
**The Impact of Inclusive Leadership on Commitment to Change: The
Mediating Role of Psychological Empowerment and Employee
Performance**

¹Ziřan Duygu ALİÖĞULLARI *

*Erzurum Technical University, Department of Administration and Organization, Turkey,
zisan.aliogullari@erzurum.edu.tr, ORCID: 0000-0001-6602-0344**

Received: July 24, 2025; Revised: Aug 20, 2025; Accepted: Aug 27, 2025

Abstract: Nowadays, change is inevitable. In order to avoid resistance to change in educational institutions, it is important for teachers to perceive that these changes are necessary and important. Inclusive leadership has been shown to have a positive effect on breaking resistance to change. In work environments where inclusive leadership is dominant, it is observed that employees feel psychologically strong and their performance increases. The aim of the study is to examine the effects of individual performance and psychological empowerment of teachers on the effect of inclusive leadership perceptions on commitment to change among high school teachers working in the city center of Erzurum in Turkey. According to the research findings, the effect of inclusive leadership on commitment to change is further strengthened through psychological empowerment and employee performance. The results of this research fill a gap in the relevant literature and make important contributions. The study found that in countries where curricula, regulations, or examination systems frequently change, leaders' inclusive behaviors are even more effective in ensuring that these change processes are successfully implemented by building employees' confidence in their competencies and enhancing their performance. In summary, principals who are willing and ready to interact with teachers facilitate the adoption of change in organizations by helping teachers find meaning in their work, make autonomous decisions, and develop a belief in their own effectiveness.

Keywords: *Inclusive leadership, Psychological Empowerment, Commitment to Change, Employee Performance.*

Introduction

Today, organizations have entered a process of change and transformation under the influence of dynamics such as globalization, digitalization, and the reshaping of social structures. One of the biggest challenges organizations face is that employees struggle to cope with the uncertainties they encounter during periods of change and transformation. During this process, it is important to address employees' questions such as "How will I adapt to change?", "Why am I part of this change?", "Can I contribute to this process?", and "What kind of support will be provided to help me adapt to change?" The adoption of change by employees is crucial to the success of the organization. During times of change, leaders should turn their attention to their employees and adopt an inclusive leadership approach that values listening to employees, collective wisdom, and team spirit, rather than an autocratic management style. Youthall

¹ <https://doi.org/10.51659/josi.25.262>

consulting firm conducted a study on 125 executives titled “The Future of HR in Turkey: 2024 HR Trends” According to the results, in today's world of intense uncertainty and change, when the key elements for coping with the uncertainties brought by change and achieving success are listed, establishing a corporate culture focused on inclusivity ranked fourth, with 15.2% (<https://www.youthall.com/tr>).

In rapidly changing information societies, the ability of educational institutions to respond to current needs and maintain quality is a prerequisite for their success. In educational institutions experiencing frequent changes to curricula, regulations, or examination systems, the effective implementation of new technologies or processes depends on teachers' embracing and internalizing the change. In particular, the perception of principals as fair, inclusive, transparent, and trustworthy individuals in educational institutions softens negative attitudes toward change and fosters commitment to it. In this context, the inclusive role of leaders is crucial in overcoming resistance to change.

An inclusive leader works closely with their employees, is open to diverse ideas, and includes them in decision-making processes. This fosters confidence in their own autonomy and competence, helping them become psychologically empowered and improve their performance. Psychologically empowered employees, believing in the inherent benefits of change, support change and strive for its successful implementation. Furthermore, it is predicted that employees with improved performance will also have higher levels of commitment to change.

The study aims to examine the mediating effects of teachers' individual performance and psychological empowerment on the impact of inclusive leadership perceptions of private, state-supported private, and public high school teachers working in the Erzurum provincial center on commitment to change. The relationships between the variables have been examined in various combinations in the literature, but no study has been found that matches the current model of this research. In this context, the research is original.

Teachers should not only believe that change is necessary, but also that change must be sustained and supported. It is anticipated that an inclusive work environment that is participatory and transparent, enabling teachers to feel valued, secure, and part of the institution, will increase teachers' intrinsic motivation, confidence in their abilities, and commitment to change by improving their performance.

Literature Review

Inclusive Leadership

There are numerous approaches that address the phenomenon of leadership from different perspectives. Leadership studies conducted in the 1930s and 1940s focused on identifying the personal characteristics that distinguish leaders from other individuals. However, towards the end of the 1940s, the focus of these studies shifted, and leaders' behaviors began to be systematically examined. By the 1980s, the limitations of traditional leadership approaches had become apparent, and the idea of developing new perspectives to complement these theories emerged. In the 1990s, Modern Leadership Theories appeared in the literature (Alioğullari, 2019). Modern leadership styles have been divided into many different types, such as transformational (Bass and Avolio, 1990), interactive, charismatic (Bass, 1985), ethical (Enderle, 1987), servant (Greenleaf, 1977), and political leadership (Ferris et al., 2005). While these leadership styles influence organizational processes in different ways, the concept of inclusive leadership has come to the forefront in today's work life with the increasing importance of diversity and inclusivity.

Inclusive leadership is a leadership style that involves employees in the decision-making process, respects and approves their ideas, perspectives, and positive contributions. Inclusive leaders unconditionally accept and appreciate the diverse and unique characteristics of their employees while doing all of this (Nembhard and Edmondson, 2006, p. 247; Sürücü and

Maslakçı, 2021, p. 204). An inclusive leader is always open to understanding employees' thoughts, valuing their ideas, and listening to them with an inclusive attitude (Şentürk, 2019; Randel et al., 2018; Brimhall and Palinkas, 2020). This encourages employees to contribute more ideas and suggestions within the organization by fostering a culture of transparent and open communication (Shakil et al., 2021; Javed et al., 2018). Employees who share their ideas and suggestions with each other contribute to the development of the organization's goals and objectives (Brimhall et al., 2020).

Wuffli (2016, p. 5) emphasizes that inclusive leadership has a dynamic and change-oriented structure. Inclusive leaders play a critical role in the sustainability of social systems by acting as a bridge between sectors and cultures in the external environment. Inclusive leaders empower employees by ensuring that all employees in the organization participate in decision-making. This behavior has been shown to increase commitment to change within the organization and contribute to the development of innovative ideas (Ferdman et al., 2020; Qi and Liu, 2017).

There are three sub-dimensions of inclusive leadership. According to Carmeli et al. (2010), these include readiness, which refers to the leader being available when employees want to discuss issues related to their work; openness, which refers to the leader demonstrating an open and accessible attitude toward employees; and accessibility, which refers to the leader being available to employees when they need them.

Inclusive leaders' respect and sincere listening to their employees positively affect their sense of belonging to their organizations (Aslan et al., 2021; Javed et al., 2021; Santos et al., 2022). Inclusive leaders create an atmosphere of trust in organizations and encourage their employees to exhibit innovative behaviors (Carmeli et al., 2010). Creating a trusting environment encourages employees to exhibit voice behavior. Inclusive leadership style has a positive effect on increasing the innovative behaviors of new generation employees in changing working conditions, and psychological capital has been observed to have a mediating effect (Fang et al., 2019). Inclusive leadership has been observed to positively increase employees' commitment to the organization (Choi et al., 2015) and work (Chen et al., 2020), as well as the perception of justice and the learning culture in the organization (Tran and Choi, 2019). This situation leads employees to feel psychologically safe (Lee and Dahinten, 2021), encouraging them to demonstrate organizational citizenship (Tran and Choi, 2019) and proactive behaviors (Chang et al., 2022). Findings also indicate that inclusive leadership increases person-job fit and well-being (Choi et al., 2017) and reduces turnover intentions (Yasin et al., 2023). These studies have found that inclusive leadership positively impacts positive business outcomes. Furthermore, no studies have been found investigating the effects on the external environment, such as organizational culture, organizational identity, and corporate image.

In their study conducted on 314 academics, Zhenjing et al. (2022) found that inclusive and supportive leaders enhance employees' commitment to organizational work-related changes. Change processes are managed more effectively in a fair and equitable organizational environment (Fedor et al., 2006). It has been observed that inclusive leadership that ensures justice increases employees' commitment to organizational change, and this relationship positively affects their work-focused behavior (Fatima et al., 2021). Another study also found that inclusive leadership positively affects change behavior in the organization. In summary, inclusive leaders reduce employees' resistance to change in the organization, help the process continue, and ensure more successful change implementation (Foster, 2008). In light of all this information, the following hypothesis was formulated:

H₁: Inclusive leadership has a significant positive effect on employees' commitment to change.

H_{1a}: The sub-dimensions of inclusive leadership have significant positive effects on employees' commitment to change.

Inclusive leaders contribute to the acceptance and internalization of change processes in organizations by valuing their employees' opinions, being ready to listen to their problems, and demonstrating openness and accessibility at all times. In addition, they help employees solve their own problems by taking their ideas into account when making decisions (Choi et al., 2017). Employees who actively participate in decision-making processes will initiate and sustain change, taking on the uncertain outcomes of change processes (Javed et al., 2018). It has been found that inclusive leaders are more equitable in providing resources to their employees and have been shown to reduce organizational conflicts arising from individual or cultural differences (Guo et al., 2022; Jiang et al., 2022; Jolly and Lee, 2021; Qi and Liu, 2017; Hollander, 2012). However, these studies have not clarified in which organizational cultures conflicts are reduced to a greater extent.

