HOW INCLUSIVE LEADERSHIP CATALYZE INNOVATIVE WORK BEHAVIOUR: THE MODERATING EFFECT OF PSYCHOLOGICAL OWNERSHIP

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ABSTRACT

The aim of the present study was to investigate the impact of inclusive leadership on innovative work behaviour, while considering the role of psychological ownership as a moderator. This research topic has received limited attention in the context of university academic research. To achieve this objective, a survey was conducted among 300 faculty of business academics from five Malaysian research universities, aiming to establish a relatively standardized setting. Data analysis was performed using SPSS 26 and SmartPLS version 4 software. The study findings revealed a non-significant relationship between inclusive leadership and innovative work behaviour. However, it was found that psychological ownership significantly moderated the positive relationship between inclusive leadership and innovative work behaviour. These findings provide a significant contribution to the existing literature on inclusive leadership, innovative work behaviour, and psychological ownership among academics in universities.

Keywords: Inclusive leadership, innovative work behaviour, psychological ownership, university academics

INTRODUCTION

On a global scale, especially in developing countries such as Malaysia, university academics have a vital role to play in improving productivity, contribute to human knowledge and advancement (Ahmad et al., 2017; Tham & Chong, 2023). The academic success of a university is pivotal, wherein identifying the contributing factors would enhance productivity in universities and societies (Chia et al., 2021; Setiyowati & Abdul Razak, 2018). In recent times, leadership is established as a crucial factor influencing innovative work behaviour (Compagnucci & Spigarelli, 2020; Li et al., 2019). Simultaneously, employee innovative behaviour is a crucial component of high-performing organisations (Zhao et al., 2022). In higher education, the promotion and dissemination of innovation requires constant encouragement (Abdullatif et al., 2016; McDonnell-Naughton & Păunescu, 2022), as previous studies significantly predicted that innovative work behaviour is generated by higher academic achievements in universities (Theurer et al., 2018). Prior researchers also discovered that a welcoming attitude, approachability, and constant presence of inclusive superiors would highly motivate employees to engage in innovative work, thereby enhancing the behaviour (Javed et al., 2019; Wu & Li, 2023). Resultantly, inclusive leadership could improve university academic achievements by encouraging academics to demonstrate innovative work behaviour (Alghamdi, 2018; Yang et al., 2023). The significance notwithstanding, there is a lack of research on the connections

between academic staff in the areas of inclusive leadership and innovative work behaviour.

Psychological ownership is being conceptualized as the factor highly impacting the strength of the relationship between inclusive leadership and academic innovation in a workplace (Akıncı et al., 2022; Tung, 2016). Previous academicians discovered that psychological ownership is a powerful predictor of innovative behaviour (Abdullatif et al., 2016; You et al., 2022). Employees are more inclined to invest effort into innovation, promotion, and implementation of alternative ideas when the employees perceive the significance of personal impacts on organisational processes (Bos-Nehles et al., 2017; Sonmez Cakir & Adiguzel, 2020). As such, academic psychological ownership is postulated to enhance the impact of inclusive leadership on academic innovative work behaviour. Psychological ownership might be integral to strengthening the association between inclusive leadership and innovative work behaviour. Nonetheless, minimal studies investigated psychological ownership as a moderator in university academic research. Thus, the present study sought to determine the influence of inclusive leadership on innovative work behaviour among university academics. Additionally, psychological ownership was posited to significantly moderate the relationships between inclusive leadership style and innovative work behaviour.

THEORETICAL BACKGROUND AND RESEARCH HYPOTHESES

The central premise of this study is that the inclusive leadership style has an impact on innovative work behaviour, with the expectation that this relationship is influenced by psychological ownership. Two key theories that underpin this theoretical framework are the organizational support theory and social exchange theory.

