

Identifying the Components of Inclusive Leadership in Education: A Study Using Synthesis Research

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ABSTRACT

Objective: In today's educational environments, inclusive leadership is almost inevitable, and research indicates that it significantly impacts organizational behaviors. The objective of the present study was to identify the components of inclusive leadership in education.

Methodology: The present research is qualitative in nature and follows a synthesis research approach. The statistical population consisted of existing studies from 2013 to 2023. In total, 81 articles and studies related to the keywords were identified. Out of this number, 15 studies were selected for the final analysis based on exclusion criteria. The research data were analyzed using Roberts' 6-step synthesis research model, including summarization, content analysis, coding, categorization, and extraction of indicators and components of inclusive leadership in education.

Findings: The data were organized into 44 codes, 9 sub-themes, and 3 main themes. The sub-themes included addressing the needs and expectations of the community, personal and social development of students and school staff, dynamic and flexible educational environments, equal opportunities for access to education and resources, values of justice and fairness in the educational environment, respect for rights and equitable distribution of resources and opportunities in the school, improvement of students' academic and psychological performance, community members' participation in educational processes, and a safe and sustainable environment for learning and development. The main themes identified were educational leadership, educational justice, and educational outcomes and impacts.

Conclusion: Identifying the components of inclusive leadership in education can play a crucial role in designing an appropriate model for inclusive leadership during this period.

Keywords: *Inclusive Leadership, Education, Synthesis Research*

1 Introduction

Today, the topic of leadership development is a significant focus in the literature on organization and management. According to many scholars, leadership development is defined as the process of individual and collective development aimed at effective engagement in leader-follower interactions (Sürücü et al., 2023). Leadership as performance refers to demonstrating competence and success in professional fields. Leadership as practice involves interactions or activities that include colleagues, students, and team members, who are often considered followers (Yokuş, 2022). Inclusive leadership is one of the contemporary theories that has garnered significant interest from researchers. Inclusive leadership is a leadership style in which employees' voices and perspectives are valued by the leader. Managers with this leadership style exhibit participative behavior and create an environment that encourages employees to express their opinions, even if they contradict those of the leaders. Inclusive leaders emphasize recognition, respect, accountability, and responsibility (Yildirim, 2021). The term inclusive leadership refers to leadership processes that include openness, accessibility, and daily interactions between the leader and followers. Inclusive leadership was first introduced by Nembhard and Edmondson (2006) as a key tool for shaping members' positive beliefs on organizational issues. They stated that an inclusive leader creates a situation where employees genuinely feel valued. Inclusive leadership is concerned with the interests, expectations, and feelings of followers and is willing to offer help to them (Li, 2024; Yasin et al., 2023). Inclusive leaders encourage group members to share their ideas and opinions and foster an environment where behaviors (norms) are open to disagreement and valued, thus reducing in-group biases (López-López et al., 2021; Nazari & Yousefi, 2021).

This leadership style actively seeks out different opinions and perspectives to make better decisions. They view diverse talents as a source of competitive advantage and strive to inspire individuals to align individual and organizational performance with a shared vision (Yinping Guo et al., 2022; Yungui Guo et al., 2022). In other words, compared to other leadership styles, inclusive leadership allows leaders to share their capabilities with other employees and, while paying attention to broader aspects of leadership situations, demonstrates that leadership is a collective attribute rather than an individual trait (Sepahvand et al., 2020). Inclusive leadership represents the interactions of individuals within

an organization. This process of action and reaction enables individuals to become aware of each other's ideas and pursue innovative actions. By creating a trust-based atmosphere within active relationships, individuals' abilities to cope with workplace tensions are improved (Fang et al., 2019).

