphere of anxiety and stress and handle emergencies with flexibility.	b08	0.784
Dimension 3: Interpersonal Adaptability		
I am flexible in dealing with the diverse personalities of my colleagues at school.	b09	0.828

I adapt to the continuous changes in the dynamic work environment within the school.	b10	0.823
I handle each situation as required, adjusting my methods to suit the circumstances.	b11	0.844
I always strive to build positive relationships with my colleagues, accepting their diverse personalities and ideologies.	b12	0.823
Dimension 4: Training and Learning Effort		
I am keen to participate in training activities to enhance my skills.	b13	0.795
I always ensure I am ready to learn new things that add to my knowledge and skills.	b14	0.905
I consistently look for opportunities that provide new information and expand my expertise.	b15	0.875
I keep up with changes and updates in my field and strive to apply them in my daily work.	b16	0.852
Dimension 5: Stress Management		
I always try to maintain a positive attitude when dealing with professional pressures.	b17	0.829
I manage my time well and organize my work during periods of high work pressure.	b18	0.842
I follow strategic methods to control my behavior and maintain my psychological balance and calmness in stressful work conditions.	b19	0.885
Self-Determination		
Dimension 1: Competence		
I complete the tasks assigned to me with high skill and efficiency.	c01	0.745
I possess a quick learning ability that helps me achieve tangible results in performing my work efficiently and effectively.	c02	0.840

I utilize my capabilities to achieve my work goals.	c03	0.859
I trust myself and my abilities to face the toughest conditions I encounter during my work.	c04	0.863
I always have opportunities that enable me to develop my skills in a way that serves my work.	c05	0.649
Dimension 2: Autonomy		
I have complete freedom in making decisions related to my work.	c06	0.803
I work in the way I see fit and aligned with my work circumstances.	c07	0.861
I have sufficient ability to set my professional goals and strive diligently to achieve them.	c08	0.810
I enjoy a high level of independence in performing my work and determining my priorities.	c09	0.805
Dimension 3: Relatedness		
I ensure that I work as part of a team that cares for and supports its members.	c10	0.779
I maintain professional relationships with my colleagues to gain their support when needed.	c11	0.887
I feel a sense of belonging to the school work environment, which motivates me to collaborate with my colleagues to achieve our shared goals and work objectives.	c12	0.857
I ensure continuous communication with all faculty members to stay updated with developments.	c13	0.792
I receive a high level of respect and acceptance from my colleagues at work.	c14	0.827

According to figure (3.1) and table (3.8), as well as the factor loading criteria to assess convergent validity proposed by (Hair Jr et al., 2016; Hulland, 1999), the indicators show a high factor loading larger than (0.50) and it no items were removed.

B. Average Variance Extracted (AVE)

The average variance extracted (AVE) is a measure that is used in statistics (classical test theory) to determine the amount of variance that is recorded by a construct in comparison to the amount of variance that is caused by estimation errors (Hair Jr et al., 2016; Hulland, 1999). It is common practice to evaluate validity by applying the following "rule of thumb" to the average variance that was extracted: the positive square root of the AVE for every one of the latent variables should be greater than the highest correlation to any other latent construct, table (3.9) shows the (AVE) values of the study variables:

Table (3.10): Average Variance Extracted (AVE)

Variable	AVE
Inclusive Leadership	0.589
Belongingness	0.673
Valuing Uniqueness	0.652
Team Empowerment	0.686
Fairness	0.633
Collaboration	0.659
Adaptive Performance	0.735
Creativity	0.597
Reactivity	0.688
Interpersonal Adaptability	0.657
Training and Learning Effort	0.688
Stress Management	0.520
Self-Determination	0.727
Competence	0.674
Autonomy	0.736
Relatedness	0.687

Source: Researchers analysis using SmartPLS4

Table (3.9) determines that the variables that were utilized in this study are reliable because they had an Average Variance Extracted (AVE) value that was greater than 0.5, which is within the acceptable range. Furthermore, all of the variable values were found to be within the acceptable range, leading us to the conclusion that the variables have good reliability.

3.9.3 Discriminant Validity

The concept of discriminant validity was introduced in the discussion by Campbell and Fiske (1959) on how to determine if a test is valid. They also stressed the importance of using discriminant and convergent validation procedures when assessing new tests, as this was absolutely necessary. A concept has satisfactorily passed tests of its discriminant validity (i.e., it is not highly related to other constructs that should theoretically be different concepts) A value less than 0.50 would indicate there may be discriminant validity between the two scales. On the other hand, if this outcome is more than 0.50 then it suggests that there was a lot of common ground between two conceptions and as such, we are measuring roughly speaking the same thing in both cases. As such, discriminant validity would not be claimed between them (Campbell & Fiske 1959). Table (3.10) confirms the discriminant validity among constructs in this study.

Table (3.11) Measures of validity and Correlations among variables

	1	2	3
Inclusive Leadership	0.699		
Adaptive Performance	0.424	0.705	
Self-Determination	0.316	0.479	0.721

Source: Researchers analysis using Smart PLS3

Table (3.10) displays the AVE and cross component loading extracted for all latent variables. In this approach, the loading of each item on its associated construct is larger than the loadings of any other move on any other construct. In order to prove the model's discriminant validity, the AVE of each factor was found to be greater than the squared correlation between those factors (Fornell & Larcker, 1981).

3.10 Assessment of the Structural Model

The results of the structural model evaluation are accepted after those of the measurement model's convergent validity have been accepted. Examining the predictive power of the model and the connections between the independent and dependent variables is essential. The structural model should be assessed using a tried-and-true set of criteria. Coefficient of determination (R^2), Effect size (f^2), Predictive Relevance (Q^2), and Hypothesis testing are the fundamental criteria for testing the structural model. All of the criteria used to evaluate the structural validity of the models are listed in Table (3.11):

Table (3.12) Criteria for Assessment of the Structural Model

	Range	Value
Collinearity Coefficients Variance Inflation Factor (VIF)	<5	Absence of multicollinearity
Coefficient of determination R^2	above 0.67	high
	between 0.33-0.67	moderate
	between 0.19-.033	weak
	below 0.19	not acceptable
Effect size f^2	above 0.35	large effect size
	between 0.15-0.35	Medium effect size.
	Between 0.02-0.15	small effect size
	less than 0.02	NO effect size
Predictive Relevance Q^2	more than zero	has predictive relevance

Source: (Cohen, 1988)

Based on the previous assessment of the measurement Model the following Structural Model was created:

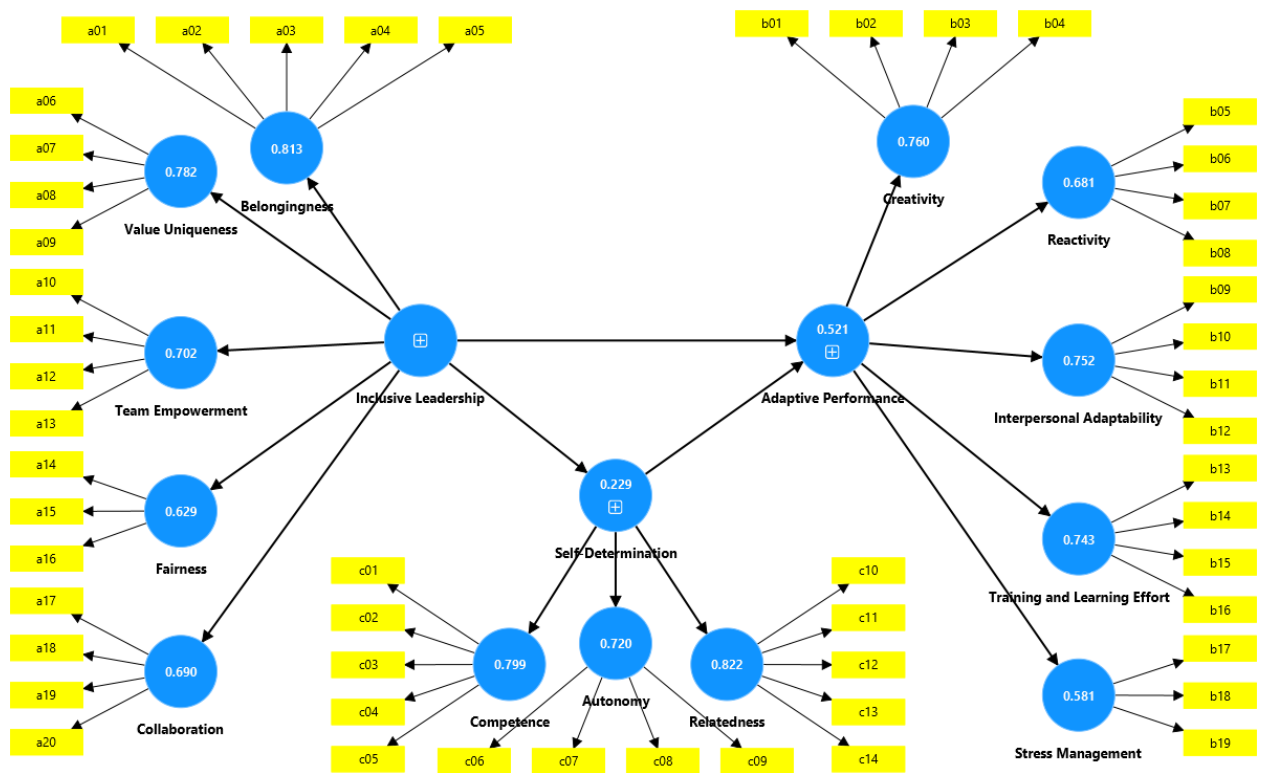


Figure (3.2) Structural Model

Chapter Four: Results

This chapter analyzes the data, reports the findings, uses structural equation modeling (SEM) to evaluate the study hypothesis, and analyzes the data using Smart-PLS4. A questionnaire that was prepared especially for the validation of the study model was used to collect the data up until this point.

4.1 Descriptive Statistics

A. Inclusive Leadership

Table (4.1): Means, standard deviation, for Inclusive Leadership

Item	Mean	Standard Deviation	Rank
<i>Belongingness</i>			
I feel that the administration treats me as an important part of the team.	3.627	0.794	2
The administration works to create an environment where everyone feels welcomed and respected.	3.699	0.836	1
The administration ensures listening to my opinions and feedback.	3.549	0.931	3
The administration supports individuals to feel like an integral part of the school.	3.529	0.866	4
The administration shows genuine concern for the comfort and sense of belonging of the team.	3.458	0.896	5
<i>Belongingness</i>	0.3573	0.8651	
<i>Valuing Uniqueness</i>			
The administration values differences among individuals and considers them a strength for the team.	3.464	0.866	4
The administration encourages leveraging my personal strengths to achieve success.	3.608	0.813	1
The administration recognizes the added value each individual brings to the school.	3.484	0.852	3
The administration ensures everyone's participation based on their skills and expertise.	3.529	0.866	2
<i>Valuing Uniqueness</i>	3.521	0.8492	
<i>Team Empowerment</i>			
The administration gives me the freedom to make decisions related to my work.	3.353	0.942	4
The administration ensures my involvement in decisions concerning the team.	3.431	0.901	3
The administration supports me in taking responsibility for my professional achievements.	3.627	0.834	1
The administration encourages me to express my opinions and suggestions without fear.	3.582	0.871	2
<i>Team Empowerment</i>	3.498	0.8876	

<i>Fairness</i>			
The administration treats all individuals in the school fairly and without bias.	3.438	0.952	2
The administration ensures equal opportunities for everyone without discrimination.	3.346	0.934	1
The administration guarantees that decisions regarding resources and opportunities are based on objective criteria.	3.405	0.798	3
Fairness	3.397	0.8951	
<i>Collaboration</i>			
The administration encourages teamwork and the exchange of ideas among team members.	3.660	0.933	4
The administration ensures an environment of mutual respect among team members.	3.739	0.879	3
The administration supports collaboration among teachers to solve common problems.	3.752	0.861	2
The administration encourages individuals to help each other achieve the school's goals.	3.758	0.819	1
Collaboration	3.727	0.8733	
Inclusive Leadership	3.552	0.8729	

Table (4.1) presents the descriptive statistics for the dimensions of Inclusive Leadership, including means, standard deviations, and ranks, providing insights into how these dimensions are perceived by respondents. Belongingness was rated moderately, with the highest-ranking item being "The administration works to create an environment where everyone feels welcomed and respected" (mean = 3.699, SD = 0.836). The lowest-ranking item in this category, "The administration shows genuine concern for the comfort and sense of belonging of the team," scored a mean of 3.458 (SD = 0.896). Overall, the belongingness dimension had a mean score of 3.573 and a standard deviation of 0.8651, reflecting moderate perceptions of inclusivity in fostering belonging.

In the Valuing Uniqueness dimension, the highest-rated item was "The administration encourages leveraging my personal strengths to achieve success" (mean = 3.608, SD = 0.813), while the lowest was "The administration values differences among individuals and considers them a strength for the team" (mean = 3.464, SD = 0.866). This dimension had an overall mean of 3.521 (SD = 0.8492), indicating moderate recognition and appreciation for individuality within the schools.

The Team Empowerment dimension showed the highest mean for the item "The administration supports me in taking responsibility for my professional achievements" (mean = 3.627, SD = 0.834). The lowest-rated item, "The administration gives me the

freedom to make decisions related to my work," had a mean of 3.353 (SD = 0.942). The overall mean for this dimension was 3.498 (SD = 0.8876), suggesting room for improvement in empowering teachers.

The Fairness dimension revealed a moderately perceived level of equitable treatment, with the highest mean assigned to "The administration treats all individuals in the school fairly and without bias" (mean = 3.438, SD = 0.952). The item "The administration ensures equal opportunities for everyone without discrimination" received the lowest mean (3.346, SD = 0.934), resulting in an overall mean of 3.397 (SD = 0.8951).

Collaboration emerged as the strongest dimension, with a mean of 3.727 (SD = 0.8733). The highest-rated item was "The administration encourages individuals to help each other achieve the school's goals" (mean = 3.758, SD = 0.819), and the lowest-rated was "The administration encourages teamwork and the exchange of ideas among team members" (mean = 3.660, SD = 0.933).

Overall, Inclusive Leadership was rated at a mean of 3.552 (SD = 0.8729), reflecting a moderate perception of inclusive leadership practices across the sample. These findings suggest that while collaboration and belongingness are relatively strong areas, there is a need for further focus on fairness and team empowerment to enhance perceptions of inclusivity.

B. Adaptive Performance

Table (4.2): Means, standard deviation, for Adaptive Performance

Item	Mean	Standard Deviation	Rank
<i>Creativity</i>			
I can find creative solutions to the problems I face at work.	3.771	0.730	3
When facing difficult problems, I can think outside the box to address them innovatively.	3.771	0.807	4
I continuously seek new and updated methods and strategies to improve my performance at work.	3.869	0.784	1
I collaborate to achieve work goals by innovating and employing unconventional strategies.	3.810	0.841	2
<i>Creativity</i>	3.806	0.7901	
<i>Reactivity in the Face of Emergencies or Unexpected Circumstances</i>			
When dealing with emergencies and crises requiring quick decisions, I adapt swiftly.	3.784	0.769	3

I handle emergency situations wisely and calmly.	3.752	0.755	4
I address sudden and unexpected challenges based on prioritization principles.	3.817	0.773	2
I avoid creating an atmosphere of anxiety and stress and handle emergencies with flexibility.	3.908	0.773	1
<i>Reactivity in the Face of Emergencies or Unexpected Circumstances</i>	3.815	0.7673	
<i>Interpersonal Adaptability</i>			
I am flexible in dealing with the diverse personalities of my colleagues at school.	3.928	0.852	2
I adapt to the continuous changes in the dynamic work environment within the school.	3.889	0.824	4
I handle each situation as required, adjusting my methods to suit the circumstances.	3.915	0.803	3
I always strive to build positive relationships with my colleagues, accepting their diverse personalities and ideologies.	3.974	0.858	1
<i>Interpersonal Adaptability</i>	3.926	0.834	
<i>Training and Learning Effort</i>			
I am keen to participate in training activities to enhance my skills.	3.863	0.820	4
I always ensure I am ready to learn new things that add to my knowledge and skills.	4.046	0.822	1
I consistently look for opportunities that provide new information and expand my expertise.	3.935	0.871	3
I keep up with changes and updates in my field and strive to apply them in my daily work.	3.948	0.8331	2
<i>Training and Learning Effort</i>	3.948	0.8377	
<i>Stress Management</i>			
I always try to maintain a positive attitude when dealing with professional pressures.	3.928	0.796	1
I manage my time well and organize my work during periods of high work pressure.	3.895	0.836	2
I follow strategic methods to control my behavior and maintain my psychological balance and calmness in stressful work conditions.	3.882	0.811	3
<i>Stress Management</i>	3.902	0.8141	
<i>Adaptive Performance</i>	3.878	0.7927	

Table (4.2) illustrates the descriptive statistics for the dimensions of Adaptive Performance, including means, standard deviations, and rankings. The Creativity dimension had an overall mean of 3.806 (SD = 0.7901), with the highest-rated item being "I continuously seek new and updated methods and strategies to improve my performance at work" (mean = 3.869, SD = 0.784). The lowest-ranked item, "When facing difficult problems, I can think outside the box to address them innovatively," scored a mean of 3.771 (SD = 0.807), suggesting that while creativity is generally strong, innovative problem-solving could be further enhanced.