The organisational support theory propounds that staff's job outcomes are influenced by the organisational support level (Eisenberger et al., 1986; Qi & Liu, 2017). Superiors who exhibit an inclusive leadership approach are focused on inspiring and appreciating diverse perspectives within team interactions (Ashikali et al., 2021; Mitchell et al., 2015). Prior research indicated that inclusive leadership significantly promoted an inclusive culture, where subordinates received adequate superiors' support and encouragement (Chen et al., 2020; Javed et al., 2019). When employees are highly supported by superiors, high IWB engagement is demonstrated with higher independence and self-determination (Bos-Nehles et al., 2017; Uppathampracha & Liu, 2022). In addition, inclusive leadership encourages employees' IWB by extending participation in decision-making processes and displaying participative behaviours in work procedures (Gupta et al., 2022; Javed et al., 2019). Resultantly, positive thoughts and sentiments are generated from an amiable relationship with superiors, which further inspires subordinates' IWB engagement (Chen et al., 2020; Guo et al., 2023). In summary, the distinct characteristics of exhibited inclusive leadership could redefine university academic staff's perceptions of organisational support and promote IWB among subordinates (Aboramadan et al., 2022; Wu & Li, 2023). It can be suggested that:

H1: Inclusive leadership is positively related to innovative work behaviour

As per social exchange theory, individuals engage in social interactions based on the exchange of resources that hold value to them, and these exchanges are influenced by the perceived costs and benefits associated with the interaction (Emerson, 1976; Kromidha et al., 2023). Inclusive leaders empower their subordinates by delegating

power and granting autonomy in decision-making regarding job activities (Qasim et al., 2022; Nishii & Mayer, 2009). It has been suggested that when employees experience a sense of purpose and determination, those who are supervised by inclusive leaders are more likely to exhibit innovative ideas due to their heightened sense of ownership (Javed et al., 2019; Zeng et al., 2020). As supported by social exchange theory (Li & Peng, 2022; Sürücü et al., 2023), this indicates that in the context of the relationship between inclusive leadership and innovative work behaviour, employees perceive inclusive leadership as a valuable resource that can enhance their innovative work behaviour. Furthermore, their sense of psychological ownership over their work may influence their willingness to engage in social exchanges with their leaders. It is conceivable to postulate that:

H2: Psychological ownership moderates the relationship between inclusive leadership and innovative work behaviour

LITERATURE REVIEW

Inclusive Leadership

Inclusive leadership is one of the most important approaches towards promoting organisational inclusion and diversity (Adams & Tan, 2020; Roberson & Perry, 2022). Inclusive leaders consider employee's needs and benefits as well as collaborate with subordinates to accomplish organisational objectives (Ashikali et al., 2021; Li & Tang, 2022). According to Nembhard and Edmondson (2006), inclusive leadership includes fostering and appreciating employees' efforts with respect, acknowledgement, reaction, and accountability underpinning the bidirectional connection between the leader and the subordinate (Roberson & Perry, 2022). Carmeli et al. (2010) explicated that inclusive leadership is exhibited when leaders and subordinates interact openly, effectively, and accessibly (Qasim et al., 2022). In recent years, inclusive leadership is an emerging type of leadership to account for the rising diversity of employee values, personalities, and working styles (Ashikali et al., 2021; Li & Tang, 2022).

Inclusive leaders are willing to listen to different perspectives, experiment with alternative methods to attain work goals, and are aware of additional opportunities (Choi et al., 2017; Li & Tang, 2022). Hence, inclusive leaders could maximise employees' potential, which significantly elevates organisational innovation in the contemporarily turbulent global and national environment by demonstrating high adaptability, establishing effective relationships, and discovering talents (Guo et al., 2023; Wu, & Li, 2023).

Therefore, in this study, inclusive leadership is operationally defined as the practice of superiors of university academics to effectively engage and involve their subordinates from diverse backgrounds, foster a sense of belonging, promote equitable participation, and embrace varied perspectives and ideas within the academic setting, with the aim of nurturing innovative work behaviour among university academics.

Innovative Work Behaviour

Innovative work behaviour (IWB) is generally associated with creative behaviour, which refers to alternative idea generation (Ahmed et al., 2018; Srirahayu et al., 2023). The IWB is defined as employees' intentional production, introduction, and application of alternative ideas at work, in a group, or an organisation (Guo et al., 2023; Janssen, 2000). Implementing IWB is a multi-stage process, which highlights

multiple phases to demonstrate innovative behaviour (Etikariena, 2017; Srirahayu et al., 2023).