Carmeli et al. (2010) defined inclusive leadership as leadership that demonstrates openness, accessibility, and availability in interactions with followers, and Nembhard and Edmondson (2006) described inclusive leadership as a model of leadership characterized by transparency, accessibility, and mutual communication with employees (Ganon-Shilon et al., 2023). Inclusive leadership is a win-win situation with a shared vision and goal that emerges from interdependent relationships. Ospina (2011) also described inclusive leadership as a valuable leadership style, indicating that it involves accepting employees at all levels of the organization and holding them accountable for the results (Randel et al., 2018). It can be said that inclusive leadership is a form of collective leadership in which all members of the leadership team are directly or indirectly involved in leadership practice. When the inclusive leadership model is applied in an organization, it reflects the interactions of individuals, where they become aware of each other's ideas and opinions. With the trust-based environment that emerges within active relationships, the use of individuals' scientific and experiential abilities, as well as the professional development and improvement of employees and the organization, is facilitated (Aboramadan et al., 2022; Sürücü et al., 2023). Inclusive leadership actively extracts group members' information and encourages them to participate in decision-making (Nazari & Yousefi, 2021; Qi & Liu, 2017; Qi et al., 2019; Randel et al., 2018). Inclusive leadership enables group efficiency in ways that other leadership styles have not addressed. Overall, inclusive leaders act in a manner that allows their followers to identify with the group, feeling both a sense of belonging and uniqueness (Gallegos, 2013). Inclusive leadership is a type of open, effective, and accessible leadership style that directly impacts employee performance, focuses on the relationships between leaders and followers (Liu et al., 2017; Liu et al., 2016), defends disagreements, and listens to subordinates' opinions (Liu et al., 2017).

Leithwood and Yel (2003) noted that teacher leaders can help other teachers accept goals, understand the changes needed for meaningful teaching and learning, and work towards reform. The clear concept is that inclusive leadership is likely to contribute to school reform and build internal capacity for improvement (Sepahvand et al., 2020).

In today's educational environments, inclusive leadership is almost inevitable, and research shows that it significantly impacts organizational behaviors. Identifying the impact of such a facilitating factor in inclusive leadership research is especially important for a complete understanding of its effectiveness. Organizations must create conditions where employees can easily express their opinions and share useful ideas to solve organizational problems. To create such an environment and conditions, the leadership style of organizational managers and their approach to dealing with others is highly influential (Minehart et al., 2020; Nazari & Yousefi, 2021). Inclusive leadership involves strengthening relationships between families and schools through a positive view of diversity, fostering a sense of belonging through trust-based relationships, cooperation, and shared responsibility, and facilitating participation in educational projects aimed at meeting the needs of all students and their families while creating shared commitments based on the values of justice, equality, and social justice (López-López et al., 2021). The results of many studies indicate that inclusive leadership has a positive impact on student performance, and these results are achieved in conditions where the role of horizontal and fluid leadership approaches in the organizational structure is more prominent. Various studies have also found clear evidence of the positive impact of inclusive leadership on teachers' self-efficacy and ethical levels. Collaboration and cooperation are the essence of inclusive leadership, but it is important to recognize that inclusive leadership is a distinct form that goes beyond mere mutual cooperation among teachers (Qi et al., 2019).

A review of the literature reveals a lack of studies on identifying the components of inclusive leadership in Iranian education, which is among the observed gaps in the research literature in this field. Researchers have examined educational leadership in institutions (Aboramadan et al., 2022; Carrington & Kimber, 2020; Castillo-Acobo et al., 2022; DeMatthews, 2021; Harris, 2004; Leithwood, 2005; Sepahvand et al., 2020; Yildirim, 2021; Yokuş, 2022); however, none of these studies have addressed the identification of inclusive leadership components in education. Given the special role of education in training useful human resources in society, examining inclusive leadership in education is of great importance. Studies have investigated inclusive leadership in schools; in these studies, the community under investigation was schools outside the country, and the difference in the educational systems in Iran and abroad makes this research distinct from previous studies. Identifying the components of inclusive leadership

in education could significantly improve the performance and effectiveness of the country's educational system. Currently, leadership is often perceived as a centralized and top-down process in Iran's educational system, where decision-making and policies are dictated from the top down, and active participation of learners (teachers, students, parents, and the community) in the decision-making and implementation process is limited. In most schools, there is a disconnect among colleagues, and a lack of alignment in activities is observed. They tend to perform tasks individually and traditionally. A proper relationship between the manager, colleagues, and students is not established. Most managers seek to impose top-down rules on subordinates without considering the opinions and individual and cultural differences between teachers and students. The result of such a leadership style leads to stagnation and regression of the educational system in many modern educational and training methods (Agcihan & Gokce, 2021; Carrington & Kimber, 2020; Crisol Moya et al., 2020; DeMatthews, 2021; Ganon-Shilon et al., 2023; Gómez-Hurtado et al., 2021; Kam; López-López et al., 2021; Qi & Liu, 2017; Yildirim, 2021). Identifying the components of inclusive leadership in Iranian education not only helps to improve the performance and effectiveness of the educational system but also contributes to enhancing organizational culture, increasing the participation of educational community members, and achieving sustainable development in the country's education sector. Therefore, the researcher in the present study seeks to answer the question: What are the essential components of inclusive leadership in education?

