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The Effect of Inclusive Leadership Behaviors on Psychological Resilience (A Analytical Study of The Opinions Of The Teaching Staff in Tikrit University)

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Abstract: The current study aimed to identify The effect of Inclusive Leadership behaviors on psychological resilience Testing the moderating role of work passion A Analytical Study of the opinions of the teaching staff in Tikrit University. The study sample consisted of teaching staff from all colleges at Tikrit University, as a random sample was taken from them, which amounted to (342) teaching staff from the original research community, which amounted to (3119). It is noted from the results of the field study that Inclusive Leadership behaviors have a positive and direct effect on psychological resilience, and that work passion had an interactive role in influencing the relationship between Inclusive Leadership behaviors and psychological resilience in the field study. The necessity of adopting Inclusive Leadership behaviors, especially behaviors that enhance belonging and participation, in order to enhance psychological resilience among teaching staff by providing them with sufficient support and assistance when exposed to stressful events, in addition to enhancing the work passion, specifically the passion for harmonious work, and trying to reduce compulsive passion in order to achieve professional and organizational success.

Keywords: Inclusive Leadership Behaviors, Psychological Resilience, Harmonious Passion, Compulsive Passion.



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1. Introduction

Life today is characterized by the diversity and speed of events, which makes it more difficult. Despite the cognitive revolution that has led to the comfort of the individual in many areas, it has increased his suffering on the material and social side at many times. The individual today is also exposed to many exciting and diverse events that control him, and he may be unable to control them. Therefore, psychological resilience appears as a concept of positive psychology, which indicates the existence of sources of strength in the individual that enable him to employ them when facing difficult and stressful situations, which makes it easier for the individual to move to a new stage that he adapts to according to the new environmental conditions. For this purpose, psychological resilience appears, which represents working efficiently despite exposure to adversity, and reflects the performance that contributes to successful adaptation and confrontation. It is a vital and decisive factor in improving psychological and physical performance, and maintaining behaviors in the current era in which anxiety and psychological pressures are widespread in life in general and the work environment in particular. Therefore, among the solutions and mechanisms

that can help in motivating and enhancing psychological resilience among employees is adopting a Inclusive leadership style, which works to accept suggestions and opinions of employees. Therefore, Inclusive leadership behaviors are of high value when dealing with performance problems, managing diversity, improving teamwork, overcoming resistance to change, and cooperating with others.

2. Materials and Methods

Given the prominent role played by educational organizations in improving the level of education for members of society and providing the labor market with the needs of the workforce with qualifications that match its requirements, it is therefore a unique and distinguished entity in its activities and objectives. In order for this entity to achieve success in its work, it must provide all the appropriate conditions that enable its staff to provide the best services and achieve the best achievements at the scientific and administrative levels. In order to be accurate in finding solutions to the study problem, the researcher deems it appropriate to formulate the problem in a set of the following questions:

What is the level of adoption of Inclusive leadership behaviors by the leaders of the colleges of Tikrit University according to the opinion of a sample of faculty members working there?

1. What is the level of psychological resilience among the sample studied?
2. What is the nature of the relationship and impact between Inclusive leadership behaviors and psychological resilience according to the opinion of the sample studied?

Research objectives

Guided by the research problem and its importance and in line with the global research interests of the study variables, the main objective of the study can be determined by exploring the nature of the relationship between (Inclusive leadership, psychological resilience), and we can identify several sub-objectives whose content goes back to the main objective, as the study sought to achieve the following:

1. Verify the level of adoption of Inclusive leadership by the leaders of the colleges of Tikrit University according to the opinion of a sample of faculty members working there.
2. Identify the level of psychological resilience among the researched sample.
3. Diagnose the nature of the relationship of association and impact between Inclusive leadership and psychological resilience according to the opinion of the researched sample.