A positive and significant relationship has been identified between inclusive leadership and employee performance (Gül, 2021). Managers' inclusive behaviors toward their employees positively increase their performance (Carmeli et al., 2010; Sabharwal, 2014; Yu, 2019). According to the results of a study conducted by Qi and Liu (2017) on 329 people in China, inclusive leadership was found to positively increase team performance. In light of all this information, the following hypothesis was formulated:

H₅: Inclusive leadership has a significant positive effect on employee performance.

H_{5a}: The sub-dimensions of inclusive leadership have significant positive effects on employee performance.

Psychological Empowerment

The concept of empowerment is divided into two different categories: structural empowerment and psychological empowerment. Structural empowerment focuses on progress made at the organizational level, while psychological empowerment focuses on employees' perceptions and feelings about these conditions (Laschinger et al., 2004: 529; Wiens, 2014). According to Spreitzer (2007), psychological empowerment is defined as "a set of psychological conditions necessary for individuals to feel a sense of control over their work" (cited in: Mitchell, 2016). Psychological empowerment examines how empowerment activities in organizations are evaluated by employees and addresses their subjective perceptions and interpretations.

A literature review has identified that psychologically empowered employees perceive themselves as capable of achieving their work. These employees are confident in their own competencies and abilities. Furthermore, they feel autonomous both in initiating their own tasks and making work-related decisions (Frazier and Fainshmidt, 2012). These employees, who feel effective and competent and whose psychological needs are fully met, share their concerns with management and proactively express their ideas. This allows for the generation of innovative solutions to organizational problems (Zhang et al., 2022; Al-Bsheish et al., 2019). Employees who feel they have an impact on their work through psychological empowerment find their work more meaningful (Al-Bsheish et al., 2019; Polin, 2013). This situation leads to positive results at both individual and organizational levels and contributes to sustainable success (Spreitzer, 1996; Boudrias et al., 2014; Conger and Kanungo, 1988).

Psychological empowerment consists of four sub-dimensions: the meaningfulness an individual finds at work, competence, autonomy, and the impact they bring to their work (Spreitzer, 1996). According to Spreitzer (1996), competence, one of the sub-dimensions of psychological empowerment, refers to employees' belief that they have the competence to

perform their work. Meaningfulness refers to the fact that they find their work meaningful. Autonomy refers to the process of making their own decisions. Impact refers to the ability to achieve results that exceed the anticipated outcomes.

Inclusive leaders demonstrate a leadership style that is always approachable and accessible by embracing open communication with employees who offer innovative ideas. This fosters a psychologically safe work environment within organizations (Carmeli et al., 2010). Javed et al. (2018) found that inclusive leadership impacts employees' innovative work behaviors through psychological empowerment.

Younas et al. (2023) found that inclusive leadership positively impacts employees' attitudes, ways of thinking, and feelings of psychological empowerment, and that this leadership is effective in helping employees cope with risks and uncertainties within the organization. Advantages such as the accessibility of inclusive leaders, the ability of employees to consult with their leaders when they encounter any problems, and the ability of leaders to engage in dialogue on an equal footing facilitate two-way communication in organizations. This type of leadership builds emotional trust based on mutual respect and understanding (Chen et al., 2020, p. 3).

In a study conducted by Javed et al. (2019) on 390 people working in the cargo sector in the UK and Canada, it was found that inclusive leadership increases psychological empowerment among employees. Inclusive leaders are leaders who increase employees' self-efficacy, offer contributions, and recognize them (He et al., 2021; Khan et al., 2020; Liu et al., 2023; Raub and Liao, 2012). This approach fosters trust and a sense of influence in employees, thereby fostering a sense of psychological empowerment. In light of this information, the following hypothesis was formulated:

H₂: Inclusive leadership has a significant positive effect on psychological empowerment.

H_{2a}: The sub-dimensions of inclusive leadership have significant positive effects on the sub-dimensions of psychological empowerment.

Commitment to Change

Organizations must effectively manage change processes to adapt to constantly changing environmental and business conditions. Rogiest et al. (2015) stated that commitment to change is a necessary element for organizational success and that organizations must have a culture open to change. Hallin and Marnburg (2007) emphasized that organizations in sectors where uncertainty is common should view change as an opportunity.

Commitment to change refers to employees' attitudes toward changes occurring in organizations. Commitment to change is employees' willingness to commit to these changes without feeling obligated to do so because they believe in the benefits of the steps taken within the organization during the change process. In other words, it is associated with the extent to which employees adapt to and embrace organizational change (Herscovitch and Meyer, 2002; Meyer and Herscovitch, 2001).

Zraiq and Masruki (2024) found that transformational leadership increased employees' commitment to change. The study also highlighted the need for employees to adopt a more participatory culture to increase their commitment to change. Jun and Lee (2023) found that commitment to change mediated the relationship between transformational leadership and followers' innovative behaviors, and organizational support moderated the relationship between commitment to change and innovative work behaviors. Xiu et al. (2022) found that teachers' commitment to change mediated the relationship between distributed leadership and job satisfaction. The study found that when leadership roles were distributed among teachers, teachers showed greater commitment to change.

It has been observed that when the outcomes of change are unknown, employees' fear, feelings of loss of control, and a sense of job loss lead to resistance to change (Mikel-Hong et al., 2024).

The study recommended that leaders implement transparent and effective communication practices to break down resistance to change in organizations. In this context, the effect of change leadership, which increases the willingness to adapt to change, on commitment to change was examined. It was determined that there was a positive relationship between the two variables, and that psychological empowerment played a mediating role in this relationship (Mangundjaya; 2019, 2015). According to the research results, organizations should incorporate psychological empowerment into their practices to successfully implement change. Research has proven that psychological empowerment positively impacts commitment to change (Walker, 2021).

Walker's (2021) study of 116 non-managerial employees in the industrial sector in the United States found that psychological empowerment positively impacted commitment to change. The study found that the innovation climate within organizations played a mediating role in the relationship between the two variables. Morin et al.'s (2016) study of 819 employees in the healthcare sector in Canada found that employee empowerment had a positive effect on commitment to change. The results of the study can be investigated in different countries and sectors. In light of all this information, the following hypothesis was formulated:

H₃: Employees' psychological empowerment has a significant positive effect on their commitment to change.

H_{3a}: The sub-dimensions of employees' psychological empowerment have significant positive effects on their commitment to change.

Inclusive leadership, which enables employees to participate in decision-making and access information and resources, positively influences commitment to change (Gil et al., 2025). In their study involving 256 employees in the private sector in Brazil and Spain, Gil et al. (2025) found that job satisfaction serves as a mediating variable in this relationship. Additionally, inclusive leadership behaviors have been shown to enhance academics' tendency to express their opinions and engage in voice behavior. Liu et al. (2023) found that when academics feel psychologically empowered, they are more likely to exhibit voice behavior.

Inclusive leaders who create a supportive work environment by involving their employees in decision-making processes have been shown to increase their employees' likelihood of exhibiting innovative work behaviors. It has been found that employees' feelings of psychological empowerment have a positive mediating effect on this likelihood (Javed et al., 2019). This study, conducted by Javed et al. (2019) in the cargo sector in the UK and Canada, needs to be tested in different sectors. Furthermore, it has been observed that leaders' inclusive behaviors increase employee performance (Luo and Huang, 2023), and that performance will further increase with psychological empowerment. In light of all this information, the following hypothesis was formulated:

H₄: Psychological empowerment mediates the effect of inclusive leadership on employees' commitment to change.

H_{4a}: The sub-dimensions of psychological empowerment mediate the effects of the sub-dimensions of inclusive leadership on employees' commitment to change.

Employee Performance

Employee performance is the evaluation of employees' efforts in fulfilling their duties and responsibilities in a way that contributes to the organization's objectives (Kurniawan et al., 2019). In other words, it refers to employees' efforts to fulfill their duties and responsibilities appropriately and effectively. Employee performance reveals, through quantitative and qualitative indicators, the extent to which an employee is skilled and successful, what they contribute, and what kind of results they can produce (Darvishmotevali and Ali, 2020; Okur, 2007; Triansyah et al., 2023). Therefore, employee performance positively enhances an organization's competitive strength, enhances organizational success, and positively enhances

its long-term survival. In the literature review, it was seen that employee performance positively increases employees' motivation (Kudadiri et al., 2024), job satisfaction (Meswantri and Lukito, 2024), job commitment (Al Zeer et al., 2023) and leader-member exchange (Saranya and Deva, 2024).

A study of 339 employees of an Indonesian oil company found that individual commitment to change increased employee performance (Parish et al., 2008), and a study of 42 civil servants working in a public relations office in the same country found that civil servants' commitment to change increased their performance (Wahyudin et al., 2020). According to the research results, the relationship between performance and commitment to change has been investigated in different sectors within the same country. This relationship needs to be tested in different countries and sectors. This study aims to fill this gap. In light of all this information, the following hypothesis was formulated:

H₆: Employee performance has a significant positive effect on commitment to change.