2 Methods and Materials

Synthesis research is one of the methods that aims to integrate the findings of studies that seek to answer common research questions. Light and Pillemer (1984) addressed the reasons why researchers are inclined to conduct systematic review studies in their book and believe that since the 1980s, the field of systematic review research has gradually become specialized (Salimi, 2019). The focus of this research was to provide a thematic synthesis of the findings of studies on inclusive leadership in education. Given that the purpose of synthesis research is to combine empirical research to create generalizations, the present study utilized a qualitative synthesis research approach, and the analysis of the findings was conducted using the six-step information-gathering model defined by Roberts (1983) as follows:

Step 1: Identifying Need/Demand, Conducting Preliminary Search, Clarifying Need:

Roberts concluded, based on surveys of users and producers of synthesis research, that needs assessment and the declaration of need are the most common ways of establishing and clarifying the focus of proposed syntheses. Since previous research has provided different components of inclusive leadership in the educational system of schools, which lack sufficient comprehensiveness and inclusion, this study aimed to present comprehensive components of inclusive leadership in education by combining the results of related research and synthesis to avoid a specific unilateral perspective.

Step 2: Conducting Research to Represent Studies:

Although computer databases are available, searching for relevant sources can present various issues, such as inaccessible resources. In this study, keywords related to "components of inclusive leadership" in "school management" and "education" were searched in articles, theses, and dissertations indexed in internal and external databases including IranDoc, Jahad Daneshgahi, NoorMags, Magiran, Civilica, ScienceDirect, PubMed, Emerald, Taylor, and Francis to obtain sources.

Step 3: Selection, Refinement, and Organization of Information:

This step involves judging which studies match the research needs. Therefore, criteria must be developed for selecting and categorizing studies. For consistency and accuracy in selecting articles, entry criteria were established as follows:

- Relevance of articles to the research objective
- Articles in Persian and English to avoid language bias
- Availability of the full article, in addition to the abstract
- Studies that are quantitative, qualitative, or mixed methods
- Publication within the last ten years

Some studies were not suitable for final analysis and were excluded based on exclusion criteria, which included:

- Studies that did not report sufficient information on research objectives
- Studies lacking necessary scientific quality and published in disreputable journals or conferences
- Studies with identical titles and objectives, such as theses and research projects with published articles
- Studies lacking an appropriate methodological framework

Based on these criteria, irrelevant articles were removed, and finally, 15 articles closely related to the components of inclusive leadership in education were selected for coding.

Step 4: Establishing a Conceptual Framework and Aligning It with Data from Analysis:

This step involves creating a linking framework within which the information is integrated. For producing suitable categories, data must be analyzed. In this research, the linking conceptual framework revolved around the central phenomenon of the research. To provide the necessary information, a worksheet designed by the researcher was used for reporting and recording information from the initial studies. This tool was prepared based on the required information from the initial studies, consisting of two sections: bibliographic information and essential findings. The bibliographic section included details such as title, type of work, author, place, and date of publication, while the findings section recorded information related to the research objectives.

Step 5: Processing the Synthesis and Interpretation into Tangible Outcomes:

The outcome of a synthesis research should be applicable for users. The tangible outcome reporting a synthesis should include both integration and interpretation. Based on the findings of related research, using an inductive logic approach, basic themes were first extracted through open coding, then sub-themes were identified through selective coding and categorized based on common concepts. Finally, the main themes were presented as the components of inclusive leadership in education. In this step, the findings of the selected documents were integrated, and with repeated and careful reading and comparison of similar and contradictory findings, the necessary classification through coding was conducted. Similar codes referring to the same concept were integrated, and redundant and repetitive codes were eliminated, forming the sub-themes.

Step 6: Presenting the Synthesis Results; Generating Knowledge with Users of Synthesized Knowledge:

The process is ongoing, and presentation, interpretation, and troubleshooting in-person are preferred over written submission. In this section, the components of inclusive leadership in education were reviewed within a comprehensive framework based on the synthesis process and outcomes. To ensure the validity of the synthesis results, the criterion of reliability was used. In qualitative research, instead of using quantitative validity and reliability, the term credibility is used. Credibility refers to the extent to which qualitative research findings can be relied upon and trusted.