The IWB is a physical and cognitive activity, which could be performed individually or collaboratively to accomplish the goal of innovation development (Messmann & Mulder, 2012; Srirahayu et al., 2023). Employees who exhibit IWB would improve different aspects of a work environment through emerging opportunities by implementing improvements provided by co-workers or external parties (Abdullah et al., 2021; Bai et al., 2022). University academics could incorporate innovative solutions into assigned tasks, although the academics require external motivation by referring to a successfully implemented technique before applying the same approach in the classroom (Ghasemi et al., 2020; Harackiewicz et al., 2016). The IWB may be insufficient when concentrating solely on behaviour while disregarding attitude or relevant output (Abdullah et al., 2021; Mustika et al., 2022).

For the purpose of this research, innovative work behaviour is operationally defined as the proactive and intentional generation, implementation, and application of novel ideas, approaches, or solutions undertaken by university academics that lead to positive changes, improvements, or advancements within the university academic setting. It encompasses activities involved in creative problem-solving, experimentation, risk-taking, and the willingness to challenge traditional norms or practices in pursuit of innovation and progress specifically within the context of academia.

Psychological Ownership

Psychological ownership is a mental condition, in which an individual develops ownership feelings for a desired object. Psychological ownership is also a sort of psychological behaviour that belonged to the category of positive organisational behaviour (Olckers, 2013; Ullah et al., 2021). Therefore, psychological ownership is the mental connection to the ownership of and the (owner's) extension of a specific thing intangibly or tangibly (Chen et al., 2021; Pierce et al., 2003). Psychological ownership also inspires employees to increase corporate effectiveness and a strong sense of corporate responsibility (O'driscoll et al., 2006; You et al., 2022). When employees perceive being psychologically responsible for the workplace, the employees are more inclined to engage in proactive and positive activities (Ullah et al., 2021; Olckers, 2013). As such, a sense of ownership would produce a considerable impact on individual attitudes and behaviours, which assists in satisfying three basic human needs, namely belonging, self-efficacy, and self-identity (Chen et al., 2021; Mustafa et al., 2016).

Therefore, in this study, psychological ownership is considered as the subjective perception and emotional connection university academics experience towards an object, task, or entity within the university academic setting. It encompasses a sense of possessiveness, responsibility, and investment in the outcomes, resources, or decisions related to the object or task. Psychological ownership reflects a personal and internalized connection, influencing attitudes, behaviours, and motivation of university academics within the academic context.

METHODOLOGY

Participants and Procedure

The participants in this study consisted of academics from the Faculty of Business across five public research universities in Malaysia. The selection of the Faculty of Business as the target group is to establish a setting that could be relatively standardized, facilitating consistent analysis and comparison within the study. By focusing on a specific faculty, potential variations in the data arising from including academics from different faculties were minimized.

To determine the appropriate sample size, a sample size calculator provided by Raosoft was utilized, recommending a sample size of 249. Consequently, a minimum sample size of 249 university academics was determined based on a total population of 701 university academics within the Faculty of Business.

To ensure the sample represented the larger population, a simple random sampling technique was employed. This approach involved randomly selecting participants from the pool of 701 university academics in the Business Faculty. By utilizing simple random sampling, each individual had an equal chance of being included in the sample, thereby enhancing the representativeness of the findings.

Following the selection process, the questionnaire was distributed to the 701 university academics through their individual email addresses, which were obtained from the selected sample. Out of the 701 distributed questionnaires, a total of 300 academics responded to and completed the online questionnaires.

Demographic Profile of Respondents

The survey encompassed the following demographic information, namely gender, age, ethnicity, marital status, job position, working experience, and university. Table 1 depicts the frequency descriptive analysis results, wherein most respondents (n=239, 79.4%) were males aged between 46 and 55 years old (n=150, 49.8%). Most of the respondents were also married Malays. Meanwhile, 192 senior lecturers participated in the current study, with working experience ranging from 11 to 15 years (n=111, 36.9%). Specifically, 36% of UPM lecturers responded to the questionnaire, followed by 27% of UM lecturers, 22.3% of UKM lecturers, 9% of USM lecturers, and 5.6% of UTM lecturers.