Inclusive leadership encourages employees' participation in organizational processes, making them feel valued. Adopting a fair and inclusive leadership approach in the organization has been shown to contribute to the healthier management of change processes (Fedor et al., 2006; Fatima et al. (2021). In a study conducted by Zhenjing et al. (2022) on academics, it was found that inclusive and supportive leaders develop stronger commitment to work-related changes in employees. Research shows that inclusive leadership increases acceptance of change among employees and facilitates the long-term sustainability of change (Foster, 2008). Furthermore, inclusive leadership is known to increase employee performance (Li and Tang, 2022), and it may mediate the relationship between inclusive leaders and employee commitment to change. Inclusive leadership is effective in reducing employee resistance to change. It was predicted that inclusive leadership practices would be more effective in reducing resistance to change when employee performance is high. It was predicted that an inclusive leader who shapes the work environment with a trusting culture will facilitate the process of employees embracing change and effectively implementing it, as will high employee performance. In this context, the research model in Figure 1 was created by developing the following hypothesis:

H₇: Employee performance mediates the effect of inclusive leadership on employees' commitment to change.

H_{7a}: Employee performance mediates the effect of the sub-dimensions of inclusive leadership on employees' commitment to change.

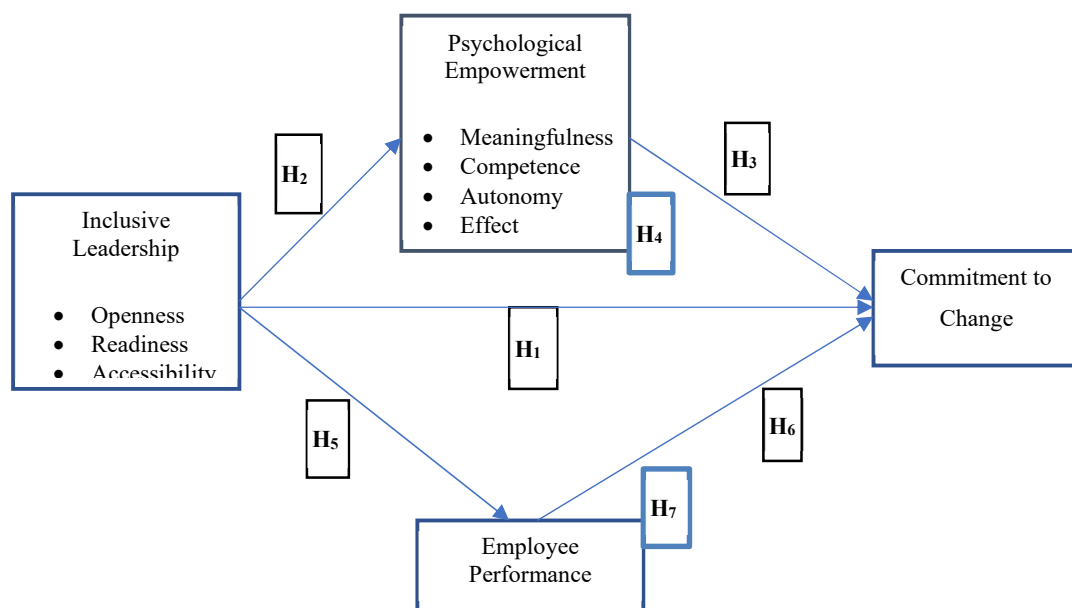


Figure 1: Research model

Method

Purpose of the Research and Sample

It is well known that educational institutions frequently undergo reforms and changes today. Resistance to changes in education poses a significant obstacle to the implementation of innovative approaches and leads to a decline in educational quality. In this context, it will be possible for educational institutions to achieve sustainable success by adapting to these changes through a people-oriented management approach. A literature review found that inclusive leadership, which takes differences into account and strengthens employees' sense of belonging, leads teachers to believe in the benefits of the change process within the institution and to embrace change wholeheartedly without feeling compelled to do so. Additionally, it was observed that psychological empowerment and high performance, which make teachers feel valued and competent, reduce resistance to change.

A study was conducted in Erzurum province to observe how education policies in Turkey are implemented under different conditions. Educational institutions in Erzurum provide a representative sample for examining how central change policies are received in Turkey. Accessibility and the ability to conduct a healthy data collection process are also reasons for choosing this sample. In this study, the aim was to examine the effect of inclusive leadership perceptions of teachers working in private, state-supported private, and public high schools in the Erzurum provincial center on their commitment to change, as well as the role of teachers' individual performance and psychological empowerment in these effects. Conducting the research in high schools is important in terms of representing the purpose of the research. A literature review revealed that no study has examined all these variables together. The research aims to contribute to the theoretical literature and provide guiding findings for practitioners.

Participants were reached both through a link created in Google Forms and in person. No comprehensive information could be obtained from the website regarding the number of teachers working at the Ministry of National Education (MEB) related to the research sample, and the number 384 is accepted as the minimum sample size sufficient for studies with a large population (<https://www.surveysystem.com/sscalc.htm>). A total of 534 surveys were distributed within the scope of the study, and after excluding outliers and missing surveys, a total of 481 were evaluated. Because the study employed a descriptive and correlational approach to understanding the relationships between inclusive leadership and commitment to change, the primary objective was to obtain contextual data. In such exploratory studies, convenience sampling is frequently preferred, and the findings obtained from these samples form the basis for subsequent, generalizable studies.

Participants in this study were given a voluntary participation form to obtain consent. All information obtained was kept confidential and was not shared with third parties. The necessary ethics committee approval for the study was obtained from the Erzurum Technical University Scientific Research and Publication Ethics Committee at meeting number 08, dated July 4, 2024.

Scales and Statistical Techniques Used in Data Analysis

The study employed a 5-point Likert-type survey technique using a convenience sampling method. The survey consisted of two sections: the first section included demographic information for the participants, and the second section included questions regarding inclusive leadership, commitment to change, employee performance, and psychological empowerment. Data were analyzed using SPSS 21.0 and AMOS 24, and validity and reliability analyses were conducted, removing missing data and outliers. The data were found to be normally distributed and within the reference limits (Tabachnic and Fidell, 2013). Confirmatory Factor Analysis (CFA) was applied to examine the item loadings of the scales, and discriminant validity analysis was conducted. The consistency, validity, and reliability of the variables were measured using Cronbach's Alpha, and composite reliability (CR) and average variance

extracted (AVE) were calculated. Furthermore, the segregation adequacy of the variables for structural equation modeling was examined.

In confirmatory factor analysis, the Chi-square (χ^2) parameter calculated for samples larger than 200 is found to be high, and the Chi-square (χ^2) test statistic is found to be non-significant (Bollen, 1989, p. 256; Fornell and Larcker, 1981, p. 40). The confirmatory factor analysis of the scales used in the study and whether the model fit was within the desired range were evaluated by examining the Chi-Square (χ^2/df) value adjusted for degrees of freedom, other fit indices, and the parameters in the standardized residual covariance matrix (Bayram, 2010, p. 71).

Inclusive leadership scale: Developed by Carmeli et al. (2010), the Turkish validity and reliability study was conducted by Sürücü and Maslakçı (2021). The scale consists of 9 items and 3 dimensions: openness (3 items), readiness (4 items), and accessibility (2 items). It includes statements such as “My manager is open to hearing new ideas” and “My manager is ready to solve new problems.” Since all items in the scale had factor loadings (>0.50), the CFA was statistically significant, and no items were excluded from the analysis. The Cronbach's alpha coefficient of the scale was calculated as ,95.

Psychological empowerment scale: Developed by Spreitzer (1995), the Turkish validity and reliability study was conducted by Sürgevil, Tolay, and Topoyan (2013). The scale consists of 12 items and four dimensions: meaningfulness (3 items), competence (3 items), autonomy (3 items), and impact (3 items). It includes statements such as “I have a significant degree of autonomy in deciding how to do my job” and “I have a significant influence on what happens in my department” Because all items in the scale had factor loadings (>0.50), the CFA was statistically significant, and no items were excluded from the analysis. The Cronbach's alpha coefficient of the scale was calculated as ,89.

Commitment to change scale: The emotional commitment to change dimension of the three-dimensional “commitment to organizational change” scale developed by Hersovitch and Meyer (2002) was included in the study. The Turkish validity and reliability study of the study was conducted by Toprak and Aydın (2015), and the scale items in the study were taken from a study by Aydemir (2017). The six-item, single-dimensional scale includes statements such as “I believe that the change efforts carried out in my organization are valuable” and the reverse question “I have doubts that the change efforts carried out in my organization will achieve their objectives (T)” The factor loading of the reverse question in the scale was not found to be significant and was removed from the analysis. Since the remaining five items had factor loadings (>0.50), the CFA was statistically significant. The Cronbach's alpha coefficient of the scale was calculated as ,96.

Employee performance scale: Developed by Kirkman and Rose (1999), and its Turkish validity and reliability study was conducted by Çöl (2008). The scale consists of four items and a single dimension, including statements such as “I complete my tasks on time” Because all items in the scale had factor loadings (>0.50), the CFA was statistically significant, and no items were excluded from the analysis. The scale's Cronbach's alpha coefficient was calculated as ,80.

In the study, factor loadings (>0.50 ; $p<0.05$) and chi-square values ($2<\chi^2/\text{df}\leq 3$) for all items in all scales were found to be at acceptable levels, and accordingly, the CFA results were found to be statistically significant. Modifications were applied to improve the fit values of the scale models. The study found that all three scales in the model were consistent with their literature findings and had good fit values. These values are presented in Table 1.