Guba and Lincoln (1985) suggested that credibility includes four interrelated criteria, which were considered throughout this study to assess the research's credibility: credibility or believability, dependability or confirmability, confirmability, and transferability.

3 Findings and Results

To identify the components of inclusive leadership in education, previous studies were systematically reviewed, and a total of 15 studies were selected for analysis.

Table 1

Summary of Selected Studies in the Analysis Category

Study Number	Title	Summary of Findings and Results
S1	Inclusive Leadership and Quality of Education: Adapting and Validating the "Inclusive Leadership in Schools" Questionnaire in Italy	The results indicate that both versions for school managers and teachers, and the version for families, have optimal levels of validity and reliability for measuring the degree of inclusive leadership in Italian schools. The findings suggest that the effects of inclusive leadership are primarily activated through its impact on improving the quality of education and learning, and promoting a school atmosphere and culture that emphasizes high expectations and quality teaching.
S2	Challenges of Cultural Adaptation: Internationalization through Inclusive Leadership and Cross-Cultural Interactions	The findings show that dedicated leadership along with hierarchy creates a sense of separation. However, this sense of separation was perceived both positively and negatively. Ultimately, through participants' self-reflection, linguistic deficiencies and cross-cultural competency emerged as barriers to their integration. Thus, it seems necessary to focus on inclusive leadership and cross-cultural competency to successfully achieve the integration of international teachers and offer new strategies for leveraging diversity.
S3	Inclusive Leadership During the COVID-19 Crisis: The Role of Regional and School Leaders in Enhancing School Sensemaking Processes within the Framework of a National Integration Reform	Data analysis led to three main themes: (1) developing a shared vision and direction; (2) building school capacity for integration by (a) fostering a culture of shared responsibility, and (b) maintaining psychological resilience and well-being; and (3) strengthening cooperation and trust between schools and stakeholders.
S4	Inclusive Educational Leadership for Creating a Culture of Collaborative School Trust? Examining Perspectives and Connecting to Leadership for Learning	The findings reveal that the data sources used identified some motivations, benefits, and strategies for supporting collaboration among schools guided by the values of collaboration, including democracy, solidarity, equality, fairness, self-help, and self-responsibility. It was noted that different perspectives exist on the extent to which leadership is viewed as a broad practice by all cluster members.
S5	Roots of Inclusive Leadership of Elementary School Teachers Toward a Diverse and Multi-Ethnic Student Population: A Case Study	The results indicate that Lewin's theoretical framework and its three-phase action plan are introduced as a tangible basic concept, and they fundamentally relate to the culturally sensitive roots of participants and their implementation in students' classrooms.
S6	Inclusive School Leadership from the Perspective of Families: Construction and Validation of an Instrument	The findings showed that this validated and reliable scale has a two-factor structure. One of these factors includes actions taken by school management teams to increase each school's openness to the community and surrounding area. The second factor includes efforts made to promote participation in the school and transform it into a community-friendly space.
S7	Inclusive Leadership in Schools	The results obtained presented two summarized theories from interviewees in the pilot study: "A great opportunity to think as an institutional leader about the approach, performance, and process of inclusive school leadership based on a thorough analysis." "Consciously helps the institution's head to think about specific thoughts, not generalities, otherwise everything is useless."
S8	Conceptualizing Inclusive Leadership in Higher Education	Five main themes were highlighted from this study: (a) entering the community is a path for growth for faculty, (b) complexities in inclusive ideas, (c) fundamental open-mindedness for practicing inclusive leadership, (d) experiences from exclusion broadly shape inclusivity and its importance, and (e) higher education is in a suitable position to assist in the effort towards inclusivity. Discussion of these findings, along with implications and recommendations, is presented.
S9	Inclusive Leadership Methods in Schools: A Mixed-Methods Study	The findings indicate that school managers highly employ inclusive leadership methods. Moreover, inclusive leadership varies depending on the teachers' union status and the school level they work in.
S10	Risk Management in School Crisis Intervention: A Call for Authentic and Inclusive Leadership	The results provide a deeper understanding of how leaders view preparedness for crises and a critical evaluation of the demands and commitments specified by state legislative policies. Additionally, the authors examine various leadership challenges related to maintaining public trust and enhancing children's safety.
S11	Inclusive Leadership and Extra-Role Behaviors in Higher Education: Does Organizational Learning Mediate the Relationship?	Inclusive leadership positively impacts extra-role behaviors (organizational citizenship behaviors and innovative work behaviors) in educational settings. Additionally, the findings show that organizational learning plays a significant mediating role in the relationships under investigation.
S12	Teaching Inclusive Leadership through Student-Centered Practices	This article reports the findings of a qualitative study examining overall student participation and learning in this student-centered period. Two years of student journal writings were coded and analyzed. Themes emerged that provided insights into students' knowledge acquisition as it relates to their ability and willingness to create inclusive environments. The