In Reactivity in the Face of Emergencies or Unexpected Circumstances, the highest-rated item was "I avoid creating an atmosphere of anxiety and stress and handle emergencies

with flexibility" (mean = 3.908, SD = 0.773), indicating strong adaptability in managing crises calmly. The lowest-rated item, "I handle emergency situations wisely and calmly," scored a mean of 3.752 (SD = 0.755). This dimension had an overall mean of 3.815 (SD = 0.7673), reflecting a robust ability to manage emergencies effectively.

The Interpersonal Adaptability dimension achieved the highest overall mean among the categories, at 3.926 (SD = 0.834). The top-rated item was "I always strive to build positive relationships with my colleagues, accepting their diverse personalities and ideologies" (mean = 3.974, SD = 0.858), highlighting strong interpersonal flexibility. The lowest-rated item, "I adapt to the continuous changes in the dynamic work environment within the school," still received a high mean of 3.889 (SD = 0.824), demonstrating consistent adaptability.

For Training and Learning Effort, the highest-rated item was "I always ensure I am ready to learn new things that add to my knowledge and skills" (mean = 4.046, SD = 0.822). The lowest-rated item, "I am keen to participate in training activities to enhance my skills," scored a mean of 3.863 (SD = 0.820). This dimension had a strong overall mean of 3.948 (SD = 0.8377), emphasizing the participants' commitment to skill development and staying updated in their field.

In Stress Management, the highest-rated item was "I always try to maintain a positive attitude when dealing with professional pressures" (mean = 3.928, SD = 0.796). The lowest-rated item, "I follow strategic methods to control my behavior and maintain my psychological balance and calmness in stressful work conditions," scored a mean of 3.882 (SD = 0.811). This dimension had an overall mean of 3.902 (SD = 0.8141), reflecting a strong capacity to manage stress effectively.

Overall, Adaptive Performance was rated highly, with an average mean of 3.878 (SD = 0.7927). Among the dimensions, Interpersonal Adaptability (mean = 3.926) and Training and Learning Effort (mean = 3.948) stood out as particularly strong areas. These results suggest that participants demonstrate significant adaptability in interpersonal relations, learning, and managing challenges, though there remains room for improvement in specific aspects like innovative problem-solving and emergency management.

C. Self-Determination

Table (4.3): Means, standard deviation, for Self-Determination

Item	Mean	Standard Deviation	Rank
Competence			
I complete the tasks assigned to me with high skill and efficiency.	4.007	0.847	3
I possess a quick learning ability that helps me achieve tangible results in performing my work efficiently and effectively.	3.987	0.795	4
I utilize my capabilities to achieve my work goals.	4.013	0.819	2
I trust myself and my abilities to face the toughest conditions I encounter during my work.	4.039	0.834	1
I always have opportunities that enable me to develop my skills in a way that serves my work.	3.824	0.874	5
Competence	3.974	0.8341	
Autonomy			
I have complete freedom in making decisions related to my work.	3.601	0.948	4
I work in the way I see fit and aligned with my work circumstances.	3.810	0.825	2
I have sufficient ability to set my professional goals and strive diligently to achieve them.	3.961	0.785	1
I enjoy a high level of independence in performing my work and determining my priorities.	3.778	0.875	3
Autonomy	3.788	0.8599	
Relatedness			
I ensure that I work as part of a team that cares for and supports its members.	3.908	0.853	5
I maintain professional relationships with my colleagues to gain their support when needed.	3.954	0.798	3
I feel a sense of belonging to the school work environment, which motivates me to collaborate with my colleagues to achieve our shared goals and work objectives.	3.987	0.866	2
I ensure continuous communication with all faculty members to stay updated with developments.	3.954	0.814	4
I receive a high level of respect and acceptance from my colleagues at work.	4.059	0.837	1
Relatedness	3.973	0.8346	
Self-Determination	3.920	0.8411	

Table (4.3) presents the descriptive statistics for the dimensions of Self-Determination, highlighting means, standard deviations, and ranks. The Competence dimension received an overall mean score of 3.974 (SD = 0.8341), indicating that respondents generally perceive themselves as capable and skilled. The highest-rated item, "I trust myself and my abilities to face the toughest conditions I encounter during my work," scored a mean of 4.039 (SD = 0.834), reflecting strong confidence among

participants. However, the item "I always have opportunities that enable me to develop my skills in a way that serves my work" was rated the lowest (mean = 3.824, SD = 0.874), suggesting that opportunities for skill development may need further enhancement.

In the Autonomy dimension, the overall mean was 3.788 (SD = 0.8599), reflecting moderate levels of perceived independence in decision-making and task execution. The highest-rated item, "I have sufficient ability to set my professional goals and strive diligently to achieve them," scored a mean of 3.961 (SD = 0.785), indicating a strong sense of goal-setting capability. On the other hand, "I have complete freedom in making decisions related to my work" received the lowest mean score (3.601, SD = 0.948), suggesting some constraints on decision-making freedom.

The Relatedness dimension scored an overall mean of 3.973 (SD = 0.8346), indicating strong perceptions of connection and support among colleagues. The highest-rated item, "I receive a high level of respect and acceptance from my colleagues at work," achieved a mean of 4.059 (SD = 0.837), demonstrating a positive and respectful work environment. Conversely, "I ensure that I work as part of a team that cares for and supports its members" received the lowest mean score (3.908, SD = 0.853), suggesting some room for improvement in fostering teamwork and support.

Overall, Self-Determination was rated at a mean of 3.920 (SD = 0.8411), reflecting a high level of perceived competence, autonomy, and relatedness among participants. Among the dimensions, Competence (mean = 3.974) and Relatedness (mean = 3.973) were particularly strong, highlighting the respondents' confidence in their abilities and the supportive work relationships they experience. Autonomy, while still positive, scored slightly lower, indicating a potential need for greater independence in decision-making and task execution to enhance self-determination further.

4.2 Assessment of the Structural Model

A. Variance Inflation Factor (VIF)

The Variance Inflation Factor (VIF) is a statistical measure used to detect multicollinearity in a regression model. It assesses whether independent variables are highly correlated, which can distort the reliability of regression coefficients. A VIF value greater than 5 suggests a potential multicollinearity problem. Lower VIF values indicate that the variables are independent, ensuring accurate and stable estimates in the model (Bougie & Sekaran, 2019). Table (4.4) shows the Variance Inflation Factor (VIF) for this study

Table (4.4): Variance Inflation Factor (VIF)

	VIF
Inclusive Leadership -> Adaptive Performance	1.297
Self-Determination -> Adaptive Performance	1.297
Inclusive Leadership -> Self-Determination	1.000

Table (4.4): Variance Inflation Factor (VIF) shows that all VIF values are below the threshold of 5, indicating no multicollinearity issues in the model. Specifically, the VIF values for Inclusive Leadership and Self-Determination in their respective paths (1.297 and 1.000) confirm that the independent variables are not highly correlated. This ensures the stability and reliability of the regression coefficients and supports the robustness of the study model.