Table 1: Compliance coefficients of the variables in the model

Indexes	Good Fit	Acceptable Fit	Inclusive Leaders.	Psychological Empower.	Employee Perfor.	Commitment to Change
χ^2 / df	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$	2,922	2,583	1,123	,644
GFI	$\geq 0,90$	0,85-0,89	,960	,947	,998	,997
CFI	$\geq 0,95$	$\geq 0,90$	,988	,980	1,00	1,00
SRMR	$\leq 0,05$	$,06 \leq SRMR \leq ,08$	,076	,068	,012	,003
RMSEA	$\leq 0,05$	$,06 \leq RMSEA \leq ,08$	,079	,046	,019	,000

(Source: Meydan, 2011, pp. 72)

Research Findings

In the study, descriptive information regarding participants' demographic characteristics and work life was presented using frequency analysis. It was observed that 51.1% of the participants were female, 65.5% were over 39 years old, and 68.4% held a bachelor's degree. The majority of the sample consisted of middle-aged, female teachers with a university education. Among the teachers, 0.4% worked in private high schools, 1.2% in state-supported private high schools, and 98.3% in public high schools. Regarding professional status, 79.8% were specialist teachers, 9.8% were contracted teachers, 9.8% were head teachers, and 0.6% were paid teachers. Furthermore, when examining years of service, 36.4% of teachers had 0–5 years, 22.2% had 6–10 years, 17.3% had 11–15 years, 10.0% had 16–20 years, and 14.1% had 21 years or more of experience.

Table 2: Average, correlation, reliability, and discriminant validity values of variables

Dimension	Avg	S.D.	1	2	3	4.	5	6	7	8	9
1.Openness	3,99	,99	(,828)								
2.Readiness	4,03	,96	,608**	(,802)							
3.Accessibility	4,01	,98	,630**	,602**	(,789)						
4.Meaningfulness	4,48	,77	,388**	,458**	,406**	(,788)					
5.Competence	4,43	,73	,353**	,399**	,339**	,762**	(,803)				
6.Autonomy	4,20	,80	,395**	,433**	,392**	,656**	,728**	(,781)			
7.Impact	3,47	,97	,352**	,378**	,371**	,288**	,309**	,500**	(,837)		
8.Employee Performance	4,16	,73	,315**	,351**	,296**	,644**	,697**	,682**	,372**	(,777)	
9.Commitment to Change	3,93	,84	,548**	,585**	,557**	,561**	,461**	,635**	,499**	,592**	(,795)
Cronbach's Alpha (CA)			,949	,946	,900	,902	,927	,864	,931	,904	,923
Composite reliability (CR)			,919	,935	,876	,897	,924	,877	,922	,900	,913
Average Variance Extracted (AVE)			,687	,644	,624	,622	,645	,610	,702	,604	,633

*** $p < 0,001$ ** $p < 0,01$; S.S:standard deviation. Note: The values shown in parentheses are square root values of the AVE calculated for the scale and are controlled by being higher than the correlation coefficient.

The analysis revealed that inclusive leadership (avg = 4.01), commitment to change (avg = 3.93), employee performance (avg = 4.16), and psychological empowerment (avg = 4.14) were all at high levels. The participating teachers evaluated their managers' inclusiveness as high. In addition, teachers were found to embrace organizational changes while demonstrating high levels of performance and psychological empowerment. The reliability of all scales was calculated, with Cronbach's alpha values (α) indicating high reliability (>0.7). According to Table 2, the Average Variance Extracted (AVE > 0.50), Composite Reliability (CR > 0.70), and convergent and discriminant validity (square root of the AVE) values were computed, showing that all validity conditions were satisfactorily met.

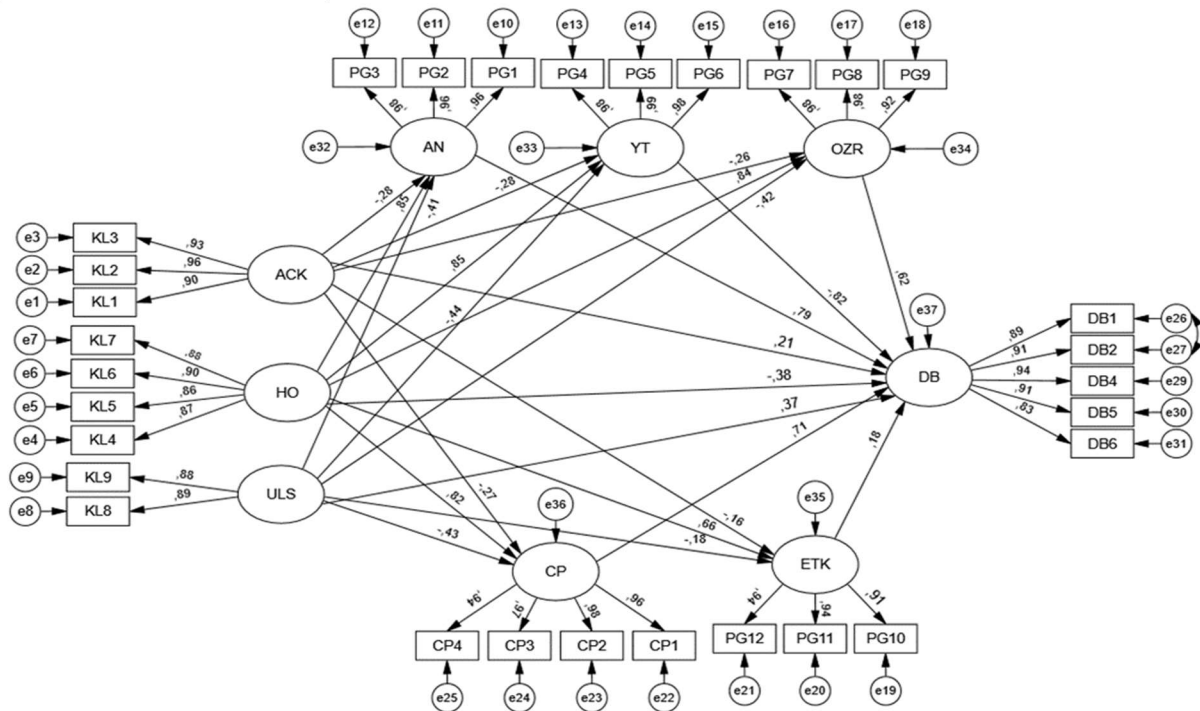
According to Table 2, the sub-dimension of openness in inclusive leadership showed a significant and positive relationship with the sub-dimensions of psychological empowerment: meaning ($r = 0.388^{**}$), competence ($r = 0.353^{**}$), autonomy ($r = 0.395^{**}$), and impact ($r = 0.352^{**}$) at the 0.01 significance level. In an open communication environment, teachers feel more meaningfulness, competent, autonomous, and effective. Furthermore, the openness sub-dimension was found to be significantly and positively correlated with employee performance ($r = 0.315^{**}$) and commitment to change ($r = 0.548^{**}$) at the 0.01 significance level. The presence of open communication within the organization encourages teachers to voluntarily participate in change processes and enhances their performance.

Among the sub-dimensions of inclusive leadership, readiness showed a significant and positive relationship with the sub-dimensions of psychological empowerment: meaning ($r = 0.458^{**}$), competence ($r = 0.399^{**}$), autonomy ($r = 0.433^{**}$), and impact ($r = 0.378^{**}$) at the 0.01 significance level. In addition, the readiness sub-dimension was found to be significantly and positively correlated with employee performance ($r = 0.351^{**}$) and commitment to change ($r = 0.585^{**}$) at the 0.01 significance level. When managers are ready and willing to support teachers, teachers feel psychologically empowered, enhance their performance, and remain actively committed to change processes.

Among the sub-dimensions of inclusive leadership, accessibility showed a significant and positive relationship with the sub-dimensions of psychological empowerment: meaningfulness ($r = 0.406^{**}$), competence ($r = 0.339^{**}$), autonomy ($r = 0.392^{**}$), and impact ($r = 0.371^{**}$) at the 0.01 significance level. In addition, accessibility was found to be significantly and positively correlated with employee performance ($r = 0.296^{**}$) and commitment to change ($r = 0.557^{**}$) at the 0.01 significance level. Teachers' easy access to their managers or resources contributes to their psychological empowerment, enhances their performance, and supports their active commitment to change processes.

Among the sub-dimensions of psychological empowerment, meaningfulness ($r = 0.561^{**}$), competence ($r = 0.461^{**}$), autonomy ($r = 0.635^{**}$), and impact ($r = 0.499^{**}$) showed a significant and positive relationship with commitment to change at the 0.01 significance level. Teachers who find their work meaningful and feel competent, autonomous, and effective are more likely to believe that the changes implemented in the organization are necessary and appropriate.

Figure 2: Structural model of the research



ACK: Openness, HO: Readiness, ULS: Accessibility, AN: Meaningfulness, YT: Competence, OZR: Autonomy, ETK: Impact, CP: Employee Performance, DB: Commitment to Change.

According to Table 2, employee performance ($r = 0.592^{**}$) showed a significant and positive relationship with commitment to change at the 0.01 significance level. Teachers' performance levels increase the acceptance of organizational changes.

Within the scope of the structural equation analysis, the relationships between the variables were tested according to the full mediation model. Since the assumption of normality was generally not met for the significance of the indirect effects present in the model, a simulation test with Bootstrap (taking into account a 95% confidence interval and using at least 5000 replicate samples) was provided as an alternative to the Sobel test (Preacher and Hayes, 2008, p. 884-885).