		findings indicate that student-centered activities have a strong positive impact on students' overall knowledge acquisition in the context of inclusivity.
S13	The Mediating Role of Inclusive Leadership in Innovative Teaching Behavior	Leaders must know and be able to create schools that meet the needs of all students. Disability begins with current school conditions. Inclusive leadership must take a comprehensive approach to phenomena and realize educational justice, which requires educational leaders to have a philosophical outlook. Inclusive leadership can institutionalize innovative teaching in schools. Inclusive leaders must understand, review, and integrate educational phenomena and possess professional competencies.
S14	Inclusive Leadership for Schools: Practices, Challenges, and Future Directions	School leadership is vital in promoting equality and providing equal learning opportunities for all students. A whole-school transformation towards inclusion must be led by school managers and their senior leadership teams. Not only do managers guide the culture and focus of schools and are crucial figures in promoting school equality, but they also have a significant impact on how vulnerable students, such as those with disabilities and special educational needs (SEN), are taught. By instilling a just environment, managers can greatly enhance these students' learning outcomes. However, leading an inclusive school can be challenging with dynamic changes and may potentially exacerbate issues faced by children with diverse needs. Thus, inclusive leadership seems to be a critical element in effectively implementing inclusive education, benefiting all children with different abilities.
S15	Ethical Leadership for Inclusive Schools	School leaders play a key role in developing and maintaining inclusion in their schools. With a focus on ethical leadership and inclusive school culture, first, legal and policy requirements should be addressed. Ethical leadership theory plays a role in realizing inclusive leadership. The beliefs and values of school leaders and teachers are prominent in influencing interactions among school community members and school performance. Long-term school improvement can include emphasizing a school leadership approach known as "slow education." Such a focus can be achieved through school staff leadership in ethical, deep, and complex thinking and planning to find whole-school approaches to support learning for all students.

After selecting studies from the analysis category, the results were re-coded. This process involved using the findings and initial coding results, which are part of the analysis, and naming and categorizing the data through a detailed analysis of the data. The raw data were conceptualized by closely examining the text of the results and findings of the studies in the analysis category. The researcher then used thematic analysis to categorize the

initial codes that have meaningful connections with each other. As mentioned earlier, at this stage, the coder considers a number of initial codes as categories, or among the initial codes, there are codes with a higher degree of abstraction, which accept operational or observable codes under them as themes. The research team, through mutual consultation, created their possible sub-themes and main themes as shown in Table 2.

Table 2

Categorization of Initial Codes Extracted from Studies in the Analysis Category

Initial Codes	Sub-Theme	Main Theme
Detailed analysis of community needs and priorities	Attention to community needs and expectations	Educational Leadership
Effective communication with community members and better understanding of needs Alignment and coordination of policies with community needs and expectations Conducting socially developmental activities and events	Personal and social development of students and school staff	
Creating an environment that reinforces positive and motivational behaviors Providing resources and services for personal and social development Establishing communication and cooperation with families to better understand their needs and expectations Designing diverse and multiple educational programs	Dynamic and flexible educational environment	
Providing interactive educational spaces for group activities, student participation, and practical projects Using modern educational technologies to create attractive and diverse educational experiences Promoting a culture of continuous learning by creating a supportive and motivational environment for education and learning Providing opportunities for education and learning outside the school environment, such as educational trips Encouraging students and staff to create active and improving spaces and propose new improvement ideas for education		