Table 1: *Demographic profile of respondents*

Demographic Characteristic	Frequency	Percentage (%)
Gender		
Male	62	21
Female	239	79
Age		
26 – 35 years old	46	15
36 – 45 years old	101	34
46 – 55 years old	150	50
56 years old and above	4	1
Ethnicity		
Malay	240	80
Chinese	30	10
Indian	23	7

Others	8	3
Marital Status		
Single	33	11
Married	236	78
Others	32	11
Job Position		
Lecturer	12	4
Senior Lecturer	192	64
Associate Professor	85	28
Professor	12	4
Working Experience		
Less than 5 years	49	16
6 – 10 years	36	12
11 – 15 years	111	37
More than 16 years	105	35
University		
UM	81	27
UPM	108	36
UKM	67	22
UTM	17	6
USM	27	9

Measures

The measures and scales utilized in this study were adapted from previous literature. The subsequent sections provide a detailed discussion of the scales employed for each construct.

Inclusive Leadership

Inclusive leadership was assessed using a 7-item scale developed by Ratcliff et al. (2018) using 3 dimensions namely openness (5 items), availability (1 items) and accessibility (1 items). The measurement items included statements such as “My immediate superior avoids showing favouritism when assigning tasks” (Openness), “My superior always ensures that all sides of a problem have been heard” and “My immediate superior identify colleagues who have the right skills to address the problem at hand.” (Accessibility). Participants were asked to rate their perceptions of inclusive leadership on a 5-point Likert scale, ranging from 1 (do not facilitate) to 5 (highly facilitate).

Psychological Ownership

The measurement of psychological ownership in this study utilized a 6-item scale developed by Olckers (2013). Sample items used to assess psychological ownership included “I feel I have a strong bond with the organization I work with” and “I personally experience the successes and failures of the organization as my successes and failures”. Participants were asked to rate these items on a 5-point Likert scale, ranging from 1 (do not facilitate) to 5 (highly facilitate).

Innovative Work Behaviour

The IWB (innovative work behaviour) construct was examined using 4 dimensions: idea exploration (3 items), idea generation (1 item), idea championing (1 item), and idea implementation (2 items). These dimensions were measured on a 7-item scale

developed by de Jong and Hartog (2008). Sample items included “I pay attention to issues that are not part of others' daily work in my workplace” (idea exploration), “I find new approaches to execute tasks” (idea generation), “I attempt to convince people to support an innovative idea in my workplace” (idea championing) and “I systematically introduce innovative ideas into work practices” (idea implementation). Participants were asked to rate each item on a 5-point Likert scale, ranging from 1 (do not facilitate) to 5 (highly facilitate).

Data Analysis

At the first stage of data screening, the collected data were imported into Microsoft Excel and filtered by removing incomplete, straight lining, and missing responses. The results were analysed using SPSS 26. Subsequently, SmartPLS version 4 software was subsequently utilised to analyse and interpret the data through partial least squares structural equation modelling (PLS-SEM). The PLS-SEM method was an optimal approach to fulfil the primary objective of theory creation and prediction. Additionally, the data were examined with the SmartPLS version 4 software for measurement model and structural model analysis. The path analysis and moderating impact was simultaneously examined in this study.

RESULTS

Measurement Model Analysis

The items discussed in the measurement model included construct reliability and validity. Table 2 presents the item loadings, average variance extracted (AVE), and reliability results. The item loadings ranged from 0.484 to 0.900, which is higher than threshold value of 0.4 (Hulland, 1999). To assess the internal consistency of the variables, composite reliability was examined, considering the advantages of controlling for individual item contributions to the construct.

Full Collinearity VIF is the result of full collinearity assessment testing which comprised of vertical and lateral multicollinearity. The criteria for the full collinearity assessment is that the value must be lower than 3.3 (Kock, 2015). As per Table 2, the value of full collinearity VIF is less than 3.3. This reveals that the model is free from problems of vertical, lateral collinearity, and common method bias.

Convergent validity was evaluated by examining the AVE values, which ranged from 0.526 to 0.716. To determine the discriminant validity of the constructs, the AVE square root was compared to the construct correlations, following the method suggested by Fornell and Larcker (1981). Acceptable discriminant validity is indicated when the AVE exceeds 0.50, and the AVE square root is greater than the correlations. Table 3 demonstrates that all AVE figures are above 0.50, and the AVE square root values surpass the correlation values, indicating high discriminant validity.

In addition, the HTMT criterion was employed to assess discriminant validity between two reflective constructs. A value below 0.90 suggests that discriminant validity has been established between the two reflective constructs (see Table 4).