Hypothetical research model

The hypothetical scheme of the study shows the logical and relational relationship between the study variables, as well as clarifying the reciprocal foundations of the relationships between these variables by taking advantage of what was proposed by some previous studies, as the variables represented by (Inclusive leadership behaviors) were adopted as an independent variable, which included three dimensions, namely (enhancing openness and uniqueness, enhancing belonging and participation, appreciating efforts and contributions) based on the scale (Korkmaz, et al., 2022). And (psychological resilience) is a dependent variable, which included three dimensions, namely (the ability to solve problems, social support, and personal competence), which were challenged based on the scales agreed upon by most researchers, such as (Son, et al., 2019) (Mallak & Shank, 2021).

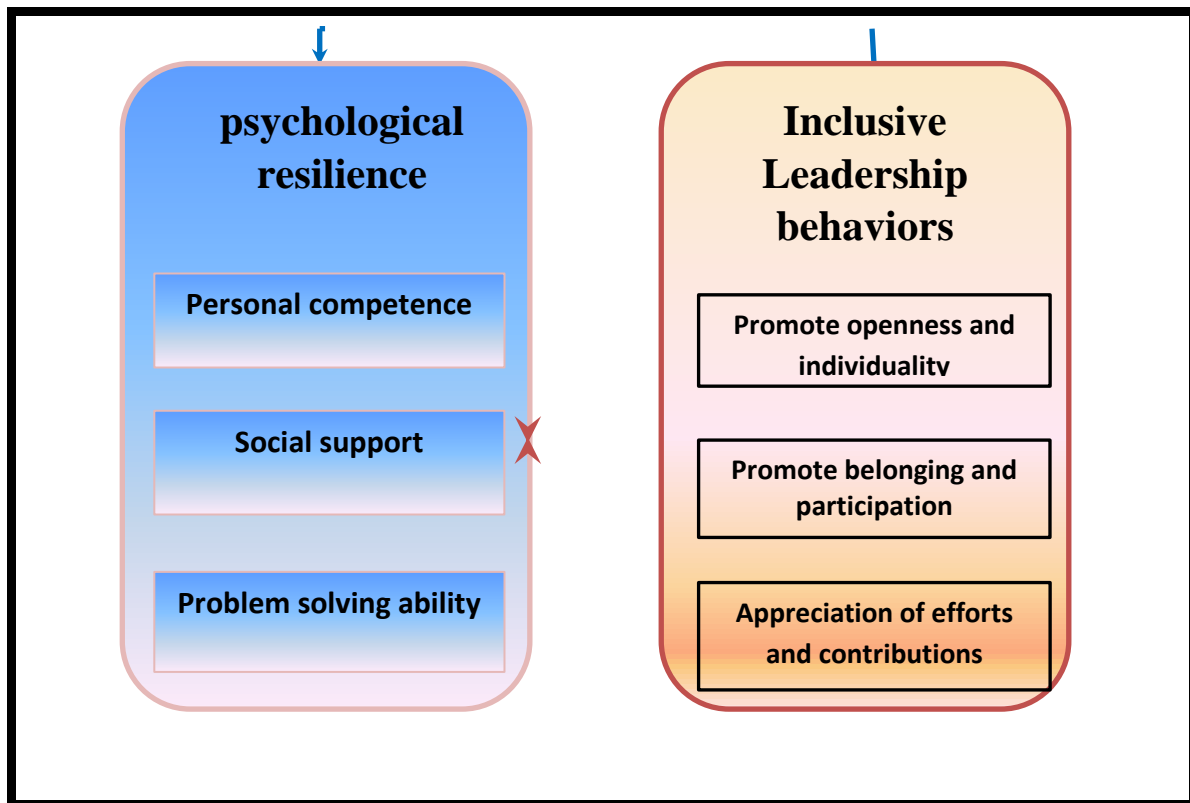


Figure (1) The hypothetical model of the research

Research hypotheses

We relied on a set of previous cognitive contributions that clarified, in one way or another, the nature of the logical relationship between them, as follows:

The relationship between Inclusive Leadership behaviors and psychological resilience:

Inclusive leaders pay great attention to the relationship between themselves and the working individuals and combine the characteristics and style of joint leadership, follow the principle of being oriented towards individuals, insist on equal treatment, justice and fairness, and believe in organizational cohesion, in line with the high psychological pursuits and respectful needs of individuals, with leaders' rational understanding and tolerance of the failures of working individuals, which led to enhancing psychological resilience and individuals showing greater ability to face pressures and transform them into strengths that support their career path (Fang, et al., 2019: 3). According to what was presented, the following hypotheses were formulated:

There is a significant and direct correlation between Inclusive leadership behaviors and psychological resilience at the overall level and at the sub-dimensions level.