Diversity in teaching methods using various educational tools and methods	Equal opportunities for access to education and resources	Educational Justice
Utilizing modern technologies to create a digital educational environment and providing accessible remote learning resources		
Creating support programs and opportunities for students with special needs		
Promoting a culture of equal access to education and resources among students, parents, and staff		
Establishing active networks and connections between the school, families, and local communities to create equal opportunities for access to education and resources		
Ensuring equal access to educational resources, facilities, and opportunities for students considering their specific needs and conditions	Values of justice and fairness in the educational environment	
Providing support programs and services for students with special educational or social needs		
Promoting a culture of justice in schools and the commitment of all school community members to respect and pay attention to the needs and rights of others		
Identifying any discrimination and inequality in access to resources and educational opportunities and taking action to address them		
Offering educational programs and introducing concepts of justice and fairness to students and school community members to raise awareness and attention to these values		
Ensuring equal access to resources and opportunities for all students, regardless of gender, race, socioeconomic status, etc.	Respect for rights and fair distribution of resources and opportunities in the school	
Promoting a participatory culture and transparency in decision-making related to resource and opportunity management, with the active involvement of the school community members in these processes		
Regular and fair evaluation of the performance of students and staff, based on transparent and non-discriminatory criteria, and taking necessary measures to address shortcomings and improve performance		
Creating processes for the optimal management of resources and opportunities to maintain justice and fairness in their distribution		
Offering educational and psychological counseling programs to students to increase self-confidence, communication skills, stress management, and self-awareness	Improving students' academic and psychological performance	Educational Outcomes and Impacts
Using student-centered teaching methods and paying attention to the needs and talents of each individual to activate deep and effective learning		
Enhancing communication and cooperation between students and teachers, creating a sense of support and attention among students, and increasing their motivation and interest in learning		
Providing academic and career counseling programs to students to guide them in choosing suitable academic and career paths and developing the necessary skills for future success		
Developing support programs for positive behaviors and constructive interactions among students and creating opportunities for their active participation in educational and social activities		
Creating educational programs to develop time management, motivation, and concentration skills to increase students' efficiency and academic performance		
Organizing workshops and training courses for parents to familiarize them with methods to improve students' academic and psychological performance and create effective cooperation between school and family		
Organizing participatory meetings and discussions with parents, students, and other school community members to hear their opinions and ideas about improving educational processes	Community participation in educational processes	
Creating participatory spaces and collaboration between the school and local communities, such as parent associations, non-profit organizations, and local companies, to create joint educational and cultural programs		
Using communication technologies to create online educational spaces and share knowledge and experiences among community members		
Forming working groups or participatory committees with representatives from the community members to participate in the planning and implementation of various school activities		
Providing educational opportunities for community members on educational and training issues and promoting a culture of participation and cooperation		
Enhancing physical security in the school environment through strict monitoring of educational spaces, maintaining discipline in students' movements and activities, and implementing emergency plans	Safe and sustainable environment for learning and development	
Developing policies and implementation strategies for increasing school safety, including crisis preparedness programs and safety measures in response to hazards		

Enhancing interpersonal and social relationships among students and school staff, creating friendly spaces, and a supportive environment for resolving conflicts and issues
Encouraging active participation of school community members in programs and projects related to safety and sustainability, and strengthening social responsibility and commitment

Transforming organizational structures towards flexibility and responsiveness to needs and environmental changes

4 Discussion and Conclusion

The objective of this study was to identify the components of inclusive leadership in education. The findings indicate that the inclusive leadership model for Iran's education system consists of 49 indicators encompassing three dimensions: Educational Leadership, Educational Justice, and Educational Outcomes and Impacts. The Educational Leadership dimension includes components such as attention to community needs and expectations, the personal and social development of students and school staff, and a dynamic and flexible educational environment. The Educational Justice dimension includes components such as values of justice and fairness in the educational environment, respect for rights and equitable distribution of resources and opportunities, acceptance and appreciation of differences, and fostering a sense of value and belonging. The Educational Outcomes and Impacts dimension includes components such as improving students' academic and psychological performance and creating a safe and sustainable environment for learning and development.