As a result of the analysis, the model fit indices ($p < 0.05$) and chi-square ($\chi^2/df = 2.785$) values for the latent variables in the path model were within acceptable reference limits, indicating that the model was significant. The model fit indices -GFI (0.9891), CFI (0.942), SRMR (0.0719), and RMSEA (0.0755)- were also within acceptable reference limits, demonstrating that the model was valid. The number of direct effects among the variables included in the structural model is presented in Table 3.

Table 3: Structural model direct effect coefficient

Independent	Dependent	Estimate	Std. Estimate	Z	P	Hypothesis
Openness	→ Employee Performance	-,459	-,269	-13,770	***	Supported
Openness	→ Impact	-,185	-,160	-4,413	***	Supported
Openness	→ Autonomy	-,531	-,263	-14,429	***	Supported
Openness	→ Competence	-,563	-,280	-16,907	***	Supported
Readiness	→ Employee Performance	1,488	,825	29,339	***	Supported
Readiness	→ Impact	,808	,660	16,211	***	Supported
Readiness	→ Autonomy	1,797	,842	31,930	***	Supported

Readiness	→	Competence	1,795	,845	33,235	***	Supported
Accessibility	→	Employee Performance	-,788	-,432	-19,891	***	Supported
Accessibility	→	Impact	-,219	-,177	-4,751	***	Supported
Accessibility	→	Autonomy	-,917	-,425	-21,066	***	Supported
Accessibility	→	Competence	-,937	-,436	-23,367	***	Supported
Readiness	→	Meaningfulness	1,629	,851	30,880	***	Supported
Openness	→	Meaningfulness	-,508	-,280	-15,125	***	Supported
Accessibility	→	Meaningfulness	-,786	-,406	-19,975	***	Supported
Employee Performance	→	Commitment to Change	,479	,711	4,655	***	Supported
Impact	→	Commitment to Change	,175	,176	5,075	***	Supported
Autonomy	→	Commitment to Change	,355	,623	2,925	,003**	Supported
Competence	→	Commitment to Change	-,467	-,817	-2,761	,008**	Supported
Meaningfulness	→	Commitment to Change	,500	,788	2,880	,004**	Supported
Openness	→	Commitment to Change	,247	,215	,811	,417	Rejected
Readiness	→	Commitment to Change	-,467	-,385	-,475	,635	Rejected
Accessibility	→	Commitment to Change	,458	,373	,908	,364	Rejected

*p<0,05 **p<0,01 ***p<0,001.

Within Model 1 (Inc. L. → Psych. Emp. → Commitment to Change), the first condition for conducting the Baron and Kenny mediation test—the statistical effect of the independent variable on the dependent variable—was examined. The effects of the sub-dimensions of inclusive leadership on commitment to change (Openness: 0.215; Readiness: -0.385; Accessibility: 0.373) were found to be non-significant ($p > 0.05$). Therefore, hypotheses **H₁** and **H_{1a}** were rejected.

Baron and Kenny's second condition was found to have a significant direct effect on the independent variable, inclusive leadership and its sub-dimensions (openness, readiness, and accessibility), on the mediator variable, psychological empowerment sub-dimensions (meaningfulness, competence, autonomy, and impact) ($p < 0.05$). Therefore, hypothesis **H₂** was supported.

The openness sub-dimension of inclusive leadership was found to have negative effects on the sub-dimensions of psychological empowerment: meaningfulness ($\beta = -0.280$), competence ($\beta = -0.280$), autonomy ($\beta = -0.263$), and impact ($\beta = -0.160$). In contrast, the readiness sub-dimension of inclusive leadership showed positive effects on the sub-dimensions of psychological empowerment: meaningfulness ($\beta = 0.851$), competence ($\beta = 0.845$), autonomy ($\beta = 0.842$), and impact ($\beta = 0.660$). Additionally, the accessibility sub-dimension of inclusive leadership was found to have negative effects on the sub-dimensions of psychological empowerment: meaningfulness ($\beta = -0.406$), competence ($\beta = -0.436$), autonomy ($\beta = -0.425$), and impact ($\beta = -0.177$). Therefore, hypothesis **H_{2a}** was supported.

It was also observed that the mediator had a statistically significant and direct effect on the dependent variable, thus fulfilling the third condition of Baron and Kenny ($p < 0.05$). Among the sub-dimensions of psychological empowerment, meaningfulness ($\beta = 0.788$), autonomy ($\beta = 0.623$), and impact ($\beta = 0.176$) had positive effects on commitment to change, whereas competence ($\beta = -0.817$) had a negative effect. Therefore, hypotheses **H₃** and **H_{3a}** were supported.

In the study, the fourth and final condition, which examines whether the mediator has a full or partial mediation effect in the model, was tested. While the effects of inclusive leadership and its sub-dimensions (openness, readiness, and accessibility) on commitment to change were not

significant, the model became significant when psychological empowerment was included in the analysis. A full mediation role was observed in the model, with 7 out of the 12 developed hypotheses among the sub-dimensions found to be significant. The openness sub-dimension was found to have a negative full mediation effect on commitment to change through meaningfulness ($\beta = -0.254$; $p < 0.05$) and autonomy ($\beta = -0.188$; $p < 0.05$). The readiness sub-dimension showed positive full mediation effects on commitment to change through meaningfulness ($\beta = 0.814$; $p < 0.05$), autonomy ($\beta = 0.637$; $p < 0.05$), and impact ($\beta = 0.141$; $p < 0.05$). The accessibility sub-dimension also exhibited full mediation effects on commitment to change through meaningfulness ($\beta = -0.393$; $p < 0.05$) and autonomy ($\beta = -0.325$; $p < 0.05$). Accordingly, **H4 and H4a were supported**. The mediations in the research model are presented in Table 4.

Table 4: Significance test of mediator hypotheses in the model

	Coef	Min.	Max.	P	Hypothesis
Openness → Meaningfulness → Commitment to Change	-,254	-,611	-,067	,016*	Supported
Openness → Competence → Commitment to Change	,263	,126	,345	,248	Rejected
Openness → Autonomy → Commitment to Change	-,188	-,608	-,067	,018*	Supported
Openness → Impact → Commitment to Change	-,032	-,073	-	,128	Rejected
Openness → Employee P. → Commitment to Change	-,220	-,507	-,076	,012*	Supported
Readiness → Meaningfulness → Commitment to Change	,814	,226	1,586	,019*	Supported
Readiness → Competence → Commitment to Change	-,838	-1,539	-,534	,302	Rejected
Readiness → Autonomy → Commitment to Change	,637	,219	1,267	,013*	Supported
Readiness → Impact → Commitment to Change	,141	,080	,230	,007**	Supported
Readiness → Employee P. → Commitment to Change	,712	,435	1,142	,003**	Supported
Accessibility → Meaningfulness → Commitment to Change	-,393	-1,148	-,158	,006**	Supported
Accessibility → Readiness → Commitment to Change	,438	,023	,988	,258	Rejected
Accessibility → Autonomy → Commitment to Change	-,325	-,874	-,128	,008**	Supported
Accessibility → Impact → Commitment to Change	-,038	-,098	,005	,139	Rejected
Accessibility → Employee P. → Commitment to Change	-,377	-,741	-,176	,005**	Supported

* $p < 0,05$; ** $p < 0,01$.

In the study, the first condition for conducting the mediation test with the second mediator (Inclusive Leadership → Employee Performance → Commitment to Change) was supported by hypothesis H1, which examines the effect of inclusive leadership on commitment to change. The second condition, assessing the direct effects of the sub-dimensions of inclusive leadership (Openness: -0.269; Readiness: 0.825; Accessibility: -0.432) on employee performance, was found to be significant ($p < 0.05$). Accordingly, hypotheses **H5 and H5a were supported**. The third condition of the mediation test, which examines the direct effect of employee performance on commitment to change, was also found to be positive and significant ($\beta = 0.711$; $p < 0.05$). Therefore, hypothesis **H6 was supported**.

The fourth and final condition of the study revealed that employee performance has a significant mediating effect on the impact of inclusive leadership and its sub-dimensions (openness, readiness, and accessibility) on commitment to change. A full mediation role was observed in the model, with all three developed hypotheses found to be significant. Specifically, openness had a negative full mediation effect on commitment to change through employee performance ($\beta = -0.220$); readiness had a positive full mediation effect ($\beta = 0.712$; $p < 0.05$); and accessibility had a negative full mediation effect ($\beta = -0.377$; $p < 0.05$). Accordingly, hypotheses **H7 and H7a were supported**. The mediations in the research model are presented in Table 4.

Conclusion

In recent years, changes in the education sector, such as changes in curricula, the integration of digital tools into the education system, and the transition to active learning methods, have played a critical role in helping institutions become innovative, effective, and efficient. The role of leaders in the adoption of changes within institutions has become increasingly important. Inclusive leadership contributes to the creation of an environment where differences can coexist, collaboration is strengthened through differences, and flexibility and adaptability towards common goals are encouraged. Accepting all individuals within the institution despite their differences, ensuring equality in decision-making, and making teachers feel valued facilitates the adoption of change processes.