B. Coefficient of determination (R^2)

Also known as R-squared, is a statistical measure that represents the proportion of the variance in the dependent variable that is predictable from the independent variable(s). It is a value between 0 and 1, where 0 indicates that the model does not explain any of the variability in the dependent variable, and 1 indicates that the model explains all of the variability. Table (4.5) shows the values of R^2 for this study:

Table (4.5): Coefficient of Determination

	R-square	R-square adjusted
Adaptive Performance	0.521	0.515
Self-Determination	0.229	0.224

The R-square value for Adaptive Performance is 0.521, indicating that 52.1% of the variance in adaptive performance is explained by the independent variables in the model. Similarly, the R-square value for Self-Determination is 0.229, meaning 22.9% of its variance is explained. The R-square adjusted values (0.515 for Adaptive Performance and 0.224 for Self-Determination) account for the number of predictors in the model, slightly refining the explained variance. These results demonstrate a moderate explanatory power of the model, with stronger predictive relevance for adaptive performance than for self-determination.

C. Effect size f^2

By examining table (4.6), we can see that all of the independent factors have a sizable effect on the dependent variable (as measured by effect size).

Table (4.6) Effect Size f^2

	value	Result
Inclusive Leadership -> Adaptive Performance	0.317	large effect size
Inclusive Leadership -> Self-Determination	0.581	large effect size
Self-Determination -> Adaptive Performance	0.712	large effect size

Source: Researchers analysis using Smart PLS4

Table (4.6) shows that Inclusive Leadership and Self-Determination have a large effect on Adaptive Performance, and Inclusive Leadership has a large effect on Self-Determination.

D. Predictive Relevance Q^2

Unlike R^2 values, which measure predictive accuracy, Q^2 values, which "suggest the model's predictive relevance, also known as 'Stone- Q^2 Geisser's value" were developed

by Hair Jr. and colleagues (2016). More than zero Q^2 values for a single reflective endogenous variable demonstrate the path model's predictive utility for the construct (Hair, Ringle, & Sarstedt, 2013). Table (4.7), which shows the results of our blindfold test with an omission Distance (D) of 7, shows that our path model has a strong predictive relevance, suggesting that our Q^2 values are greater than zero.

Table (4.7) Predictive Relevance Q^2

Total	RMSE	MAE	$Q^2 (=1-SSE/SSO)$
Adaptive Performance	0.927	0.721	0.163

Source: Researchers analysis using Smart PLS4

Table (4.7) presents the predictive relevance (Q^2) of the model for adaptive performance. The Q^2 value of 0.163 indicates a small but meaningful predictive relevance, suggesting that the model has some capability to explain variations adaptive performance. The root mean square error (RMSE) 0.927 and the mean absolute error (MAE) of 0.721 reflect the average discrepancies between predicted and observed values, showing a moderate level of accuracy in the predictions for adaptive performance.

4. 3 Path Analysis

Path analysis is used to estimate a system of equations with all variables observed. In contrast to regression models, path models allow for multiple dependent variables (system of regression models). Path model variables can be included in SmartPLS as single-item constructs. To calculate the construct scores for a variable that is dependent on several indicators, the indicators are all given equal weights (Hair Jr et al., 2016). This study tested the hypotheses, the following figures show the P-values and T-values of all the Hypotheses tested:

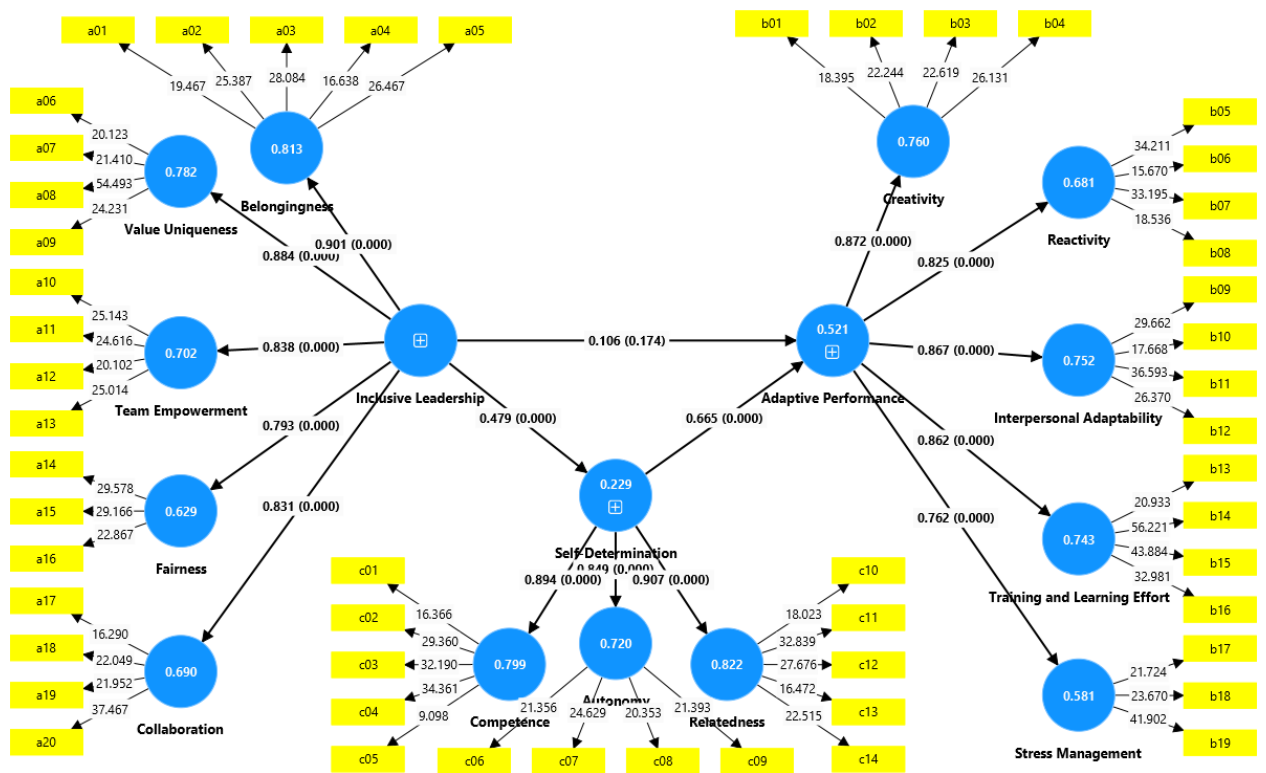


Figure (4.1) P-Values for the main Hypothesis

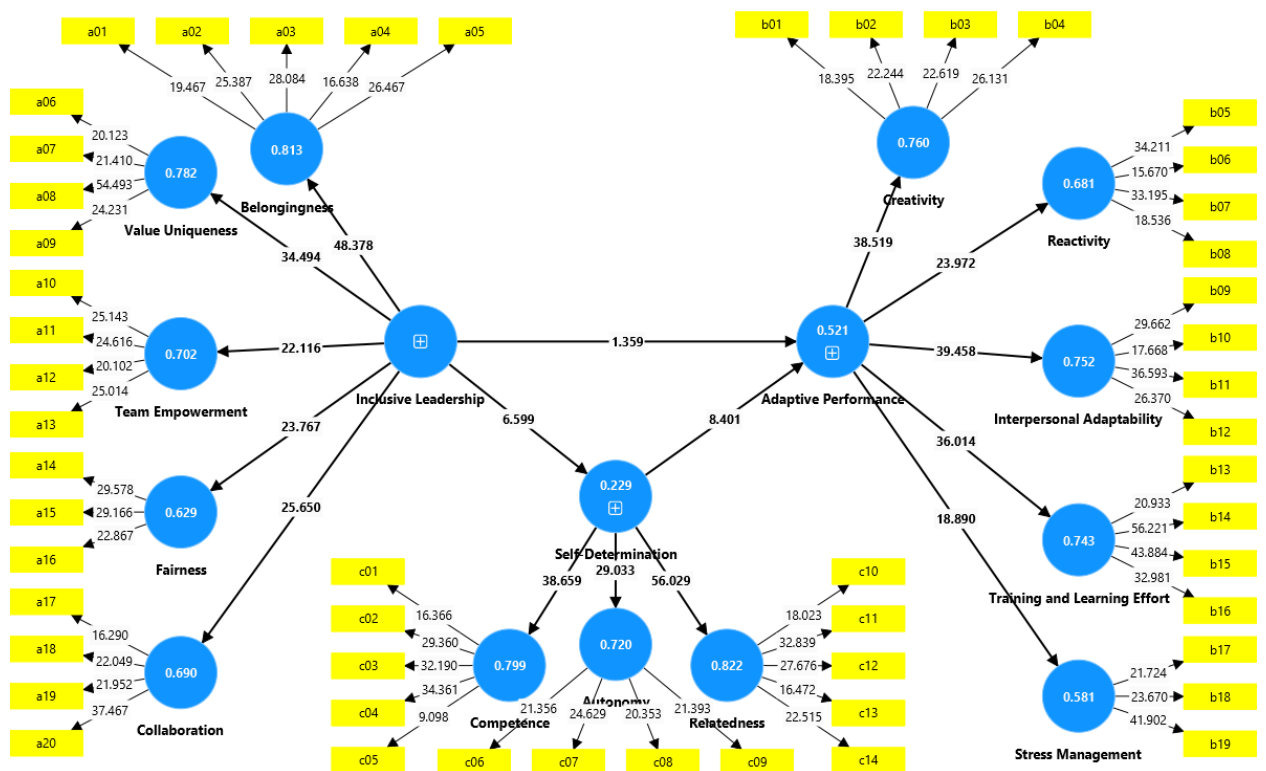


Figure (4.2) T-Values for the main Hypothesis

From figures (4.1) and Figure (4.2) the results of the hypothesis are as follows:

Table (4.8): Study Hypotheses path analysis

		Path coefficient	Standard Deviation	T- Value	P- Value
H1	Inclusive Leadership -> Adaptive Performance	0.106	0.078	1.359	0.174
H2	Inclusive Leadership -> Self-Determination	0.479	0.073	6.599	0.000
H3	Self-Determination -> Adaptive Performance	0.665	0.079	8.401	0.000
H4	Inclusive Leadership -> Self-Determination -> Adaptive Performance	0.318	0.060	5.341	0.000

Source: Researchers analysis using Smart PLS4

Significant

**P≤ 0.01, *P≤ 0.05

H1: Inclusive leadership influences teachers' adaptive performance in private schools in Palestine.

The results for H1 indicate that inclusive leadership does not significantly influence teachers' adaptive performance directly, as the path coefficient is low (0.106), the T-value is below the threshold for significance (1.359), and the P-value is above the acceptable level (0.174). This suggests that inclusive leadership alone may not directly drive adaptive performance among teachers in this context, highlighting the need for mediating variables to explain this relationship.

H2: Inclusive leadership influences teachers' self-determination in private schools in Palestine.

H2 is supported by the results, showing a strong and significant relationship between inclusive leadership and teachers' self-determination. The path coefficient is substantial (0.479), with a high T-value (6.599) and a P-value of (0.000), indicating statistical significance. This finding demonstrates that inclusive leadership practices, such as

fostering belongingness, valuing uniqueness, and promoting collaboration, significantly enhance teachers' sense of self-determination.

H3: Teachers' self-determination influences teachers' adaptive performance in private schools in Palestine.

H3 is strongly supported by the data, with a very high path coefficient (0.665), a significant T-value (8.401), and a P-value of (0.000). These results confirm that self-determination plays a critical role in enhancing teachers' adaptive performance, emphasizing that when teachers feel competent, autonomous, and connected, they are better equipped to adapt and respond effectively to dynamic educational environments.

H4: Teachers' self-determination mediates the link between inclusive leadership and teachers' adaptive performance in private schools in Palestine.

H4 is also supported, with the mediation effect showing a strong and significant path coefficient (0.318), a robust T-value (5.341), and a P-value of (0.000). This indicates that self-determination serves as a crucial mediating variable, explaining how inclusive leadership indirectly influences adaptive performance. These findings highlight the importance of fostering self-determination in teachers to fully leverage the benefits of inclusive leadership on adaptive performance.

Direct and Indirect Effects

Table (4.9): Total Effects Main Hypothesis

		Path coefficient	Standard Deviation	T-Value	P-Value
Direct Effect					
H1	Inclusive Leadership -> Adaptive Performance	0.106	0.078	1.359	0.174
Indirect Effect					
H4	Inclusive Leadership -> Self-Determination -> Adaptive Performance	0.318	0.060	5.341	0.000
	Total Effect	0.424			

The results presented in Table (4.9) highlight both the direct and indirect effects of Inclusive Leadership on Adaptive Performance. The direct effect (H1) is not

statistically significant, as indicated by the low path coefficient (0.106), T-value (1.359), and a P-value (0.174) above the threshold for significance. This suggests that Inclusive Leadership alone does not directly drive Adaptive Performance among teachers.

However, the indirect effect (H4) of Inclusive Leadership on Adaptive Performance through Self-Determination is significant, with a path coefficient of (0.318), a strong T-value (5.341), and a P-value (0.000), indicating a robust mediating role of Self-Determination. This highlights that Self-Determination acts as a key mechanism through which Inclusive Leadership influences teachers' Adaptive Performance.

The total effect of Inclusive Leadership on Adaptive Performance is (0.424), combining the direct and mediated effects. This underscores the importance of fostering Self-Determination in the relationship between Inclusive Leadership and Adaptive Performance, emphasizing that its indirect pathway is the primary driver of this association. These findings validate the role of inclusive leadership practices in creating conditions that empower teachers through self-determination, ultimately enhancing their adaptability.

Chapter Five: Discussion

In this chapter the researcher discussed the results in light of the previous studies and concluded the appropriate recommendations:

5.1 Discussion of the Results Related to the First Question

Does inclusive leadership influence teachers' adaptive performance in private school in Palestine?

The results for H1 indicate that inclusive leadership does not significantly influence teachers' adaptive performance directly, as the path coefficient is low (0.106), the T-value is below the threshold for significance (1.359), and the P-value is above the acceptable level (0.174). This suggests that inclusive leadership alone may not directly drive adaptive performance among teachers in this context, highlighting the need for mediating variables to explain this relationship.

The results of this study are contradictory to previous studies where authors reported the constructive influence of inclusive leadership on adaptive performance, especially the results for H1, which suggest that inclusive leadership do not directly enhance teachers' adaptive performance. For example, Yu (2020) established that inclusive leadership had a positive linear effect on adaptive performance, and pointed out that inclusive leadership implicitly improves the ability of employees to adapt under varying situations by providing a learning-oriented atmosphere. Our results do not directly support this conclusion, but Yu's research indicates that contextual effects or other organizational factors may be at play.

Likewise, Qurrahtulain et al. (2020) found that the relationship between inclusive leadership and adaptive performance was mediated by vigor at work. This is in line with the discussion that inclusive leadership is not enough for adaptive performance, and some mediating variables such as energy, engagement, or psychological empowerment may be needed. This absence of a direct effect in our study reiterates the crucial role of such mediators, as the advantages of inclusive leadership are likely to be indirect (as demonstrated in our case)

Khan et al. (2021) build on this by showing that the relationship of inclusive leadership and adaptive performance is mediated by psychological safety as well. The findings of the research show that inclusive leadership creates trust & open communication, which increases psychological safety, that increases adaptive performance. Our findings may indicate no direct effect in our study due to the lack of conceptually relevant mediators, such as psychological safety, that we were able to observe in our specific context. This

emphasizes the proposition that the relations between inclusive leadership and adaptive performance are intricate, spanning through additional indirect pathways.

Bataineh et al. (2022) further underscored mediators, especially innovative work behavior, in the relationship between inclusive leadership and adaptive performance. Their results are consistent with social exchange theory, arguing that inclusive leadership leads to innovative behaviors, which in turn enhance adaptive performance. Our findings of no direct effect may suggest that the direct effect of inclusive leadership on adaptive performance may operate through developing behaviors, notably, innovation, or psychological safety, which were not the subject of the present analysis.

In light of these studies, our results contribute to the growing body of research by reinforcing the notion that inclusive leadership's impact on adaptive performance is often indirect and mediated by factors such as vigor, psychological safety, or innovative work behavior. While our findings do not support a direct effect, they highlight the need for future research to explore these mediators within the context of private schools, emphasizing the importance of fostering a supportive and empowering environment to fully leverage the benefits of inclusive leadership.

This result is in line with Social Exchange Theory (SET). Several cultural and organizational aspects specific to the Palestinian private school context could potentially shed light on the lack of a direct relationship between inclusive leadership and adaptive performance. Inclusive leadership may have an indirect relationship with adaptive performance by the presence of organizational hierarchies, resource constraints, and differences in leadership styles. Additionally, it may take other mediating variables, according to (Aboramadan et al., 2022) like perceived organizational support or psychological safety, for Palestinian teachers to feel empowered and enough to take initiative to adapt to conditions. This underscores the need for the systemic barriers to be addressed and the establishment of an enabling environment that is sensitive to the cultural and institutional context of Palestine in order for the benefits of inclusive leadership to be realized.