Table 2: *Item loading, average variance extracted, and reliability results*

Item	Loading	Cronbach's Alpha	CR	AVE	Full Collinearity VIF
IL1	0.648	0.850	0.864	0.526	1.033
IL2	0.685				
IL3	0.775				
IL4	0.737				
IL5	0.686				
IL6	0.818				
IL7	0.714				
IWB1	0.572	0.930	0.945	0.716	1.480
IWB2	0.900				
IWB3	0.887				
IWB4	0.863				
IWB5	0.869				
IWB6	0.894				
IWB7	0.889				
PO1	0.713	0.818	0.881	0.530	1.466
PO2	0.844				
PO3	0.863				
PO4	0.782				
PO5	0.604				
PO6	0.484				

Note: IL = Inclusive Leadership; IWB = Innovative Work Behaviour; PO = Psychological Ownership; CR=Composite Reliablity; AVE= Average Extracted

Table 3: *Latent variable correlations*

Variable	IL	IWB
IL	**0.725**	
IWB	0.186	**0.846**
PO	0.343	0.584

Note: IL=Inclusive Leadership; IWB=Innovative Work Behaviour; PO=Psychological Ownership, Square roots of average extracted variance (AVE) shown in diagonal

Table 4: Heterotrait-Monotrait (HTMT) criterion for discriminant validity

Variables	IL	PO
IL		
PO	0.471	

Note: IL = Inclusive Leadership; PO = Psychological Ownership

Table 5 provides an evaluation of the coefficient of determination (R^2), the effect size (f^2), and the predictive relevance (Q^2) of the independent variables on the endogenous variable of innovative work behaviour. R^2 refers to the total variance accounted for by the exogenous constructs (Barclay et al., 1995). In this study, innovative work behaviour explains 37% of the variance, indicating substantial explanatory power, based on Cohen's (1988) recommendation.

The effect size (f^2) is used to determine the magnitude of the exogenous constructs' effects. A f^2 of <0.02 represents a trivial effect, 0.02 represents a small effect, 0.15 represents a medium effect, and 0.35 represents a large effect (Hair et al., 2014). In

this study, the exogenous construct of inclusive leadership has a trivial effect size (<0.02), while psychological ownership has a large effect size (as shown in Table 5).