It is clear that high schools within educational institutions are constantly changing, both structurally and culturally. Conducting the research in high schools is important in terms of representing the purpose of the study and producing meaningful findings specific to the field. It is predicted that inclusive leadership reduces resistance to change within the institution and that teachers' psychological empowerment and individual performance have a mediating effect in this relationship. No study in this direction was found in the literature review, and it is clear that the results obtained will contribute significantly to the literature.

A two-variable mediation model was developed within the scope of the study. The results of the analysis showed that inclusive leadership did not have a positive effect on commitment to change. This finding contradicts the supportive results of most studies in the literature (Fatima et al., 2021; Foster, 2008). The lack of significance in this relationship is closely related to the research sample. The Turkish education system has a hierarchical structure, and decisions are mostly made by central authorities. Teachers have limited or no decision-making authority in the education system (Çelikten et al., 2019). Schools' dependence on central directives (external regulations) and their centralized structure have made them dependent on the center (Taşar, 2009). Since change processes in high schools are often shaped by external regulations (e.g., Ministry of Education policies, curriculum changes), the impact of leadership styles is perceived as limited.

Even if the leader within the institution has an inclusive attitude, structural barriers, organizational climate, and negative past experiences with change are factors that cause teachers to remain resistant to change processes. Furthermore, teachers may see themselves as implementers rather than decision-makers and are not influenced by leaders' attitudes when it

comes to implementing changes. This shows that factors other than leadership styles are influential in participation in change within institutions. This situation indicates that teachers have negative feelings toward changes in the system and lack belief in change. Teachers who do not believe in the benefits of change have low commitment to it. However, the constant changes in the education system and the fact that these changes occur in short intervals prevent teachers from integrating into the changes (Polat, 2021). In this case, policymakers need to sustain the changes created in the system in the long term.

The analysis revealed that inclusive leadership has a positive impact on employee performance through psychological empowerment. This research finding is consistent with other research findings (Carmeli et al., 2010; Khan et al., 2020; Liu et al., 2023; Sabharwal, 2014). The readiness sub-dimension of inclusive leadership was found to have a significant positive impact on all sub-dimensions of psychological empowerment (meaningfulness, competence, autonomy, and impact) and employee performance. When teachers want to consult their principals about their problems, their principals' readiness fosters a sense of psychological empowerment. High school principals are recommended to be available when help is needed. The openness and accessibility sub-dimensions of inclusive leadership were found to have a significant negative impact on all sub-dimensions of psychological empowerment (meaningfulness, competence, autonomy, and impact) and employee performance. This finding differs from other studies in the literature. These dimensions describe the leader's openness to new ideas and suggestions from employees in line with organizational goals and their accessibility to discuss problems. Previous studies have shown that high school principals are afraid to take risks and do not take innovative steps (Aramaz and Çelikten, 2025). Furthermore, it is known that a culture of silence exists in schools (Bayar and Bozduman, 2022). In an organizational culture where the open expression of ideas is perceived negatively, a leader's openness and accessibility will also be perceived negatively. A school principal's openness to discussing new methods for school improvement leads teachers to feel psychologically powerless in a climate of silence.

The Turkish education system has an extremely centralized and bureaucratic structure (Taşar, 2019). Schools are part of a system that operates under the command of central units. Decision-making processes in these institutions are centrally rather than locally driven. In such a structure, managers' "openness" and "accessibility" behavior can mean conveying the expectations and instructions of the central authority to teachers. These dimensions of inclusiveness negatively impact teachers' psychological powerlessness and their performance. The literature review found that teachers' psychological strength and high performance positively affect their voluntary participation in institutional change processes. The research results are consistent with other research findings (Morin et al., 2016; Walker, 2021; Wahyudin et al., 2020). Hypotheses H₃ and H₆ were accepted. High-performing teachers adapt more easily to change processes. Furthermore, the effects of the meaningfulness, autonomy, and impact variables, which are among the sub-dimensions of psychological empowerment, on commitment to change were found to be positively significant, while the competence sub-dimension was found to be negatively significant. Teachers who can make their own decisions, find their work meaningful and important, and influence the outcomes of their work participate in change processes without resistance. It is a well-known fact that teachers lack initiative and autonomy in the Turkish education system (Kara, 2025). In an education system dominated by a hierarchical order, teachers know that their participation in decision-making is limited. Within this culture, teachers who perceive themselves as competent and successful may perceive change as "imposition". The perception that change is unnecessary or mismanaged reduces commitment to change in teachers with high perceived competence. Policymakers are recommended to work to ensure teacher participation in decision-making and implementation

processes. Changes are recommended to ensure that teachers are not only implementers but also actively participate in the education and training process, taking the initiative.

The study found that inclusive leadership has a mediating effect on commitment to change through psychological empowerment and employee performance. The openness and accessibility sub-dimensions of inclusive leadership had a negative mediating effect on commitment to change through meaningfulness and autonomy sub-dimensions of psychological empowerment, while the readiness variable had a positive mediating effect on commitment to change through meaningfulness, autonomy, and impact variables. The openness and accessibility variables were found to have a negative mediating effect on commitment to change through employee performance, while the readiness variable had a positive full mediating effect on commitment to change through employee performance. Principals who are ready to communicate with teachers foster the adoption of change in organizations by encouraging teachers to find their work meaningful, make their own decisions, and develop a belief that they are effective in their work. In addition, principals who are ready to communicate with teachers positively change teachers' motivation and performance towards their work, reinforcing positive attitudes towards changes in schools and increasing the level of commitment to change.

While teachers perceived school principals' "readiness" (being available to listen and talk) as positive, teachers perceived their "openness" (being open to new ideas) and "accessibility" (being accessible) as negative. It was found that school principals' openness to innovative ideas, transparency in communication, and accessibility did not have the expected impact and were perceived negatively. Research has shown that these dimensions are not internalized in a balanced way by teachers. When teachers want to consult on something, they find it realistic for principals to be physically and mentally ready. In an education system such as Turkey's, which is centralized and offers limited autonomy and participation, teachers may believe that their opinions will not be taken seriously, that the desired change will not occur, or that their problems will not be solved. In schools with a high power distance, such as those in Turkey, managers asking teachers to express their opinions or allowing all information to be discussed may create uncertainty and pressure for teachers. Therefore, principals should establish a positive and trust-building communication style. In this way, a sense of shared decision-making should be established in education and teaching.

This study, conducted in high schools, observed that inclusive leadership alone does not increase commitment to change; commitment to change is achieved only when teachers are psychologically empowered and their performance is supported. In this context, in order for inclusive behaviors to be effective in the adoption of change, an organizational climate must be created that encourages teachers' participation in decision-making processes, grants autonomy, and supports the belief that they can make a difference in the institution and their sense of achievement. In countries experiencing frequent changes in curriculum, regulations, or examination systems, the effective implementation of these change processes in the field depends on teachers embracing and internalizing the change and developing positive attitudes toward it. In high schools, which are at the center of social transformation, principals must be willing and ready to foster an environment of effective communication and collaboration with teachers and lead the way in building this organizational climate. School principals must structure their behaviors in line with teachers' expectations.

A review of the literature revealed that no study had been conducted that included all of these variables. The research results appear to fill a specific gap in the relevant literature and make important contributions. At this point, some recommendations are offered to high school principals:

- It is recommended that high school principals adopt an inclusive leadership approach. In this regard, they should be provided with in-service training focused on leadership skills that

embrace diversity, encourage participation, ensure fairness, and offer support. Given the rapidly evolving dynamics of change today, fostering an inclusive leadership style centered on collaboration and shared responsibility should be actively promoted through such training programs.

- Principals should implement practices that foster teachers' sense of professional competence, effectiveness, and meaningfulness in their work. They can assume the role of mentors who support and guide teachers. Within the scope of mentoring, principals should develop effective strategies to promote inclusive leadership by establishing transparent communication, setting common goals, and building trust with teachers
- Principals should be more actively involved in the teacher change process. Teachers' past experiences and opinions on change should be considered, and any negative attitudes toward change should be overcome. Teachers must develop faith in the change process—in other words, internalize the necessity and purpose of change—and demonstrate active participation, not passive acceptance. To achieve this, schools should clearly explain why change is necessary, and training and development programs should be implemented to increase commitment to change.
- Research findings also demonstrate the importance of teacher performance. Making teachers' achievements visible can foster a sense of accomplishment. To achieve this, principals should provide teachers with positive feedback that acknowledges their individual successes. A learning organization culture open to development, where achievements are made visible, should be established in schools. In high schools, both individual development and the overall effectiveness of the institution should be supported.

Research Limitations and Recommendations for Future Studies

- Teachers may have lost faith in the effectiveness of change due to feelings of uncertainty, burnout, and insecurity. Researchers are advised to conduct studies that include these variables.
- In future studies, similar research can be conducted on primary and secondary school teachers to examine the effects of inclusive leadership at different education levels.
- The impact of inclusive leadership on commitment to change can be examined in different sectors.
- Studies can be conducted to examine the effects of inclusive leadership on students' motivation and academic achievement.
- Studies can be conducted to investigate the effects of inclusive leadership on the external environment, such as organizational culture, organizational identity, and image.
- The reasons for the negative effects observed in the "openness" and "accessibility" dimensions can be examined in more depth through qualitative interviews or focus groups. This could allow us to identify the cultural, organizational, or individual factors underlying these negative perceptions of teachers.
- The effects of cultural and demographic factors on the research model can be examined. Their impact on commitment to change can be investigated in detail. The differences in the research model caused by factors such as gender, the effects of different age groups, and whether one attends a private or public high school can be studied.
- Longitudinal research can be conducted on variables. This allows us to observe how a particular phenomenon (e.g., inclusive leadership behavior) has evolved over time, whether it has changed, and under what conditions it has changed.