There is a significant and direct effect of Inclusive leadership behaviors on psychological resilience at the overall level and at the sub-dimensions level.

3. Results and Discussion

Inclusive Leadership behaviors

Concept and definition of Inclusive leadership behaviors

Inclusive leadership behaviors are seen as an important factor that particularly affects creativity and innovation in organizations, through the availability of the ability for leaders to be role models and motivators of creative behaviors and innovation, and they can provide the resources including time, funding and information necessary for the creative endeavor, and also influence the motivations of individuals to engage in creative performance, and increase the intrinsic motivation and energies to participate in the creative task (Carmeli, et al., 2010: 253).

Researchers (Roberson & Perry, 2022: 3) described inclusive leadership as a specific form

of relational leadership, which sets standards for consultation and effective participation to drive the joint decision-making process within the team or organization. As distinguished from participatory leadership, it refers to Inclusive approaches in situations in which individuals' situations differ according to the degree of their internal considerations, and behaviors that include the views and opinions of those who may be ignored in other leadership styles. Accordingly, high-quality relationships between the inclusive leader and individuals indicate the availability of standards of equality and power-sharing, and thus inclusiveness .

In line with what was mentioned, Inclusive leadership behaviors emphasize respecting, appreciating, and developing employees by recognizing their achievements and providing developmental feedback, which refers to the extent to which leaders provide individuals with useful or valuable information that enables them to learn, develop, and improve their jobs, which greatly enhances their proactive behavior, job engagement, and creativity (Su, et al., 2019: 3). Inclusive leadership behaviors have been described from different perspectives, including the following:

1. The process that demonstrates leaders' ability to be open, listen, communicate, and available in their interactions with employees (Carmeli, et al., 2010: 250).
2. A style of relational leadership in which the focus is on leaders listening, paying attention to the needs of their employees, and employees' awareness that leaders are available to them and willing to provide assistance (Choi, et al., 2015: 933).
3. The process that achieves more balance between the feeling of similarity with others (belonging) and appreciation for their individual differences (uniqueness), which leads to positive effects in the workplace (Fagan, et.al., 2022:90).

Inclusive Leadership behaviors

After reviewing the relevant literature, it was found that most researchers relied on a three-dimensional scale of Inclusive leadership behaviors. Among the studies that applied this scale in universities and the academic environment are (Mendelsohn, 2021: 23), (Fang, et.al., 2021: 3), (Bao, et.al., 2021: 126). The following is an explanation of these dimensions:

Promote openness and individuality

(Ghazinejad, et.al., 2018:3) saw that openness is the means that works to align goals and expectations, and helps individuals achieve a common and mutual understanding of the processes within the organization, as well as works to develop a common understanding between leaders and individuals, improves the social atmosphere, and enhances commitment and trust, and on the contrary, lack of openness is likely to restrict organizational policies and practices, and innovations. To overcome these difficulties, leaders must have an organizational culture that supports individual efforts, and ensures the sharing of information with direct communication between team members. The ability of inclusive leaders to create a sense of uniqueness for individuals requires explicit openness to diversity regardless of cultural or geographical boundaries, and also requires the ability to deal with feelings by taking them into consideration, and providing spaces for feelings to express and share them. Therefore, enhancing openness and uniqueness is one of the basics of inclusive leadership. Open and accessible leaders often promote learning from mistakes, are interested in emerging opportunities for improvement, and openly discuss desired goals and new ways to achieve them, which is ultimately linked to raising the level of individual performance. Thus, openness and individuality are two important pillars of Inclusive leadership behaviors (Fjermedal, 2020: 7). (Hughes, et al., 2018: 550) adds that studies have shown that openness and giving value to the individual's individuality are one of the success factors related to many administrative concepts, for example, psychological safety, employee engagement, job satisfaction, organizational performance and decision-making, behavior of taking responsibility, professional sustainability, and creative behavior of individuals, as they positively and significantly affect the behavior of individuals.