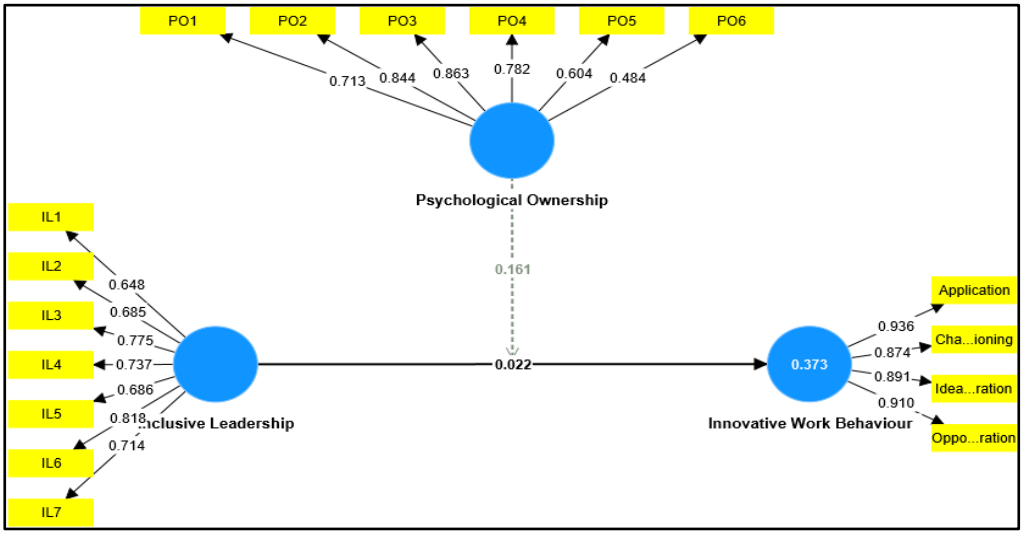

Figure 1: Measurement model

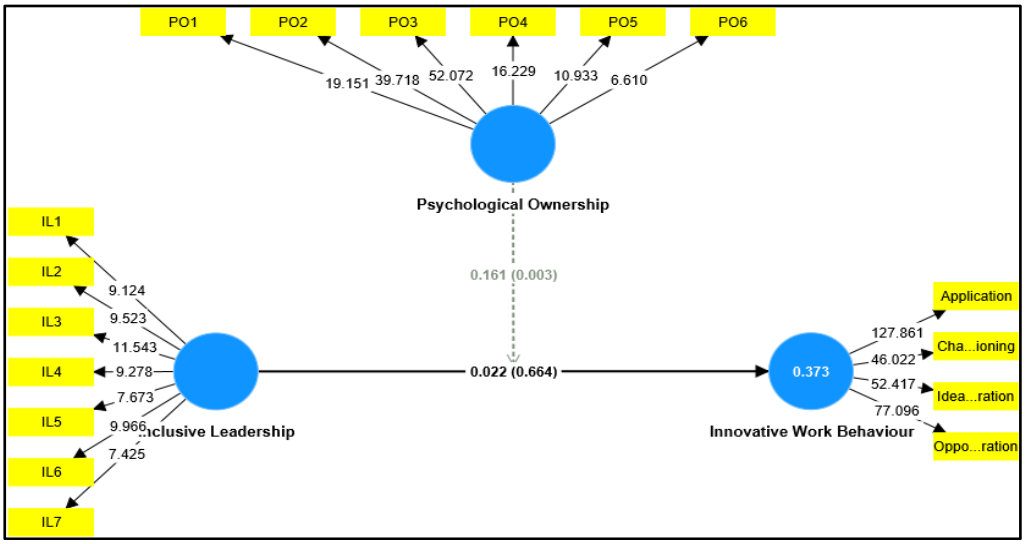

Figure 2: Structural model

Table 5: *Coefficient of determination [R2 and effect size (f2)]*

Constructs	R^2	Q^2	f^2
Innovative Work Behaviour	0.373	0.000	
Inclusive Leadership			0.001[a]
Psychological Ownership			0.385[b]

Note: [a]Inclusive Leadership; [b]Psychological Ownership

Furthermore, the model's predictive accuracy was assessed using the blindfolding procedure, specifically the predictive relevance (Q^2), which yielded a value of 0.02 for innovative work behaviour. Since this value is greater than 0, the model is considered acceptable for predictive relevance according to Hair et al. (2014).

Table 6: *Hypothesis testing*

Relationship	Beta	t-statistic	p-value	Decision
H1: IL -> IWB	0.022	0.435	0.664	Not Supported

Note: IL=Inclusive Leadership; IWB=Innovative Work Behaviour; PO=Psychological Ownership; SD=Standard Deviation

Table 6 depicts a non-significant relationship was discovered between inclusive leadership and IWB (β=0.022, p > 0.05). This reveals that H1 is not supported.

Assessing the Moderating Effect of Psychological Ownership

Table 7: *Moderating effect of psychological ownership*

Relationship	Beta	t-statistic	p-value	Decision
H2: PO x IL -> IWB	0.161	3.016	0.003	Supported

Note: IL=Inclusive Leadership; IWB=Innovative Work Behaviour; PO=Psychological Ownership

A moderator influences the direction or strength of a relationship between two variables. Psychological ownership was a moderator in the present study with significant contributions. In this study, the relationship between inclusive leadership and IWB was revealed to be positively and significantly moderated by psychological ownership (β=0.161, p < 0.05), which posited that psychological ownership was required for an effective inclusive leadership style (as per Table 7). This reveals that H2 is supported.

DISCUSSION

This study set out to examine the impact of an inclusive leadership style on the innovative work behaviour of university academic staff, with a specific focus on the potential moderating role of psychological ownership within these dynamics. Contrary to initial expectations, the study's results revealed a nuanced pattern of findings. Notably, the influence of inclusive leadership on enhancing staff members' innovative work behaviour did not demonstrate a statistically significant effect. This outcome diverges from earlier research conclusions documented by Fang et al. (2019), Javed et al. (2019), Akıncı et al. (2022), and Liu et al. (2019).