Note: This article was presented orally at the MBAcademy International Business Conference in Barcelona

References

- Al Zeer, I., Ajouz, M., and Salahat, M. (2023). Conceptual model of predicting employee performance through the mediating role of employee engagement and empowerment. *International Journal of Educational Management*, 37(5), pp. 986-1004.
- Al-Bsheish, M., bin Mustafa, M., Ismail, M., Meri, A., and Dauwed, M. (2019). Perceived management commitment and psychological empowerment: A study of intensive care unit nurses' safety. *Safety Science*, 118(4), pp.632-640.
- Alioğulları, Z. D. (2019). The relationships among leader's political skill, leader-member exchange, ethical leadership and some work outcomes Ph.D. Thesis, Erzurum, Atatürk University.
- Aramaz, C., and Çelikten, M. (2025). Leader manager training and appointment process in the turkish educational system. *Journal of İnönü University Institute of Educational Sciences*, 12(23), pp.1-18.
- Aslan, H., Mert, I. S., and Sen, C. (2021). The effect of inclusive leadership on the work engagement: an empirical study from Turkey. *The Journal of Asian Finance, Economics and Business*, 8(11), pp.169-178.
- Aydemir, M. (2017). *Organizational cynicism and change: a research on customs employees* Ph.D. Thesis, Adana, Çukurova University.
- Bass, B. M. (1985). *Leadership and performance: beyond expectations*. New York: The Free Press.
- Bass, B. M., and Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, 14(5), pp.21-27.
- Bayar, A., and Bozduman, A. E. (2022). In-depth examination of teachers' causes of organizational silence. *Journal of Research in Education and Teaching*, 11(4), pp. 2146-9199.
- Bayram, N. (2010). *Introduction to structural equation modeling: AMOS applications*. Bursa: Ezgi Publishing.
- Bollen, K. A. (1989). A new incremental fit index for general structural equation models. *Sociological Methods & Research*, 17(3), pp.303-316.
- Boudrias, J. S., Morin, A. J., and Lajoie, D. (2014). Directionality of the associations between psychological empowerment and behavioural involvement: A longitudinal autoregressive cross-lagged analysis. *Journal of Occupational and Organizational Psychology*, 87(3), pp.437-463.
- Brimhall, K. C., and Palinkas, L. (2020). Using mixed methods to uncover inclusive leader behaviors: A promising approach for improving employee and organizational outcomes. *Journal of Leadership & Organizational Studies*, 27(4), pp.357-375.
- Carmeli, A., Reiter-Palmon, R., and Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3), pp.250-260.
- Chang, P. C., Ma, G., and Lin, Y. Y. (2022). Inclusive leadership and employee proactive behavior: A cross-level moderated mediation model. *Psychology Research and Behavior Management*, pp.1797-1808.
- Chen, L., Luo, F., Zhu, X., Huang, X., and Liu, Y. (2020). Inclusive leadership promotes challenge-oriented organizational citizenship behavior through the mediation of work engagement and moderation of organizational innovative atmosphere. *Frontiers in Psychology*, 11, pp.560-594.
- Choi, S. B., Tran, T. B. H., and Kang, S. W. (2017). Inclusive leadership and employee well-being: The mediating role of person-job fit. *Journal of Happiness Studies*, 18, pp.1877-1901.
- Choi, S. B., Tran, T. B. H., and Park, B. I. (2015). Inclusive leadership and work engagement: Mediating roles of affective organizational commitment and creativity. *Social Behavior and Personality: An International Journal*, 43(6), pp. 931-943.

- Conger, J. A., and Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3), pp.471-482.
- Çelikten, M., Ayyıldız, K., and Çelikten, Y. Y. (2019). Organizational Structure of Turkish EducationSystem: Inspection and Centralization. *OPUS International Journal of Society Researches*, 13(19), pp. 2847-2866.
- Darvishmotevali, M., and Ali, F. (2020). Job insecurity, subjective well-being and job performance: The moderating role of psychological capital. *International Journal of Hospitality Management*, 87, pp.102462.
- Enderle, G. (1987). Some perspectives of managerial ethical leadership. *Journal of Business Ethics*, 6(8), pp. 657-663.
- Fang, Y. C., Chen, J. Y., Wang, M. J., and Chen, C. Y. (2019). The impact of inclusive leadership on employees' innovative behaviors: the mediation of psychological capital. *Frontiers in psychology*, 10, pp.18-23.
- Fatima, T., Majeed, M., and Zulfiqar Ali Shah, S. (2021). A moderating mediation model of the antecedents of being driven to work: The role of inclusive leaders as change agents. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 38(3), pp.257-271.
- Fedor, D. B., Caldwell, S., and Herold, D. M. (2006). The effects of organizational changes on employee commitment: A multilevel investigation. *Personnel psychology*, 59(1), pp.1-29.
- Ferdman, B. M., Prime, J., and Riggio, R. E. (Eds.). (2020). *Inclusive leadership: Transforming diverse lives, workplaces, and societies*. Routledge.
- Fornell, C., and Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), pp.39-50.
- Foster, R.D. (2008). Individual resistance organizational justice, and employee commitment to planned organizational change. *Published Doctoral Thesis*, Minnesota, Universty Of Minnesota.
- Frazier, M. L., and Fainshmidt, S. (2012). Voice climate, work outcomes, and the mediating role of psychological empowerment: A multilevel examination. *Group & Organization Management*, 37(6), pp.691-715.
- Gil, A. J., Mosegui, G., Zenezi Moreira, R., and Eguizabal, M. J. (2025). The mediating effect of job satisfaction between inclusive leadership and commitment to change: evidence from Brazil and Spain. *European Journal of Management and Business Economics*, 34(2), pp.229-244.
- Greenleaf, R. K. (2013). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist press.
- Gül, E. (2021). Turkish adaptation of the inclusive leadership scale and the mediating role of psychological safety in the impact of inclusive leadership on job performance. *Journal of Selçuk University Social Sciences Vocational School*, 24(2), pp.323-339.
- Guo, Y., Zhu, Y., and Zhang, L. (2022). Inclusive leadership, leader identification and employee voice behavior: The moderating role of power distance. *Current Psychology*, 41(3), pp.1301-1310.
- Hallin, C. A., and Marnburg, E. (2007). In Times of Uncertainty in the Hotel Industry: Hotel Directors' Decision-Making and Coping Strategies for Dealing with Uncertainty in Change Activities. *Scandinavian Journal of Hospitality and Tourism*, 7(4), pp.364-388.
- He, B., He, Q., and Sarfraz, M. (2021). Inclusive leadership and subordinates' pro-social rule breaking in the workplace: mediating role of self-efficacy and moderating role of employee relations climate. *Psychology research and Behavior Management*, pp.1691-1706.
- Herscovitch, L., and Meyer, J. P. (2002). Commitment to organizational change: extension of a three-component model. *Journal of Applied Psychology*, 87(3), pp.474-487.

- Hollander, E. (2012). *Inclusive leadership: The essential leader-follower relationship*. Routledge.
- Javed, A., Hassan, D. A., and Arshad, T. (2021). Influence of transformational leadership on proactive work behavior: the mediating role of psychological empowerment. *Governance and Management Review*, 4(1), pp.17-37.
- Javed, B., Abdullah, I., Zaffar, M. A., ul Haque, A., and Rubab, U. (2018). Inclusive leadership and innovative work behavior: The role of psychological empowerment. *Journal of Management & Organization*, 25(4), pp.554-571.
- Javed, B., Naqvi, S. M. M. R., Khan, A. K., Arjoon, S., and Tayyeb, H. H. (2019). Impact of inclusive leadership on innovative work behavior: The role of psychological safety. *Journal of Management & Organization*, 25(1), pp.117-136.
- Jiang, J., Ding, W., Wang, R., and Li, S. (2022). Inclusive leadership and employees' voice behavior: A moderated mediation model. *Current Psychology*, 41(9), pp. 6395-6405.
- Jolly, P. M., and Lee, L. (2021). Silence is not golden: Motivating employee voice through inclusive leadership. *Journal of Hospitality & Tourism Research*, 45(6), pp.1092-1113.
- Jun, K., and Lee, J. (2023). Transformational leadership and followers' innovative behavior: Roles of commitment to change and organizational support for creativity. *Behavioral Sciences*, 13(4), pp.320.
- Kara, H. (2025). Evaluation of the teachers' perceptions about accountability in education and organizational trust in the context of high – stakes exams: The Rize case, Master Thesis, Rize, Recep Tayyip Erdogan University.
- Khan, J., Jaafar, M., Javed, B., Mubarak, N., and Saudagar, T. (2020). Does inclusive leadership affect project success? The mediating role of perceived psychological empowerment and psychological safety. *International Journal of Managing Projects in Business*, 13(5), pp.1077-1096.
- Kirkman, B. L., Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1), pp.58-74.
- Kudadiri, M. R., Safaruddin, S., Wiana, D., Sari, D. C., and Tambunan, S. R. (2024). Pengaruh Motivasi dan disiplin kerja terhadap kinerja karyawan pada pt pln (PERSERO) Tuntungan, Medan. *Jurnal Riset Manajemen dan Ekonomi*, 2(4), pp.329-347.
- Kurniawan, R. A., Qomariah, N., and Winahyu, P. (2019). Dampak organizational citizenship behavior, motivasi kerja, dan kepuasan kerja terhadap kinerja karyawan. *Jurnal Penelitian IPTEKS*, 4(2), pp.148-160.
- Küpel, B., and Karataş, S. (2023). Opinions of retired education managers on the turkish educational system policies and practices: a subjective life research. *Journal of Innovative Research in Social Studies*, 6(1), pp. 37-81.
- Laschinger, H. K. S., Finegan, J. E., Shamian, J., and Wilk, P. (2004). A longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 25(4), pp.527-545.
- Lee, S. E., and Dahinten, V. S. (2021). Psychological safety as a mediator of the relationship between inclusive leadership and nurse voice behaviors and error reporting. *Journal of Nursing Scholarship*, 53(6), pp.737-745.
- Li, T., and Tang, N. (2022). Inclusive leadership and innovative performance: A multi-level mediation model of psychological safety. *Frontiers in Psychology*, 13, pp.1-13.
- Liu, C., Wu, M., and Chen, X. (2023). A chain mediation model of inclusive leadership and voice behavior among university teachers: evidence from China. *Scientific reports*, 13(1), pp.222-377.