Promote belonging and participation

(Cissna, 2020:13) described that belonging is enhanced by focusing inclusive leadership behaviors on facilitating group members' feeling that they are part of the group. When individuals feel belonging, it is evidence that leadership is practicing inclusive behaviors, such as obtaining and

valuing contributions from all individuals, which generate inclusive environments by ensuring that each individual contributes to the daily life of the organization in some way. It also requires distributing decision-making processes to achieve this reality, in addition to hearing every voice. (Bao, et al., 2021:124) indicated that work engagement is important for both individuals and the organization, as work engagement is defined as "a positive, satisfying, work-related state of mind characterized by vitality, dedication, and absorption." It refers to high levels of energy and mental flexibility during work, a willingness to invest effort in one's work, and perseverance when facing difficulties.

Research also reveals that work engagement is a catalyst for organizational success, in addition to many positive outcomes for individuals. Therefore, how to enhance individual engagement at work has become a major concern for many organizations, and leadership has been identified as a powerful driver for enhancing individual engagement, and in particular, inclusive leadership has been found to have a strong impact on individual engagement (Cenkci, et al., 2021:158). (Jalil, 2017: 15) stressed that it is important for individuals to feel appreciated and participate in helping the organization achieve its goals, because they are of greater benefit and utility to the organization. Therefore, individuals should be encouraged to share their feelings at work, as it is important in developing relationships with others. In addition, individuals' feeling of acceptance and that their organizations care about their personal lives more than the profits they achieve enhances their sense of belonging and motivates them to participate constructively in a way that serves the success of the organization.

Appreciation of efforts and contributions

The dimension of appreciating the efforts and contributions of individuals refers to appreciating their efforts for the organization, and this appreciation is done by providing a financial or moral reward to individuals for their work, as there are many effective forms and methods of appreciation that positively affect individuals' feelings and their productivity rate at work, and the focus must be on implementing the process of appreciating individuals correctly to reduce work turnover and increase productivity (Javed, et al., 2019: 131). Appreciating efforts and contributions is considered a recognition by leaders of individuals doing a certain job well, and in the required manner, as leaders appreciate the efforts and contributions made by individuals in the work, which contribute to the success of the organization (Meeuwissen, et al., 2021: 499). (Shore & Chung, 2022:11) and (Korkmaz, et.al., 2021:46) confirmed that individuals in any organization need to feel the value of the work they do, and to receive appropriate appreciation for their efforts and work, which motivates them to make additional efforts to achieve the best productivity rates, and that one of the most important reasons for appreciating individuals is to give individuals a sense of belonging, loyalty to the company, motivate individuals to work, raise their morale at work, and ultimately create a strong work environment that retains employees.

Psychological resilience

Concept and definition of psychological resilience

(Ahern, et al., 2008:6) refers to resilience as "the ability to maintain a stable balance, which is the most common or typical outcome in responding to adversity. It is a trait that helps individuals adapt to adversity or achieve good adjustment to it." The American Psychological Association defines psychological resilience as "the process of adapting well and positively facing adversity, shocks, disasters, or normal psychological pressures that individuals face, such as family problems, relationship problems with others, serious health problems, work pressures, and financial problems" (McGillivray & Pidgeon, 2015:35).

From this standpoint, researchers have interpreted resilience with several definitions, including the following:

1. Psychological resilience was defined as "the life force that promotes renewal and renewal, gives meaning to life, and confronts adversity. Resilient people have the ability to face difficulties and fears and deal with them effectively, because they have positive feelings and an optimistic attitude towards life, and they have a goal in life that they seek to achieve" (Myers, 2011:92).