5.2 Discussion of the Results Related to the Second Question

Does inclusive leadership influence teachers' self-determination in private school in Palestine?

This question is supported by the results, showing a strong and significant relationship between inclusive leadership and teachers' self-determination. The path coefficient is substantial (0.479), with a high T-value (6.599) and a P-value of (0.000), indicating

statistical significance. This finding demonstrates that inclusive leadership practices, such as fostering belongingness, valuing uniqueness, and promoting collaboration, significantly enhance teachers' sense of self-determination.

This finding is in line with earlier work that emphasizes the prominent role of inclusive leadership in creating work contexts that enhance psychological and motivational well-being. For example, Ashikali et al., Self-determination theory (SDT) explains the effect of inclusiveness on work outcomes and emphasises that inclusive leadership behaviours (openness, accessibility, and availability) yield an inclusive climate that satisfies employees' other psychological needs, and that psychological needs satisfaction, in turn, leads to enhanced levels of self-determination (2020). In similar fashion, Deci, & Ryan (1991) theory of self-determination propose that inherent psychological needs (competence, autonomy and relatedness) must be met if intrinsic motivation and engagement is to thrive. We can answer these needs best in an environment of inclusive leadership, where employees are empowered in a supportive work environment.

Additionally, Carmeli et al. (2010) show that inclusive leadership has a positive effect on psychological safety, the most important element that fosters employee engagement and creativity. That fits hand with our results in that, self-determination is the concept that people feel psychologically safe, valued at work, which gives them more incentives and autonomy.

These results are in agreement with the use of Self-Determination Theory (SDT) that states satisfying core needs (competence, autonomy, and relatedness) increases intrinsic motivation and self-determination (Xia et al., 2022). The significant relationship between both inclusive leadership and teachers self-determination can be considered the theme of culture and organization in private Palestinian schools. When faced with challenging contexts of limited resources and high stakes accountability, the inclusive leadership that provides the emotional safety and agency teachers need to persevere. Inclusive leaders counteract the marginalization and burnout often seen in these environments (Hajjawi, 2012) by fostering belongingness and autonomy. The article highlights that inclusive leadership can cater to the psychological needs of Palestinian educators as they strive to enhance their motivation, job satisfaction and performance despite the underlying challenges of their work environment.

5.3 Discussion of the Results Related to the Third Question

Does teachers' self-determination influence teachers' adaptive performance in private school in Palestine?

The result is strongly supported by the data, with a very high path coefficient (0.665), a significant T-value (8.401), and a P-value of (0.000). These results confirm that self-determination plays a critical role in enhancing teachers' adaptive performance, emphasizing that when teachers feel competent, autonomous, and connected, they are better equipped to adapt and respond effectively to dynamic educational environments.

Results supporting H3 indicated that self-determination substantially contributes to adaptive performance of teachers. This aligns with the self-determination theory proposed by Deci and Ryan (1991) where intrinsic motivation and performance can be fueled by satisfying the fundamental psychological needs of competence, autonomy, and relatedness. So, if teachers see some agency in their work, if they find meaning, and they have a workplace where they feel like they belong, they can navigate more easily the idiosyncrasies of adaptive educational environments.

Yu (2020) also highlights the link between self-determination and adaptive performance, arguing that contexts which bolster autonomy and competence allow employees to react more adequately towards changes in workplace conditions. Due to the nature of schooling and the continual changes in curriculum, technology, and student population, when teaching becomes challenging, self-determined teachers are more able to adapt their teaching methods and strategies.

Moreover, Bataineh et al., (2022) indicates that innovative work behavior is a significant mediator between leadership and both adaptive performance, with the rationale that self-determined individuals will be more aligned with creative problem-solving and innovation. Adaptability is considered by many to be the key to improving how and whether a teacher teaching anything else behind the school gate, and especially in the private sector.

The strong support for the third hypothesis underscores the pivotal role of self-determination in enhancing adaptive performance. Teachers who feel competent, autonomous, and connected are more resilient and better equipped to navigate the complexities of their roles. These findings emphasize the importance of fostering a self-determined workforce to achieve organizational success, particularly in dynamic and demanding educational environments.

The findings are consistent with Self-Determination Theory (SDT), which posits that satisfying the psychological needs of competence, autonomy, and relatedness fosters

intrinsic motivation and performance (Ryan & Deci, 2017). The influence of self-determination on adaptive performance extends beyond the classroom, shaping the ways in which teachers in Palestinian private schools incorporate self-determined behaviors into their practice to accommodate for the variables of curriculum changes, technological advancements, and the unique needs of their students. Teachers with a sense of agency are more capable of adapting their pedagogies to address these demands. As a land steeped in relationships and community, such a cultural priority may serve to amplify the process of relatedness, which may further illustrate the link between self-determination and adaptability. These results shed lights on responsibilities of school leaders in Palestine to create encouraging environment for teachers that enhance their autonomy, competence and belonging to the organization to continue coping and thriving in the continued complexity of the educational environment.

5.4 Discussion of the Results Related to the Fourth Question

Does teachers' self-determination mediate the link between inclusive leadership and teachers' adaptive performance in private school?

The statistical analysis shows that the hypothesis for testing this question is also supported, with the mediation effect showing a strong and significant path coefficient (0.318), a robust T-value (5.341), and a P-value of (0.000). This indicates that self-determination serves as a crucial mediating variable, explaining how inclusive leadership indirectly influences adaptive performance. These findings highlight the importance of fostering self-determination in teachers to fully leverage the benefits of inclusive leadership on adaptive performance.

The total effect of Inclusive Leadership on Adaptive Performance is (0.424), combining the direct and mediated effects. This underscores the importance of fostering Self-Determination in the relationship between Inclusive Leadership and Adaptive Performance, emphasizing that its indirect pathway is the primary driver of this association. These findings validate the role of inclusive leadership practices in creating conditions that empower teachers through self-determination, ultimately enhancing their adaptability.

As anticipated, the results of H4 yield crucial information concerning the mediators whereby inclusive leadership influences adaptive performance, underscoring the importance of self-determination as a mediator. Though the direct impact of inclusive leadership on adaptive performance (H1) is non-significant, the significant indirect effect through self-determination highlights the need for principals to encourage elements of psychological empowerment in teachers. It is worth acknowledging that while inclusive leadership may not exert a direct influence on adaptive performance, practices embodied

in inclusive leadership that uplift autonomy, competence, and relatedness indeed ameliorate self-determination, which is a well-established and robust facilitator of adaptive behaviors.

This is in line with literature suggesting that the relationship between inclusive leadership and organizational outcomes can be explained through other mechanisms. For instance, A subsequent study by Carmeli et al., (2010) considered the mediator role of psychological safety and stated that inclusive leaders build an open and trusting environment where employees feel safe to innovate and adjust. Similarly, Bataineh et al. (2022) demonstrated that adaptive performance is strengthened through psychosocial sensemaking by inclusion leadership through elevation, thereby inspiring creative and innovative behaviors among employees.

These findings are especially meaningful for the field of education, where teachers face ongoing disruptions and challenges — including the integration of new instructional methods, high-stakes testing, attention to student diversity, and frequent policy changes. Inclusive leadership builds in teachers the internal motivation and confidence as a means of becoming adept at meeting these challenges through supporting self-determination. In this context, leadership strategies that induce teachers' autonomy, competence, and relatedness should be high on the agenda for school administrations, as these not only promote development and well-being but also teachers' adaptive capacity in unpredictable circumstances.

This relationship aligns with three theoretical perspectives. **Social Exchange Theory (SET):** Inclusive leadership creates trust and reciprocity, helping teachers feel that their leaders are supportive and empowering (Ahmad et al., 2023). And **Organizational Support Theory (OST):** Inclusive leadership connects with OST as it highlights the perceived support from leaders in an organization (Oubibi et al., 2022). And finally **Self-Determination Theory (SDT):** Self-determination partially mediated the process, consistent with SDT, which emphasizes that fulfilling basic psychological needs; autonomy, competence, and relatedness, enhance intrinsic motivation and performance (Xia et al., 2022).