However, the study unearthed an intriguing aspect. The relationship between inclusive leadership and innovative work behaviour appeared to be subject to the moderating influence of psychological ownership, aligning with previously posited theoretical frameworks (Javed et al., 2019; Li & Peng, 2022; Sürücü et al., 2023; Zeng et al., 2020). In essence, psychological ownership emerged as a crucial determinant that modulates the strength and direction of this relationship. When university academic staffs foster a profound sense of psychological ownership, the impact of inclusive leadership behaviours seems to gain augmented potency in driving their innovative work behaviour (Fang et al., 2019). Conversely, in situations where psychological ownership is less pronounced, the force of inclusive leadership on influencing innovative work behaviour might be attenuated (Zeng et al., 2022). Beyond this, the role of psychological ownership as a moderator provides insights into the nuanced interplay between inclusive leadership and innovative work behaviour.

It sheds light on specific circumstances or individual attributes that amplify the significance of inclusive leadership. For instance, university academic staffs with a heightened level of psychological ownership are more prone to manifest innovative work behaviour when they perceive an inclusive leadership approach. Conversely, individuals with lower psychological ownership might exhibit reduced responsiveness to inclusive leadership behaviours.

In summary, this study underscores that the impact of inclusive leadership on university academic staffs' innovative work behaviour may be intricate and multifaceted. While no direct relationship between inclusive leadership and innovative work behaviour was observed, the interposition of psychological ownership as a moderating factor suggests a more intricate narrative. These findings contribute significantly to the comprehension of how the interplay between inclusive leadership and psychological ownership shapes and influences staffs' innovative work behaviour.

Theoretical Implications

This study has addressed several unresolved questions in the literature by integrating social exchange theory. Firstly, this study has confirmed that there is no significant relationship between inclusive leadership and innovative work behaviour. This finding fills a gap in the existing literature where insufficient attention has been given to understanding this relationship. Secondly, this study has contributed to theory by establishing the significant theoretical contribution of psychological ownership as a moderator. It stresses the essentialness of psychological ownership in affecting the association between inclusive leadership and innovative work behaviour. Thirdly, this study makes a significant contribution to the field by examining the antecedents of innovative work behaviour within the context of academic staff in public research universities. This context has received limited attention in existing literature, and the study addresses this gap by identifying and discovering the specific factors that shape innovative work behaviour in this unique setting.

Practical Implications

This study has significant practical implications for universities and academics. The study revealed that relying merely on inclusive leadership may not be sufficient to drive innovative work behaviour. Thus, university administrators should consider strengthening academic staff members' psychological ownership, as it has been found to be influential. To foster a greater sense of attachment and investment in their work, administrators should focus on strategies that augment academic staff members' sense of ownership and empowerment. These tactics might include giving them a voice in decision-making, giving them chances to improve their skills and have autonomy, and praising and rewarding creative efforts.

Practically, university administrators can encourage psychological ownership among faculty members by (1) giving them opportunities to participate in decision-making processes related to curriculum development, research priorities, and resource allocation, (2) motivating faculty members to take ownership of their work by allowing them to pursue their research interests, use innovative teaching methods, and (3) of (3) of their sense of investment in their work and organisation may rise as a result of these measures.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

The current study has a number of limitations, despite the fact that it offers insightful information about the connection between innovative work behaviour and leadership style. For instance, the study's restriction to Malaysia's public research universities may limit the applicability of the findings in other situations. Additionally, using a questionnaire to gather data may limit how deeply the variables and their underlying causes are understood.

Future researchers could carry out comparable studies at private colleges and use a mixed method approach combining qualitative and quantitative approaches to overcome these limitations in order to acquire a more thorough grasp of the associations between factors. To further their understanding of the relationship between leadership style and innovative work behaviour, researchers may also take into account additional potential mediators, such as innovative organisational culture, intrinsic motivation, and leadership trust.

Finally, to compare the outcomes across multiple arenas, future study might gather information from larger organisations in a variety of sectors, including banking, telecommunications, and information technology. As a result, understanding of how leadership style affects innovative work behaviour in various circumstances would be expanded accordingly.

CONCLUSION

In conclusion, the present research shows a negligible relationship between inclusive leadership and creative work practises. However, there is conflicting evidence about the relationship's moderating impact of psychological ownership. Despite these conflicting results, it is important to consider how these interactions will affect academics at universities. University academics may exhibit more creative work habits if their institutions and the larger academic community benefit from an inclusive leadership style that uses psychological ownership as a moderator. For universities and academics leaders looking to promote innovation and drive success in the quickly evolving higher education setting, this study bestows a valuable starting point.

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