2. (Winwood, et al., 2013:120) defined it as "the characteristics that contribute to the speed and degree of possible recovery after exposure to stress or tension."
3. (Mallak & Yildiz ,2016:244) defined it as "the individual's ability to deal efficiently with pressures and hardships, face daily challenges, and recover from the stumbling blocks caused by disappointment, mistakes, shocks, and hardships, as the individual sets clear, realistic goals for himself, solves problems, interacts easily with others, and treats himself and others with respect."

Dimensions of psychological resilience :

There is a difference in the opinions of researchers about adopting a specific measure of psychological resilience, but they all aim to provide the individual with positive skills that help him withstand pressures and face all kinds of hardships and tribulations and adapt or deal with them in a way that makes him more positive, which has proven its credibility with the positive results achieved in the reality of the individual's life. Therefore, the dimensions agreed upon by most researchers were relied upon to come up with this measure, including (Prayag, et al., 2020: 1221), (Mallak & Shank, 2021: 3), (Hartmann, et al., 2022: 15).

Personal competence

Personal competence is one of the most prominent theoretical and scientific concepts in modern psychology. It is one of the theoretical constructs based on the theory of social cognitive learning, which has undergone many developments in recent years, and has undergone many important modifications that have made it lose its social character, and has become a purely cognitive theory currently known as the theory of personal competence (Wu, et al., 2022: 3). The concept of personal competence was introduced as a basic concept in the social cognitive theory by (Bandura, 1977), who considered it one of the important dimensions of the human personality because of its impact on the individual's behavior and actions, as it plays an important role in directing and determining behavior (Tsai, 2021: 2). Based on the above, (Schwarzer, 2014: 56) explains that personal competence makes a huge difference in an individual's sense of self through different thinking patterns, and thus it is an assessment of individuals' abilities and beliefs in performing a set of behaviors for different tasks. Thus, personal competence is not a fixed characteristic of personal behavior, but rather a set of judgments related not only to what the individual has accomplished, but also to the judgment of what he can accomplish, and thus it is a product of personal ability (Nowinski, et.al., 2019: 364).

Social support

The term social support is new in the humanities. Sociologists (Cassel, Caplan, Copp) have addressed this concept within the framework of their interests in social relations. They were the first to lay the foundation for work in the field of social support in the seventies, and formed the field of this topic. They also suggested the types of relationships and activities included in the social support process that would mitigate the harmful effects of pressure or tension (Uchino, 2009: 237). The emergence of the term social network represents the real beginning of the emergence of the concept of social support (Hartmann, et al., 2022: 13). Social support was used as a preventive and therapeutic approach to deal with the psychological effects resulting from various pressures in an individual's life, as individuals need to interact with others and to support them in order to increase their strength and cohesion during crises, as its decrease is a major reason for increasing fear and anxiety in individuals and vice versa (Qiao, et al., 2014: 421).

Problem solving ability

The problems that appear in an individual's life are diverse and numerous, as there are problems related to the individual's relationship with others, problems related to understanding feelings, perceptions and emotions, as well as problems related to acquiring and practicing skills, and problems related to work and its environment. Whatever these problems are, they need solutions through the use of scientific methods and the possession of special abilities and skills capable of using information to reach the desired solutions (Pezzuti, et al., 2014: 218). (Van-Breda, 2011: 5) described the ability to solve problems in general as "a behavior that every individual needs

when he has a goal that he seeks to achieve, but there are some obstacles that prevent him from achieving it or an obstacle to achieving it." Therefore, the individual seeks to overcome the obstacles he faces while trying to solve or striving to achieve the goal (as individuals can develop their problem-solving skills by paying close attention to the nature of the problem, as it requires linking more than one rule to form new rules that enable the individual to make the appropriate decision regarding the problem and explore the correct response (Mallak & Yildiz, 2016: 252).