One of the dimensions of the inclusive leadership model is Educational Leadership. This dimension in the inclusive leadership model for Iran's education system considers a diverse and comprehensive set of factors that directly impact the improvement of the quality and performance of the educational system. The findings in this section of the research align with prior studies (Agcihan & Gokce, 2021; Ganon-Shilon et al., 2023; Gómez-Hurtado et al., 2021; López-López et al., 2021). This dimension of the model includes three main components: attention to community needs and expectations, personal and social development of students and school staff, and a dynamic and flexible educational environment. Understanding community needs and expectations from the educational system is essential. This includes providing education that aligns with social and economic needs, developing skills required for the labor market, and enhancing educational access and quality for all segments of society. The personal and social development of students and school staff focuses on enhancing skills,

individual autonomy, motivation, and a spirit of cooperation among students and staff. This includes providing educational opportunities and psychological, social, and professional support for their personal and professional growth. The dynamic and flexible educational environment component ensures that the educational environment is adaptable and can meet the diverse learning needs of students. This includes providing educational technology resources, creating attractive and interactive spaces, and promoting a culture of participation and creativity in the educational environment. Each of these components can contribute to improving educational performance and outcomes, such as increasing student academic success due to better alignment of content and teaching methods with their needs and knowledge levels, reducing dropout rates, and enhancing students' social and professional competencies, as well as creating safe and sustainable learning environments that boost students' confidence and mental health. By focusing on these components, policymakers can design educational policies and programs that benefit all members of the educational community, including students, teachers, and school administrators, thereby contributing to a more equitable and higher-quality educational system. Gomez-Hurtado et al. (2021) highlight the importance of leaders in promoting a culture of inclusive participation in classroom activities, focusing on the knowledge and cultural capital of foreign students, developing organizational and educational strategies based on the identification and involvement of the educational community, its commitment to social justice, and managing diversity through collaboration and a shared understanding of educational inclusion (Gómez-Hurtado et al., 2021).

Another dimension of the inclusive leadership model is Educational Justice. The findings in this section of the research align with prior studies (Ganon-Shilon et al., 2023; López-López et al., 2021). In this context, Ganon-Shilon et al. (2022) explored the role of regional and school leaders in strengthening school sensemaking processes within the framework of a national integration reform. Data analysis led to three main themes: (1) developing a shared vision and direction; (2) building school capacity for integration by (a)

fostering a culture of shared responsibility, and (b) maintaining psychological resilience and well-being; and (3) strengthening cooperation and trust between schools and stakeholders. Lopez et al. (2021) in their study titled "Inclusive School Leadership from the Perspective of Families: Construction and Validation of an Instrument," identified a two-factor structure. One factor includes actions taken by school management teams to increase each school's openness to the community and surrounding area. The second factor involves efforts to promote participation in the school and transform it into a community-friendly space (Ganon-Shilon et al., 2023). Overall, the Educational Justice dimension focuses on creating a fair and sustainable educational environment where all members of the educational community, without discrimination and with respect for differences, can achieve productivity and progress in learning and development. These principles can ensure improved academic and psychological performance for students and provide a safe and sustainable environment for learning and development.

Finally, the third dimension identified is Educational Outcomes and Impacts. The Educational Outcomes and Impacts dimension includes components such as improving students' academic and psychological performance and creating a safe and sustainable environment for learning and development. The findings in this section of the research align with those of Lin (2018) on the impact of inclusive leadership on employee procrastination (Lin, 2018), Khaleel et al. (2021) on a deeper understanding of how leaders perceive preparedness for crises (Khaleel et al., 2021), and Sepahvand et al. (2020) on the significant positive impact of inclusive leadership style on the emergence of innovative behaviors in employees and psychological well-being (Sepahvand et al., 2020). The Educational Outcomes and Impacts dimension in the inclusive leadership model for Iran's education system examines the effects and impacts of educational policies and practices on students and school communities. This dimension includes several key components: improving students' academic and psychological performance, which involves developing educational programs and activities aimed at enhancing students' academic and psychological performance, including enhancing academic skills, increasing student motivation and confidence; creating a safe and sustainable environment for learning and development, which ensures a safe and sustainable space that allows students to focus on learning without distractions and take action for their growth and development; and connecting educational outcomes to

the community, which examines the social, economic, and cultural impacts of educational outcomes on school communities and society as a whole, as well as enhancing motivation and value in activities and policies that contribute to increasing motivation and value for students and school community members. Overall, the Educational Outcomes and Impacts dimension examines the various effects of educational policies and practices on students and school communities and confirms their importance in enhancing the quality and fairness of education. These connections between educational policies and educational outcomes can lead to significant improvements in Iran's educational system and contribute to creating a dynamic and equitable educational community. Identifying the components of inclusive leadership in education, especially in Iran's education system, can play a crucial role in designing an appropriate model for this critical educational period.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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