Considering that education in Palestine, and especially private schools, presents unique (both political and economic) challenges for teachers, the partial mediation of self-determination is particularly relevant. These limitations result from limited resources, ongoing changes to the curriculum, diverse student communities, and cultural features that underline interpersonal relationships and collaborative efforts. Inclusive leadership practices that allow teachers voice and choice and provide psychological safety are critical to meeting these challenges. When leaders create greater opportunities for self-determination among teachers, they increase feelings of autonomy, competence, and

connectedness, helping those teachers be more responsive to changes in demands and contexts.

In the Palestinian context, this relationship between inclusive leadership and self-determination is amplified, as cultural and organizational dynamics heavily rely on trust and mutual support. In doing so, by addressing humanistic principles of SET, OST, and SDT, school leaders can create an environment that meets both the psychological and professional needs of the teacher and prepares teachers to navigate the dynamic and demanding nature of the education landscape. Such a perspective soon ventured upon leadership strategies, which foster empowerment, motivation, and resilience amongst teachers as it fuels both; low-end teacher growths and, organizational growth.

5.5 Results Summary

The results of this study can be summarized in the following points:

1. Inclusive Leadership was rated at a mean of 3.552 (SD = 0.8729), reflecting a moderate perception of inclusive leadership practices across the sample.
2. Adaptive Performance was rated highly, with an average mean of 3.878 (SD = 0.7927). Among the dimensions, Interpersonal Adaptability (mean = 3.926) and Training and Learning Effort (mean = 3.948) stood out as particularly strong areas.
3. Self-Determination was rated at a mean of 3.920 (SD = 0.8411), reflecting a high level of perceived competence, autonomy, and relatedness among participants. Among the dimensions, Competence (mean = 3.974) and Relatedness (mean = 3.973) were particularly strong.
4. Inclusive leadership does not significantly influence teachers' adaptive performance directly.
5. Inclusive leadership practices, such as fostering belongingness, valuing uniqueness, and promoting collaboration, significantly enhance teachers' sense of self-determination.
6. Self-determination plays a critical role in enhancing teachers' adaptive performance, emphasizing that when teachers feel competent, autonomous, and connected, they are better equipped to adapt and respond effectively to dynamic educational environments.
7. Self-determination serves as a crucial mediating variable, explaining how inclusive leadership indirectly influences adaptive performance.

5.1 Recommendations

In order to address the needs of schools, teachers, and policymakers effectively based on this study's results the following recommendations are suggested:

Encourage school leaders to adopt leadership styles that promote teacher autonomy, such as participative decision-making and providing choices in professional development opportunities. This will make teachers experience increased intrinsic motivation and a stronger sense of ownership over their teaching practices, leading to improved adaptive performance in dynamic educational settings.

Offer professional development programs focused on enhancing teachers' skills in adaptive teaching methods, classroom management, and the integration of technology. Teachers will feel more competent in their roles, which will enhance their self-determination and ability to adapt to new challenges and changes in the educational environment.

School leaders should involve teachers in the decisional processes. This could include the inclusion of teachers in curriculum planning, discussions regarding teaching methodology, and resource allocation, for example. Regular forums or committees would allow teachers to give their perspectives and build their sense of autonomy and self-determination.

Create opportunities for teachers to collaborate through regular team meetings, peer observations, and shared planning sessions. Will establish A supportive and connected work environment, strengthening teachers' sense of relatedness and enhancing their adaptive performance.

Recognition and reward systems are another effective method of teacher motivation and enhancing teacher engagement, which should be introduced by school management teams. These could be systems such as certificates of appreciation, performance-based monetary incentives, or other avenues for continued professional growth. Such systems, by emphasizing positive behaviors and achievements, will make for more adaptive teachers.

Partnership between teachers and training providers for regular professional development opportunities. It is essential that these programs provide teachers with relevant pedagogical skills and strategies to respond to emerging trends in education practices, including using technology effectively in their classroom teaching, managing diverse classrooms, and implementing with fidelity new curriculum changes.

The school management and support staff should have a system in place which enables psychological safety for teachers. Establishing support systems such as grievance redressal mechanisms, providing professional counseling services, and fostering communication channels for teachers, would help them to vent out their stress and feel respected.

5.6 Study Limitations

1. The conflict in Palestine created logistical challenges for data collection. The researcher can't arrive to all Private schools due to lacks connection channels between private schools, addressed this by focusing on representative of target population and distributing questionnaires electronically to ensure safe and convenient participation.
2. Teachers' workload and competing priorities affected participation. Flexible timelines and regular reminders were used to encourage responses.
3. Some participants were unfamiliar with online questionnaires, leading to incomplete responses. Clear instructions and support were provided to address this issue.
4. Limited resources and lack of experience with large-scale research in private schools posed challenges. Collaboration with school administrators ensured effective communication and distribution.
5. Response rate bias might occur to address this, researcher collect data quickly.
6. The questionnaire might not include all perspectives and cultures, so the researcher shared it to arbitrators to refine and revise it and make it more inclusive and more culturally sensitive.

5.7 Future Studies

The future studies should consider other methods. For example, mixed - methods approach to be more understanding of the complexities relationship between (IL) and (AP). In addition, they could use interviews method to gather richer qualitative data and to allow the researcher to connect directly with participants and to understand different culture, hence enhancing the quality of the findings, and to address the logistical challenges and response rate bias.

Conducting comparative studies across different cultural contexts could shed light on how inclusive leadership practices impact teachers' self-determination and adaptive performance in diverse educational settings. Such research would enhance the understanding of cultural nuances in leadership effectiveness.

Future studies should aim to collect data from other sectors, such as healthcare and public administration to generalize the findings and to border understanding how inclusive leadership can be aligned to different organizational context, which leads to improve outcomes across different domains.

Future studies should include other mediators such as, organizational identification or employee development to gain deeper understanding of the relationship between (IL) and (AP) and to create a more general view of (AP).

Future studies might explore how inclusive leadership practices that promote teachers' self-determination indirectly affect student outcomes. Understanding this relationship could inform policies aimed at improving both teacher performance and student achievement.

5.8 Suggestions

To ensure that all teachers have streamlined access to resources, training, and opportunities, school policy developers and administrators must create and implement policies to ensure equity. Regular audits will guarantee that these policies are equitable for staff and combating disparity.

Education quality assurance teams need to evaluate leadership practices in schools on a more regular basis with criteria for inclusive leadership, teacher self-determination, and adaptive performance. This may include surveys, performance evaluation, and focus group discussion with the teachers to get feedback and jump start on what can be done better.

Governance Committees Human Resource Managers (HRMs) should be implemented in schools for improved teacher performance and adaptability. HRMs can oversee activities like teacher hiring, induction, and development, thereby freeing principals from many administrative heavy liftings and allowing them to concentrate on their role as instructional leaders and broader school management and improvement.

5.9 summary

This research investigates the mediating role of self-determination in the relationship between inclusive leadership and teachers' adaptive performance in private schools in Ramallah, Palestine. Utilizing a quantitative approach, data were collected from 153 teachers through a structured questionnaire and analyzed using Smart PLS4. The findings indicate that while inclusive leadership does not directly enhance adaptive performance, it significantly boosts teachers' self-determination, which in turn improves their adaptive performance. This suggests that inclusive leadership indirectly influences teachers' adaptability by fostering a sense of autonomy, competence, and relatedness. The study recommends implementing team-building activities, developing leadership programs, involving teachers in decision-making, and providing training to adapt to technological changes. It also highlights the need for Human Resource Management

practices in private schools to enhance teacher performance and adaptability. However, the study acknowledges limitations such as logistical challenges, limited resources, and response rate bias. Future research should incorporate mixed methods, explore additional mediators, and extend the scope to broader sectors to gain a deeper understanding of the dynamics between inclusive leadership and adaptive performance.

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Appendices

Appendix (1) Questionnaire



Arab American University

Faculty of Graduate Studies

Dear Sir/Madam,

Greetings,

The researcher is preparing a study on "Self-identification as a mediator in the relationship between Inclusive Leadership of Human Resources practitioner and teachers' adaptive performance in private schools." This questionnaire is part of the requirements for a master's degree in Human Resources Management based on your experience. Please read and answer paragraphs according to your experience (very big degree, big degree, moderator degree, weak degree, none at all) as they have an impact on the success of this research. The answers will be dealt with in full confidentiality. They are for the purposes of scientific research only. You may be informed of a copy of the results if you wish.