Testing the relationship hypothesis

This hypothesis was tested by measuring the relationship between Inclusive leadership behaviors and psychological resilience through Pearson's correlation coefficient to determine the significance, strength, and direction of the relationship between these variables and dimensions as shown in Table (1). Correlation matrix between Inclusive leadership behaviors and psychological resilience

Appreciation of efforts and contributions	Promote belonging and participation	Promote openness and individuality	Inclusive Leadership behaviors	Dep. variable
				Indep. variable
0.766**	0.749**	0.936**	0.880**	psychological resilience
0.000	0.000	0.000	0.000	Sig
0.704**	0.701**	0.889**	0.824**	Personal competence
0.000	0.000	0.000	0.000	Sig
0.776**	0.754**	0.912**	0.877**	Social support
0.000	0.000	0.000	0.000	Sig
0.740**	0.716**	0.914**	0.851**	Problem solving ability
0.000	0.000	0.000	0.000	Sig

(**) Significant at 1% significance level, (*) Significant at 5% significance level N=342

Source: Prepared by the researcher using the (SPSS) program

It is noted from Table (1) that there is a positive (direct) significant correlation between the variable of Inclusive leadership behaviors in its three dimensions (a. Enhancing openness and uniqueness, b. Enhancing belonging and participation, c. Appreciating efforts and contributions) and the variable of psychological resilience in its three dimensions (a. Personal competence, b. Social support, c. Ability to solve problems), which means that the availability of Inclusive leadership behaviors in its three dimensions will be accompanied by an increase in the levels of the variable of psychological resilience in its three dimensions among the teaching staff at Tikrit University, the field of study. Therefore, the hypothesis is accepted.

Testing the Hypothesis of Impact

At the aggregate level: To test this hypothesis, a simple linear regression equation was prepared to estimate psychological resilience through Inclusive leadership behaviors at the aggregate level, as follows:

$$Y = \beta_0 + \beta_1 X$$

Where (Y) represents psychological resilience, (X) Inclusive leadership behaviors, and (β) is the regression coefficient.

This is to determine the extent of the impact of Inclusive leadership behaviors on psychological resilience at Tikrit University under study, and Table (2) shows the test results

Table (2)
Analysis of the influence relationship between Inclusive leadership behaviors on psychological resilience

R ²	T		F		psychological resilience	Constant	Indep. Variable
	Sig.	Calculated	Sig.	Calculated	B ₁	A	Dep. Variable
0.774	0.000	34.156	0.000	1166.622	0.880	1.160	Inclusive Leadership behaviors

N=342

d.f.=341

*p ≤ 0.05

Source: Prepared by the researcher using the (SPSS) program

It is noted from Table (2) that the validity of the regression equation model is stable, in terms of the value of (F) of (1166.622) at a significance level of less than 5%, which means that psychological resilience can be estimated through Inclusive leadership behaviors. The value of (T) of (34.156) at a significance level of less than (0.05) indicates that the effect is significant, while the positive value of the regression coefficient beta (β) of (0.880) indicates that the effect is positive, meaning that the availability of Inclusive leadership behaviors at Tikrit University under study will have a positive impact by raising the level of psychological resilience at the university. The value of the coefficient of determination (R²) of (0.774) indicates that Inclusive leadership behaviors explain (77.4%) of the changes in psychological resilience, so the hypothesis is accepted. The regression equation can be represented as follows:

$$Y = 1.160 + 0.880X$$

2.At the sub-level: There is a significant effect of Inclusive leadership behaviors on psychological resilience at the sub-dimensions level. To test this hypothesis, a linear regression equation was prepared to estimate psychological resilience through the three Inclusive leadership behaviors (a. Enhancing openness and uniqueness, b. Enhancing belonging and participation, c. Appreciating efforts and contributions), as follows:

$$Y = \beta_0 + \beta_1 X_1 \dots\dots 1$$

$$Y = \beta_0 + \beta_1 X_2 \dots\dots 2$$

$$Y = \beta_0 + \beta_1 X_3 \dots\dots 3$$

Where (Y) represents psychological resilience, and ((xx1), (xx2), and (xx3) are (a. Enhancing openness and uniqueness, b. Enhancing belonging and participation, c. Appreciating efforts and contributions) respectively, and (β) is the regression coefficient. , to determine the extent of the impact of these dimensions on psychological resilience at Tikrit University under study. Table (3) shows the test results