- Luo, Y., and Huang, J. H. (2023). The effect of university teachers' perceived inclusive leadership on their job performance: the serial mediation effect of perceived school support and teachers' psychological empowerment. *Higher Education Studies*, 13(3), pp.18-30.
- Mangundjaya, W. L. (2015). Predictors of commitment to change: job satisfaction, organizational trust and psychological empowerment. In: *Proceedings of the Second Asia-Pacific Conference on Global Business. Economics, Finance and Social Sciences*.
- Mangundjaya, W. L. (2019). Leadership, empowerment, and trust on affective commitment to change in state-owned organisations. *Int. J. Public Sector Performance Management*, 5(1), pp. 46-62.
- Meswantri, M., and Lukito, D. (2024). Analisis kinerja pegawai dinas perumahan dan kawasan pemukiman berdasarkan pengaruh motivasi kerja dan disiplin kerja. *Jurnal Ekonomika Dan Bisnis (JEBS)*, 4(6), pp.1908-1913.
- Meyer, J. P., and Herscovitch, L. (2001). Commitment in the workplace: Toward a general Model. *Human Resource Management Review*, 11(3), pp.299-326.
- Mikel-Hong, K., Li, N., Yu, J., and Chen, X. (2024). Resistance to change: unraveling the roles of change strategists, agents, and recipients. *Journal of Management*, 50(6), pp.1984-2011.
- Mitchell, K. J. (2016). Employee empowerment for a multigenerational workforce: An integrative and dynamic model. Master Thesis, Fielding Graduate University.
- Morin, A. J., Meyer, J. P., Bélanger, É., Boudrias, J. S., Gagné, M., and Parker, P. D. (2016). Longitudinal associations between employees' beliefs about the quality of the change management process, affective commitment to change and psychological empowerment. *Human Relations*, 69(3), pp.839-867.
- Nembhard, I. M., and Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(7), pp.941-966.
- Okur, Y. (2007). Public Audit in Turkey, Change Process and Performance Audit. *Ankara: Nobel Publishing*.
- Parish, J. T., Cadwallader, S., and Busch, P. (2008). Want to, need to, ought to: employee commitment to organizational change. *Journal of Organizational Change Management*, 21(1), pp.32-52.
- Polat, G. (2021). Examination of expectation and observation levels regarding of the goals of education system, Master's thesis, Bursa, Uludag University.
- Polin, B. (2013). Putting Power Into Empowerment: Reconceptualizing the Empowered State and the Empowerment Process. In: Briarcliff Manor (eds.) *Academy of Management Proceedings*. NY : Academy of Management.
- Qi, L., and Liu, B. (2017). Effects of inclusive leadership on employee voice behavior and team performance: the mediating role of caring ethical climate. *Frontiers in communication*, 2, pp.8-18.
- Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., and Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), pp.190-203.
- Raub, S., and Liao, H. (2012). Doing the right thing without being told: joint effects of initiative climate and general self-efficacy on employee proactive customer service performance. *Journal of Applied Psychology*, 97(3), pp.651-672.
- Rogiest, S., Segers, J., and Van Witteloostuijn, A. (2015). Climate, communication and participation impacting commitment to change. *Journal of Organizational Change Management*, 28(6), pp.1094-1106.

Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management*, 43(2), pp.197-217.

Santos, M., Luna, M., Reyes, D. L., Traylor, A., Lacerenza, C. N., and Salas, E. (2022). How to be an inclusive leader for gender-diverse teams. *Organizational Dynamics*, 51(4), pp.100914.

Saranya, T., and Deva, S. (2024). A study on employee performance on unique shell mould india private limited, coimbatore. In: R. Kumar, Hafinaz, Hariharan (eds.) *Recent Research in Management, Accounting and Economics (RRMAE)*, Routledge: Blackwell, pp. 21-24.

Şentürk, H. A. (2019). The relationship between inclusive leadership behaviour and business model Master's Thesis, Aydın, Adnan Menderes University.

Shakil, R. M., Memon, M. A., and Ting, H. (2023). Inclusive leadership and innovative work behaviour: the mediating role of job autonomy. *Quality & Quantity*, 57(Suppl 4), pp.707-721.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), pp.1442-1465.

Sürgevil, O., Tolay, E., and Topoyan, M. (2013). Yapısal güçlendirme ve psikolojik güçlendirme ölçeklerinin geçerlilik ve güvenilirlik analizleri. *Journal of Yasar University*, 8(31), pp.5371-5391.

Sürücü, L., and Maslakçı, A. (2021). Adaptation of the Inclusive Leadership Scale to Turkish: A Validity and Reliability Study. *Journal of Doğuş University*, 22(2), pp.201-215.

Tabachnick, B. G., Fidell, L. S. and Ullman, J. B. (2007). Using multivariate statistics (5.edit). Boston: Pearson Publishing.

Taşar, H. H. (2009). Negative affects of centralist administration approach on public school. *Adiyaman University Journal of Social Sciences*, 2(2), pp. 108-119.

Toprak, M., and Aydın, T. (2015). A study of adaptation of commitment to change scale into Turkish. *Electronic International Journal of Education, Arts, and Science*, 1(1), pp.35-54.

Tran, T. B. H., and Choi, S. B. (2019). Effects of inclusive leadership on organizational citizenship behavior: the mediating roles of organizational justice and learning culture. *Journal of Pacific Rim Psychology*, 13(2), pp.17-35.

Triansyah, F. A., Hejin, W., and Stefania, S. (2023). Factors affecting employee performance: A systematic review. *Journal Markcount Finance*, 1(3), pp.150-159.

Wahyudin, F. S., Eliyana, A., Buchdadi, A. D., and Saputro, W. (2020). Leaders' change promoting behaviors, leader charisma, and commitment to change as the antecedent of employee performance. *Systematic Reviews in Pharmacy*, 11(11), pp.1224-1233.

Walker, D. H. (2021). The influence of empowerment and commitment to change on innovation climate, Doctoral dissertation, USA, Capella University.

Wiens, S., Babenko-Mould, Y., and Iwasiw, C. (2014). Clinical instructors' perceptions of structural and psychological empowerment in academic nursing environments. *Journal of Nursing Education*, 53(5), pp.265-270.

Wuffli, P. A. (2016). Introduction: a framework for inclusive leadership. In: *Inclusive leadership: A framework for the global era*, Cham: Springer International Publishing, pp. 1-7.

Xiu, Q., Liu, P., Yao, H., and Liu, L. (2022). The relationship between distributed leadership and teacher commitment to change: the mediating roles of professional learning communities and job satisfaction. *Asia Pacific Education Review*, pp.1-13.

Yasin, R., Jan, G., Huseynova, A., and Atif, M. (2023). Inclusive leadership and turnover intention: the role of follower-leader goal congruence and organizational commitment. *Management Decision*, 61(3), pp.589-609.

Younas, A., Wang, D., Javed, B., and Haque, A. U. (2023). Inclusive leadership and voice behavior: the role of psychological empowerment. *The Journal of Social Psychology*, 163(2), pp.174-190.

- Yu, Y. (2019). Impact of inclusive leadership on employees' adaptive performance. In Yuli Yu (eds.), *2019 International Conference on Education Science and Economic Development (ICESED 2019)*, Oxford: Atlantis Press, pp. 6-9.
- Zhang, Y., and Begley, T. M. (2011). Power distance and its moderating impact on empowerment and team participation. *The International Journal of Human Resource Management*, 22(17), pp. 3601-3617.
- Zhang, Z., Ni, G., Lin, H., Li, Z., and Zhou, Z. (2022). Linking empowering leadership to work-related well-being and project citizenship behavior in the construction context: a self-determination perspective. *International Journal of Managing Projects in Business*, 16(2), pp.232-257.
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., and Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: a multi-mediation model. *Frontiers in Public Health*, 10, pp. 890-910.
- Zrai, M. A., and Masruki, R. (2024). The Impact Transformational Leadership on Commitment to Change Among Jordanian Government Accountant Toward Ipsas Implementation. *IBAF e-Proceedings*, 11(1), pp.134-150.