Thank you for your good cooperation.

Researcher: Aya Fawalha

Supervisor: Dr. Abdallatif Abuowda

Section One: Demographic Information

Please answer the following questions by placing an "X" next to the appropriate response

Variable	Variable level
Sex	Male
	Female

Age	less than 30 years
	30-45 years
	Above 45
Experience	less than 5 years
	5-10 years
	more than 10 years
Education	bachelors
	masters
	PHD
Type and Affiliation of Schools	English-speaking schools
	Schools affiliated with associations
	Schools affiliated with Catholics

	very high degree	high degree	moderate	weak degree	non at all
Inclusive Leadership					
<i>Belongingness</i>					
I feel that the administration treats me as an important part of the team.					
The administration works to create an environment where everyone feels welcomed and respected.					

The administration ensures listening to my opinions and feedback.					
The administration supports individuals to feel like an integral part of the school.					
The administration shows genuine concern for the comfort and sense of belonging of the team.					
<i>Valuing Uniqueness</i>					
The administration values differences among individuals and considers them a strength for the team.					
The administration encourages leveraging my personal strengths to achieve success.					
The administration recognizes the added value each individual brings to the school.					
The administration ensures everyone's participation based on their skills and expertise.					
<i>Team Empowerment</i>					
The administration gives me the freedom to make decisions related to my work.					
The administration ensures my involvement in decisions concerning the team.					
The administration supports me in taking responsibility for my professional achievements.					
The administration encourages me to express my opinions and suggestions without fear.					
<i>Fairness</i>					
The administration treats all individuals in the school fairly and without bias.					
The administration ensures equal opportunities for everyone without discrimination.					
The administration guarantees that decisions regarding resources and opportunities are based on objective criteria.					
<i>Collaboration</i>					

The administration encourages teamwork and the exchange of ideas among team members.					
The administration ensures an environment of mutual respect among team members.					
The administration supports collaboration among teachers to solve common problems.					
The administration encourages individuals to help each other achieve the school's goals.					
Adaptive Performance					
<i>Creativity</i>					
I can find creative solutions to the problems I face at work.					
When facing difficult problems, I can think outside the box to address them innovatively.					
I continuously seek new and updated methods and strategies to improve my performance at work.					
I collaborate to achieve work goals by innovating and employing unconventional strategies.					
<i>Reactivity in the Face of Emergencies or Unexpected Circumstances</i>					
When dealing with emergencies and crises requiring quick decisions, I adapt swiftly.					
I handle emergency situations wisely and calmly.					
I address sudden and unexpected challenges based on prioritization principles.					
I avoid creating an atmosphere of anxiety and stress and handle emergencies with flexibility.					
<i>Interpersonal Adaptability</i>					
I am flexible in dealing with the diverse personalities of my colleagues at school.					
I adapt to the continuous changes in the dynamic work environment within the school.					

I handle each situation as required, adjusting my methods to suit the circumstances.					
I always strive to build positive relationships with my colleagues, accepting their diverse personalities and ideologies.					
<i>Training and Learning Effort</i>					
I am keen to participate in training activities to enhance my skills.					
I always ensure I am ready to learn new things that add to my knowledge and skills.					
I consistently look for opportunities that provide new information and expand my expertise.					
I keep up with changes and updates in my field and strive to apply them in my daily work.					
<i>Stress Management</i>					
I always try to maintain a positive attitude when dealing with professional pressures.					
I manage my time well and organize my work during periods of high work pressure.					
I follow strategic methods to control my behavior and maintain my psychological balance and calmness in stressful work conditions.					
<i>Self-Determination</i>					
<i>Competence</i>					
I complete the tasks assigned to me with high skill and efficiency.					
I possess a quick learning ability that helps me achieve tangible results in performing my work efficiently and effectively.					
I utilize my capabilities to achieve my work goals.					
I trust myself and my abilities to face the toughest conditions I encounter during my work.					

I always have opportunities that enable me to develop my skills in a way that serves my work.					
Autonomy					
I have complete freedom in making decisions related to my work.					
I work in the way I see fit and aligned with my work circumstances.					
I have sufficient ability to set my professional goals and strive diligently to achieve them.					
I enjoy a high level of independence in performing my work and determining my priorities.					
Relatedness					
I ensure that I work as part of a team that cares for and supports its members.					
I maintain professional relationships with my colleagues to gain their support when needed.					
I feel a sense of belonging to the school work environment, which motivates me to collaborate with my colleagues to achieve our shared goals and work objectives.					
I ensure continuous communication with all faculty members to stay updated with developments.					
I receive a high level of respect and acceptance from my colleagues at work.					

Appendix (2) Arbitrators

Name	Institution
Dr. Manal Sada	Ministry of Education
Dr. Hasan Abdulkarim	Birzeit University
Dr. Mohammad Shaheen	Al – Quds open university
Dr. Jumana Al- Hindi	University college for Educational Sciences
Dr. Akram Hamdan	Arab American University
Dr. Mohammad Omran	Arab American University
Dr. Abdullatif Abuowda	Arab American University

“التحديد الذاتي كوسيط في العلاقة بين القيادة الشاملة لممارسي الموارد البشرية والأداء التكيفي للمعلمين في المدارس الخاصة”.

اية حسين موسى فوالحة

د. عبداللطيف أبو عودة

د. محمد عمران

د. عماد ولد علي

ملخص

تهدف هذه الدراسة إلى استكشاف تأثير القيادة الشاملة على الأداء التكيفي للمعلمين في المدارس الخاصة، مع التركيز على دور نظرية تحديد الذات كوسيط في هذه العلاقة. تم استخدام تصميم بحثي كمي، حيث استهدفت الدراسة عينة من 569 معلمًا في مدينة رام الله. وبسبب قيود الوصول، تم اختيار عينة نهائية تضم 153 مشاركًا باستخدام طريقة العينة العشوائية الطبقية. تم جمع البيانات من خلال استبيان منظم وتحليلها باستخدام برنامج Smart PLS 4، مع تطبيق تقنيات إحصائية متقدمة. أظهرت النتائج أن القيادة الشاملة تؤثر سلبيًا على الأداء التكيفي للمعلمين. ومع ذلك، تبين أنها تعزز بشكل كبير تحديد الذات لدى المعلمين، مما يؤدي بدوره إلى تحسين أدائهم التكيفي. يشير ذلك إلى أن القيادة الشاملة تؤثر بشكل غير مباشر على قدرة المعلمين على التكيف من خلال تعزيز الشعور بالاستقلالية والكفاءة والانتماء. توصي الدراسة بأن يعمل قادة المدارس على تعزيز استقلالية المعلمين من خلال القيادة التشاركية وتوفير التطوير المهني. كما ينبغي على المدارس خلق بيئة داعمة من خلال التعاون، ومشاركة المعلمين في اتخاذ القرارات، وأنظمة التقدير. كما يجب إنشاء بيئة آمنة نفسيًا، وشراكات تدريبية، ونظم دعم منظمة للتقليل من الضغوطات وتعزيز الأداء. ستساهم

هذه الخطوات في ضمان تحويل القيادة الشاملة إلى تحسين في قدرة المعلمين على التكيف والنتائج التعليمية.

مع ذلك، تُقرّ الدراسة بوجود بعض القيود، مثل التحديات اللوجستية الناتجة عن الصراع السياسي في فلسطين والذي حد من الوصول إلى جميع المدارس الخاصة. كما أن الأعباء الوظيفية الكبيرة للمعلمين وعدم إلمامهم بالاستبيانات الإلكترونية أثرا على معدل الاستجابة وجودتها. وقد شكلت قلة الموارد وضعف الخبرة في إجراء البحوث واسعة النطاق في المدارس الخاصة تحدياً إضافياً. علاوة على ذلك، من المحتمل أن يكون هناك تحيز في معدل الاستجابة، كما أن الاستبيان قد لا يكون قد شمل جميع الأبعاد الثقافية بشكل كافٍ.

يُتّرح بأن تتبنى الدراسات المستقبلية منهجاً مختلفاً للحصول على فهم أعمق للعلاقة بين القيادة الشاملة والأداء التكيفي. وقد توفر الأساليب النوعية، مثل المقابلات، بيانات أكثر غنى وتحسن الفهم الثقافي.

الكلمات الرئيسية: القيادة الشاملة، الأداء التكيفي، تحديد الذات، المدارس الخاصة