Table (3)
Analysis of the impact relationship of Inclusive leadership behaviors on psychological resilience

معامل التفسير R ²	T قيمة		F قيمة		psychological resilience	Constant	Indep. Variable
	Sig.	Calculated	Sig.	Calculated	B ₁	A	Dep. Variable

0.678	0.000	26.798	0.000	718.125	0.824	1.516	Promote openness and individuality
0.769	0.000	33.656	0.000	1132.758	0.877	0.801	Promote belonging and participation
0.724	0.000	29.845	0.000	890.734	0.851	1.162	Appreciation of efforts and contributions

N=342

d.f.=341

*p ≤ 0.05

Source: Prepared by the researcher using the (SPSS) program

It is noted from Table (3) that the validity of the regression equation model is stable, in terms of the value of (F) of (718.125), (1132.758), (890.734) respectively, at a significance level of less than (0.05), which means that psychological resilience can be estimated through Inclusive leadership behaviors, respectively. The value of (T) of (26.798), (33.656), (29.845) respectively, at a significance level of less than (0.05), indicates that the effect is significant, while the positive value of the regression coefficient beta (β) of (0.824), (0.877), (0.851) respectively indicates that the effect is high and positive, meaning that the availability of Inclusive leadership behaviors at Tikrit University under study will have a positive impact by raising the level of psychological resilience at the university, as indicated by the value of the coefficient of determination (R²) of (0.678), (0.769), (0.724) respectively, that Inclusive leadership behaviors explain (67.8%), (76.9%), (72.4%) respectively of the changes in psychological resilience, so the hypothesis is accepted.

The regression equation can be represented as follows:

$$Y = 1.516 + 0.824 \text{ XX1} \dots\dots\dots 1$$

$$Y = 0.801 + 0.877 \text{ XX2} \dots\dots\dots 2$$

$$Y = 1.162 + 0.851 \text{ XX3} \dots\dots\dots 3$$

4. Conclusion

1. Inclusive leadership behaviors are a new and contemporary type according to modern leadership theories, which still need more scientific research in light of the increasing diversity in the values and requirements of working individuals.
2. Most studies indicate that Inclusive leadership behaviors are essential for the success and excellence of societies and organizations alike in the era of development, diversity, inclusion, multiple talents and generational change.
3. It is one of the important concepts that require highlighting and diving into it, as the individual's psychological health is a decisive factor for his success and the success of the organizations in which he works.
4. Psychological resilience has been linked to many positive outcomes, such as positive adaptation, psychological compatibility, personal effectiveness, and psychological toughness, all of which indicate the presence of psychological resilience in individuals.
5. The results of the statistical analysis confirm the existence of a direct and significant correlation and influence between Inclusive leadership behaviors and psychological resilience at the overall level and at the level of sub-dimensions in the university under study. The researcher interprets

this result as the interest of the college administration in Inclusive leadership behaviors will lead to an increase in the availability of psychological resilience among the teaching staff in the university under study.

Recommendations

1. Addressing the shortcomings that occur as a result of the weak use of Inclusive leadership behaviors in the university under study as a modern philosophy that leads to a clear strategic vision.
2. There is a need to strengthen and enhance relations between leaders and teaching staff in order to participate in the decision-making process, as this works to achieve an accurate understanding by them of those decisions, on the basis of which joint work, cooperation and interaction between the two parties are established.
3. Paying attention to instilling the value of psychological resilience among teaching staff in the university under study in a way that positively reflects on the quality of their professional lives.
4. The need to research strategies and theories that help in developing psychological resilience, confronting pressures and paying attention to the means that raise its level among individuals in the sample under study.
5. Using study tools related to developing psychological resilience in order to adapt to the turbulent reality.

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